

Title of Programme: MSc Nursing (Pre-Registration)

Programme Code: HHMNUR

Programme Specification

This programme specification is relevant to students entering:
08 September 2025

Associate Dean of School (Academic Quality Assurance):

Theresa Titchener

Signature:



A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

Summary of amendments to the programme

Date	Section	Amendment

If you have any queries regarding the changes please email AQO@herts.ac.uk

Programme Specification MSc in Nursing

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	University of Hertfordshire
University/partner campuses	College Lane/De Havilland
Programme accredited by	Nursing and Midwifery Council
Final Award (Qualification)	MSc
All Final Award titles (Qualification and Subject)	MSc Nursing
FHEQ level of award	7

A. Programme Rationale

This post-graduate programme is for graduates who already possess a first degree and who wish to become Registered Nurses (RN) in one of the following fields of nursing; adult, child, mental health or learning disability. The programme meets the Nursing and Midwifery (NMC) requirements for registration in the United Kingdom (UK). Extensive partnership work has ensured that the programme has been co-produced with key stakeholders including service users, carers, students, academics and practice partners.

The MSc Nursing programme comprises of 50% theoretical delivery at the University (lectures, seminars, practicals, simulation, etc.), and 50% clinical practice experience. The programme is designed to expose students to care delivery in their chosen nursing field in different care settings where students will gain their clinical practice experience, including the NHS and the Private, Voluntary and Independent sectors.

On successful completion of the programme, you will be allowed to register as a nurse in the UK in the nursing field which you have studied. Caring in a dynamic health and social care system will require our graduates to be accountable and able to act autonomously whilst working effectively in an interdisciplinary team.

B. Educational Aims of the Programme

Diversity and Inclusion

Our programmes are purposefully designed to enable all students to engage meaningfully with the curriculum by being accessible and representative. We will support students to shape their learning experience, removing barriers and enabling them to succeed. The curriculum explicitly includes multiple and representative perspectives, valuing collective identities and individual diversity. Learning, teaching and assessment activities help students to understand how they can enhance outcomes both for themselves and for others. All students belong to a learning community, and during their studies we really want to hear their voices, encourage them to listen to others, and express themselves.

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in [UPR TL03](#).

Additionally this programme aims to:

- Provide a learning environment that enables the student to become a proficient, confident, safe and accountable nurse equipped with the necessary knowledge, skills, capabilities and value-bases to achieve fitness for practice, purpose, academic award and professional standing.

- Further develop students' analytical skills and critical abilities in relation to theory and nursing practice, research and enquiry that will enhance nursing care and leadership in any health and social care setting
- Facilitate and nurture the personal and professional development through the creation of safe stimulating learning environments, valuing collaboration and appreciating the distinctiveness of adult, learning disability and mental health nursing.
- Enable students to contribute to and manage their own learning by effectively engaging with the evidence and research literature, reflecting on practice and continuing life-long learning

Graduate Attributes (See Table 3)

Our graduates will be capable and professional, creative and enterprising, and will build their social and global awareness throughout. In addition to their subject expertise and proficiency, as a University of Hertfordshire graduate, they will be:

- Professionally focused
- Globally minded
- Sustainability driven
- Digitally capable and confident
- Inclusive and collaborative
- Evidence based and ethical

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2021) have been used as a guiding framework for curriculum design.

The programme outcomes are referenced to the Standards for Pre-Registration Nursing (NMC, 2018) and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2021) have been used as a guiding framework for curriculum design.

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas:

Knowledge and Understanding:	Teaching/learning methods & strategies	Assessment
A1- The complex and dynamic legal, ethical, cultural and political issues underpinning health needs and contemporary nursing practice	Acquisition of knowledge and understanding is through: To aid this, modules focus on developing all four aspects of Healy and Jenkins (2009) research informed teaching	Knowledge and assessment are assessed through the summative assessments linked to different modules. These assessments will include electronic practice assessment documentation as well as practice module written assignments, and in the assignments /
A2- The professional requirements for nursing practice	Service user and carer involvement is integral to curriculum delivery as is inter-professional education.	examination for Learning for Academic and Professional Development and Essentials'
A3- The theories, frameworks and disciplines with a critical appreciation of quantitative and qualitative research evidence and application	A combination of the following supports this: Supervised practice experiences; simulated practice sessions; reflection; portfolio development; seminar and care plan presentations; individual and small group academic tutorials;	/ Mental Health Recovery modules.

<p>to contemporary nursing practice</p> <p>A4- Inter-professional education and the range of strategies that may be selected to enhance collaborative working.</p>	<p>discussion groups, problem-based and inquiry-based type learning approaches; interactive lectures; coursework; laboratory based practical work/experiments; workshops, learning packages; e-technology approaches to learning and teaching including, podcasts, video, and digital storyboards.</p> <p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p>	
Intellectual skills:	Teaching/learning methods & strategies	Assessment
<p>B1- Critically analyse research findings and synthesise diverse sources of evidence to develop strategies that show initiative and promote optimum health and delivery of nursing care.</p> <p>B2- Analyse and solve complex problems by selecting and applying the most appropriate forms of evidence and by using systematic and effective methods of reasoning</p> <p>B3- Critically analyse nursing care needs and be able to formulate a range of collaborative solutions which enable safe, effective, person and family-centred care.</p> <p>B4- Systematically evaluate service provision and risk management strategies to ensure a safe and therapeutic environment.</p> <p>B5- Critically appraise the evidence and think creatively about clinical practice to propose research informed strategies that address problems and questions which exist in practice.</p>	<p>Intellectual skills are developed through the programme by the methods and strategies outlined in section A, above. Analysis, problem solving, and reflection skills are further developed by activities that encourage engagement with current research and evidence,</p> <p>Students will critically discuss research with staff and peers. They will undertake active learning, through role-play, tutorials, simulation and practice placement experiences.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study</p>	<p>Intellectual skills are assessed through a combination of examinations in the form of multiple-choice questions and scenario based short answer questions, assessed in-course assessments in the form of essay assignments, practice assessments, project work, reflective accounts and presentations.</p> <p>The Year 2 Research and Evidence Base for Nursing module allows students to engage intellectually with innovation service delivery and change management.</p>

Practical skills:	Teaching/learning methods & strategies	Assessment
<p>C1- Confidently use information technology to assist in the organisation and management of nursing care in a variety of different contexts.</p> <p>C2- Effectively utilise comprehensive and systematic approaches to assess, plan, implement and evaluate nursing care in partnership with patients/service-users and/or their carers.</p> <p>C3- Adapt to the changing health needs of individuals and groups to make decisions which are ethically sound and based on best available evidence.</p> <p>C4- Adopt and promote anti-discriminatory and anti-oppressive practice whilst promoting the dignity and rights of patients/service users and balancing any competing needs</p> <p>C5- Promote and lead in partnership-working through skilful team, inter-professional and multi-agency collaboration.</p> <p>C6 - Demonstrate effective leadership, support and direction to team members in delivering efficient quality care.</p>	<p>Practical skills are developed through the programme by a combination of experience in the practice setting, simulated practice learning, skills practice, reflection sessions, seminar and scenario-based presentations, individual and small group tutorials, discussion groups, lectures, coursework and laboratory based practical work/ experiments, workshops, learning packages and computer assisted learning.</p> <p>Skills' learning is also facilitated by maintaining a Portfolio, which is a record of personal and professional learning and development. Throughout the student is expected to consolidate their development of practical computing skills by use of computers in the learning resources centre.</p>	<p>Practical skills are assessed in practice placements by means of achievement of modular learning outcomes for practice, contained in the electronic Practice Assessment Document (PAD) This approach is complemented by the production of other practice related assessments.</p>
Transferable skills:	Teaching/learning methods & strategies	Assessment
<p>D1- Systematically apply and adapt a range of literacy, numeracy and information technology skills according to context</p> <p>D2- Demonstrate and promote appropriate professional discipline, organisation, presentation and standards of conduct.</p> <p>D3- Be able to self-manage and take initiative for planning to meet own needs/responsibilities and facilitating those of others.</p>	<p>Transferable skills are developed through the programme by interactive teaching sessions, practical computer assisted learning, debate, academic writing, practice experience and observation, oral and poster presentations and group/individual projects. These are complemented by the development of specialist intra-professional transferable skills by the methods outlined in achieving 'practical' skills.</p>	<p>Transferable skills are assessed through a range of assignments built into the curriculum assessment strategy, in coursework, examinations, on-line and computer-based activities, oral presentations, reflective accounts and reports and practice documents.</p> <p>Communication with service users, carers and other personnel is assessed within practice.</p>

D4- Demonstrate effective engagement communication and collaboration skills with service users, carers and a wide range of personnel from a variety of organisational levels.	<p>Transferrable skills development is also facilitated by maintaining a portfolio, which is a record of personal and professional learning and development.</p> <p>Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.</p>	
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D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in full time over 2 years and leads to the award of MSc in Nursing. Entry is at level 7 with an appropriate first degree. Intake is normally in September.

Professional and Statutory Regulatory Bodies

All aspects of the programme are governed by the Nursing Midwifery Council professional regulations. Within the programme there is equal weighting between the delivery and assessment of theory and practice.

Work-Based Learning, including Sandwich Programmes

To meet the Nursing Midwifery Council regulations 4,600 programme hours are required for the full-time programme of which 2,300 are to be evidenced by practice experiences. Practice learning experiences are undertaken with a range of environments and students are supported by appropriately approved mentors. Practice hours can also be accrued via simulated practice learning (SPL) as per the Nursing and Midwifery Council's guidance on SPL.

Programme Structure

The programme structure and progression information below (Table 1a and 1b) are provided for the award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

Mode of study: Full Time

Entry point: Normally Semester A with September intake

Compulsory Modules Module Title	Module Code	Credit Points	% Test	% Examination	% Coursework	% Practical	Semesters
1st Year Adult Field							
Professional Practice in Adult Nursing – Part 1	7HSK2161	30	0	0	100	P/F*	AB
Professional Practice in Adult Nursing – Part 2	7HSK2165	30	0	P/F*	100	P/F*	BC
Learning for Professional and Academic Development	7HSK2198	15	0	0	100	0	A
Essentials of Adult Nursing 1	7HSK2201	15	0	0	100	0	B
Determinants of Health and Wellbeing	7HSK2189	30	0	100	0	0	AB

2nd Year Adult Field							
Professional Practice in Adult Nursing – Part 3	7HSK2178	30	0	0	0	100	ABC
Research and Evidence Base in Nursing	7HSK2203	30	0	0	100	0	AB
Essentials of Adult Nursing Care 2	7HSK2202	30	0	0	100	0	AB
Leading and Managing Adult Nursing Care in Teams	7HSK2174	30	0	0	100	0	AB
Final numeracy exam	7HSK0304	0	0	P/F**	0	0	AB

*This Pass/Fail element of assessment must be successfully completed to pass the module; however, it will not contribute to the overall numeric grade awarded.

** This module is pass/fail with no numeric grade awarded.

Compulsory Modules	Module Code	Credit Points	% Test	% Examination	% Coursework	% Practical	Semesters
1st Year Children's Nursing Field							
Professional Practice in Children and Young People's Nursing – Part 1	7HSK2191	30	0	0	100	P/F*	AB
Professional Practice in Children and Young People's Nursing – Part 2	7HSK2194	30	0	P/F*	100	P/F*	BC
Determinants of Health and Wellbeing	7HSK2189	30	0	100	0	0	AB
Learning for Professional and Academic Development	7HSK2198	15	0	0	100	0	A
Essentials of Children and Young People's Nursing 1	7HSK2190	15	0	0	100	0	B
2nd Year Children's Nursing Field							
Professional Practice in Children and Young People's Nursing – Part 3	7HSK2195	30	0	0	0	100 + P/F	ABC
Research and Evidence Base in Nursing	7HSK2203	30	0	0	100	0	AB
Leading and Managing Children and Young People's Nursing in Teams	7HSK2197	30	0	0	100	0	AB
Essentials of Children and Young People's Nursing 2	7HSK2196	30	0	0	100	0	AB
Final Numeracy Exam	7HSK0304	0	0	P/F**	0	0	AB

*This Pass/Fail element of assessment must be successfully completed to pass the module, however it will not contribute to the overall numeric grade awarded.

** This module is pass/fail with no numeric grade awarded.

	Module Code	Credit Points	% Test	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
1st Year Learning Disability Field							
Professional Practice in Learning Disabilities Nursing – Part 1	7HSK2163	30	0	0	100	P/F*	AB
Professional Practice in Learning Disabilities Nursing – Part 2	7HSK2167	30	0	P/F*	100	P/F*	BC
Determinants of Health and Wellbeing	7HSK2189	30	0	100	0	0	AB
Learning for Professional and Academic Development	7HSK2198	15	0	0	100	0	A
Essentials of Learning Disabilities Nursing 1: The Lived Experience of People with a Learning Disability	7HSK2192	15	0	0	100	0	B
2nd Year Learning Disability Field							
Professional Practice in Learning Disabilities Nursing – Part 3	7HSK2180	30	0	0	0	100	ABC
Research and Evidence Base in Nursing	7HSK2203	30	0	0	100	0	AB
Leading and Managing Learning Disabilities Nursing in Teams	7HSK2176	30	0	0	100	0	AB
Essentials of Learning Disability Nursing 2: Psychological and Emotional Health for People with a Learning Disability	7HSK2193	30	0	0	100	0	AB
Final Numeracy Exam	7HSK0304	0	0	100 P/F**	0	0	AB

*This Pass/Fail element of assessment must be successfully completed to pass the module, however it will not contribute to the overall numeric grade awarded.

** This module is pass/fail with no numeric grade awarded.

	Module Code	Credit Points	% Test	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
1st Year Mental Health Field							
Professional Practice in Mental Health Nursing – Part 1	7HSK2164	30	0	0	100	P/F*	AB
Professional Practice in Mental Health Nursing - Part 2	7HSK2168	30	0	P/F*	100	P/F*	BC

Learning for Professional and Academic Development	7HSK2198	15	0	0	100	0	A
Determinants of Health and Wellbeing	7HSK2189	30	0	100	0	0	AB
Mental Health Nursing: Applying the Key Concepts of Mental Health Recovery	7HSK2199	15	0	100	0	0	B
2nd Year Mental Health Field							
Professional Practice in Mental Health Nursing – Part 3	7HSK2181	30	0	0	0	100 + P/F	ABC
Research and Evidence Base in Nursing	7HSK2203	30	0	0	100	0	AB
Mental Health Nursing: Mental Health Recovery and Complex Care	7HSK2200	30	0	0	100	0	AB
Leading and Managing Mental Health Nursing in Teams	7HSK2177	30	0	0	100	0	AB
Final Numeracy Exam	7HSK0304	0	0	P/F**	0	0	AB

NOTE

*This Pass/Fail element of assessment must be successfully completed to pass the module; however, it will not contribute to the overall numeric grade awarded.

** This module is pass/fail with no numeric grade awarded.

The award of a Masters in Nursing with eligibility to register with the NMC in one of the relevant fields of nursing requires 240 credits at level 7 and for students to meet NMC practice and theory requirements for professional registration.

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Final Award	Award Title	Minimum requirements	Available at end of (normally):	Programme Learning Outcomes developed (see above)
Masters	MSc in Nursing	240 credit points at level 7. In addition, the NMC requirements for registration must be met.	6 Semesters	All programme learning outcomes (see Table 2)
Postgraduate Diploma	Post-Graduate Diploma in Health Studies	120 credit points, including at least 90 at level 7	2-3 Semesters	A1, A3, A4, A5, B1, B2, B5, C2, C3, C5, D1, D3

Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
Postgraduate Certificate	Post-Graduate Certificate in Health Studies	60 credit points @ Level 7	1-2 Semesters	A1, A3, B1, B2, B4, B5, C2, D1, D3

Masters and Diploma awards can be made "with Distinction" or "with Commendation" where criteria as described in [UPR AS14](#), Section D and the students' handbook are met.

For untitled awards: See UPR AS11, section 13: <http://sitem.herts.ac.uk/secreg/upr/AS11.htm>

Programme-specific assessment regulations and further points of clarification

The programme is compliant with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12/UPR AS13](#) and [UPR AS14](#)) with the exception of those listed below, which have been specifically approved by the University:

- Final compensatory credit (exemption from UPR AS14 section D4.4) and or intramodular compensation is not permissible within the programme.
- Students awarded an FREN grade for 75 credits or more at a progression point will result in the student being withdrawn from their programme of study (exemption from UPR AS14 section D3).
- All assessment outcomes must be successfully completed, and results confirmed at an examination board by the progression point (i.e. end of each academic year) (Exemption from UPR AS14, section D3).
- Students can not undertake further study at higher levels on the same programme of study if they have more than 30 credits of failure outstanding from previous levels (Exemption from UPR AS14 D3.6).

Further points of clarification and interpretation relevant to this specific programme are given below:

- Students are required to attend all programme components for theory and practice.
- Students will be expected to attend all practice components of the programme without exemption. Failure to follow the attendance guidance, as per programme policy, will lead to withdrawal from the programme. Failure to fulfil the requirements for practice as per programme policy (including undertaking barring and enhanced disclosure checks, attending occupational health screening when referred and (where applicable) completing a statutory declaration will lead to the student being withdrawn from the programme.
- Failure to achieve a pass grade in relation to those attributes associated with professionalism within the practice document (as stated in the Professional Values Statement) in each year/part of the programme within EITHER the final summative practice experience of that part of the programme OR the subsequent retrieval practice experience will result in a student being withdrawn from their programme of study.
- All students must pass, with 100%, a non-credit-bearing numeracy assessment in their final year before the student may be recommended for entry to the professional nursing register.
- On completion of the programme, each student must submit a self-declaration of good health and character, as required by the NMC and which must be confirmed by a designated senior programme officer before the student may be recommended entry to the professional nursing register.

E. Management of Programme & Support for student learning

Management

The programme is managed and administered through:

- Dean of School
- Associate Dean Education and Student Success
- Departmental Heads
- A Programme Lead, responsible for the strategic management and organisation of the Programme
- Student representatives on programme committees

- Module Leaders who are responsible for the administration and delivery of individual modules
- A Senior Admissions Tutor, with specific responsibility for coordinating recruitment, open days and selection processes
- An APEL/APCL coordinator who is responsible for advising prospective candidates regarding the production and submission of an APEL/CL claim
- Programme admissions tutor
- A Senior Administrator for Practice Placements to plan and administer the student placement allocations
- A designated administrative team to deal with day-to-day administration associated with the modules within the programme.

Support

Students are supported by:

- An induction week at the beginning of each new academic session.
- Overseas Orientation
- You will have a Personal Tutor who will be an important point of contact, able to help you gain a good understanding of the School and programme you are studying.
- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters, accommodation, international student support, etc.
- Office of Dean of Students, Student Wellbeing (incorporating Counselling, Mental Health and Disability Support), Chaplaincy, and Day Nursery.
- Associate Dean of School (AQA)
- Departmental Heads
- A Programme Lead, responsible for the strategic management and organisation of the Programme
- Student representatives on programme committees
- Module Leaders who are responsible for the administration and delivery of individual modules
- A Senior Admissions Tutor, with specific responsibility for coordinating recruitment, open days and selection processes
- APEL coordinator who is responsible for advising prospective candidates regarding the production and submission of a APEL claim
- Programme Admissions Tutor
- A Senior Administrator for Practice Placements to plan and administer the student placement allocations
- A team of programme administrators
- A versatile on-line interactive intranet and learning environment
- Guided student-centred learning through the use of Canvas
- Access to extensive digital and print collections of information resources
- Attractive modern study environments in two Learning Resources Centres
- Our Student Support and Academic Services Department
- An English language drop-in centre
- A Mathematics drop-in centre
- A Student Forum with representatives on programme committee
- Medical Centre
- University Disability Advisors
- Careers and Employment
- Hertfordshire Student's Union
- Dedicated programme site

Practice support

In addition to the support mechanisms available to the students at the university, they will be supported in practice by practice assessors, practice supervisors and other individuals such as Practice Education Facilitators

F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A dedicated programme site

- A Definitive Module Document (DMD) for each constituent module;

The [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07](#) 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>.

G. Entry requirements

The normal entry requirements for the programme are:

A minimum of a 2:1 honours degree in any subject. Consideration will be given to applicants with a 2:2 if their degree is related to nursing and they have previous care work experience.

GCSE mathematics and English at grade C/4 or above (or equivalent).

Evidence of completion of 12 years general school education before commencing the programme.

Plus

Where the International English Language Testing System (IELTS) is offered, the programme will normally require an overall score of 6.5, with a minimum score of 6.5 for every component (listening, reading, writing and speaking). Where the Occupational English Test (OET) is offered it must be at least a B grade in listening and reading, and at least a B grade in writing and speaking. In addition, English language qualifications that are recognised by the University as equivalent to the IELTS and OET bands specified above will also be accepted.

All offers will be subject to the applicants' demonstration of the NHS constitution's 'Values and Behaviours', satisfactory interviews, numeracy and literacy test, health screening and the Disclosure and Barring Services (DBS) checks. You can view the full NHS Constitution for England on the Government website: <https://www.gov.uk/government/publications/the-nhs-constitution-for-england>

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](#)), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

If you would like this information in an alternative format please contact: icaq@herts.ac.uk

If you wish to receive a copy of the latest External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk

MSc in Nursing

Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

		Programme Learning Outcomes (as identified in section 1 and the following page)																			
		Knowledge & Understanding				Intellectual Skills					Practical Skills						Transferable Skills				
Module Title	Module Code	A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	
Year 1 Adult Field Modules																					
Professional Practice in Adult Nursing – Part 1 (Level 7)	7HSK2161	X	X		X							X					X	X	X	X	
Professional Practice in Adult Nursing – Part 2 (Level 7)	7HSK2165	X	X		X	X				X	X	X			X		X	X	X	X	
Learning for Academic and Professional Development	7HSK2198																X	X	X		
Essentials of Adult Nursing 1	7HSK2201					X	X				X	X	X								
Determinants of Health and Wellbeing	7HSK2189	X						X					X	X							
2nd Year Adult Field Modules																					
Professional Practice in Adult Nursing – Part 3 (Level 7)	7HSK2178	X	X		X	X	X	X	X			X		X			X	X	X	X	
Research and Evidence Base in Nursing	7HSK2203			X		X	X			X											
Essentials of Adult Nursing Care 2	7HSK2202				X	X	X	X				X		X							
Leading and Managing Adult Nursing Care in Teams	7HSK2174	X					X	X	X					X	X	X				X	
Final Numeracy Exam	7HSK0304																X				

		Programme Learning Outcomes (as identified in section 1 and the following page)																		
		Knowledge & Understanding				Intellectual Skills					Practical Skills						Transferable Skills			
Module Title	Module Code	A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4
Year 1 Child Field Modules																				
Professional Practice in Children and Young People’s Nursing – Part 1	7HSK2191	X	X		X							X					X	X	X	X
Professional Practice in Children and Young People’s Nursing – Part 2	7HSK2194	X	X		X	X				X	X	X			X		X	X	X	X
Determinants of Health and Wellbeing	7HSK2189	X						X					X	X						
Learning for Academic and Professional Development	7HSK2198																X	X	X	
Essentials of Children and Young People’s Nursing 1	7HSK2190					X	X				X	X	X							
2nd Year Children’s Nursing Field Modules																				
Professional Practice in Children and Young People’s Nursing – Part 3	7HSK2195	X	X		X	X	X	X	X			X		X			X	X	X	X
Research and Evidence Base in Nursing	7HSK2203			X		X	X			X										
Leading and Managing Children and Young People’s Nursing in Teams	7HSK2197	X			X		X	X	X				X		X	X	X			X
Essentials of Children and Young People’s Nursing 2	7HSK2196				X	X	X	X	X			X								
Final Numeracy Exam	7HSK0304																X			

		Programme Learning Outcomes (as identified in section 1 and the following page)																			
		Knowledge & Understanding				Intellectual Skills					Practical Skills						Transferable Skills				
Module Title	Module Code	A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	
Year 1 Learning Disability Field Modules																					
Professional Practice in Learning Disabilities Nursing – Part 1 (Level 7)	7HSK2163	X	X		X						X	X					X	X	X	X	
Professional Practice in Learning Disabilities Nursing – Part 2 (Level 7)	7HSK2167	X	X		X	X				X	X	X			X		X	X	X	X	
Determinants of Health and Wellbeing	7HSK2189	X						X					X	X							
Learning for Professional and Academic Development	7HSK2198																X	X	X		
Essentials of Learning Disabilities Nursing 1: The Lived Experience of People with a Learning Disability	7HSK2193					X	X				X	X	X								
2nd Year Learning Disability Field																					
Professional Practice in Learning Disabilities Nursing – Part 3 (Level 7)	7HSK2180	X	X		X	X	X	X	X			X		X			X	X	X	X	
Research and Evidence Base in Nursing	7HSK2203			X		X	X			X							X				
Leading and Managing Learning Disabilities Nursing in Teams	7HSK2176	X			X		X	X	X					X	X	X				X	
Essentials of Learning Disability Nursing 2: Psychological and Emotional Health for People with a Learning Disability	7HSK2193				X	X	X	X	X					X	X					X	
Final Numeracy Exam	7HSK0304																X				

		Programme Learning Outcomes (as identified in section 1 and the following page)																		
		Knowledge & Understanding				Intellectual Skills					Practical Skills						Transferable Skills			
Module Title	Module Code	A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4
Year 1 Mental Health Field Modules																				
Professional Practice in Mental Health Nursing – Part 1	7HSK2164	X	X		X						X	X					X	X	X	X
Professional Practice in Mental Health Nursing - Part 2	7HSK2168	X	X		X	X				X	X	X			X		X	X	X	X
Learning for Academic and Professional Development	7HSK2198																X	X	X	
Determinants of Health and Wellbeing	7HSK2189	X						X					X	X						
Mental Health Nursing: Applying the Key Concepts of Mental Health Recovery	7HSK2199	X					X													
2nd Year Mental Health Field Modules																				
Professional Practice in Mental Health Nursing – Part 3	7HSK2181	X	X		X	X	X	X	X			X		X			X	X	X	X
Research and Evidence Base in Nursing	7HSK2203			X		X	X			X										
Mental Health Nursing: Mental Health Recovery and Complex Care	7HSK2200				X				X											
Leading and Managing Mental Health Nursing in Teams	7HSK2177	X			X		X	X	X					X	X	X				X
Final Numeracy Exam	7HSK0304																X			

<p>Knowledge and Understanding</p> <p>A1. The complex and dynamic legal, ethical, cultural and political issues underpinning health needs and contemporary nursing practice</p> <p>A2. The professional requirements for nursing practice.</p> <p>A3. The theories, frameworks and disciplines with a critical appreciation of quantitative and qualitative research evidence and application to contemporary nursing practice</p> <p>A4. Inter-professional education and the range of strategies that may be selected to enhance collaborative working.</p>	<p>Intellectual Skills</p> <p>B1. Critically analyse research findings and synthesise diverse sources of evidence to develop strategies that show initiative and promote optimum health and delivery of nursing care.</p> <p>B2. Analyse and solve complex problems by selecting and applying the most appropriate forms of evidence and by using systematic and effective methods of reasoning.</p> <p>B3. Critically analyse nursing care needs and be able to formulate a range of collaborative solutions</p> <p>B4. Systematically evaluate service provision and risk management strategies to ensure a safe and therapeutic environment.</p> <p>B5. Critically appraise the evidence and think creatively about clinical practice to propose research informed strategies that address problems and questions which exist in practice.</p>
<p>Practical Skills</p> <p>C1. Confidently use information technology to assist in the organisation and management of nursing care in a variety of different contexts</p> <p>C2. Effectively utilise comprehensive and systematic approaches to assess, plan, management of nursing care in a variety of different contexts implement and evaluate nursing care in partnership with patients/service-users and/or their carers which are ethically sound and based on best available evidence the dignity and rights of patients/service users and balancing any competing needs multi-agency collaboration efficient quality care</p> <p>C3. Adapt to the changing health needs of individuals and groups to make decisions which are ethically sound and based on best available evidence.</p> <p>C4. Adopt and promote anti-discriminatory and anti-oppressive practice whilst promoting the dignity and rights of patients/service users and balancing any competing needs.</p> <p>C5. Promote and lead in partnership-working through skilful team, inter-professional and multi-agency collaboration.</p> <p>C6. Demonstrate effective leadership, support and direction to members in delivering efficient quality care.</p>	<p>Transferable Skills</p> <p>D1. Systematically apply and adapt a range of literacy, numeracy and information technology skills according to context.</p> <p>D2. Demonstrate and promote appropriate professional discipline, organisation, presentation and standards of conduct.</p> <p>D3. Be able to self-manage and take initiative for planning to meet own needs/responsibilities and facilitating those of others.</p> <p>D4. Demonstrate effective engagement communication and collaboration skills with service users, carers and a wide range of personnel from a variety of organisational levels.</p>

Table 3: Development of Graduate Attributes in the Constituent Modules

This map identifies where the Graduate Attributes are delivered in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the development of the Graduate Attributes (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own personal and professional development as the programme progresses. [Note that there is no requirement for the Graduate Attributes to be assessed through these modules]

ADULT NURSING							
Module Title	Module Code	Professionally Focused	Globally Minded	Sustainability Driven	Digitally capable & confident	Inclusive and collaborative	Evidenced based and Ethical
Professional Practice in Adult Nursing – Part 1 (Level 7)	7HSK2161	X		X	X	X	X
Professional Practice in Adult Nursing – Part 2 (Level 7)	7HSK2165	X		X	X	X	X
Professional Practice in Adult Nursing – Part 3 (Level 7)	7HSK2178	X		X	X	X	X
Essentials of Adult Nursing Care 1	7HSK2201	X		X		X	X
Essentials of Adult Nursing Care 2	7HSK2202	X	X	X		X	X
Leading and Managing Adult Nursing Care in Teams	7HSK2174	X	X	X		X	X
CHILDREN AND YOUNG PEOPLE'S NURSING							
Module Title	Module Code	Professionally Focused	Globally Minded	Sustainability Driven	Digitally capable & confident	Inclusive and collaborative	Evidenced based and Ethical
Professional Practice in Children and Young People's Nursing – Part 1	7HSK2191	X	X	X	X	X	X
Professional Practice in Children and Young People's Nursing – Part 2	7HSK2194	X	X	X	X	X	X
Professional Practice in Children and Young People's Nursing – Part 3	7HSK2195	X	X	X	X	X	X
Essentials of Children and Young People's Nursing 1	7HSK2190	X		X		X	X
Essentials of Children and Young People's Nursing 2	7HSK2196	X	X	X		X	X
Leading and Managing Children and Young People's Nursing in Teams	7HSK2197	X	X	X		X	X

LEARNING DISABILITIES NURSING							
Module Title	Module Code	Professionally Focused	Globally Minded	Sustainability Driven	Digitally capable & confident	Inclusive and collaborative	Evidenced based and Ethical
Professional Practice in Learning Disabilities Nursing – Part 1 (Level 7)	7HSK2163	X	X	X	X	X	X
Professional Practice in Learning Disabilities Nursing – Part 2 (Level 7)	7HSK2167	X	X	X	X	X	X
Professional Practice in Learning Disabilities Nursing – Part 3 (Level 7)	7HSK2170	X	X	X	X	X	X
Essentials of Learning Disabilities Nursing 1: The Lived Experience of People with a Learning Disability	7HSK2192	X		X		X	X
Essentials of Learning Disability Nursing 2: Psychological and Emotional Health for People with a Learning Disability	7HSK2193	X	X	X		X	X
Leading and Managing Learning Disabilities Nursing in Teams	7HSK2176	X	X	X		X	X
MENTAL HEALTH NURSING							
Module Title	Module Code	Professionally Focused	Globally Minded	Sustainability Driven	Digitally capable & confident	Inclusive and collaborative	Evidenced based and Ethical
Professional Practice in Mental Health Nursing – Part 1	7HSK2164	X	X	X	X	X	X
Professional Practice in Mental Health Nursing - Part 2	7HSK2168	X	X	X	X	X	X
Professional Practice in Mental Health Nursing – Part 3	7HSK2181	X	X	X	X	X	X
Mental Health Nursing: Applying the Key Concepts of Mental Health Recovery	7HSK2199	X		X		X	X
Mental Health Nursing: Mental Health Recovery and Complex Care	7HSK2200	X	X	X		X	X
Leading and Managing Mental Health Nursing in Teams	7HSK2177	X	X	X		X	X
YEAR 1 CROSS FIELD MODULES							
Module Title	Module Code	Professionally Focused	Globally Minded	Sustainability Driven	Digitally capable & confident	Inclusive and collaborative	Evidenced based and Ethical
Learning for Academic and Professional Development	7HSK2198	X			X		
Determinants of Health and Wellbeing	7HSK2189	X	X	X			
YEAR 2 CROSS FIELD MODULES							

Research and Evidence Base in Nursing	7HSK2203	X		X	X		X
Final Numeracy Exam	7HSK0304	X			X		X

Section 2

Programme management

Relevant QAA subject benchmarking statements	Nursing
Type of programme	Taught Post Graduate
Date of validation/last periodic review	January 25
Date of production/ last revision of PS	March 25
Relevant to level/cohort	Level 7 entering September 2023
Administrative School	School of Health and Social Work
Language of Delivery	English

Table 4 Course structure

Course Details			
Course Code	Course Description	HECOS	UCAS
HHMNURA	MSc Nursing (Adult)	100279, 100%	N/A
HMNURCMSC	MSc Nursing (Child)	100280, 100%	N/A
HHMNURLD	MSc Nursing (Learning Disability)	100286, 100%	N/A
HHMNURMH	MSc Nursing (Mental Health)	100287, 100%	N/A