



**Programme Specification**

Programme title: MNurse (Adult/Mental Health): Integrated Masters in Nursing

MNurse (Children’s/Mental Health): Integrated Masters in Nursing

Academic Year:	2024/25
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	Bradford Teaching Hospitals NHS Foundation Trust Airedale NHS Foundation Trust Bradford District Care NHS Foundation Trust Private and voluntary sector healthcare providers
Final and interim award(s):	Final: Master of Nursing (Adult/Mental Health) [Framework for Higher Education Qualifications Level 7]  Master of Nursing (Children's/Mental Health) [Framework for Higher Education Qualifications Level 7]  Interim: Bachelor of Science with Honours in Nursing (Adult); Bachelor of Science with Honours in Nursing (Children’s); BSc Health Studies [FHEQ Level 6]  Diploma of Higher Education in Health Studies [FHEQ Level 5]; Certificate of Higher Education in Health Studies [FHEQ Level 4]
Programme accredited by (if appropriate):	Nursing and Midwifery Council
Programme duration:	4 years full time
UCAS code:	B745 (Adult) B735 (Children’s)

QAA Subject benchmark statement(s):	<a href="#">Health Studies (2019)</a>
Date last confirmed and/or minor modification approved by Faculty Board	

**Please note:** This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

## Introduction

Nursing is a profession which centres not only upon the care of the individual but that of families, carers and the communities in which they live. We want to prepare student nurses to enter the nursing workforce as well rounded, capable and ambitious registrants who can help lead the changes that are required to provide the best possible care to the UK population. To do this, we will equip student nurses with the skills to care for people with a range of complex health needs, including long term conditions, and to be able to provide that care where and when individuals need it – in hospital, in the community and at home.

The University of Bradford has been awarded the University of the Year for Social Inclusion (Good University Guide, 2020), and Bradford itself is a diverse city. The changing landscape of an evolving healthcare system incorporating innovative digital technologies makes this an exciting time to study nursing. The School collaborates with industry partners and researchers at the Digital Health Enterprise Zone (DHEZ), incorporating many projects such as child and baby basic life support teaching to parents and families from the local community. The University of Bradford works in partnership with Bradford Teaching Hospitals NHS Trust at the Wolfson Centre for Applied Health Research, the work of the Centre includes the Born in Bradford project.

Traditionally, pre-registration nursing programmes are designed to qualify students to register with the Nursing and Midwifery Council (NMC), the professional regulator, in a single field of nursing. The School of Nursing and Healthcare Leadership, at the University of Bradford, has successfully delivered pre-registration undergraduate nursing programmes for many years in three fields of nursing: adult, children and mental health. Our integrated master's in nursing course, called the MNurse qualification, enables students to develop specialist knowledge and skills in two fields of nursing so that they will be prepared for a career which combines skills from both areas.

The University of Bradford offers two MNurse pathways: MNurse Adult/Mental Health which leads to eligibility to register with the NMC as Registered Nurse (Adult) and Registered Nurse (Mental Health), and the MNurse (Children's/Mental Health) leads to eligibility to register with the NMC as Registered Nurse (Children's) and Registered Nurse (Mental Health). Recognition by the NMC in two fields of nursing is a highly desirable feature of modern careers in nursing within the context of integrated models of delivery. Dual registration can provide nurses with an early career boost leading to swifter progression to advanced or specialist practitioner roles, to management positions and into education or research roles.

## Our School vision for nursing

At the University of Bradford, we are committed to improving the health and wellbeing of the communities they serve. They reflect the core values of nursing and:

**Exemplify Excellence**, deliver outstanding care and ethical practice, and thrive as resilient and reflective learners.

**Advocate Inclusion**, understand and value diversity, strive for cultural competence, and act as positive disruptors to champion change.

**Embrace Innovation**, creatively apply evidence-based knowledge, and transform obstacles into opportunities for growth.

**Uphold Trust**, demonstrate integrity in communication, professional relationships, and decision-making.

## Our nursing programmes

The School of Nursing and Healthcare Leadership at the University of Bradford has successfully delivered pre-registration undergraduate nursing programmes for many years in three fields of nursing: adult, child and mental Health, delivered at the University of Bradford campus. In addition, a BSc Nursing (adult) programme is also delivered at Mid Yorkshire Teaching NHS Foundation Trust.

Our integrated Masters programmes are student-centred, meaning that they have been designed around the needs of our students. Students will spend 50% of the programme in academic learning, and 50% in practice learning.

The programme is academically and clinically demanding, and students will be stretched to enable them to flourish.

### Theoretical learning

University-based learning activities are varied, creative and interesting, focusing not only on building the knowledge students need, but also designed to promote independent learning skills and skills in team working and communication. Students will take part in interactive lectures delivered by experts in their field, helping to develop the core knowledge required for that subject whilst also focused on understanding the relevance of those learning experiences to their future roles. Small group teaching sessions will include a range of activities, including lively debates centred around current healthcare issues, exploring real life nursing situations, and working with staff to apply core knowledge to the care of patient scenarios.

In stage one and two of the programme, theory modules focus on building core knowledge, skills and behaviours that are common to all fields of nursing. You will be supported to apply contemporary nursing practice to safely meet the needs of those in your care. Students will learn alongside their peers from the different fields, encouraging cross-disciplinary skill development.

In stages three and four of the programme, the curriculum is designed to develop the specific in-depth knowledge and skills to meet the complex and enduring needs of people in the students' two fields of practice. Students focus on building the skills and confidence to transition towards professional registration as a nurse and are supported to become confident and autonomous practitioners in their chosen fields of practice, one in stage three, and their second field in stage four.

## Practice learning experiences

We have a diverse range of practice learning opportunities for students. These include real world placements, and simulated practice learning (SPL). Practice modules in years one and two focus on supporting students to develop their nursing practice within contemporary healthcare settings in clinical areas that are specific to their chosen field.

### 1.1.1 Real world placements

Students will have the opportunity to gain experience in a variety of placement areas. These include experiences that are:

- 'At home'**, with people in their own homes, nursing and residential care homes,
- 'Near home'**, including primary care, schools, clinics and outpatient departments,
- 'Away from home'**, such as hospitals, inpatient units and hospices, and
- 'Alternatives to home'**, including prisons, hostels, respite centres.

Most placements are undertaken within Bradford district and Cavern. Our main practice partners include Bradford Teaching Hospitals NHS Foundation Trust, Bradford District Care Trust, Airedale NHS Foundation Trust, Mid Yorkshire Teaching NHS Trust and Harrogate and District NHS Foundation Trust, as well as a range of smaller charity and private sector organisations.

Students may be offered placements in other organisations across Yorkshire, including Leeds Teaching Hospitals and Calderdale and Huddersfield NHS Foundation Trust. Students can also undertake specialist placements, such as leadership experience placements with Integrated Care Boards or NHS England, and other national organisations.

### 1.1.2 Simulated practice learning

*'Simulated practice learning can replicate, support, and complement practice learning scenarios through a wide variety of methodologies'*. These methodologies can include the use of actors and role play to portray clinical scenarios; the use of immersive rooms, which can depict any situation from a hospital environment to a motorway emergency; as well as the use of virtual reality to carry out simulated clinical assessments" (NMC 2023d).

Students will have lots of hands-on experience to learn the practical skills required to delivery effective nursing care, known as nursing procedures, which includes skills such as monitoring respiratory rate and blood pressure, preparing and administering injections, and wound care. These types of simulated learning experiences are woven throughout the course so that students can derive maximum benefit from the fantastic simulation resources we have at the University of Bradford, whilst developing these skills in a safe environment. Alongside the scheduled learning that takes place on campus, students are supported to develop self-directed learning and digital literacy skills with high quality, interactive and varied online learning materials, commonly known as self-directed learning.

### 1.1.3 Elective and international placements

There is an opportunity to undertake an elective placement at the end of year two, which can include experience abroad, for example students in previous years have visited Jordan, Ghana, Finland, and China. Students will also have the opportunity to organise their own placements through agencies such as Work the World or Global Medical.

## Support for students

Whilst we do set the standards high, all students will receive excellent pastoral and academic support from staff who are passionate about their role as academics and who support our students to develop the skills and confidence to achieve these high standards. Students are allocated a Personal Academic Tutor (or 'PAT') from the start of the programme who will take an active interest in students' academic progress and personal wellbeing.

Whilst in placement settings, practice supervisors and practice assessors in the clinical area and the University Practice Education Team work together to plan, support and monitor student development in practice learning. Additionally, our nursing programmes have well established peer support systems, including the Peer Assisted Learner (PAL) scheme in which third year students support first-year students.

## Student support services

The University of Bradford has a wide range of support services available to students. Most students will need some support with their studies during their time at university. Our academic support network can provide support from the first day of your course through to graduation. Support is available from our Academic Skills Advice Service, the International Study Centre, the library and our Disability Service. More details about these services can be found on our [website](#), in the My Bradford hub on campus, or via your PAT.

## Programme aims

The programme is intended to develop nurses who are:

- A1. caring and compassionate, who can apply their knowledge and skills competently and who is responsible and accountable for their own actions.
- A2. clinically excellent, culturally competent, and digitally literate.
- A3. adaptable to work in a variety of settings.
- A4. able to demonstrate leadership skills and can deal with complex situations.
- A5. prepared for lifelong learning in pursuit of personal development and excellence in practice.
- A6. critical thinkers equipped for the changing landscape of an evolving healthcare system.
- A7. prepared with the knowledge and skill set required to assume nursing leadership roles in the future.
- A8. prepared for a career which combines skills from both fields of nursing allowing them to work across clinical specialities in different practice settings.
- A9. capable of analysing and synthesising evidence to transform nursing care.

## Programme Learning Outcomes

By the end of the programme, the student nurse will be competent to:

1. Demonstrate the skills, values and behaviours in order to become an accountable professional in accordance with The Code (NMC 2018).
2. Identify and critically appraise research evidence to plan, manage and evaluate high-quality, person centred, safe and compassionate care.
3. Critically evaluate and apply health education and promotion strategies, and knowledge of normal and abnormal anatomy and pathophysiology to promote the health and wellbeing, of service users, carers and groups, and prevent their ill health.
4. Demonstrate excellent communication and relationship management skills and through the use of digital technology, enhance the management of care for service users/ carers and colleagues.
5. Analyse human factors theory and its implications for effective interprofessional team-working demonstrating commitment to effective multidisciplinary team working to assess and initiate person-centred plans of collaborative care.
6. Critically evaluate how human factors impact on the development of organisational policy, procedure and culture, providing appropriate levels of guidance, role modelling and support to others to lead and manage nursing care.
7. Apply the principles and knowledge of safety legislation in order to contribute to risk management and quality of care improvement to ensure safe quality care to service users and carers/families.
8. Apply knowledge of local and national policies to manage and coordinate complex nursing and integrated care needs across the lifespan.
9. Demonstrate appropriate study and reflective skills including digital technologies and tools for teaching and learning of self and others.
10. Display mastery of analysing and synthesising the evidence base and policy underpinning the relevant dual fields of practice.
11. Use a high level of abstraction to incorporate a critical understanding of the dual fields of study and its interrelationship with other relevant disciplines.
12. Utilise theoretical and methodological approaches and creatively apply knowledge of how the evidence base is interpreted to problem solve, generate transformative ideas, concepts, and/or approaches.
13. Work proactively within multiply teams, as a leader or member to support the efficacy of the team, recognising and making appropriate use of the capabilities of team members in a range of complex and specialist environments.
14. Support and champion innovation across the healthcare system utilising digital technology in research, scholarship and other activities in order to secure transformation and improve patient outcomes.

## Curriculum

All modules are core to the programme under the Assessment Regulations. Student nurses will experience practice placements in both field settings. The following curriculum structures for the MNurse programme, both the Adult/ Mental Health programme and the Children's/Mental Health programme follow the same curriculum structure in stages one, two and four. All students will complete mental health field in stage four of the programme.

### Stage 1

FHEQ Level	Module Title	Type	Credit	Module Code
4	Nursing and Academic Practice	Core	30	NUR4501C
4	Practice learning 1	Core	60	NUR4505-E
4	Social Concepts of Health	Core	30	NUR4503-C
4	Placement Hours – stage 1	Core	0	NUR4506-Z

At the end of stage 1, students will be eligible to exit with the award of Certificate of Higher Education if they have successfully completed at least 120 credits.

**This award does not confer eligibility to register with the Nursing and Midwifery Council.**

### Stage 2

FHEQ Level	Module Title	Type	Credit	Module Code
5	Evidence Based Healthcare	Core	30	NUR5501C
5	Practice learning 2	Core	60	NUR5505-E
5	Promoting Health	Core	30	NUR5504-C
5	Practice Hours – stage 2	Core	0	NUR5506-Z

At the end of stage 2, students will be eligible to exit with the award of Diploma of Higher Education if they have successfully completed at least 240 credits.

**This award does not confer eligibility to register with the Nursing and Midwifery Council.**

### Stage 3 MNurse Adult/Mental Health Curriculum

FHEQ Level	Module Title	Type	Credit	Module Code
6	Preparing for Professional Practice	Core (all fields)	20	NUR6501-B
6	Integrated Acute Care of the Adult	Core (Adult)	20	NUR6502-B
6	Practice learning 3	Core (Adult Placement)	60	NUR6511-E
7	The Management of Complex Care of the Adult	Core (Adult)	20	NUR7506-B
6	Practice Hours – stage 3	Core	0	NUR6512-Z

At the end of stage 3, Students will be eligible to exit with the award of Ordinary Degree of Bachelor if they have successfully completed at 120 credits at level 4, 120 credits at level 5 and 60 credits at level 6.

**This award does not confer eligibility to register with the Nursing and Midwifery Council.**

At the end of stage 3, students will be eligible to exit with the FHEQ Level 6 **Honours Degree award of Bachelor of Science in Nursing (Adult)** if they have successfully completed at least 360 credits and achieved the required 4600 hours and passed the Pre-Registration Nursing - Programme Requirements, Stage 3 module. The degree classification for a BSc (Hons) will be calculated based on the 20% of stage average from the 60 graded credit in stage 2 and 80% of the stage average of the best 100 credits (level 6 credit and level 7 credits) in stage 3.

**This award does confer eligibility to register with the Nursing and Midwifery Council, as an RN (adult) only.**

Students have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in the NMC standard R5.2.



### Stage 3 MNurse Children's/Mental Health Curriculum

FHEQ Level	Module Title	Type	Credit	Module Code
6	Preparing for Professional Practice	Core (all fields)	20	NUR6501B
6	Integrated Care of Children and Young People	Core (Children's)	20	NUR6503-B
6	Practice learning – Part 3	Core (all fields)	60	NUR6511-E
7	Managing the Care of Children and Young People	Core (Children's)	20	NUR7507-B
6	Practice Hours – stage 3	Core	0	NUR6512-Z

At the end of stage 3, students will be eligible to exit with the FHEQ Level 6 Ordinary Degree award of Bachelor of Science in Health Studies if they have successfully completed at 120 credits in Level 4 and 120 at Level 5 and 60 credits at level 6.

**This award does not confer eligibility to register with the Nursing and Midwifery Council.**

At the end of stage 3, students will be eligible to exit with the FHEQ Level 6 **Honours Degree award of Bachelor of Science in Nursing (Children's)** if they have successfully completed at least 360 credits and achieved the required 4600 hours and passed the Pre-Registration Nursing - Programme Requirements, Stage 3 module. The degree classification for a BSc (Hons) will be calculated based on the 20% of stage average from the 60 graded credit in stage 2 and 80% of the stage average of the best 100 credits (level 6 credit and level 7 credits) in stage 3.

**This award does confer eligibility to register with the Nursing and Midwifery Council, as an RN (child) only.**

Students have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in the NMC standard R5.2.

## Stage 4

FHEQ Level	Module Title	Type	Credit	Module Code
7	Transforming Nursing Practice		20	NUR7501-B
6	Integrated Approaches to Mental Health across the lifespan	Core (Adult)	20	NUR6504-B
7	Practice learning – Part 3 MNurse	Mental Health	60	NUR7511-E
7	Managing Therapeutic Approaches and Facilitating Therapeutic Interventions within Mental Health care		20	NUR7508-B
7	Practice Hours – stage 4	Core	0	NUR7512-Z

Students will be eligible for the FHEQ Level 7 award of Master in Nursing (Adult/Mental Health) or (Children's/Mental Health) if they have successfully completed 480 credits of which 120 credits are at FHEQ Level 7, achieved the required number of hours, and passed the Pre-Registration Nursing - Programme Requirements, Stage 4 module. The degree calculation for the MNurse adheres to the formula described in the Regulations Governing Undergraduate Awards.

**This award **does** confer eligibility to register with the Nursing and Midwifery Council.**

Students have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in the NMC standard R5.2.

## Learning and Teaching Strategy

The programme is framed around the NMC standards of proficiency for registered nurses (NMC 2023a) standards for pre-registration nursing programmes (NMC 2023a), and standards for student supervision and assessment (NMC 2023b), and standards framework for nursing and midwifery education (NMC 2023c).

Students will be taught alongside peers from all three fields of nursing in stages one and two, where an integrated approach to learning and teaching will be adopted. Taught content will include learning disability nursing. The curriculum introduces all students to the fundamental knowledge and skills centred around the core and field subjects required to safely meet the needs of people who require nursing. During stage three students develop specific knowledge and skills to meet the needs of people in their chosen field of practice.

Students will have the opportunity to work with and alongside other professionals in health and social care, as well as experts by experience, both in the university and practice setting.

Students will develop and display the professional behaviour that is required of all registered nurses, following the NMC The Code (NMC 2018).

Students will participate in a wide range of student-centred learning activities to help them develop the knowledge, skills and values for professional nursing practice. There is a structured approach to teaching

which will start with key reading, and directed study activities, followed by keynote lectures and smaller group seminars. Learning is consolidated by more directed activities, including, for example, clinical case studies, tutorials, debates and discussions. Students are expected to complete and give feedback upon directed activities and undertake regular self-directed study. Timely feedback will be provided with academic supervision and formative assessment.

## Assessment Strategy

### 1.2 Assessing academic work

During the programme students are assessed using both formative feedback, to enable students to improve their work, and summative assessment, against module learning outcomes, in both theory and in practice. There are opportunities within some assessments to choose topic areas for study. Assessments aim to determine achievement of the learning outcomes for each module. Methods of assessment used include assignments, reports, poster presentations, critical reflection and the examination of nursing skills and proficiencies.

### 1.3 Assessing practice learning

Practice experience is continuously recorded and assessed using the Midlands Yorkshire and East Practice Assessment Document (MYEPAD). MYEPAD has been developed to support nursing students to achieve the criteria set out in the Standards of proficiency for registered nurses (NMC 2023a). Practice is assessed and graded using the School of Nursing and Healthcare Leadership assessment rubric (a scoring guide used to promote consistency of marking against defined criteria), which is available in the MYEPAD. Following practice experiences, students are required to submit a self-assessment. This helps to provide insight into students' comprehension and promotes a shift towards student-centred learning, by helping students to identify gaps in their knowledge.

## Assessment Regulations

This Programme conforms to the standard University Assessment Regulations which are available at the link below:

<https://www.bradford.ac.uk/regulations/>

The programme has eight exceptions to standard regulations:

1. In clinical practice modules, students will only be offered a single supplementary assessment (2 attempts in total) for the clinical component of the module. If a practice module is failed after supplementary assessment the student will be required to withdraw from the programme.
2. Students will not be permitted to progress into the next stage of study with any aspect of the 60 credit practice modules incomplete or failed.

3. Students that do not achieve a pass in the 'stage 3 practice hours' module but have achieved at least 85% of the stage 3 practice hours requirements (680 hours) and completed any deficit hours from stage 2, will be permitted to refer module NUR6512-Z into stage 4 of the programme.
4. Students will not be permitted to progress to the next stage of the programme if they have not successfully completed and passed the zero-credit practice hours module.
5. At the end of stage 2, if a student has not achieved a pass in the zero-credit safeMedicate module they will be permitted to refer this into the final stage of the programme.
6. Students will be permitted to progress to the next stage of the programme and to trail up to a maximum of 30 theory module credits in order to attempt that module again without attendance.
7. Students must attain at least 40.0% in all individual components of assessment and all individual modules in each stage of the programme.
8. The Integrated Degree classification is calculated based on the best 100 credits (from L6 or L7 credits) at stage 4.

## Admission requirements

Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

The **minimum** entry requirements for the programme are as follows:

A typical offer to someone seeking entry through the UCAS scheme would be a minimum of:

- 120 UCAS tariff points for children's and mental health nursing programme
- 112 UCAS tariff points for adult and mental health nursing programme
- GCSE Mathematics and English at grade C or grade 4 or equivalent.

Applications are welcomed from applicants with non-standard qualifications. Please contact us if you do not fit the standard pattern of entry requirements.

On completion of a UCAS form and successful shortlisting, you will be invited to an online interview. We strongly encourage potential applicants to attend university open days, where you will have the opportunity to meet staff, view our facilities and discuss the 'Bradford experience' with current students.

All places offered on the programme are also subject to the candidate's ability to meet non-academic requirements. These include:

- Health assessment by our occupational health department, and a
- an enhanced Disclosure and Barring Service (DBS) check.

These are to ensure you can meet the physical and emotional demands of the programme, and the requirements of the Faculty's learning and development agreement with the Nursing and Midwifery Council.

Where issues are identified with a DBS or occupational health assessment, the results will be notified to the applicant, as well as the actions proposed by a multi-professional panel.

An ongoing health issue or a criminal conviction or caution is not necessarily a bar to entering the programme, each case is reviewed individually in line with professional body guidelines. In order to protect the public, it is a mandatory requirement that you make a self-declaration of good health and good character annually, and at the end of the programme.

Students are recruited to the programme following a successful interview which is centered on values-based recruitment in accordance with NHS England guidelines. If you are offered a place on our nursing programme, you will be invited to an Applicant Experience Day. At this event you will have an opportunity to find out more about our programme, including modules and placements, and meet current students and members of our academic team.

## Recognition of prior learning

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme. Consideration of prior learning will be made in line with NMC Standards for education and training. We recommend contacting our central admissions department on [admissions-health@bradford.ac.uk](mailto:admissions-health@bradford.ac.uk) before making an application.

## Minor modification schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
1	Minor amendments for 24/5 academic year	August 2024