

Programme Specification

Programme title: MSc Nursing Studies International

Academic Year:	2018-2019
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	
Final and interim award(s):	[Framework for Higher Education Qualifications (FHEQ) level 7] MSc Nursing Studies (International) Postgraduate Diploma Nursing Studies (International) Postgraduate Certificate Nursing Studies (International)
Programme accredited by (if appropriate):	
Programme duration:	1 year full time 3-5 years part time
QAA Subject benchmark statement(s):	
Date of Senate Approval:	
Date last confirmed and/or minor modification approved by Faculty Board	July 2016

Introduction

Nurses and midwives worldwide are at the forefront of innovation and development in health and social care delivery. There are increasing demands on nurses and midwives to cope with advances in technology and role change whilst drawing on evidence based practice and working in dynamic environments to ensure the best quality outcomes for their patients/clients. For nurses and midwives to embrace these demands requires commitment to lifelong learning and the development/application of knowledge for advancing the discipline. The past decade has also seen employers recruiting internationally for nurses and midwives. In the current climate of international mobility the ability to work effectively with people of varied cultures has become essential as health care delivery may conflict with patients' cultural beliefs, standards and practices.

The Nursing Studies (International) and Midwifery Studies (international) awards are theoretically focused programmes developed specifically for the international

student working towards an advanced practice role. The Nursing Studies (International) and Midwifery Studies (international) awards are delivered with either full-time or part time options. As a full-time student, individuals will complete the MSc in one year. Part time students can negotiate up to five years to complete the MSc.

As an applicant, individuals will be a Registered Nurse/midwife in their own country, In addition, they will be qualified to BSc level, have a strong academic profile or recognisable potential to succeed on the programme. Individuals will have high level interpersonal and communication skills and be motivated to advance nursing in their current and future roles. If English is not the applicants first language they will also have an IELTS score of at least 6.5, with at least 5.5 in each of the four sub-tests.

The Awards comprise of modules which respond to the need to develop learning opportunities for the International nursing workforce. Table 1, below, summarises the modules which students will study to achieve the Nursing Studies (International) or Midwifery Studies (international) awards. The curriculum been designed with reference to the World Health Organisation (2001), the International Council of Nurses (2002; 2008; 2011) and the Royal College of Nursing (2012), to offer nurses/midwives worldwide the opportunity to study at postgraduate level gaining advanced knowledge and understanding of related to nursing/midwifery. The Award does not provide a licence to practice within the United Kingdom.

The vision for this Award is to develop nurses/midwives who are able to actively engage in lifelong learning, work effectively with people of varied cultures, beliefs and practices and evaluate evidence-based practice and literature to inform, advance and lead practice and service delivery. Through the use of face to face teaching, alongside technology enabled learning, the Award will provide a rich learning environment and opportunity for exchange of perspectives and experiences on many levels for international students, not just culturally but also around service developments and the challenges for nursing care delivery. Furthermore, the Award will provide a diverse and enriching opportunity for students, as part of a nursing/midwifery community of practitioners, to examine barriers to health care. By advancing and facilitating levels of strategic thinking, debate, criticality and analysis, the Award will impact on their area of practice, professional role and provide the necessary knowledge to underpin developments in nursing/midwifery.

Programme Aims

The programme is intended to:

	Level 7
A1	Stimulate students to become autonomous self-directed learners who are motivated to sustain and advance their own continuous professional learning with a confidence to support the professional development of colleagues and the work of their organisations.
A2	Develop the skills, knowledge, critical understanding and awareness of the depth and breadth of knowledge applicable to their nursing/midwifery

	practice
A3	Further develop the students cognitive skills to undertake data synthesis, complex problem solving and the articulation of competing perspectives in nursing/midwifery
A4	Develop critically reflective practitioners, managers and leaders who will inform and shape or change inclusive, fair and ethically sensitive service provision.
A5	Develop the skills required for life-long learning and professional development
A6	Develop an understanding of the theoretical constructs underpinning research which will inform the undertaking a systematic review of the literature and the ability to demonstrate how the findings can influence the advancement of nursing roles, practice and policy.

Programme Learning Outcomes

To be eligible for the award of Postgraduate Certificate and Post Graduate Diploma at FHEQ level 7, students will be able to:

LO1	Develop a detailed knowledge and understanding of the literature that relates to their specialist field of practice
LO2	Critically analyse and synthesise the research evidence that informs the development of policy and service delivery in their specialist field of practice
LO3	Evaluate and critically apply theoretical concepts and where appropriate, for their field of practice, master practical skills for the management of complex issues within their field of practice
LO4	Reflect upon and demonstrate knowledge of values, ethical thinking, equality awareness, inclusive practice and demonstrate mastery within their specialist field or practice.
LO5	Develop and demonstrate the ability to articulate sound arguments using a variety of formats including written and oral communication skills
LO6	Demonstrate management and leadership through effective communication, problem solving, and decision making
LO7	Demonstrate the ability to become an autonomous learner through independent study and critical reflection on continuing development needs
LO8	Demonstrate the ability to use IT skills to gather and synthesise information , to access course materials

Additionally, to be eligible for the award of Degree of Master at FHEQ level 7, students will be able to:

LO9	Demonstrate a critical awareness and understanding of different theoretical constructs underpinning research and/or project management methodologies.
LO10	Design, undertake and report on either a systematic review, a piece of empirical research, work based or management project that contributes to or extends the body of knowledge for their field of practice

Curriculum

In order to complete the MSc Award students need to complete a full 180 credits, if for whatever reason this does not become possible they may exit at 2 points in the programme. If students have completed 60 credits they may exit with a Post Graduate Certificate. If students have completed 120 credits they may exit with a Post Graduate Diploma. Fall back awards at PG cert (60 credits) or PG Dip (120 credits) can include any combination of the core and optional modules as illustrated in the table above. The title of the fall back award will be determined through the School of Health Studies CPD framework.

Post graduate certificate and post graduate diploma					
FHEQ level	Module Title	Semester	Credits	Core/option	Module code
7	Managing Change	1 or 2	30	Core	LEM7004-C
7	Applied Pathophysiology and Pharmacology in Acute and Long Term Conditions	1 or 2	30	Core	NUR7015-C
7	Cross Cultural Communication in Contemporary Global Context	1 or 2	30	Option	DIM7003-C

7	Advanced Knowledge and Skills for Management of the Critically Ill Patient	1 or 2	30	option	NUR7014-C
7	Cancer - Understanding Treatment, Management and Care	1 or 2	30	option	NUR7035-C
7	Evidence Based Diabetes Care	1 or 2	30	option	NUR7018-C
7	Good Practice in the Physical Health Care of People with a Mental Health Condition/ Learning Disability	1 or 2	30	option	NUR7026-C
7	Health Promotion in Practice	1 or 2	30	option	NUR7052-B
7	Communicable Disease: Emergence, Detection and Response	1 or 2	30	option	NUR7038-C
7	Public Health	1 or 2	30	option	PUH7002-C
7	Supporting Those Facing Loss: an interdisciplinary approach	1 or 2	30	option	NUR7031-C
7	Adult Cardiology: Examination, Assessment and Intervention	1 or 2	30	option	NUR7019-C
7	Leadership for Advanced Practitioners	1 or 2	30	option	LEM7011-C
7	Diabetes in Clinical Practice	1 or 2	30	option	NUR7040-C
7	Palliative Care or Children/Young People with a Life Limiting Illness	1 or 2	30	option	NUR7029-C
7	Safeguarding People	1 or 2	30	option	NUR7030-C
7	Working with Communities to Improve Health	1 or 2	30	option	NUR7013-C
7	Women Health and Wellbeing	1 or 2	30	Option	REH7001-C
7	Preparing for Systematic Review	1 or 2	30	Core	RES7006-C
Degree of Master					
7	Pursuing a Systematic Review	1 or 2	60	core	RES7007-E

Students will be eligible to exit with the award of Postgraduate Certificate if they have successfully completed 60 credits and achieved the award learning outcomes.

Students will be eligible to exit with the award of Postgraduate Diploma if they have successfully completed at least 120 credits and achieved the award learning outcomes.

THIS AWARD DOES NOT CONFER ELIGIBILITY TO REGISTER WITH THE NMC

Learning and Teaching Strategy

Whilst following this programme of study students will engage with learning through a range of teaching methods, these methods are dependent on modules studied and where students are based. However, student-centred approaches to learning are a feature of the modules and students will be expected to take responsibility for their learning as they develop their academic skills. There are a number of approaches to the manner in which modules are delivered and these include study day attendance, distance learning and blended learning.

The aims of the teaching and learning strategies have been designed so that students will be given the opportunity to develop theoretical understanding (Programme LO's 1, 3, 11), advance their knowledge and critical thinking (Programme LO's 2, 4, 5, 6, 9, 10) and develop technical skills (LO7, 8, 12). The modules offer students the capacity to acknowledge and build upon the knowledge and skills they may have acquired through previous learning experiences including those in the work place.

The student's course of study will expose them to a range of different teaching, learning and assessment strategies required to achieve the learning outcomes. The teaching approaches that are used across the School of Health Studies are informed by the University core values which are for teaching and learning to be: Reflective, Adaptable, Inclusive, Supportive, Ethical and Sustainable. Students may experience these across their choice of modules in order to meet both the aims of the programme and their learning outcomes which may include any number of the following:

- Lectures: to a group of students where information will be presented and discussed whilst informed by the core values.
- Facilitated seminars and group discussion: where learning will be through the interpretation and critical application of information and group learning
- Tutorial where small group number of students reflect and discuss issues related to their learning
- Use of Web based virtual learning environments, such as Canvas, to access information and to interact with other students undertaking group work or developing wikis.
- Distance learning packages where clearly defined directed study and tasks are available for the student to undertake.
- Directed reading: where set reading may be recommended

- Self Directed learning: Where student are expected to develop their own learning by identifying areas of interest and areas in which knowledge needs to be developed.

- Undertaking a research module which is shaped by students own self-directed learning needs and the learning outcomes at MSc level.

Students will be expected to develop an autonomous learning style and become self-directed as a learner.

Assessment Strategy

Student learning will be assessed against the learning outcomes and programme aims through the use of a range of different assessment techniques which may include one or more of the following approaches:

- Written essay
- A Reflective Case study
- Computer based /Multiple Choice Question examination
- Computer based open book examination
- Seminar Presentation
- Written project report
- Completion of a Dissertation
- Research paper/executive summary

Assessment Regulations

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

<http://www.bradford.ac.uk/aqpo/ordinances-and-regulations/>

However, there is/are 2 exception(s) to these regulations as listed below:

The School of Nursing has a waiver from the regulations allowing automatic re-submission for second attempts at assessment without waiting for Board of Examiners approval.

For all modules with a clinical component every element of the assessment must be passed at 40%.

Admission Requirements

The standard entry requirements for the programme are as follows:

- A first degree in a relevant subject area, NVQ level 6 or equivalent or a relevant postgraduate qualification
- Nursing/midwifery registration with the Professional body in the applicants home country.
- Students for whom English is not a first language must have an overall IELTS score of 6.5 (with no subset below 5.5) or equivalent, study in English
- Have access to a computer that has a broadband connection and that can browse the internet and has word processing on it

- Have computing skills commensurate with the demands of course.

Applications are welcome from students with non-standard qualifications or mature students (those over 21 years of age on entry) with significant relevant experience.

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.

Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
1	Change in module codes	July 2016