LSBU Course Specification

EST 1892

A. Course Information			
Final award title(s)	MSc in Nursing		
Intermediate exit award title(s)	Postgraduate Certificate in Nursing Post graduate Diploma in Nursing		
UCAS Code		**Course Code(s)**	5672 - MSc 5609 – MSc Top up 60 + diss 5078 – MSc Top Up Diss 5076 – PgCert 5077 – PgDip Top up
	London South Bank University		
School	☐ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☒ HSC ☐ LSS		
Division	Adult Nursing		
Course Director	Marie Culloty		
Delivery site(s) for course(s)	☒ Southwark ☒ Havering ☐ Other: please specify		
Mode(s) of delivery	☐Full time ☒Part time ☐other please specify		

Length of course/start and finish dates

Mode	Length years	Start - month	Finish - month
Part time	6 years via CPD OPEN	September	August

Is this course generally suitable for students on a Tier 4 visa?	No		
Approval dates:	Course(s) validated / Subject to validation		July 2017
	Course specification last updated and signed off		September 2023
Professional, Statutory & Regulatory Body accreditation	None		
Reference points:	Internal		Corporate Strategy 2020 - 2025 School Strategy LSBU Academic Regulations Academic Quality and Enhancement Website
	External		QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements PSRB Competitions and Markets Authority SEEC Level Descriptors 2021

		OfS Guidance

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B. Course Aims and Features

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Distinctive features of course	This masters course in nursing is aimed at qualified healthcare professionals who have post qualifying experience, recognising that a growing number of health care professionals have already completed their first degree as undergraduates. It will do so by enabling students to develop higher levels of understanding and the ability to manage the complex care needs of patients within a constantly evolving and changing health care environment. The course employs a flexible approach to module selection and completion that allows students to tailor their studies to fit with work and personal commitments, and to enhance and support their chosen career pathway. The course team acknowledges that in most cases practitioners will be part time and engaged in full time work. As result the course structure gives them flexibility to study part time to enable completion within a maximum of 6 years. The core modules ensure that students can foster their strategic leadership/ management and communication skills along with further development in the research skills needed to promote and lead evidence-based practice. Optional modules from across the School of Health and Social Care's extensive module portfolio allow students to study more specialised aspects of nursing, as well as offering the opportunity to develop career skills such as leadership. The course anticipates that this will provide a stepping stone to working at a more advanced level or more senior position that will allow practitioners to realise their full potential. There are a number of exit and award points built into the programme. Students can exit the course with a postgraduate certificate, postgraduate diploma, or can complete the full programme to gain a Master's degree.
Course Aims	The overall aim of this MSc Nursing course is to prepare you to for a wide variety of roles as a nurse specialist, consultant, or educator, in a wide variety of professional healthcare settings. It also aims to develop your intellectual skills in collecting and interpreting information at a higher level. Enable you as a practitioner to make independent decisions be critically responsive flexible and adaptable practitioner whilst enabling you to engage in new ways of working and enable you lead and develop improvements in patient care whilst enhancing patient safety by: • Apply in-depth critical thinking skills in the making of evidence based clinical decisions in order to provide high quality safe care. • Act as a role model in advancing patient care through academic and practice skills applied directly to practice. • Select effective communication strategies with patients, families and carers as well as members of the wider health team. • Foster the skills to lead and innovate within their practice settings to improve the quality of patient care. • Appraise and synthesis information from a wide range of sources and effectively disseminates findings in relation to orthopaedic care. • Provide graduates with the skills to enable them to respond to the changing demands of health care practice and promote health and wellbeing of patients in healthcare settings • Foster independence in learning experience relevant to the students' personal and professional development

Course Learning Outcomes	a) **Students will have knowledge and understanding of:**
	• A1. The course will provide students with the opportunity to develop and comprehensive and critical understanding, of the knowledge and research evidence that underpins practice.
• A2. Critically apply knowledge and skills based upon evidence based practice in the planning, delivery and evaluation of safe and effective nursing care, whilst accessing or referring to specialist services as required.
• A3. Demonstrate an ability to meet complex and co-existing needs of patients.
• A4. Critically appraises and applies high quality evidence to support and develop nursing practice.

Students Exiting with a Postgraduate Certificate in Nursing will have achieved A1- A3

Students Exiting with a Postgraduate Diploma in Nursing will have achieved A1- A4

Dissertation
• A5. Research as a method of inquiry that creates new insights into professional practice and enhances the quality of health care environment

Students exiting with a MSc will have achieved A1-A5

b) **Students will develop their intellectual skills such that they are able to:**

• B1. Demonstrate an advanced level of critical thinking and decision making skills in the assessment, and interpretation of findings whilst assessing patients.
• B2. Synthesise knowledge and ideas in order to provide solutions to complex care needs.
• B3. Critically apply relevant theoretical and research evidence in the evaluation of nursing interventions and health care provision.
• B4. Reflect and evaluate performance and need for further personal and professional development.
• B5. Critically appraise the research based evidence of new and emerging health care technologies.
• B6. Utilises innovative and creative thinking skills to improve professional practice and patient outcomes.

Students Exiting with a Postgraduate Certificate in Nursing will have achieved B1-B4

Students Exiting with a Postgraduate Diploma in Nursing will have achieved B1- B6

Dissertation
• B7. The capacity to undertake in a rigorous manner a piece of independent work designed to examine an aspect of practice.

Students exiting with a MSc will have achieved B1-B7 |

c) **Students will acquire and develop practical skills such that they are able to:**

- C1. Safeguard the public by practicing in a competent, compassionate and respectful manner to lead and develop high standards of care.
- C2. Practice autonomously and deliver high quality evidenced based care.
- C3. Communicate safely and effectively when working in partnership with other professionals across health and social care environments.
- C4. Demonstrate the ability to lead and effectively manage care provision.
- C5. Lead, support and manage others in the delivery and improvement of services.
- C6. Work innovatively to challenge practice in order to enhance the wellbeing and experience of patients.

Students Exiting with a Postgraduate Certificate in Nursing will have achieved C1- C4

Students Exiting with a Postgraduate Diploma in Nursing will have achieved C1- C6

Dissertation
- C7. Employs effective strategies including the knowledge or skills to manage a research project or original inquiry

Students exiting with a MSc will have achieved C1-C7

d) **Students will acquire and develop transferrable skills such that they are able to:**

- D1. Demonstrate the ability to work collaboratively and in partnership with other health care professionals.
- D2. Accurately communicates verbally and in written and electronic formats.
- D3. Build therapeutic relationships with service users, carers, families and other professionals in order to ensure safe, effective care.
- D4. Critically analyses and interprets data using a range of techniques to inform and develop the delivery of high quality care.
- D5. Work collaboratively with colleagues to help redesign services to make them more efficient.

Students Exiting with a Postgraduate Certificate in Nursing will have achieved D1- D4
Students Exiting with a Postgraduate Diploma in Nursing will have achieved D1- A5

Dissertation
- D6. Use of information technology in developing or writing or managing change

Students exiting with a MSc will have achieved D1-D6

C. Teaching and Learning Strategy

The learning and teaching strategy aims to create an environment that recognises the need for the adult learner to fully participate in their own learning and be able to contribute to the learning process from their own unique background. Thus module will use variety of learning and teaching strategies that combine both traditional face to face formal methods, which will be augmented with group discussion, tutorials and problem solving exercises. A variety of blended learning activities will be utilised to support acquisition of knowledge using the LSBU virtual learning environment (VLE), Moodle. The level of engagement and amount of activity will vary with vary depending on the subject and style of module.

D. Assessment

A variety of approaches will be used that best fit and reflect the nature of the modules of learning and that promote different skills/ abilities while providing a balance of differing forms of assessments. A range of formative and summative assessments that include exams, presentation, vivas, practical competences for specialist modules and written assignments.

E. Academic Regulations

The University's Academic Regulations apply for this course: LSBU Academic Regulations

1.0   Protocol Fail / Compensation

The schools follows the university regulations apart from:
- Students/Apprentices will not be eligible for protocol fail or compensation in any module as a pass in all elements of assessment is required to demonstrate competence.

F. Entry Requirements

Pre-requisites for this course	Students must be working in adult health care settings in acute / community or private care as a registered nurse and have a minimum of 6 months experience most qualification.
Co-requisites for this course	Student support for studying at Masters level is to be discussed with the pathway advisor. Students who have not previously undertaken study at academic Level 7 (Masters level) are advised to consider the module: Preparation for Masters Level Study (see CPPD online prospectus for more details).
Qualifications required for this course	Current Professional registration with the NMC. The Successful applicants will normally hold a minimum of a second class honours degree, lower division, in a related subject. •Accreditation of Prior Learning (APL) may be given where a student's prior learning directly relates to the learning outcomes of a module. APL may be given towards a Pg. Certificate to a maximum of 20 credits. Applicants must have experience in an adult heath care setting in acute / community or private care areas

G. Course structure(s)

Course overview

MSc in Nursing

Entry with relevant degree or equivalent

Core Module (7) Choose from one of the following modules
- Professional Development through contract learning
- Developing skills and competence in professional practice
- Leading quality Improvement in Healthcare

20 credits: level

| **Core Module**: Research in Health and Social Care (20 credits: level 7) | **Core Module**: Innovation for Excellence- leading service change (20 credits: level 7) |

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Post Graduate Certificate in Nursing

| **Optional Module** (20 credits: level 7) CPPD standalone modules from prospectus | **Optional module** (20 credits: level 7) CPPD standalone modules from prospectus |

Optional Modules 20 credits: level 7: from current portfolio or transfer credit including 20 credits at level 6

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Post Graduate Diploma in Nursing

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Core module: Dissertation / project / writing for publication 60 credit at level 7

Core Module Dissertation 60 or 40 credit module. Selection of the 40 credit dissertation module will require the completion of an additional optional module form the CPPD portfolio following discussion with the course director prior to completion of the dissertation module.

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MSc Nursing

Placements information

None

H. Course Modules

Module Code	Module Title	Level	Semester	Credit value	Assessment
TAR-7-011*	Research in Health and Social Care	7	1/2	20	4000 word essay
LSI_7_001*	Innovation for Excellence- leading service change	7	1/2	20	4000 word Essay

	One additional core	7	1/2	20	
	Optional modules from CPPD	7		60	
HAN_7_010	Dissertation	7	1/2	40	**Option 1** **5000 word Literature Review** on an aspect of contemporary practice. **PLUS** **3,000 word report** analysing the literature review in relation to the delivery of contemporary practice **Option 2** **4,000 word research based academic paper** suitable for publication in a peer-reviewed journal **PLUS** **4,000 word essay** critiquing the literature
NAD_7_003*	Dissertation	7	2	60	1. A 12,000 word dissertation on either a research/work-based project such as service evaluation or audit. 2. A 12,000 word dissertation on a mini systematic review – a review that aspires to the rigor of a Cochrane review but recognises the student has time limits. An academic paper suitable for publication in a peer-reviewed Journal (approx. 5,000 words) plus literature review (5,000 words).

I. Timetable information

- Timetables will be on moodle

J. Costs and financial support

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding or

- http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding
- Information on living costs and accommodation can be found by clicking the following link-
  https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses

List of Appendices

Appendix A: Curriculum Map
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Appendix A: Curriculum Map
This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules			Programme outcomes																									
Level	Title	Code	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6
7	Innovation for excellence leading service change	LSI_7_001*		DA	TDA	DA	D	D	TDA		D		DA		D		DA	TDA								D	D
7	Research in Health and Social Care	TAR-7-011*		DA	TDA	TD	D		TD	DA	DA	D			D	DA			TDA	D	D		D	D	D	D	D
7	Dissertation 40 credit	HAN_7_010	A	A	A	DA	DA		DA	DA	DA	DA	DA	A	D	DA	DA	DA	A	A	A	A	DA	DA	A	DA	A
7	Dissertation 60 credit	NAD_7_003*	A	A	A	DA	DA	A	DA	DA	DA	DA	DA	A	A		A		A	A	A	A	DA	DA	A	DA	A

Appendix B: Personal Development Planning
Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7
1, Supporting the development and recognition of skills through the personal tutor system.	Each student will be assigned a named academic contact as a personal tutor this may be the module leader or course director for the pathway or a member of the course team. The personal tutor will provide academic guidance and pastoral support across the course of study and review wider academic progress. Formal meeting will be scheduled once every academic year to facilitate progress review and provide academic feedback. Additional meetings can be arranged as required. **Evidence: personal tutor records**
2, Supporting the development and recognition of skills in academic modules	Students will be supported to develop their academic skills and be able to work at level 7. This will be facilitated through tutorials, workshops and feedback from formative assessments. Skills for learning team will provide a workshop at the beginning of each semester on critical thinking, and academic writing. Students can access additional support through the student centre as needed. The module leaders and teaching team will provide tutorials on assessments and review draft work of students as needed. Assessment feedback will also provide guidance that will assist further academic development. **Evidence: Formative and summative assessment feedback; personal tutor / module leader records**
3, Supporting the development and recognition of skills through research module and dissertations work	An academic supervisor will be allocated to each student undertaking research dissertation. The role of the academic supervisor is to assist students by providing advice and guidance on how to prepare, and structure the review and guide them in the specialist area. All students will be allocated 9 hours of personal supervision for support and feedback on draft work. **Evidence: Supervision records**
4, Supporting the development and recognition of career management skills.	The Course Director for each course pathway and works closely with senior clinical staff in each speciality to continue to identify priorities to be included within courses. This will ensure that the course remains current and support the development of new relevant knowledge and skills. In addition, the speciality courses are designed in accordance with local and national competences / standards **Evidence: Minutes of meetings with senior clinicians and stakeholders across trusts**
5, Supporting the development and recognition of career management skills through work placements or work experience.	Students on this course are expected to have a minimum of 6 months post registration experience in a related area of practice and are able to achieve the relevant competences of the course. All students will need the support of managers and identification of relevant clinical mentors/ assessors that meet NMC mentor requirements **Evidence: Reflective accounts; case studies**
6, Supporting the development of skills by recognising that they can be	With the support of Course Director, module leader, and personal tutor, students studying at level 7 are expected to be able to identify their specific needs and develop an action plan to develop these skills. In addition, student learning will be facilitated by a multi-professional

developed through extra curricula activities.	teaching team using Blended Learning Approach. Students from different disciplines will engage in learning activities on Moodle. **Evidence: Reflective accounts; participation in online discussion forums where applicable and e-activities**
7, Supporting the development of the skills and attitudes as a basis for continuing professional development.	Most health and social care professionals are required to demonstrate continuing professional development to maintain registration with their professional body. Course director and personal tutor will support this development. **Evidence: Reflective accounts; personal tutor records/ re validation portfolio**
8, Other approaches to personal development planning.	Course Director, and module leaders will support student personal development plan (PDP) through ongoing discussions and feedback. Students will be supported to identify a career pathway appropriate to meet their PDP. **Evidence: Reflective accounts; personal tutor records**
9, The means by which self-reflection, evaluation and planned development is supported e.g electronic or paper-based learning log or diary.	Students are encouraged to participate in critical reflection throughout the assessment strategy on this course. In addition, students are encouraged to participate in online learning activities that promote l reflection and evaluation. Personal tutors will focus on the appropriate approaches for PDP for each student and the advantages of electronic versus paper-based learning log. **Evidence: Reflective accounts; personal tutor record; formative and summative assessments; Moodle.**

Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social earning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions