

### Course Specification

<b>A. Course Information</b>				
<b>Final award title(s)</b>	MSc in Nursing (International)			
<b>Intermediate exit award title(s)</b>	None			
<b>UCAS Code</b>		<b>Course Code(s)</b>	5554	
	London South Bank University			
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS			
<b>Division</b>	Adult Nursing and Midwifery			
<b>Course Director</b>	TBC			
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify			
<b>Mode(s) of delivery</b>	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify			
<b>Length of course/start and finish dates</b>	<b>Mode</b>	<b>Length years</b>	<b>Start - month</b>	<b>Finish - month</b>
	Full time	1 year	September 2019	August 2020
<b>Is this course generally suitable for students on a Tier 4 visa?</b>	Yes			
<b>Approval dates:</b>	Course(s) validated / Subject to validation		10 <sup>th</sup> May 2019	
	Course specification last updated and signed off		September 2022	
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	None			
<b>Reference points:</b>	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. Competitions and Markets Authority SEEC Level Descriptors 2021 NHS (2019) Long Term Plan		

		Department of Health (2014) Five year Forward View Kings Fund (2016) Supporting integration through new roles and working across boundaries. OfS Guidance
<b>B. Course Aims and Features</b>		
<b>Distinctive features of course</b>	This new one-year full time course which will lead to a Masters in Nursing has been developed specifically for international nurses looking to develop themselves and their nursing careers. This master's course in nursing is aimed at qualified healthcare professionals (registered in their home country and not NMC registered). This course will enable international nurses to develop both knowledge and skills required to be an effective and reflective practitioner in their own healthcare environments. Students will explore healthcare provision as it operates in the UK however it will also explore healthcare from a global perspective. The course content reflects contemporary practice looking at a more <i>integrated</i> approach to care with an emphasis on health promotion, improving patient outcomes and promoting wellbeing in patients with long-term conditions and in an aging society. Developing and enhancing practitioner's clinical assessment and decision-making. Practitioner's leadership and research skills are developed further in order to promote and lead evidence based practice.	
<b>Course Aims</b>	The overall aim of this MSc Nursing international course is to: <ol style="list-style-type: none"> <li>1. Develop through simulation advanced clinical assessment skills of acutely unwell patients that can be utilised in future practice.</li> <li>2. Critically identify effective communication strategies with patients, families and carers as well as members of the wider health team that can be utilised in practice settings</li> <li>3. Innovate and foster the skills to lead and to improve the quality of patient care, for patients with long term conditions,</li> <li>4. Appraise and synthesise information from a wide range of sources and apply it to practice</li> <li>5. Enable them to effectively respond to the changing demands of health care practice and promote health and wellbeing of patients in healthcare settings.</li> <li>6. Structure the learning experience relevant to the students' personal and professional development in order to create independent lifelong learners.</li> </ol>	
<b>Course Learning Outcomes</b>	<b>By the end of the course, students will:</b> <ul style="list-style-type: none"> <li>• A1. Develop a robust understanding of accountability including legal, organisational, professional, personal, and ethical values of in the delivery of care in the UK and how it differs with their own.</li> <li>• A2. Critically reflect on the current approaches to health policy that encompass the complexity of diverse populations, individuals and safeguarding policies for venerable adults including learning disabilities</li> <li>• A3. Critically appraise knowledge and understanding of the physiological, sociological and psychological process of ageing and its impacts on families</li> <li>• A4. Critically synthesise and appraise change management theories, methods and tools that underpin innovation and quality improvement</li> </ul>	

- A5. Develop students with the knowledge and skills to undertake advanced clinical assessments of the acutely unwell patient, including clinical examination of physiological systems
- A6. Critically evaluates and applies high quality evidence to support and develop nursing practice.

**Dissertation**

- A7. Undertake research as a method of inquiry thus creating new insights into their professional practice.
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**Students who complete the MSc will have achieved the outcomes A1-A7**

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

- B1.Critically explore how health inequalities are addressed in current public health policy
- B2.Critically examine the effectiveness of the practitioner in promoting health and wellbeing in particular related to healthy aging
- B3.Critically appraise the global and national impact of demographic changes in the population and the impact of long-term conditions on health care provision.
- B4.Demonstrate critical thinking skills in the analysis and evaluation of managing patient care situations as part of the multidisciplinary team. This will also encompass dealing with complex ethical, professional and legal issues
- B5.Critically apply relevant theoretical and practical knowledge to assist in development of integrated care management development strategies
- B6. Critically explore the research-based evidence of new and emerging health care technologies.

**Dissertation**

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

**Students who complete the MSc will have achieved the outcomes B1-B7**

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

- C1. Proficiently elicit comprehensive and/or problem-focused, structured holistic assessments of the adult patient, presenting with a wide range of health problems, using high-level therapeutic communication and consultation skills and systematic physical examination

	<ul style="list-style-type: none"> <li>• C2. Demonstrate an ability to utilise decision-making skills whilst caring for the acutely unwell patient in complex clinical situations.</li> <li>• C3. Work innovatively to challenge practice in order to enhance the wellbeing and experience of patients.</li> </ul> <p><b>Dissertation</b></p> <ul style="list-style-type: none"> <li>• C4. Employs effective strategies including the knowledge or skills to manage a research project or original inquiry</li> </ul> <p><b>Students who complete the MSc will have achieved the outcomes C1-C4</b></p> <p><b>Students will acquire and develop transferrable skills such that they are able to:</b></p> <ul style="list-style-type: none"> <li>• D1. Demonstrate the ability to critically analyse and reflect on their own practice and that of others.</li> <li>• D2. Demonstrate the ability to apply theories and concepts of clinical decision making whilst caring for the acutely unwell patient</li> <li>• D3. Utilise reflective skills to increase resilience and to promote understanding of a changing healthcare environments</li> <li>• D4. Manage information and accurately communicates that information to a service user</li> <li>• D5. Critically analyse styles and skills of leadership in terms of change management and quality improvement</li> </ul> <p>Dissertation</p> <ul style="list-style-type: none"> <li>• D6. Utilise information technology in developing or writing or managing change</li> </ul> <p><b>Students who complete the MSc will have achieved the outcomes D1-D6</b></p>
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### **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, modules 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 and simulation. 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 assignment, exams, presentation, and OSCE's are utilised within modules within this course.

### **E. Academic Regulations**

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

The school follows the university regulations apart from:

- Learners will not be eligible for compensation in the modules as a pass in all elements of assessment is required to demonstrate competence.

### F. Entry Requirements

<b>Pre-requisites for this course</b>	Students will also be required to have registration with the professional body in the student's home country.  Have a minimum of 6-month experience in practice post qualification.
<b>Qualifications required for this course</b>	A first degree normally a 2.2 or above or international equivalent in Nursing. Students applying for this course English will be required to have an IELTS score of 6.5 or equivalent in English.

### G. Course structure(s)

#### Course overview

Masters in Nursing – International – Full time

Semester 1 16/09/19 – 19/01/20			Semester 2 20/02/20- 29/6/20	
Module Title New and existing	Credit Value	Level	Module Title	Credit Value
Ethics and Values for Healthcare Professionals ( new)	20	7	Leading Continuous Quality Improvement (new)	20
Contemporary Approaches to Healthcare (new)	20	7	An integrated Approach to Long term Conditions (new)	20
Research in Health and Social Care (existing)	20	7	Enhanced Assessment and Clinical Decision Making for Healthcare Professionals (new)	20
Healthy Ageing, Enablement and Frailty (new)	20	7	Dissertation (new)	40

#### Placements information

There are no placements in this course

### H. Course Modules

Module Code	Module Title	Level	Semester	Credit value	Assessment
HNI_7_001	Ethics and Values for Healthcare Professionals	7	1	20	Assignment - 2500 words and Presentation
HNI_7_002	Contemporary approaches to healthcare	7	1	20	Poster & Presentation
TAR_7_011	Research in Health and Social Care	7	1	20	Assignment - 4000 words
HNI_7_003	Healthy ageing, enablement and frailty	7	1	20	Exam - 3hrs
WHN_7_126	Leading Continuous Quality Improvement in Health Care	7	2	20	Assignment - 4000 words
HNI_7_004	An integrated approach to long term conditions	7	2	20	Assignment – 4000 words
HNI_7_005	Enhanced assessment and clinical decision making for healthcare professionals	7	2	20	OSCE & Viva
HNI_7_006	Dissertation	7	2	40	Assignment 8,000 words

#### I. Timetable information

Information on module deliver days and year plan will be found on the course site. Students will undertake modules as identified in semester 1 or 2. Individual timetables will be provided on each individual module VLE site.

#### J. Costs and financial support

##### Course related costs

- Students will be expected to pay International fees
- Core reading books for modules can be found in the library students can choose to buy books if the wish to avail of a personal copy.

#### List of Appendices

- Appendix A: Curriculum Map  
Appendix B: Personal Development Planning (postgraduate courses)  
Appendix C: Terminology

## 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			Course outcomes																							
Level	Title	Code	A 1	A 2	A 3	A 4	A 5	A 6	A 7	B 1	B 2	B 3	B 4	B 5	B 6	B 7	C 1	C 2	C 3	C 4	D 1	D 2	D 3	D 4	D 5	D 6
7	Ethics and Values for Healthcare Professionals	HNI_7_001	TDA	T D						D		T D	T D A				T D	T D			T D	D	D		T D	
7	Contemporary Approaches to Healthcare	HNI_7_002	D	T D	T D					T D A	T D	D		D	D		T D		T D A		T D	T D	T D A		D	
7	Healthy Ageing, Enablement and Frailty	HNI_7_003	D	T D A	T D A					T D	T D A	T D A	D	T D	D		D	D	T D		D	T D	D	D A	D	
7	Leading continuous quality improvement	WHN_7_126		D		T D A		D		D		D		T D		T D		T D A		T D A	D					T D A
7	An Integrated Approach to Long Term Conditions	HNI_7_004	TD	T D	T D A					D		T D A	T D	T D A	D		T D	D			D	D A	D A		D A	
7	Enhanced Assessment and Clinical Decision Making for Healthcare Professionals	HNI_7_005		D			T D A						T D A				T D A	T D A			D A	T D A	D A		D A	
7	Research in Health and Social Care	TAR-7-011	D				T D A	T D A	D						T D A		D			T D	D			D	D	D
7	Dissertation 40 credit	HNI_7_006	A			D A	A	A	A				A	A	A	T D A				D A	A		D	D	A	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 and confucius 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. <b>Evidence: Supervision records</b>
4, Supporting the development and recognition of career management skills.	The Course Director they will ensure that the course remains current and support the development of new relevant knowledge and skills Evidence: course board meeting with all international stakeholders Minutes of meetings
5, Supporting the development of skills by recognising that they can be developed through extra curricula activities.	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 teaching team using Blended Learning Approach. Students will engage in learning activities on Moodle. Evidence: Reflective accounts; participation in online discussion forums where applicable and e-activities
6, 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 if required as evidence within home country
7, 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



<p>8, The means by which self-reflection, evaluation and planned development is supported e.g electronic or paper-based learning log or diary.</p>	<p>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 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.</p> <p>Evidence: Reflective accounts; personal tutor record; formative and summative assessments; Moodle.</p>
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## 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]

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

<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	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
<b>intensity of study</b>	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
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	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
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	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)
<b>seminar</b>	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
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	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)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	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
<b>workload</b>	see 'total study time'
<b>written examination</b>	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