LSBU
EST 1892

Course Specification

1	**Final award title(s)**	– MSc Nursing	**Course Code(s)**	Part-time: 3805
2	**Intermediate award title(s)**	Postgraduate Certificate in Nursing 5492 Postgraduate Diploma in Nursing • 5422 – 120 credits • 5493 – Top Up		
3	**Awarding Institution**	London South Bank University		
4	**Faculty**	Health and Social Care		
5	**Department(s)**	HAN		
6	**Delivery site(s) for course(s)**	Southwark		
7	**Mode(s) of delivery**	Part-time: 3 years		
8	**Approval dates:**	Course(s) validated		Yes
		Course specification last updated and signed off		September 2022
9	**Professional, Statutory and Regulatory Body accreditation**	N/A		
10	**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	

11   Distinctive features of course

This Masters course is aimed at qualified Healthcare professionals who have post-qualifying experience and whose role requires them to think more critically and to work at an advanced practice level. The course allows students to reflect upon and enhance current practice and to continue in their employment. It is part-time, highly flexible and offers a wide choice of modules from across HSC's CPPD portfolio; tailored to individual needs and appropriate for a Masters award. The MSc course enables students to build a highly relevant, challenging and

stimulating course of study to fit their practice needs. The modules of study within the Pg Certificate and Pg. Diploma can be taken in any order; the 60 credit dissertation being the final module. Students may apply for transfer of academic

Credit within the bounds of the regulatory framework. Some students may wish to follow a slow pathway therefore may take up to 6 years to complete the course.

12   Course Aims

The MSc Nursing aim for practitioners to be able to:

1. Enhance their knowledge and understanding to continue developing their professional practice within their current work environment.
2. Respond to, and where appropriate, lead developments in professional decision making and professional practice.
3. Think creatively and demonstrate originality in the application of knowledge and practice that is supported by the appropriate use of research and enquiry to create and interpret knowledge in their area of practice.
4. Demonstrate a comprehensive understanding of techniques applicable to their own research or advanced scholarship.
5. Demonstrate conceptual understanding that enables the students to evaluate and critique methodologies and where appropriate, propose new hypotheses.
6. Deal with complex issues, systematically and creatively to enable sound decision making even if some information is not available.
7. Identify specific problems within their work environment and apply current skills in leadership, research critique and evidence based practice to improve service provision.
8. Promote through leadership, education and research application, excellence in patient and client care.

13   Course Outcomes

A Students will acquire knowledge and understanding of:

A1 Critical appraisal skills for developing, implementing, evaluating and improving practice on the basis of research, evidence, audits and evaluation.
A2 Identifying opportunities for further research or project work at Masters level in the context of a clinical governance system.
A3 The need for a range of skills to ethically and effectively lead and manage individuals and finite resources.
   Dissertation
A4 Research as a method of enquiry that creates new insights into professional practice and enhances the quality of the health care environment.

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

B1 Demonstrate a systematic understanding of knowledge and a critical awareness of current problems and/or new insights, much of which are at or informed by their academic discipline, field of study or work environment.
B2 Evaluate methods and discuss methodologies and develop critiques of them and, where appropriate, propose new hypotheses.
B3 Demonstrate an ability to deal with complex issues both systemically and creatively, make sound judgements in the absence of complete data and communicate their conclusions clearly to specialist and non-specialist audiences.
   Dissertation

B4 Demonstrate a scope of original enquiry through research or a work-based project, in a chosen area of professional practice.

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

C1 Plan and manage work (both individually and in teams) effectively within the subject domain.

C2 Communicate and explain, using various mediums based upon known knowledge.

C3 Produce work involving critical appraisal skills, problem solving and evaluation, drawing on supporting evidence.
Dissertation

C4 Design a research or work-based project that advances professional practice and creates new knowledge.

D Students will acquire and develop transferrable skills such that they are able to:

D1 Demonstrate self-direction and originality in tackling and solving problems.

D2 Act autonomously in planning and implementing tasks at a professional or equivalent level.

D3 Demonstrate initiative, personal responsibility and the independent learning ability required for continuing professional development.

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 development and to be able to contribute to the learning process from their own unique background and experiences. The role of the lecturer is mainly one of facilitation both in individual and group learning situations.
It is our belief that adult learners should have a choice about the ways they learn best; learning and teaching strategies utilise a combination of traditional, innovative and student-centred approaches. The nature and balance of the learning and teaching strategies will vary between modules and courses and students will be required to demonstrate information management skills relating to healthcare through formative and summative assessment. Students will be required to present coursework that has been word processed and the use of PowerPoint to support seminars and presentations will be encouraged.
Blended learning is an intrinsic part of your academic teaching and learning experience. This may comprise a variety of forms, e-learning, use of VLE, blogs et cetera. The quantity of online interactivity will depend on the subject and style of the module; some having minimal e-learning to those which are delivered, assessed and supported predominantly electronically. The courses will follow the corporate outline for the main elements for VLE and students will be able to access module guides, timetables, module readers, and links to websites.

Practice skills laboratories at London South Bank University provide a safe environment to practice both psychomotor and communication skills. The environment is such that it simulates real life events. Psychomotor skills are learned and student will be encouraged to transfer these skills to practice placements. As part of the learning experience students are required to learn, develop and practice practical skills in certain modules.
Post-registration courses in the School of Health & Social Care promote the concept of the reflective practitioner who engages in continual reflection on practice. This requires them to think about what they are doing as they are doing it. Students will be required to use the reflective process throughout the course in both the practice and academic settings, drawing on a range of experiences to continuously review their development and performance. Engaging with the reflective process will enable the development of transferable skills such as self-awareness, critical analysis and the ability to set goals; and enhance professional competence post qualification.

Assessment:

A variety of approaches will be used in order to balance the assessment methods and to promote different skills/abilities whilst reflecting the nature of the modules of learning. The main rationale for choosing the assessment method is to help students in the development of a wide range of professional knowledge and skills commensurate with their progress through the courses. Practice placement is assessed against specific practice learning outcomes. The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008) - FHEQ set out levels of awards: 4 to 7. Within the CPPD framework the School of Health & Social Care offer level 4 & 5 modules for the support level workforce and predominantly level 6 & 7 modules for post-registration. The expectations for each level are set out below:

Level 7 Students should be able to demonstrate:
- a systematic understanding of knowledge which is informed by innovations in professional practice
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline
- an ability to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Details of assessment schedules can be found in the list of modules within the CPPD portfolio.

14   Entry requirements

In order to be considered for entry to the course applicants will be required to have the following qualifications:

- A degree in a relevant subject area.
  OR
- Be able to demonstrate the ability to study at Masters level.
- Applicants must be working within a healthcare environment where the learning outcomes can be achieved.

15   Course structure(s)

Year 1-3 (modules may be taken in any order)

For the postgraduate certificate in health care the student must complete 60 credits at Level 7. This will achieve approximately half of the course outcomes for the post-graduate diploma (120). The course outcomes achieved will depend on the choice of modules successfully completed. Students must achieve at least one core module within the 60 credits.

For the postgraduate diploma in health care the student must successfully complete 120 credits at 7 level including 60 credits core modules.

- Core: Research in Health and Social Care
- Core: Innovation for excellence- leading service change

A further 20 level 7 core modules

For the MSc in Nursing the student must achieve a further 60 credits at level 7 through the successful completion of a dissertation.

16   Course Modules

MSc Nursing

Reference Code	Module Title	Level	Credit value
LSI_7_001	Innovation for excellence- leading service change	7	20
TAR_7_011	Research in Health and Social Care	7	20
TAR_7_010	Dissertation	7	60
Plus 1 of these 20 credit modules			
WHN_6_101	Professional Development through contract learning	6	20
WBL_7_001	Enhancing Practice Through Work Based Learning	7	20
HCN_7_017	Leadership and Quality Improvement in Healthcare	7	20
Plus Two module from the suite of Adult Health CPPD modules (Level 7)			