Course Handbook
M.Sc. Nursing
2019-20
Course Leader: Marlis Haumueller
School of Nursing

Please read this Handbook in conjunction with the University's Student Handbook.

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1. Welcome to the course

Welcome to the MSc Nursing! This course is intended for nurses from a variety of settings and from different countries, so you will meet students who have very different approaches to what they do, and with diverse experiences. During the course, we aim to provide a stimulating and challenging environment that encourages you to explore new ideas and areas. In order to achieve this, you will meet a wide range of teachers with a host of diverse interests, research, teaching and practice experience. We encourage you to make use of the opportunities afforded by your studies to develop your knowledge and understanding, and to engage in discussion and debate as a means to expand your thinking in relation to nursing as a profession, and what its nature and purpose are. Postgraduate study is not about the passing on of a body of knowledge, but about critical engagement with ideas as a vehicle for co-creation of knowledge and understanding that you can apply within the context of your work as a nurse. This aids in encouraging innovation and best practice, enabling you to set the pace and direction of change within an organisation or service, and delivering services that truly meet the needs and aspirations of patients, carers and staff. We wish you good luck as you embark on your course, and look forward to working with you to develop a shared understanding of nursing in all its varied forms, now and in the future.

1.1 Rationale, aims and learning outcomes of the course

Continuing changes in health and social care policy and practice have affected and changed the way in which nursing is practiced.

‘Traditional expectations and expressions of nursing work constantly validated what nurses came into the profession to do and how the work engaged them. Many values that attracted people to the nursing profession are seriously challenged in the current practice environment.’ (Porter O’Grady 2003)

One of the greatest challenges facing nursing today is to build on the essence of nursing as a caring profession whilst incorporating new technologies, ideas and approaches to healthcare in the future. This programme offers you the opportunity to stand back and take an in-depth and considered review of nursing in order to face the challenges and opportunities of the future.

The MSc Nursing provides a programme of study for nurses from diverse backgrounds to reflect on and re-evaluate the nature of nursing. It provides an opportunity to look back at where professional nursing has come from, where it is today and where it is going tomorrow. The aim of the course is to:

- facilitate and support personal reflection on contemporary nursing practice in order to enhance individual critical appraisal and creativity in nursing.
- develop nurses who can champion and promote innovative leadership in nursing
- encourage synthesis of experience, knowledge and new learning in order to influence nursing practice within contemporary health care

The learning outcomes for the course are what we expect a successful student will have achieved on completion of the course. They encompass a range of skills, abilities and attributes that a person with a postgraduate qualification will demonstrate, that entitle that person to claim mastery of their subject.
Knowledge and Understanding

Successful students will be able to:

A1: demonstrate systematic understanding of professional nursing practice
A2: critically examine the utilisation of nursing knowledge in practice and the relationship and connections with patient outcomes and the work of healthcare organisations
A3: critically appraise the role of nurses and the value of nursing in contemporary health and social care
A4: contextualise nursing knowledge within contemporary global frameworks
A5: critically evaluate the methods, processes and products of research and scholarly enquiry
A6: review the techniques of research and scholarly enquiry in order to create and interpret new knowledge in nursing
A7: extrapolate from existing research and scholarship to identify new or revised approaches to practice

Subject-specific skills

Successful students will be able to:

B1: foster a creative approach to the development of skilled nursing practice based on critical reflection and the application of specialist knowledge
B2: use systematic methods to apply and evaluate existing knowledge in practice and in the creation of new knowledge to enhance future practice
B3: demonstrate originality in the use of forms of knowledge to create new insights and solutions for problems in practice
B4: establish creativity, initiative and personal responsibility for continued educational, professional and practice improvement

Thinking Skills

Successful students will be able to

C1: demonstrate well developed cognitive, analytic and problem-solving skills
C2: demonstrate curiosity about and challenges to contemporary knowledge and practice
C3: demonstrate a capacity for independent critical thought, rational inquiry and self-directed learning
C4: integrate available information to deal with complex issues both systemically and creatively, make informed judgements in the absence of complete data, and test and refine solutions
C5: demonstrate an advanced understanding of the global context and sensitivities of nursing and practice
C6: demonstrate an appreciation of the ways in which advanced knowledge equips the student to offer leadership in nursing
C7: an understanding of the significance and value of their knowledge to the wider healthcare community

Other skills relevant to employability and personal development

Successful students will be able to demonstrate:

D1: well-developed problem-solving abilities characterised by flexibility of approach
D2: a capacity to articulate their knowledge and understanding in oral and written presentations
D3: a capacity to manage competing demands on time, including self-directed project work
D4: the capacity to value and participate in projects which require team-work
D5: access and use knowledge and information to support nursing practice
D6: actively participate in development and implementation of nursing and healthcare policies

1.2 Course Team

The lecturing team is made up of key lecturers from across the Faculty of Health and Wellbeing. You will interact with key individuals who have specific roles and responsibilities in helping you throughout the course. In general, you will find that staff in the university and in the clinical areas will offer help, support and advice on a wide range of issues.

The programme will be managed by Marlis Haumueller. She is responsible for the academic leadership and effective operation of your programme of study.

The course content is packaged into modules and each module has a named person who is responsible for the delivery and management of the module. The table below tells you who is who for the compulsory modules, provides contact details and gives you some ideas about individual interests and backgrounds. You will also find that staff teach across modules and wherever possible, staff with specific and specialised interests from across the Faculty of Health and Wellbeing will take part in the modules.

| Marlis Haumueller | Course Leader | (01772-893645) | mehaumueller@uclan.ac.uk |
| Sabina Gerrard     | Module Leader NU4008 Dissertation | (01772-895145) | sgerrard1@uclan.ac.uk |
| Dr. Graeme W. Tobyn | Module Leader NU4053 Dissertation | (01772-893788) | GWTobyn@uclan.ac.uk |
| Dr. Ralph Leavey   | Module Leader NU4073 Evidence for Practice | (01772-895526) | rleavey@uclan.ac.uk |
| Elaine Hill        | Module Leader NU4025 Introduction to Postgraduate Research | (01772-893609) | tba eashill@uclan.ac.uk |
| Debi Spencer       | Module Leader NU4801 Thinking Nursing | (01772-894584) | djspencer1@uclan.ac.uk |
Issues about the course generally, or your progress on the course, should be discussed with Marlis Haumueller, the course leader, in the first instance. To apply for extensions or extenuating circumstances to assessment deadlines for modules, please follow the process here. Some modules leaders may assign you a module supervisor for support and guidance during the module and in relation to assignments. This will definitely be the case for NU4053 and NU4008, but may also apply to some other modules too. Where this is not done, the module leader will guide you in regards to support available.

1.3 Expertise of staff
Staff who teach on the MSc Nursing have a wide range of experience and expertise in clinical practice and in education. They also are engaged in research and knowledge transfer that reflects this range of expertise. Often, staff will use this within their teaching, and will be happy to share knowledge with you where relevant. Engagement with teaching staff in this way is part of learning, and helps you to understand different perspectives on subject matter as you explore the nature of nursing and how it is developing and applied within modern healthcare.

1.4 Academic Advisor
On commencement of the Masters programme you will be allocated an academic advisor who will support you throughout the course. Contact with your academic advisor is normally expected to be initiated by you. From the initial meeting you will be able to decide the best way of communicating with your academic advisor. You may wish to use them for general academic advice and support especially in the early stages of the course when, for example trying to work out the University’s expectations for working at Level 7 (Masters Level). Take time prior to the meeting to prepare carefully in order to ensure you receive the maximum benefit from meeting with your academic advisor. You are advised to maintain regular contact with your academic advisor, not just when you encounter problems. Write their contact details below:

Name    Tel    Email

1.5 Administration details
Course Administration Service provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Brook Building
Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
telephone: 0044 (0) 1772 89 1992/891993
e-mail: brookhub@uclan.ac.uk
1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread. This is the preferred means of communication, but you can also telephone – all staff have voicemail, so you can leave a message if the staff member is not available when you call. We will normally respond to emails or voicemail messages within 3 working days.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks, and work awarded marks in the middle range.

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<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Home institution</th>
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<tbody>
<tr>
<td>Val Woodward</td>
<td>Senior Lecturer</td>
<td>University of Wolverhampton</td>
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2. Structure of the course

2.1 Overall structure

This course can be undertaken full-time over 1 academic year, or part-time over 2-3 years. In total you need to gain 180 credits at level 7 to complete your MSc. Modules described as compulsory must be completed successfully. There is a choice of dissertation modules – NU4053 (60 credits), which involves designing and undertaking your own small-scale research study or systematic review, and NU4008 (40 credits), which requires you to develop and analyse a change, or a research proposal that has potential to influence/impact on a specific area of healthcare practice. Diagrams of the course structure for full- and part-time routes can be found below. To complete the full MSc, you will need to successfully complete all core and compulsory modules, plus one of the dissertation modules. Depending on which of those you choose, you will also need to complete one or two of the option modules (NU4053 plus two option modules, or NU4008 plus three option modules). The diagram for the part-time route is just one suggestion of how a student could complete the course – you should discuss your plans with the course leader.
### Full-time UK students

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<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
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<tbody>
<tr>
<td>1 or 2 option modules (see below) (20 each)</td>
<td>NU 4073 Evidence for Practice (Core) (20)</td>
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<tr>
<td>NU 4025 Introduction to postgraduate research (Core) (20)</td>
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### Full time (International students)

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<td>Option Choose 2 x 20 credit modules (running in either semester 2 or 3) from level 7 portfolio.</td>
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### Part-time (example over 3 years)

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<th>Semester 1</th>
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<tr>
<td>Year 1</td>
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<td></td>
<td>NU 4801 Thinking Nursing (Core) (40)</td>
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<tr>
<td>Year 2</td>
<td>NU 4025 Introduction to postgraduate research (Core) (20)</td>
<td>Option modules 1 or 2 (20 credits each)</td>
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<td>Option module (20)</td>
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<tr>
<td>Year 3</td>
<td>Dissertation (60 credits) or Dissertation (40 credits) (Core)</td>
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You are able to choose your option modules from the level 7 modules available in the Faculty of Health and Wellbeing catalogue. However, not all these will be relevant, and some may come with pre-requisites which mean that you are unable to study those. Note also that some modules do not run every year. **Examples** of modules that previous students have undertaken include:

- NU4005 Writing and Presentation Skills
• NU4023 Non-Medical Prescribing (NB this module requires additional entry criteria to be met, and the module is more expensive than other modules within the programme. This module is not available to full-time students as it requires the student to be in clinical practice while undertaking it.)
• 4005 Academic Writing for publication
• NU4805 Leadership in practice
• HP4006 Research, ethics and governance
• NU4143 Advancing Care Management at the End of Life

2.2 Modules available
Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

Details of the compulsory modules are listed below:

**NU4073 Evidence for Practice**
This module aims to underpin the delivery of evidence-based health care, by helping students acquire the knowledge and skills to find, appraise and evaluate the best evidence from research to answer a specific clinical question.

**NU4801 Thinking Nursing**
The aim of this module is to facilitate thinking and scholarship in nursing, in order that students can develop critical self-awareness and gain insights into the practice of contemporary nursing. Students will explore nursing knowledge to critically examine the influence and contribution of nursing in patient outcomes in contemporary health and social care settings.

**NU4025 Introduction to postgraduate research**
This module aims to develop an understanding of research within health and social care. The module presents a broad overview of the principles of research beginning with ethical, epistemological and theoretical perspectives, and moving through qualitative and quantitative research designs, analysis and synthesis.
There are three strands running through the module:
   I. The research process
   II. Qualitative research
   III. Quantitative research
During the module, students will gain a critical understanding of the principles of research design across a broad spectrum. Students will focus on the evidence relevant to one particular topic in their speciality, exploring the philosophical and theoretical underpinnings of this evidence and the impact of research design on knowledge generated.

**NU4008 Dissertation**
The aim of the module is to enable the student to demonstrate adaptability, show originality, insight and critical reflective ability through the development and analysis of a change or research proposal. It will enable the student to demonstrate their ability to work independently and to produce a useful piece of work that will have the potential to influence / impact on their own area of healthcare practice.
**NU4053 Dissertation**

The aim of this module is to facilitate the student in the synthesis of prior knowledge and professional and clinical experience, which will be channelled into the production of a dissertation grounded in the student's professional and clinical context and academic needs. The dissertation will be in the form of a research study or scholarly work which reflects standard research procedure, and which is required to be independently completed with guidance from a nominated supervisor.

Details of some of the possible option modules are given below. However, this is not an exhaustive list, and you should discuss your plans with your course leader.

**NU4005 Academic Writing and Presentation Skills**

The aim of this module is to equip students with the skills and knowledge to present their work in the public, professional and academic arena.

**NU4023 Non-Medical Prescribing**

This module prepares professionals to practise as Independent Prescribers and/or Supplementary Prescribers, according to relevant professional standards as stipulated by the Nursing and Midwifery Council, the General Pharmaceutical Council and the Health Professions Council.

**NU4805 Leadership in practice**

The aim of the module is to provide students with the opportunity to consider the concept of leadership and the changing approaches, roles and responsibilities of leaders in contemporary and future health and social care organisations.

**HP4006 Research, Ethics and Governance**

This module aims to facilitate progression from theory to practice in research within a clear ethical framework. It acts as a bridging module between the theoretical study of research and governance to the conduct of an approved empirical research project. It aims to familiarise students with meta-ethical theories, to practical ethical issues surrounding different forms of research and with the principles of research governance. It will help students develop a real research proposal and to analyse potential ethical challenges in their research.

**NU4143 Advancing Care Management at the End of Life**

This module aims to give the student an understanding of the current challenges presented by end of life care for the adult or child. It aims to provide students with a specialist knowledge of the theory and research underpinning current inter-professional practice in end of life care.
2.3 Course requirements

In order to complete the MSc Nursing successfully, you will need to gain 180 credits, including the compulsory modules listed above. You will need to undertake one of the Dissertation modules (NU4008 or NU4053). Your choice of dissertation module will determine how many option modules you need to study.

International students are reminded about the importance of complying with visa and immigration requirements.

An overview of the full time pathway is once again provided. **International students are only able to take the NU4008 dissertation because of lack of access to practice.**

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### 2.3 Module Registration Options

You will receive feedback, both formative and summative, within modules from your module leader or module supervisor. You should use this feedback as a basis for reflecting on your academic progress as you proceed through the course.

Discussions about your progression normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most
appropriate (and legal) course of study for you. You should make an appointment with the course leader during February, to discuss your plans.

2.4 Study Time
2.4.1 Weekly timetable
A timetable will be available once you have enrolled on the programme, through the student portal.

2.4.2 Expected hours of study
The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study. This equates roughly to 1-2 days studying per week for a part-time student, including thinking time, reading, searching for information and so on. Generally, a 20 credit module will involve about 36 hours classroom study and 164 hours private study, although this does vary according to the nature of the subject or module being studied.

2.4.3 Attendance Requirements
You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to the module leader for the module you are studying in the first instance. If you think you need to take time away from the course altogether, please discuss this with the course leader Marlis Haumueller. If you are unsure what you need to do, the important thing is to discuss your concerns with someone from the academic staff and seek their advice. There is always something we can do to help, at least as far as your academic work is concerned, but you do need to make us aware of what the problems are.

International students are reminded of their responsibility under the Visas and Immigration (UKVI) Points Based System (PBS) - you MUST attend your course of study regularly; under PBS, UCLan is obliged to tell UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

For all students, if you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

The university uses an electronic attendance monitoring system, SAM. Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that you must only enter your own details on the system. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

If your fees are being paid by your employer, please note that we are obliged to inform them if you miss consecutive study days or sessions.

Students are able to check their attendance record through myUCLan – if there are discrepancies, please raise this with the module leader initially.
3. Approaches to teaching and learning

3.1 Expertise of staff
The teaching team on the course comprises academic staff from a variety of backgrounds, with a wide range of practice, teaching and research experiences. In addition, there will also be sessions led by practitioners with expertise in relation to particular subject areas, as well as from service user representatives where appropriate. Our aim is to stimulate you to learn, and interaction with subject experts is a key means to achieving this. Additionally, staff who teach on the course have a range of research interests, and you should use opportunities to ask staff about their research to help develop your understanding of research and research processes as you think about questions and/or subjects for your dissertation.

3.2 Learning and teaching methods
The QAA (2008) suggests that holders of a Master level qualification will be able to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data... demonstrate self-direction and originality in tackling and solving problems......continue to advance their knowledge and understanding and make decisions in complex and unpredictable situations. This means that you will be expected to tackle complex issues and discuss them with your fellow students, to take responsibility for your own learning and develop the independent learning ability required for continuing professional development. The QAA also requires that the student develops a comprehensive understanding of methods used in research and enquiry, and you will be expected to develop the skills needed to critically evaluate current research and advanced scholarship without bias.

The University has an established learning and teaching strategy that influences and shapes the delivery of the course. ‘Learning’ comes first in the title of this strategy to show its importance in the daily activity of the University. Teaching staff will help you to learn. Entering into a new area of knowledge requires you to learn. Looking this up in a thesaurus ‘learn’ can be replaced with: ‘study’, or ‘gain knowledge of’. The term ‘find-out’ instead of ‘learn’ reflects a more active approach to ‘discover’, ‘realise’, ‘gather’, and ‘understand’. You will learn through active learning, which means interacting with the multitude of learning opportunities available to you. Learning something new often feels difficult and uncomfortable at first but by bringing learning to the forefront of what we do facilitates a mutually supportive learning relationship in developing greater knowledge.

The curriculum has been designed to offer you, and facilitate your development of, a range of learning experiences from which you can continue to learn well and independently. This will equip you to be a lifelong, independent learner. There is, however, little point in doing this if you cannot apply your learning and this requires the use of a range of thinking skills. The number of thinking skills needed to apply learning greatly exceeds the number needed just to learn. Therefore, the course will facilitate you to develop both your capacity and performance in thinking as well as in learning. Learning and teaching on the course is supported by a team of lecturers and researchers from across the university offering perspectives from their different fields of expertise. Service users and carers and other experts contribute to debate and discussion on various aspects of responding to people’s needs and delivering quality cancer services. Learning is facilitated via a diverse range of activities, which include key lectures, critical discussion and debate, individual and small group work, critical reading groups, seminars, workshops, reflective analysis, and dissertation or project work. Blackboard, the university’s elearning platform, offers access to additional resources to supplement or prepare for classroom-based teaching.
3.2.1 Active learning
Active learning refers to learning activities employed to enrich your learning experience. It involves activities such as enquiry-based learning, scenario-based learning, writing, critical reading, discussion and case study analysis. The aims of active learning activities are to develop your competency in a number of skills which are important in your professional life:

- Problem-solving
- Self-directed learning
- Small group learning
- Critical thinking skills
- Integration of different parts of the curriculum

Learning activities

Why is Getting Ready important?
In theory, Getting Ready activates prior knowledge, orients you to a web of connections about the topic, and establishes anticipatory structures.

Why is Learning from Sources important?
In theory, Learning from Sources is important because new information actively encoded in relation to prior knowledge and potential application in practice provides an expanded knowledge base for thoughtful action.

Why is Learning by Doing important?
In theory, Learning by Doing is important because active use of knowledge in diverse, thought demanding tasks yields a rich, empowering, and flexible knowledge base.

Why is Learning from Feedback important?
In theory, learning depends on frequent informative feedback; learners need to think through and use feedback to guide and deepen their understanding as they continue to engage in the tasks.

Why is Learning by Thinking Ahead important?
In theory, reflective thinking and connection-making foster transfer of knowledge; planning further learning establishes anticipatory knowledge structures that foster learning.
How does this relate to the course and individual modules?

- You will bring with you pre-existing knowledge and skills which you will be able to use in your new endeavours.
- You will learn new theoretical concepts and skills, which will help develop your professional practice.
- You will have many opportunities to relate your new knowledge and skills in real situations.
- You will receive timely and meaningful feedback to your work, enabling you to ‘tailor’ your personal and professional development accordingly.
- During your module you will experience many new things and be part of many thought provoking situations. Reflecting on these will aid your learning and inform your future development.

3.3 Study skills
Students will start the course with a range of experience in study skills, in the use of academic sources and in academic writing. During the course, we will assist you in developing your skills further, through tutorials, feedback in class, comments on draft work and feedback on your submitted work. Further learning materials will also be made available via Blackboard. For help in relation to study skills your first port of call should be WISER who can be accessed at: http://www.uclan.ac.uk/students/study/wiser/index.php

3.4 Learning resources
3.4.1 Learning Information Services (LIS)
There are many resources available to you via the library and other sources. You should familiarise yourself with these, and learn how to make best use of them. There will be opportunities for you to learn about database searching and other skills on particular modules, but you can also make use of specific resources within the library itself, including access to free training. Students also get free cloud storage (so your work will always be accessible to you), free Microsoft Office software, and other software and resources for your course. Ask at the LIS helpdesk for further information.

3.4.2 Electronic Resources
In addition to the resources available via the library and LIS, module teams will offer additional relevant resources via Blackboard or within the classroom, where it is appropriate.

3.5 Personal development planning
Personal Development Planning (PDP) is a process designed to assist you to get the most from your time at University. It is intended to provide you with a structured and supported process through which you can reflect on your learning, performance and/or achievements and plan for your personal, educational and career development. By becoming actively involved in PDP you can improve your capacity to understand what and how you are learning, and how to review, plan and take responsibility for your own learning and future development.

PDP provides an opportunity for you to develop your capacity for learning by encouraging an ongoing cycle of:

- self reflection on why and how you are learning
- identification of your ‘next steps’ through target setting and action planning
- monitoring and recording of your academic learning, personal development, your skills development and career management.
For example, you should Reflect, Action Plan and Record your Progress for each module that you take, this may include consideration of past or current clinical experience associated with the module.

The main benefits you will achieve by participating in the PDP process are that you will become more:

- self-aware, self-confident, reflective and self-directed in your learning
- able to plan and take responsibility for your own learning
- able to articulate personal goals and evaluate progress and achievement
- able to link your current learning to a wider context and to your future development.

Therefore, by actively participating in PDP you will take control of your own learning and personal development and you will find that you become increasingly able to work autonomously through the development of critical self-awareness. Another important aspect of PDP is that it integrates personal development with academic activity and helps you to become more self-aware. It also helps you recognise value and further develop core skills such as personal and interpersonal skills, problem solving and team working.

PDP is an on-going process using self-evaluation on completion of modules and each year of your course will be integral to the process. It can be argued that PDP is more valuable when used continuously throughout a course as an integral part of the learning experience, as opposed to a reporting mechanism used after the main body of learning is completed. To affect this, there are three important aspects:

- Reflection – you can map out your thoughts on a course, a piece of work, or more general experiences.
- Communication – you can communicate your reflections to other students, staff, tutors and lecturers.
- Sharing – you can give selected other users access to your digital objects.

Learning is not as effective in isolation; there is a great deal of discussion involved in your course, and it is important that you engage fully in this, taking opportunities to explore new ideas and thinking creatively. The importance of linking together people, ideas and resources cannot be overestimated.

### 3.6 Preparing for your career

Your University experience is not only about achieving your chosen award, it is also about developing as a person and realising your potential. We want you to gain the skills and attitudes that will help you to achieve your goals and aspirations. The course may open new opportunities for career development. It may also provide you with the stimulus to continue your academic career – it may be possible to progress to doctoral study, for example. You should discuss such issues with the course leader or your academic advisor or with any of the teaching team on your modules, including professorial staff.

### 4. Student Support

There is a range of support mechanisms available to students of the University, and you should familiarise yourself with these, the key sources of information are outlined below. Your course
leader will be a key person in helping you navigate your way through the course, and in making choices about your studies.

<table>
<thead>
<tr>
<th>University Regulations</th>
<th>On the university web site: <a href="http://www.uclan.ac.uk/information/services/sas/quality/regulations/aca_regs.php">http://www.uclan.ac.uk/information/services/sas/quality/regulations/aca_regs.php</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Information Handbooks</td>
<td>Each module has its own information handbook that you will have access to when you commence each module. These are available from the module Blackboard sites, and will provide information on module activities, including relevant reading, the module timetable, information on the module team, guidance on module assessments, and assessment submission dates etc... Use Blackboard and log into your modules and course site.</td>
</tr>
<tr>
<td>Regulations for the conduct of students</td>
<td>The Guide to Student Regulations is issued to all students and provides information on the University regulations by which you agree to abide as part of the UCLan student community (see: <a href="http://www.uclan.ac.uk/regulations/">http://www.uclan.ac.uk/regulations/</a>).</td>
</tr>
</tbody>
</table>

4.1 Academic Advisors
The role of academic advisor has already been mentioned within this handbook (Section 1.4) and will help to support and guide you as you progress through this Masters level course. Academic advisor is the term used to describe the lecturer who supports you throughout the whole of the course, through developing a relationship which facilitates personal and academic growth. S/he will provide general academic advice, monitor your attendance, offer general and personal support and write references (if required). For MSc Nursing, it is likely that your academic advisor will be your course leader, and you should arrange to meet with her at least once during the academic year, plus at other times if you have worries regarding the course.

4.2 Students with disabilities
If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments. There is a named lead for students with disabilities within the School of Nursing, who is Ivan McGlen, Tel: 01772893777 (IMcglen@uclan.ac.uk)

5. Assessment
5.1 Assessment Strategy
All modules have been written from the perspective of integrated theory and practice. This is reflected in the learning outcomes, teaching and learning strategies, and assessment processes. Each module maintains a coherent structure which links content, teaching and learning, outcomes and assessment strategies.
The curriculum philosophy believes that students are active in the learning process, accepting increasing responsibility so that ‘meaningful learning’ is possible. In support of meaningful learning you are encourage to ‘map’ progress with your course leader.

Some modules have elements of both formative and summative assessment. Formative assessment is described as the process through which the summative assessment is achieved. This activity is related to any number of activities e.g. the generation of evidence to meet the learning outcomes and classroom activities such as group discussion and debate, presentations and student led teaching.

Summative assessment is a judgement of student’s achievement of the learning outcomes. It contributes to an overall achievement for an award. All summative assessments must achieve a pass grade.

The module assessment strategies encourage you to match your personal learning needs with your own area of practice. The module learning strategies will develop your conceptual and contextual understanding and knowledge of your specialism and its application into your practice area. You can expect to undertake a range of assessments as you progress through the course – essays, reports, presentations, portfolio work, observed practice, project or dissertation, for example. It is important to realise that assessments are part of the process of learning – they provide a focus for reading related to your subject, help you develop your critical thinking and writing skills and enable you to meet the learning outcomes.

5.2 Notification of assignments and examination arrangements
Arrangements for submission of coursework, doing presentations and completing other assessments will be made clear by module leaders, usually in the module handbook and on the first day of the module. Submission for most coursework will be via Turnitin on the module Blackboard site, but module leaders will confirm arrangements for submission. Links to module marking criteria will also be available via Blackboard.

5.3 Referencing
The School of Health Sciences uses the American Psychological Association (APA) referencing guidelines 6th edition, which can be accessed here

5.4 Confidential material
Some assignments on the course might require you to engage with issues from your workplace. Please remember that you must respect the right to confidentiality and anonymity of patients/clients, relatives and carers, staff and organisations. You should not include such details in assignments. If you are unsure about what to do in a particular assignment, discuss this with a member of the teaching team.

5.5 Cheating, plagiarism, collusion or re-presentation
Please refer to the information included in the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School Office space on Blackboard to allow you to check as many drafts as the system allows before your final submission to the ‘official’ Turnitin assignment. You are required to self-submit your own assignment on Turnitin and will be given access to the Originality Reports arising from each submission, so that you can see where you may need to attend to referencing issues. If you are unsure about how to interpret originality reports, or are worried about what they might mean, please discuss with your module leader or module supervisor.
6. Classification of Awards
The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

7. Student Feedback
You can play an important part in the process of improving the quality of this course through the feedback you give. **If you have comments about the course, we want to hear them.** Please feel free to raise any issues with the course via the course leader or academic advisor, or with individual module leaders. We would also ask you to complete any module evaluations, and to participate in on-line surveys such as the Postgraduate Taught Experience Survey, that takes place annually.

7.1 Student Staff Liaison Committee meetings (SSLCs)
Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year). Your Student Liaison Officer will be invited to attend and support the resolution of any issues.

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting:

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner’s report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning and academic advisory arrangements;
- Other aspects of University life relevant to student experience e.g. resources, IT, library;
- Any other issues raised by students or staff.

We recognise that it can be difficult for part-time students to attend meetings on days when they are not scheduled to be in university. However, we would urge you to elect a class representative who can channel comments and views to the SSLC via email to the Chair, or through the Student Liaison Officer. Where actions are taken in response to comments on the course, we will feed back to course members via the course Blackboard site.
8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution and Location of Delivery</td>
<td>Preston</td>
</tr>
<tr>
<td>3. University School/Centre</td>
<td>Nursing</td>
</tr>
<tr>
<td>4. External Accreditation</td>
<td>None</td>
</tr>
<tr>
<td>5. Title of Final Award</td>
<td>MSc Nursing</td>
</tr>
<tr>
<td>6. Modes of Attendance offered</td>
<td>Full time and Part time</td>
</tr>
<tr>
<td>7. UCAS Code</td>
<td>None</td>
</tr>
<tr>
<td>8. Relevant Subject Benchmarking Group(s)</td>
<td>None</td>
</tr>
</tbody>
</table>
UCLAN Medium term strategy: internationality
NHS Knowledge and Skills Framework
Department of Health (2013) Transforming care: a national response to Winterbourne View hospital
Department of Health (2013) A promise to learn – a commitment to act: improving the safety of patients in England
Francis Report (2013) |
| 10. Date of production/revision of this form | January 2014 |
| 11. Aims of the Programme | The MSc Nursing provides a programme of study for nurses from diverse professional and cultural backgrounds to reflect on and re-evaluate the nature of nursing. It provides an opportunity to look back at where professional nursing has come from, where it is today and where it is going tomorrow. The aim of the course is to:
- facilitate and support personal reflection on contemporary nursing practice in order to enhance individual critical appraisal and creativity in nursing
- develop nurses who can champion and promote innovative leadership in nursing
- encourage synthesis of experience, knowledge and new learning in order to influence nursing practice within contemporary health care |
• develop practical research skills that will contribute to the development of nursing practice

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding
Successful students will be able to:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>demonstrate systematic understanding of professional nursing practice</td>
</tr>
<tr>
<td>A2</td>
<td>critically examine the utilisation of nursing knowledge in practice and the relationship and connections with patient outcomes and the work of healthcare organisations</td>
</tr>
<tr>
<td>A3</td>
<td>critically appraise the role of nurses and the value of nursing in contemporary health and social care</td>
</tr>
<tr>
<td>A4</td>
<td>contextualise nursing knowledge within contemporary global frameworks</td>
</tr>
<tr>
<td>A5</td>
<td>critically evaluate the methods, processes and products of research and scholarly enquiry in order to create and interpret new knowledge in nursing</td>
</tr>
</tbody>
</table>

Teaching and Learning Methods

- Key note lectures to provide subject overview
- Directed critical reading allied to student led seminars, workshops, discussions and debates
- Workshops to promote practical skill development supporting assessment activity e.g. database access, search strategies, critical appraisal
- Individual dissertation supervision and associated group workshops
- E-Learn offers access to additional resources, email and discussion forums along with course information

Assessment methods

- Written assignments in the form of essays and scholarly papers, reflective accounts
- Oral presentation
- Storyboard development
- Dissertation

B. Subject-specific skills
Successful students will be able to:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>foster a creative approach to the development of skilled nursing practice based on critical reflection and the application of specialist knowledge</td>
</tr>
<tr>
<td>B2</td>
<td>use systematic methods to apply and evaluate existing knowledge in practice and in the creation of new knowledge to enhance future practice</td>
</tr>
<tr>
<td>B3</td>
<td>demonstrate originality in the use of forms of knowledge to create new insights and solutions for problems in practice</td>
</tr>
<tr>
<td>B4</td>
<td>cultivate creativity, initiative and personal responsibility for continued educational, professional and practice improvement</td>
</tr>
<tr>
<td>B5</td>
<td>apply theories and models for contemporary leadership within the context of their advanced practice</td>
</tr>
</tbody>
</table>

Teaching and Learning Methods

- Personal Development Centre
- Directed critical reading allied to student led seminars, workshops, discussions and debates
- Workshops to promote practical skill development supporting assessment activity e.g. database access, search strategies, critical appraisal
Assessment methods

- Formative feedback at workshops, seminars, tutorials etc
- Written assignments in the form of essays and scholarly papers, reflective accounts
- Oral presentation
- Storyboard development
- Dissertation

C. Thinking Skills

Successful students will be able to

| C1 | demonstrate cognitive, analytic and problem-solving skills |
| C2 | demonstrate curiosity about and challenges to contemporary knowledge and practice |
| C3 | demonstrate a capacity for independent critical thought, rational inquiry and self-directed learning |
| C4 | integrate available information to deal with complex issues both systemically and creatively, make informed judgments in the absence of complete data, and test and refine solutions |
| C5 | demonstrate an advanced understanding of the global context and sensitivities of nursing and practice |
| C6 | demonstrate an appreciation of the ways in which advanced knowledge equips the student to offer leadership in nursing |
| C7 | an understanding of the significance and value of their knowledge to the wider healthcare community |

Teaching and Learning Methods

- Key note lectures to provide subject overview
- Directed critical reading allied to student led seminars, workshops, discussions and debates
- Workshops to promote practical skill development supporting assessment activity e.g. database access, search strategies, critical appraisal
- Individual dissertation supervision and associated group workshops
- Personal Development Centre
- E-Learn offers access to additional resources, email and discussion forums along with course information

Assessment methods

- Formative feedback at workshops, seminars, tutorials etc
- Written assignments in the form of essays and scholarly papers, reflective accounts
- Oral presentation
- Storyboard development
- Dissertation
- Peer review
- Facilitated learning sets

D. Other skills relevant to employability and personal development

Successful students will be able to demonstrate:

| D1 | problem-solving abilities characterised by flexibility of approach |
| D2 | a capacity to articulate their knowledge and understanding in oral and written presentations |
| D3 | a capacity to manage competing demands on time, including self-directed project work |
| D4 | the capacity to value and participate in projects which require team-work |
| D5 | access and use knowledge and information to support nursing practice |
| D6 | take an active lead in the development & implementation of nursing and healthcare policies |
Teaching and Learning Methods

- Directed critical reading allied to student led seminars, workshops, discussions and debates
- Workshops to promote practical skill development supporting assessment activity e.g. database access, search strategies, critical appraisal
- Individual dissertation supervision and associated group workshops
- Personal Development Centre
- E-Learn offers access to additional resources, email and discussion forums along with course information

Assessment methods

- Formative feedback at workshops, seminars, tutorials etc
- Written assignments in the form of essays and scholarly papers, reflective accounts
- Oral presentation
- Storyboard development
- Dissertation
- Peer review
- Facilitated learning sets

13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 7</td>
<td>Core NU4025</td>
<td>Introduction to postgraduate research</td>
<td>20</td>
</tr>
<tr>
<td>Level 7</td>
<td>NU4053 or NU4008</td>
<td>Dissertation</td>
<td>60 or 40</td>
</tr>
<tr>
<td>Level 7</td>
<td>NU4801</td>
<td>Thinking nursing</td>
<td>40</td>
</tr>
<tr>
<td>Level 7</td>
<td>NU4073</td>
<td>Evidence for practice</td>
<td>20</td>
</tr>
</tbody>
</table>

Masters Degree requires 180 credits at level 7
Postgraduate Diploma requires 120 credits at level 7
Postgraduate Certificate requires 60 credits at level 7

+ 40 or 60 credits from the following

| NU4XXX(7) | Any module(s) within the School of Health Module Catalogue at level 7 |

14. Awards and Credits*

15. Personal Development Planning

According to QAA (2004), PDP is:
- A structured process that is integral to higher level learning
- Concerned with learning in an holistic sense (academic and non-academic)
- Something done with guidance and support
- A process that involves reflection, creation of personal records, planning and monitoring progress towards achievement of personal objectives
- Intended to improve the capacity of the individual to communicate their learning to others who are interested in it (academic staff/ employers)

Using the above ideas as a framework to support personal development planning, all students on the MSc in Nursing will undertake a personal development centre (during NU4801 Thinking Nursing) during which they will be required to undertake a range of exercises and inventories that have been designed and selected to help develop a personal profile and inventory. The term ‘Development Centre’ does not refer to a physical place, instead it describes ‘an approach’. The Development Centre will facilitate a collaborative approach to personal review and assessment.
that will require students to actively participate in the process. Students will receive personal and group feedback that will be used to develop a personal learning contract with their academic advisor. Students will chart their personal progress towards course and personal learning outcomes with the support of their academic advisor.

Reference

16. Admissions criteria

Normally the following general entry requirements apply
We normally expect candidates to have a British Honours degree at lower second class or above, or its equivalent. For international students equivalent qualifications can be found on the UCLan International website: Global Qualifications

Specific entry criteria
- You must be a registered, qualified nurse with evidence of recent professional development if from the UK.
- Overseas applicants must demonstrate registration / qualification in their own country and evidence of recent professional development. References from your sponsor or employer will be sought. International English Language Testing Service (IELTS) - minimum 6.5 achieved within the last year must be demonstrated.
- Overseas applicants must agree to attend the University pre-sessional activities that normally commence in August each year.

Applications from all candidates will be considered on their merits and in the light of the nature and scope of the programme or work proposed. Informal enquiries are welcomed and will normally be followed by an initial advisory interview.

17. Key sources of information about the programme

We welcome applications from international students for full-time study and the application procedure previously described should be used. Forms and literature on studying in the United Kingdom are available from the British Council offices or British Embassies throughout the world. You can also find lots of information about living and studying in the UK on the British Council’s website www.educationuk.org

Useful contact details

Admissions Office
University of Central Lancashire
Preston
PR1 2HE
United Kingdom
Email Uadmissions@uclan.ac.uk

More information
You can visit the following websites for information about the City of Preston, the University and the Students Union
www.yourunion.co.uk
www.uclan.ac.uk
## 18. Curriculum Skills Map

*Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C) or Option (O)</th>
<th>Programme Learning Outcomes</th>
<th>Knowledge and understanding</th>
<th>Subject specific skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A1</td>
<td>A2</td>
</tr>
<tr>
<td>7</td>
<td>NU4073</td>
<td>Evidence for practice</td>
<td>CORE</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>NU4025</td>
<td>Introduction to postgraduate research</td>
<td>CORE</td>
<td></td>
<td>✓</td>
<td>✓</td>
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<tr>
<td></td>
<td>NU4008</td>
<td>Dissertation</td>
<td>CORE</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>NU4053</td>
<td>Dissertation</td>
<td>CORE</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>NU4801</td>
<td>Thinking nursing</td>
<td>CORE</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leve l</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Programme Learning Outcomes</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>NU4073</td>
<td>Evidence for practice</td>
<td>COMP</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>NU4025</td>
<td>Introduction to postgraduate research</td>
<td>CORE</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>NU4008</td>
<td>Dissertation</td>
<td>CORE</td>
<td></td>
<td>✓</td>
<td>✓</td>
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<tr>
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<td>Dissertation</td>
<td>CORE</td>
<td></td>
<td>✓</td>
<td>✓</td>
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<td></td>
<td>NU4801</td>
<td>Thinking nursing</td>
<td>COMP</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>