University of Bedfordshire

*C*ourse Information Form (CIF)

| Section 1 - General Course Information | |
|---|---|
| **Course Title** | MSc Nursing with Registration (Mental health) |
| **Qualification** | MSc |
| **Intermediate Qualification(s)** | |
| **Awarding Institution** | University of Bedfordshire |
| **Location of Delivery** | No code - Butterfield Park (Bedfordshire)<br>AC - Oxford House Buckinghamshire<br>HA – Multi placement providers (practice locations) |
| **Mode(s) of Study and Duration** | Full-time over two years |
| **Core Teaching Pattern** | Non-core pattern |
| **FHEQ Level** | 7 |
| **Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement** | Nursing and Midwifery Council |
| **PSRB Renewal Date** | |
| **University of Bedfordshire Employability accreditation** | Not yet available |
| **Route Code (SITS)** | MSMHNAAF |
| **Subject Community** | Pre-Registration Nursing |
| **UCAS Course Code** | Not applicable |
| **Relevant External Benchmarking** | • QAA (2014) Quality Code section A1 (The Framework for Higher Education Qualifications) – at level 7<br>• Standards for pre-registration nursing: Nursing and Midwifery Council (NMC, 2010) |

**Section 2 - Published Information**

Material in this section will be used on the course web site to promote the course to potential students. The text should be written with this potential audience in mind.

**Course Structure**

The Units which make up the course are:

| Unit Code | Level | Credits | Unit Name | Core or option |
|---|---|---|---|---|
| TBC | 7 | 15 | Life, health and social sciences for nursing | C |
| TBC | 7 | 15 | Values, policy and governance in nursing and healthcare | C |
| TBC | 7 | 30 | Fundamentals of Mental Health Nursing | C |
| TBC | 7 | 0 | Introducing Mental Health Nursing Practice | C |
| TBC | 7 | 15 | Pharmacology and medicines management in mental health nursing | C |
| TBC | 7 | 15 | Research methods for nursing | C |
| TBC | 7 | 0 | Developing Mental Health Nursing Practice | C |
| TBC | 7 | 30 | Clinical assessment and decision making in mental health nursing | C |
| TBC | 7 | 15 | Clinical Leadership | C |
| TBC | 7 | 45 | Dissertation for Mental Health Nursing Registration | C |
| TBC | 7 | 0 | Preparing for mental health nursing registration | C |

**Why study this course**

This course will focus on issues of direct relevance to the achievement of registered nurse status whilst pursuing a postgraduate course of study in a supportive learning environment. Success in the course will confer eligibility to apply for registration with the Nursing and Midwifery Council (NMC) as a Registered Nurse Mental health.

Emphasis throughout the course is placed on enabling you to develop the knowledge, skills, attitudes and behaviours to be an mental health nurse who is able to meet the demands of the role in a healthcare system that is constantly evolving. You will be provided with opportunities to meet your full potential by learning in a variety of ways in academic, simulated and practice settings. Assessments ffacilitate strong links between your learning and practice.

**Course Summary – Educational Aims**

The aims of this course are to:
- prepare you to meet the Nursing and Midwifery Council standards for pre registration nursing that confer eligibility to register with the Nursing and Midwifery Council as a Registered Nurse Mental Health
- provide advanced broad-based education and develop your general intellectual competence to the level of eligibility for an award of Master of Science conferred by the University of Bedfordshire;
- ensure you are prepared to practice safely and effectively to such an extent that the protection of the public is assured

**Entry requirements**

**Entry Requirements**

- a 2:2 honours degree in a life, health or social science related subject *
- GCSE grades A*-C in Maths and English, or equivalent
- IELTS Grade 7 overall and 7 in each area where English is a second language.
- A minimum of 600 hours recent direct healthcare experience

*Applications may be considered from candidates with Bachelor's degrees in other disciplines if they have significantly more direct health care experience.
There may be the opportunity for candidates who have some, but not sufficient, practice experience to be offered further practice experience prior to the course start. This would be on the basis of paid employment as a health care assistant with one of our placement providers.

**Other specific entry requirements**

- All candidates will be required to attend a selection event and pass tests in numeracy and literacy
- Submission of an extended curriculum vitae (CV) which demonstrates your academic achievement and graduate transferrable skills, your health care related achievement and your commitment to the profession of nursing, aligned to the course learning outcomes specified. .
- Undertake an Enhanced Disclosure and Barring Service (DBS) check prior to enrolment. You must declare any criminal convictions, cautions and bindings over, including those considered spent during the admissions process. Criminal convictions do not necessarily prevent acceptance on the course, but some may be regarded by an employer or professional body as excluding you from practice. Where you have any criminal convictions, cautions and/or bindings over, your application will be considered by the DBS panel within the University, which you will be asked to attend, where a decision will be made regarding your entry to the course. Applicants need to be aware that any criminal conviction for driving may affect future employment or affect the candidate's ability to gain registration with the Nursing and Midwifery Council (NMC). The DBS screening is currently funded by the University
- Undergo health screening to assess fitness to join the course. Students must also complete an approved course of immunisation, as recommended by the Department of Health. Health screening and immunisation are provided by the University, through the Occupational Health provider. It is the student's responsibility to inform the course coordinator of any change of circumstances in their health once they have registered.

**Selection Event**

All candidates will be required to attend a selection event. On arrival, documents including passport and education certificates will be checked. During the selection event your numeracy and literacy skills will be tested. If you pass the test you will undergo an interview and will be required to participate in a group discussion to determine if you posses personal attributes and values congruent with healthcare practice. Lecturing staff, practitioners from placement areas and service users will participate in the selection process.

**PSRB details**

The course has been designed to meet the requirements of the Nursing and Midwifery Council (NMC) Standards for pre-registration nursing (NMC, 2010). Successful graduates of this course are therefore eligible to apply to the NMC for registration as a Registered Nurse: Mental Health

**Graduate Impact Statements**

The course has been designed to develop Master's graduates who are able to:
- Apply critical thinking, reasoning, decision-making and judgment to provide safe and compassionate mental health nursing care in a range of settings that vary in complexity and urgency
- Work in complex multi-professional contexts, collaborating with health colleagues and other services to deliver high quality, evidence based, contemporary care
- Demonstrate initiative, resourcefulness and creativity in providing mental health care that that reflects the values of the NHS and that makes a positive difference to the experience of individuals and their families
- Conceptualise, challenge and critique the delivery and organisation of care and propose how these might be improve
- Evaluate and contribute to the knowledge base for nursing practice through research and scholarship

**Higher Education Achievement Report - Additional Information**

Not applicable

**Learning and Teaching**

In designing the learning and teaching strategy, the team identified four guiding principles to underpin a course that is designed to develop the knowledge and behaviours of aspiring registered nurses. These principles are to ensure that teaching and learning activities: have immediate professional relevance; foster active learning; are learner-centred in approach and draw on expertise-by-experience. Examples of how this is realised throughout the course are provided.

1. Immediate professional relevance: the course team use a range of teaching methods to help students apply new knowledge. This includes the use of case studies and exemplars in teaching sessions. Students are required to identify and share their own exemplars, drawing on evidence from a range of sources to do this. Enquiry based learning; simulated learning and peer-learning strategies strengthen this element.

2. Foster active learning: effective and safe healthcare is based upon teamwork with regular and open communication. Professional knowledge is developed, drawing on evidence from a range of sources, including the student's own placement experiences as well as experiences as recipients of care. For this reason, the team adopt interactive teaching and learning strategies.

3. Learner-centred: the course is designed to support the student to achieve registered nurse status. A generic or uniform approach is unlikely to provide opportunities for students to truly engage with contemporary, complex and challenging professional issues within nursing practice. For this reason, the course team adopt a learner-centred approach based on need and interest. Students shape their learning by drawing on their own experiences in discussion and group work and choosing the focus of some of the assessment tasks. Tutors offer individual and small group tutorials to support this approach.

4. Draw on expertise-by-experience: the course team recognises that students bring with them a rich resource of expertise-by-experience through their pre course study and work experiences, placement learning experiences and through contact with health services as recipients of care. Teaching and learning strategies encourage students to share their experiences and to look at healthcare from a range of theoretical perspectives, with an emphasis on inter-professional learning and practice. Several units draw upon the expertise of service users in order to bring the service user's / patient's voice into the teaching sessions. The course team draw upon their own professional practice, research and scholarship to add meaning to teaching.

In order to meet University and NMC requirements you are expected to attend all elements of your course. Attendance during the course will be monitored and actions taken to address unexplained and frequent absences.

**Developing your employability**

During the course you will acquire a range of professional and transferrable skills which are intended to prepare you for working as an mental health registered nurse. The course provides a student-focused process for integrating personal, academic and career development. You are encouraged to undertake self-assessment to identify your strengths, interests and development needs in relation to your learning needs. Through negotiation with your personal academic tutor you will be enabled to identify your areas of interest and the areas in which you feel you need to develop. Towards the end of your studies you will be actively supported and advised regarding employment application and potential career development.

**Department (s)**

Department of Healthcare Practice

**Assessment**

The assessment strategy for this course is closely aligned to the teaching and learning strategy which is designed to have: immediate professional relevance; foster active learning, be leaner-centred in approach and draw on expertise-by-experience. The choice of assessments is determined by their fitness for purpose i.e. to evidence achievement of unit learning outcomes at Master's level (Level 7).

To enhance your understanding and experiences of assessment practices you will encounter a wide range of formative and summative assessment methods including those that enable you to undertake practice-focussed tasks that have the potential to influence care delivery. Many of the assessment tasks are designed so that

you can tailor them to your professional interests, experience and development needs. They are also designed so that you can rehearse ways of thinking and acting that are professionally relevant. Examples include: written assignments ranging from reflective pieces to case studies and academic essays as well as assessed practice within your placements. Assessments are also designed to support you integrating learning in theory and practice and in demonstrating that integration. The assessments culminate in a choice of dissertation projects: a service improvement project, a literature review or a research proposal

## After Graduation

Career:
This course will be the first step in a process of lifelong learning and professional development. By undertaking and successfully completing all theory and practice elements of this course you will be eligible to register with the NMC as a Registered Nurse: Mental Health

On completion of this course you are likely to progress into the following areas of practice:
- In-patient care
- Crisis Intervention
- Community mental health nursing
- Specialist areas of practice
- Residential care settings

Further study:
The University of Bedfordshire offers a range of postgraduate and doctoral studies which may be of interest to you after graduation. Various options are open to you including courses relating to a specialist practitioner qualification or medical education. The University also offers a wide range of units designed for continuing professional education and which will complement your chosen post qualifying area of practice. You also may wish to embark on a PhD or doctoral studies.

## Student Support during the course

The University of Bedfordshire provides a range of student support services. These include health and well-being services, guidance with regards to financial matters and guidance on what you need to do if you experience situations out of your control that prevent you from carrying out your academic work. Support services are detailed within the student support area of the University website at:
http://www.beds.ac.uk/studentlife/student-support

There is a Student Information Desk (SiD) on each campus to help you during your studies. SiD is staffed by Student Information Advisers who will try to help you to resolve any problems you have immediately and will guide you to the support and services you may need. You can also access SiD online to view information and log enquiries for the SiD team. You can search the knowledge bank and frequently asked questions. If you don't find the answer or need extra help, then you can log an online enquiry for the SiD team who will respond to you within 24 hours of receiving the enquiry. Students can access online SiD 24 hours a day through BREO, E-Vision and also through the main website: http://www.beds.ac.uk/SiD
https://sid.beds.ac.uk/aspx_shared/login.aspx?CCTC=SID or you can email SiD directly: sid@beds.ac.uk

Students often need advice and guidance on developing their academic skills. The University has developed the Study Hub where you can access free professional support to develop a wide range of academic skills. The Study Hub offers support from 3 teams of specialists: Academic Liaison Librarians, Computer Skills Trainers and Professional and Academic Development (PAD) tutors. The Academic Liaison Librarians will answer queries about resources, offer guidance on finding and using information for your assignments, teach you how to cite references in essays and avoid plagiarism. They can offer individual or group appointments to help you research your assignments. Computer Skills Trainers can support you to produce well formatted documents, effective presentations and meaningful data. They provide workshops and create workbooks and other learning materials you will find useful in supporting you to develop your IT skills. They are also able to offer individual or group appointments. The PAD team can assist you to develop your assignment writing and preparation techniques, maths and data analysis and presentation skills. Visit the Study Hub website to access self-help guides, find out the dates of workshops on a range of topics or to book a one-to-one appointment. The Study Hub can be accessed at: http://lrweb.beds.ac.uk/studyhub

Students will be allocated a personal academic tutor, who has an educationally supportive role. The course leader may adopt this role. The role of the personal academic tutor is an important one and they can provide you with professional and educational guidance as you progress through the Course. The meetings you have

with your personal academic tutor will give you an opportunity to receive confirmation of your progress and identify any difficulties or areas for development that can be explored and acted upon. Your personal academic tutor provides a point of continuity for you in terms of your professional and academic development as you move through the units of the Course. He or she will help you to identify your learning needs and develop your study skills so that you become more independent as you progress through the course.

In the practice learning environment, you will be allocated a mentor who will organise and co-ordinate your learning activities in practice, supervise you in learning situations and provide you with constructive feedback on your achievements. Your mentor will set and monitor your achievement of realistic learning objectives; assess total performance including skills, attitudes and behaviours; provide evidence of your achievement or lack of achievement; liaise with others (e.g. mentors, sign-off mentors, practice facilitators, practice teachers, personal academic tutors, course co-ordinators) to provide feedback. Your mentor will identify any concerns about your performance and agree appropriate action with you. Your mentor will also provide evidence for, or act as, a sign-off mentor with regard to making decisions about achievement of competence at the end of the course prior to initial NMC registration application.

## Students with disabilities

We are committed to supporting applications from students with disabilities. If a student has a disability that may affect their studies they are asked to inform the lecturing team at interview. The term 'disability' can cover dyslexia, deafness, some visual impairments, loss of limb, Multiple Sclerosis, Myalgic Encephalomyelitis, Repetitive Strain Injury, some back injuries, HIV/AIDS, arthritis, diabetes, epilepsy, mental health difficulties and a range of other long-term conditions. Such conditions are usually those that have lasted, or are expected to last, for one year or more. All students need to pass Occupational Health screening prior to commencing the course..

Once an applicant with a disability has been accepted onto the course we will work with them to identify their individual needs in relation to attending and successfully completing the course.  Reasonable adjustments to the way the course is delivered and assessed will be made so that students with a disability are not disadvantaged. The Nursing and Midwifery Council (NMC) guidance relating to Good Health and Good Character will be taken into account when identifying the reasonable adjustments required. The NMC states that good health is fundamental to fitness to practice as a nurse and explains that good health means that a person must be capable of safe and effective practice without supervision. (NMC, 2010). As all students will be expected to achieve competency in a range of skills identified by the Nursing and Midwifery Council (NMC 2010) it is important that any reasonable adjustments do not impact on the safety of people accessing health care services. Therefore advice will be sought from the University's disability advice team and practice partners to determine if a student who has a disability, is, with reasonable adjustments, capable of achieving safe and effective practice without supervision and thus eligible for a place on the course.

The University's disability advice team will coordinate this and may be able to identify additional support and resources that can help students with their studies. They can also provide more detailed advice and guidance, see:
www.beds.ac.uk/student-experience2/studying-at-bedfordshire/student-support.

**Assessment Map Year 1**

| Unit title | C/O | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | WEEKS | | | | | | | | | | | |
| Life, health and social sciences for nursing | | | | | | | | | | X | | | | | | | | | | | | | | | | |
| Values, policy and governance in nursing and healthcare | | | | | | | | | | | | | | | | | | | | | | | | | X | |
| Pharmacology and medicines management in mental health nursing | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fundamentals of Mental Health Nursing | | X | | | | | | | | | | | | | | X | | | | | X | | | | | X |
| Introducing Mental Health Nursing Practice | | | | | | | | | | | | | | | | | | | | | | | | | | X |

| Unit title | C/O | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | WEEKS | | | | | | | | | |
| Life, health and social sciences for nursing | | | | | | | | | | | | | | | | |
| Values, policy and governance in nursing and healthcare | | | | | | | | | | | | | | | | |
| Pharmacology and medicines management in mental health nursing | | | | | | | | | | | | | | | X | |
| Developing Adult Mental Health Nursing Practice | | | | | | | | | | | | | | | | |
| Clinical Assessment & decision making in mental health nursing | | | | | | | | | | | | | | | | |

**Assessment map year 2**

| | NB3 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Clinical assessment and decision making in mental health nursing | X | | | | | | | | X | | | | | | | | | | | | | | | | |
| Research methods for nursing | | | | | | | | | X | | | | | | | | | | | | | | | | |
| Developing Adult Mental Health Nursing Practice | | | | | | | | | | X | | | | | | | | | | | | | | | |
| Clinical Leadership | | | | | | | | | | | | | | | | | | | | | | | | X | |
| Dissertation | | | | | | | | | | | | | | | | | | | | | | | | | |
| Preparing for Mental Health Nursing Registration (Practice) | | | | | | | | | | | | | | | | | | | | | | | | | |

| | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Clinical assessment and decision making in mental health nursing | | | | | | | | | | | | | | | |
| Research methods for nursing | | | | | | | | | | | | | | | |
| Clinical Leadership | | | | | | | | | | | | | | | |
| Dissertation | | | | | | | | | | | | | | | X |
| Preparing for Mental Health Nursing Registration (Practice) | | | | | | | | | | | | | | | X |

# Section 3 - Academic Information

This section will be used as part of the approval and review process and **peer academics** are the target audience.

## Course Learning Outcomes

Upon completion of the course you will be able to:
1. act with professionalism and integrity, and work within professional, ethical, legal and quality frameworks and processes to maintain and improve standards within the Mental Health field of practice
2. establish and maintain therapeutic and professional relationships by communicating effectively and practising in a compassionate, respectful way, maintaining dignity and wellbeing
3. deliver high quality, person-centred and evidence-based mental health care to people across the lifespan
4. critically analyse and debate evidence on which care decisions are based in order to plan and deliver optimum care
5. independently evaluate relevant research, scholarship and practice, and synthesise information from a range of sources, to deal with complexity in Mental Health nursing contexts
6. apply skills of reflection, critical thinking and problem solving to function as a resilient, autonomous, and accountable Mental Health nurse
7. critically review and synthesise the dynamic features of good interdisciplinary working that support individuals in your care
8. apply a critical, systematic and innovative approach in conducting a sustained and detailed dissertation project relevant to Mental Health nursing

## Course-specific regulations

The proposed course complies with University Regulations; however, variation to regulations are required for:
- non-core delivery pattern
- enhanced entry criteria
- assessment regulations:
  - there will be no compensation or aggregation within or between units. All elements of assessments must be passed.
  - students can be referred on only one occasion in each practice assessment and are not able to retake any practice unit.
  - students will undertake in-course referral work
- If a student gains 180 M level credits but fails practice that student will be eligible for a University unnamed masters degree but would not be eligible to apply for registration with the Nursing and Midwifery Council.
- An aegrotat award will not provide eligibility for registration with the Nursing and Midwifery Council.
- protected title: If a student fails to successfully complete the Master's degree but gains an exit award for academic credits that student will not be eligible to apply for registration with the Nursing and Midwifery Council as a Registered Nurse

The course must be completed within five years of initial registration.

## Teaching, Learning and Assessment

This course is designed to enable students to attain the appropriate knowledge, understanding, skills and attributes to function effectively as an Mental health nurse in the complex, dynamic environment of the modern care environment. Teaching, learning and assessment methods have therefore been chosen to ensure that graduates of the course are able to adopt evidence-based approaches to Mental health / Mental Health Nursing. Our guiding principles are that learning should have immediate professional relevance and that it should draw on the experiences of students on the course, as well as the academic staff who lead it. Teaching, learning and assessment methods foster active learning and allow you a degree of choice, to ensure learner centred-ness.

The course team seeks to adopt the principals of research informed teaching and draw on published scholarship and research, including their own, when designing teaching, learning and assessment practices Lectures, seminars, tutorials and group work will allow you to rehearse a range of approaches to data collection, analysis and application. The project you will undertake involves a literature review, a research

proposal or a service development project.

The course requires you to make explicit links between your learning on the course and the practices you adopt while on placement. This is achieved primarily through the assessment strategy, which combines formative and summative elements. The curriculum has been designed to allow you to evidence your academic skills and developing professional knowledge and understanding in a range of ways. For example, the patchwork text assessment strategy enables you to draw on knowledge from other units including practice alongside the unit you are studying to produce an assessment which shows how you have integrated your knowledge and how this has informed your journey towards registration.

The course is divided in to 3 equal Parts, each consisting of two semesters. You need to pass each unit in each Part in order to progress through the course to be eligible to apply for registration.

We have designed assessment tasks to provide you with the opportunity to practice communicating theoretical concepts in a range of ways, for a range of purposes and intended audiences. This includes oral presentation, viva, case studies, exam, essay and practice performance profile.

You will spend 50% of the time on the course in practice and simulated practice becoming proficient in the key skills required for Mental health nursing practice, applying your knowledge and building experience. You will network with other professionals and agencies to gain a depth of experience in multi-professional, multi-agency collaboration. During this time your progress will be assessed by your mentor following consultation with the course team.

**Additional Academic Information**

### Initial Assessment
The first summative assessment takes place in week 6 of the Fundamentals of Mental health Nursing unit. This will provide you with the opportunity to rehearse academic writing skills and Harvard referencing techniques. This early assessment point is designed to increase confidence and to identify any students who may need some early, additional support.

### Improving students' learning
All students are expected to attend a bespoke induction event that provides an overview of the course, expectations for engagement and sources of support. This includes how to access the online learning environment and learning resources sites.

Consistent with Master's level study, we expect you to be able to plan and manage your own workloads in order to prepare appropriately for scheduled learning activities such as lectures, seminars and tutorials and for linked assessment activities. Academic staff will guide you in strategies to use your time effectively in order to meet these demands.

You will be guided in preparation for assessment, through the use of assessment briefs and exemplar materials. We expect you to familiarise yourself with these briefs and the grading criteria used to mark your work. Feedback on your work includes suggestions on how to improve work of a similar nature in future. We expect you to engage with this feedback in a purposeful way, and seek guidance from academic staff if you are finding that difficult to do.

As well as scheduled activity, we expect you to engage with guided learning activities within BREO, the virtual learning environment. Here you will find useful resources, as well as structured opportunities for discussion and reflection.

Initially you will be guided in your reading, but you will be expected to become increasingly self reliant when it comes to identifying appropriate reading materials. The learning resources team will help you develop search strategies; you are expected to engage with the on-line resources in the virtual library to further develop your skills in this area.

Feedback from students is sought using University of Bedfordshire tools, such as the BUS Survey and Tell Us function within BREO. In addition, students are invited to participate in course team and portfolio executive meetings. Student feedback is used to develop pedagogic practices.

### Academic Integrity
Formative assessment activities are integrated within units of study to provide you with opportunities to develop your ideas and thinking. They may also be used to give you an opportunity to 'practice' writing in a particular way, or to become familiar with a particular type of assessment. You will receive written feedback on summative assessment tasks, which is designed to help you develop your thinking and preparation for future assessment activities.

Academic staff will provide you with assessment briefs, examples of good practice and, where appropriate, writing templates. These are designed to develop confidence in writing in a range of forms, for different audiences. They also help prepare you for more independent work in the final stages of the course, when you produce an extended piece of writing in the form of a service improvement project. You will be introduced to referencing conventions early in the course. You are required to acknowledge the words, thoughts and ideas of others (including fellow students and staff) very carefully in all written submissions. You will be guided to on-line resources that provide step by step instructions on how to do this effectively.

### HEAR implementation
Not applicable

### Internationalisation
Course team members will be encouraged to actively draw on a range of perspectives as healthcare providers within a multicultural society. International perspectives on nursing practice will be included wherever appropriate within the taught sessions.

*Sustainability*
Students on this Master's course are prepared for engaging in practice in complex, professional environments where resources are limited and/or rationed in ways that can impact on the delivery of care. The course invites a consideration of the ways in which these issues impact on the practices of healthcare workers and the experiences of healthcare users. Professional dilemmas are explored through a problem-orientation approach and assessment practices that require students to demonstrate socio-political, ethical and legal awareness.

# Section 4 - Administrative Information
This section will be used as part of the approval and review process and peer academics are the target audience.

| | |
|---|---|
| **Faculty** | Health and Social Sciences |
| **Portfolio** | Pre-registration Nursing |
| **Department/School/Division** | Healthcare Practice |
| **Course Coordinator** | Fortune Mhlanga |
| **Version Number** | 1/15 |
| **Approved by (cf Quality Handbook ch.2)** | University of Bedfordshire and Nursing and Midwifery Council (NMC) approval |
| **Date of approval (dd/mm/yyyy)** | Approval event: 3rd December 2015 |
| **Implementation start-date of this version (plus any identified end-date)** | March 2016 |

**Form completed by:**

**Name:**    Fortune Mhlanga                                    **Date:** 20th Oct 2015


**Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)**


**Chair: ………………………………………………………**          **Date: …...…………………**


| Course Updates | | |
|---|---|---|
| **Date (dd/mm/yyyy)** | **Nature of Update** | **FTQSC Minute Ref:** |
| | | |
| | | |
| | | |
| | | |