

MNurse (Children's/Mental Health): Integrated Master's in Nursing Programme Specification

<https://www.bradford.ac.uk/courses/ug/m-nurse-child-mental-health/>

Academic Year:	2023/24
Degree Awarding Body:	The University of Bradford
Delivery Support Provider(s):	Airedale NHS Foundation Trust; Bradford District Care NHS Foundation Trust; Bradford Teaching Hospitals NHS Foundation Trust; Harrogate and District NHS Foundation Trust; Private, Independent and Voluntary Organisation Healthcare Providers; Trust Primary Care
Target Degree Award:	Master of Nursing (Children's/Mental Health) [Framework for Higher Education Qualifications Level 7]
Interim and Exit Awards:	Bachelor of Science with Honours in Nursing (Children's); Nursing (Mental Health); BSc Health Studies [FHEQ Level 6]; Diploma of Higher Education in Health Studies [FHEQ Level 5]; Certificate of Higher Education in Health Studies [FHEQ Level 4]
Subject Benchmark:	Health Studies (QAA 2019)
Programme Accreditation:	Nursing and Midwifery Council (NMC)
Programme Admissions:	September
UCAS Code/Mode of study:	B735/Full-time over 4 years

Please note: This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

Minor Modifications Schedule

1. July 2021: Annual changes for 2021/22 academic year.
2. May 2022: Annual changes for 2022/23 academic year, separate specification reformatted & published, clarified award titles

Please note: This MNurs programme is co-taught with the Adult/Mental Health pathway. Relevant details of that pathway are correct at time of publication but please check the Adult/Mental Health course page for any recent updates: <https://www.bradford.ac.uk/courses/ug/m-nurse-adult-mental-health/>

Introduction

Modern clinical practice requires a workforce who can deliver integrated models of care and there is a growing need for highly skilled nurses with the flexibility and ability to co-ordinate and provide care for the physical needs of patients and their families, alongside their mental health needs. Traditionally, pre-registration nursing programmes are designed to qualify students to register with the Nursing and Midwifery Council (NMC), the professional regulator, in a single field of nursing and the School of Nursing and Healthcare Leadership, at the University of Bradford, has successfully delivered pre-registration undergraduate nursing programmes for many years in three fields of nursing:

Adult, Children and Mental Health. Our Integrated Master's in Nursing course, called the MNurse qualification, enables students to develop specialist knowledge and skills in two fields of nursing so that they will be prepared for a career which combines skills from both areas.

The University of Bradford offers two MNurse pathways; MNurse Adult/Mental Health which leads to eligibility to register with the NMC as Registered Nurse (Adult) and Registered Nurse (Mental Health), and the MNurse (Children's/Mental Health) leads to eligibility to register with the NMC as Registered Nurse (Children's) and Registered Nurse (Mental Health). Recognition by the NMC in two fields of nursing is a highly desirable feature of modern careers in nursing within the context of integrated models of delivery. Dual registration can provide nurses with an early career boost leading to swifter progression to advanced or specialist practitioner roles, to management positions and into education or research roles.

Why Bradford?

Nursing is a profession which centres not only upon the care of the individual but that of families, carers and the communities in which they live. The University of Bradford has been ranked 1st in England for impact on social mobility (Higher Education Policy Institute's English Social Mobility Index 2022), Bradford itself being a diverse city. The changing landscape of an evolving healthcare system incorporating innovative digital technologies makes this an exciting time to study nursing. The School collaborates with industry partners and researchers at the Digital Health Enterprise Zone (DHEZ), incorporating many projects such as child and baby basic life support teaching to parents and families from the local community. The University of Bradford works in partnership with Bradford Teaching Hospitals NHS Trust at the Wolfson Centre for Applied Health Research, the work of the Centre includes the Born in Bradford project.

Our integrated Master's programme is student-centred, meaning that it has been designed around the needs of our students. Students will spend approximately 50% of the programme in the University and 50% in clinical practice. The University timetable has been designed to best support students to be able to be able to succeed in their studies whilst being able to plan ahead to juggle their home lives, with all its associated caring responsibilities, employment demands and a social life important for our wellbeing. Blended learning activities will be delivered online and in the University over 2 set days per week enabling a regular pattern of attendance and a stable structure of delivery, they will be provided with assessment schedules for the year ahead and students will be informed of placement allocations as far in advance as possible. Students will also be able to negotiate with their practice supervisor/assessor the timing of their annual leave if it falls within a practice placement episode allowing students more flexibility and providing a family friendly and culturally inclusive approach.

The programme is academically and clinically demanding, and students will be stretched to enable them to flourish. Whilst we do set the standards high, all students will receive excellent pastoral and academic support from staff who are passionate about their role as educators and who support our students to develop the skills and the confidence to achieve these high standards. Students are allocated a Personal Academic Tutor (PAT) from

the start of the programme who will take an active interest in students' academic progress and personal wellbeing. Students studying at Level 7 will be supported by a PAT and Academic Supervisors who have completed Master's level study, with timetabled PAT sessions to support students transitioning from level 6 to level 7 study. Whilst in placement settings, practice supervisors in the clinical area and the University Practice Education Support Team (PEST) work together to plan, support and monitor student development in clinical practice. Additionally, our nursing programmes have well established and thriving peer support systems, including the Peer Assisted Learner (PAL) scheme which engages 3rd year students to support the first-year students and the student-led nursing society.

In the clinical practice settings, students will have the opportunity to gain experience in a variety of placement areas, such as community settings, patients' homes, acute hospital settings, and the private and voluntary and independent sector in all fields of practice. The city of Bradford is a multi-cultural city, where students will be exposed to people from diverse ethnic and socio-economic background.

Where global nursing leaders learn

The MNurse programmes welcome international students. Once the profession is chosen the route differs from the home-grown student in that most international students seek out agents to assist with application or sponsors to help with the cost. Often with the help of an agent an application is put together, this needs to show why the candidate wants to be a nurse in their chosen field and that they meet the entry criteria. When looking at the entry criteria the admissions team at the University and any agent used will help candidates to ensure that all criteria are met.

International student support at the university is available to help with applicant questions and have a great of experience helping students from around the globe, they are also experts on travel and visas. They will continue to offer support for the duration of your stay and signpost to other help such as the language office for those who want to improve their English. The University also has a very active students union with societies for students from various regions which can be very helpful in a new country. These societies are where students from different courses can meet.

Learning and teaching on the programme

Our philosophy recognises all students as unique learners and values the individual contribution of each student to their own academic and practical learning. Using a constructivist approach (building on learning) we will help students to enhance knowledge and skill to become independent self-directed learners, accountable for their own professional development. We will work alongside the student in collaboration with others, through a variety of learning opportunities, to nurture confidence in a supportive atmosphere.

Our Service User and Carer group, which includes people with a range of health and social care experiences, regularly work with students to maximise learning opportunities from

people's own stories. Students will have lots of hands-on experience to learn the practical skills required to deliver effective nursing care, known as nursing procedures, which includes skills such as monitoring respiratory rate and blood pressure, preparing and administering injections, as well as basic life support for the child and adult. These types of simulated learning experiences are woven throughout the course so that students can derive maximum benefit from the fantastic simulation resources we have at the University of Bradford, whilst developing these skills in a safe environment. Alongside the scheduled learning that takes place on campus, students are supported to develop self-directed learning and digital literacy skills with high quality, interactive and varied online learning materials, commonly known as self-directed learning.

Blended learning activities are varied, creative and interesting focusing not only on building the knowledge students need but also designed to promote independent learning skills and skills in team working and communication. Students will take part in interactive lectures delivered by experts in their field, helping to develop the core knowledge required for that subject whilst also focused on understanding the relevance of those learning experiences to their future roles.

Team Based Learning is also used within the programme, which is a structured collaborative learning approach designed to guide students through interactive online learning materials, individual and team quizzes, and problem-solving activities to maximise independent learning skills, ability to work in a team and highly developed skills in applying theory-based knowledge to the practical application in the clinical setting. Small group teaching sessions both online and some face to face will include a range of activities, including lively debates centred around current healthcare issues, exploring real life nursing situations, and working with staff to apply core knowledge to the care of patient scenarios.

Student journey: from induction to registration

In stages 1 and 2 of the MNurse programme, theory modules focus on building the core knowledge, skills and behaviours that are common to all fields of nursing and on applying those to contemporary nursing practice to safely meet the needs of all patient/client groups. Students will learn alongside their peers from the different field specific disciplines encouraging cross-disciplinary skill development. Stages 1 and 2 practice modules focus on supporting students to develop their nursing practice within contemporary healthcare settings in clinical areas that are specific to their two chosen fields, spending an equal amount of time in each. A student on the MNurse (Adult/Mental Health) pathway will complete one adult focused placement plus one mental health focused placement in Stage 1, and a further adult focused placement plus a mental health focused placement in Stage 2.

In stages 3 and 4 of the programme, the curriculum is designed to develop the specific in-depth knowledge and skills to meet the complex and enduring needs of people in the students' two fields of practice. In stage 3, students focus on building the skills and confidence to transition towards professional registration as a nurse and are supported to become confident and autonomous practitioners in one of their chosen fields of practice, by completion of two theory and two practice modules focused in this field.

In the final stage, students develop their skills in becoming nursing leaders, capable of transforming care and maximising their impact as dually qualified practitioners whilst additionally becoming confident and autonomous practitioners in the second of their chosen fields of practice, completing two theory and two practice modules focused in this additional field. To qualify for the MNurse qualification students will be stretched academically to develop higher level academic skills than those normally expected in a typical BSc nursing programme by a team of supportive and committed staff, highly experienced in teaching and assessing students at this level.

Applications to join the NMC register must be made within 5 years of completing your programme.

Programme Aims

The programme is intended to develop a nurse who:

1. Is caring and compassionate, who can apply their knowledge and skills competently, has a practical understanding of how established techniques of research and enquiry are used in nursing and who is responsible and accountable for their own actions.
2. Can exercise initiative, is clinically excellent, culturally competent, and digitally literate.
3. Can adapt to work in a variety of settings and unpredictable situations.
4. Has leadership skills and can deal with complex situations and issues making sound judgements.
5. Is prepared for lifelong learning in pursuit of personal and professional development and excellence in practice.
6. Is a critical thinker equipped for the changing landscape of an evolving healthcare system.
7. Is prepared with the knowledge and skill set required to assume nursing leadership roles in the future.
8. Is prepared for a career which combines skills from both fields of nursing allowing them to work across clinical specialities in different practice settings.
9. Is capable of analysing and synthesising evidence to transform nursing care.

Programme Learning Outcomes

By the end of the MNurse programme the student nurse will be competent to:

1. Demonstrate the skills, values and behaviours in order to become an accountable professional in accordance with The Code (NMC 2018).
2. Identify and critically appraise research evidence to plan, manage and evaluate high-quality, person centred, safe and compassionate care.

3. Critically evaluate and apply health education and promotion strategies, and knowledge of normal and abnormal anatomy and pathophysiology to promote the health and well-being, of service users, carers and groups, and prevent their ill-health.
4. Demonstrate excellent communication and relationship management skills including through the use of digital technology, enhance the management of care for service users, carers and colleagues.
5. Analyse human factors theory and its implications for effective interprofessional team-working demonstrating commitment to effective multidisciplinary/interagency team working to assess and initiate person-centred plans of collaborative care.
6. Critically evaluate how human factors impact on the development of organisational policy, procedure and culture, providing appropriate levels of guidance, role modelling and support to others to lead and manage nursing care.
7. Apply the principles and knowledge of safety legislation in order to contribute to risk management and quality of care improvement to ensure safe care to service users, carers and families.
8. Apply knowledge of local and national policies to manage and coordinate complex nursing and integrated care needs across the lifespan.
9. Demonstrate appropriate study and reflective skills including digital technologies and tools for teaching and learning to benefit self and others.
10. Display mastery of analysing and synthesising the evidence base and policy underpinning the relevant dual fields of practice.
11. Use a high level of abstraction to incorporate a critical understanding of the dual fields of study and its interrelationship with other relevant disciplines.
12. Utilise theoretical and methodological approaches and creatively apply knowledge of how the evidence base is interpreted to problem solve, generate transformative ideas, concepts, and/or approaches.
13. Work proactively within multiply teams, as a leader or member to support the efficacy of the team, recognising and making appropriate use of the capabilities of team members in a range of complex and specialist environments.
14. Support and champion innovation across the healthcare system utilising digital technology in research, scholarship and other activities in order to secure transformation and improve patient outcomes.

MNurse Children's/Mental Health Curriculum

All modules are core to the programme under the Assessment Regulations. Student nurses will experience practice placements in both adult settings and mental health settings. The following curriculum structures (Options) for the MNurse Children's/Mental Health pathway apply depending on whether the student nurse takes Children's or Mental Health setting

practice placements at Stage 3 or Stage 4. **The order of practice placements does not impact or change the title of the final award.**

Option 1 - Children's setting Stage 3 placements, Mental Health setting Stage 4 placements:

Option 1, Stage 1

FHEQ Level	Module Title	Field	Credit	Module Code
4	Nursing and Academic Practice		30	NUR4501-C
4	Practice 1	Children's	30	NUR4502-C
4	Social Concepts of Nursing		30	NUR4503-C
4	Practice 2	Mental Health	30	NUR4504-C

At the end of stage 1, students will be eligible to exit with the FHEQ Level 4 award of Certificate of Higher Education in Health Studies if they have successfully completed at least 120 credits. **THIS AWARD DOES NOT CONFER ANY ELIGIBILITY TO REGISTER WITH THE NURSING AND MIDWIFERY COUNCIL.**

Option 1, Stage 2

FHEQ Level	Module Title	Field	Credit	Module Code
5	Evidence Based Healthcare		30	NUR5501-C
5	Practice 3	Children's	30	NUR5502-C
5	Practice 4	Mental Health	30	NUR5503-C
5	Promoting Health		30	NUR5504-C

At the end of stage 2, students will be eligible to exit with the FHEQ Level 5 award of Diploma of Higher Education in Health Studies if they have successfully completed at least 240 credits. **THIS AWARD DOES NOT CONFER ANY ELIGIBILITY TO REGISTER WITH THE NURSING AND MIDWIFERY COUNCIL**

Option 1, Stage 3

FHEQ Level	Module Title	Field	Credit	Module Code
6	Preparing for Professional Practice		20	NUR6501-B
6	Integrated Care of Children and Young People		20	NUR6503-B
6	Practice 5	Children's	30	NUR6505-C
7	Managing the Care of Children and Young people		20	NUR7507-B
6	Practice 6	Children's	30	NUR6509-C
6	Pre-Registration Nursing - Programme Requirements, Stage 3		0	NUR6510-Z

At the end of stage 3, students will be eligible to exit with the FHEQ Level 6 Ordinary Degree award of Bachelor of Science in Health Studies if they have successfully completed at 120 credits in Level 4 and 120 at Level 5 and 60 credits at level 6. **THIS AWARD DOES NOT CONFER ANY ELIGIBILITY TO REGISTER WITH THE NURSING AND MIDWIFERY COUNCIL.**

At the end of stage 3, students will be eligible to exit with the FHEQ Level 6 Honours Degree award of Bachelor of Science in Nursing (Children's) if they have successfully completed at least 360 credits and achieved the required 4600 hours and passed the Pre-Registration Nursing - Programme Requirements, Stage 3 module. The degree classification for a BSc (Hons) will be calculated based on the 20% of stage average from the 60 graded credit in stage 2 and 80% of the stage average of the best 100 credits (level 6 credit and level 7 credits) in stage 3.

THE AWARD OF BSC (HONS) NURSING (CHILDREN'S) CONFERS ELIGIBILITY TO REGISTER WITH THE NURSING AND MIDWIFERY COUNCIL IN THE CHILDREN'S NURSING FIELD ONLY.

Option 1, Stage 4

FHEQ Level	Module Title	Field	Credit	Module Code
7	Transforming Nursing Practice		20	NUR7501-B
6	Integrated Approaches to Mental Health Across the Lifespan		20	NUR6504-B
7	Practice 7	Mental Health	30	NUR7505-C
7	Managing therapeutic approaches and facilitating therapeutic interventions within Mental Health care		20	NUR7508-B
7	Practice 8	Mental Health	30	NUR7509-C
7	Pre-Registration Nursing - Programme Requirements, Stage 4		0	NUR7510-Z

Students will be eligible for the FHEQ Level 7 award of Master in Nursing (Children's/Mental Health) if they have successfully completed 480 credits of which 120 credits are at FHEQ Level 7, achieved the required number of hours, and passed the Pre-Registration Nursing - Programme Requirements, Stage 4 module.

THE AWARD OF MNURS (CHILDREN'S/MENTAL HEALTH) CONFERS ELIGIBILITY TO REGISTER WITH THE NURSING AND MIDWIFERY COUNCIL FOR DUAL FIELD REGISTRATION IN CHILDREN'S NURSING AND MENTAL HEALTH NURSING.

Option 2 - Mental Health setting Stage 3 placements, Children's setting Stage 4 placements

Option 2, Stage 1

FHEQ Level	Module Title	Field	Credit	Module Code
4	Nursing and Academic Practice		30	NUR4501-C
4	Practice 1	Mental Health	30	NUR4502-C
4	Social Concepts of Nursing		30	NUR4503-C
4	Practice 2	Children's	30	NUR4504-C

At the end of stage 1, students will be eligible to exit with the FHEQ Level 4 award of Certificate of Higher Education in Health Studies if they have successfully completed at least 120 credits. THIS AWARD DOES NOT CONFER ANY ELIGIBILITY TO REGISTER WITH THE NURSING AND MIDWIFERY COUNCIL.

Option 2, Stage 2

FHEQ Level	Module Title	Field	Credit	Module Code
5	Evidence Based Healthcare		30	NUR5501-C
5	Practice 3	Mental Health	30	NUR5502-C
5	Practice 4	Children's	30	NUR5503-C
5	Promoting Health		30	NUR5504-C

At the end of stage 2, students will be eligible to exit with the FHEQ Level 5 award of Diploma of Higher Education in Health Studies if they have successfully completed at least 240 credits. THIS AWARD DOES NOT CONFER ANY ELIGIBILITY TO REGISTER WITH THE NURSING AND MIDWIFERY COUNCIL

Option 2, Stage 3

FHEQ Level	Module Title	Field	Credit	Module Code
6	Preparing for Professional Practice		20	NUR6501-B
6	Integrated Approaches to Mental Health Across the Lifespan		20	NUR6504-B
6	Practice 5	Mental Health	30	NUR6505-C
7	Managing therapeutic approaches and facilitating therapeutic interventions within Mental Health care		20	NUR7508-B
6	Practice 6	Mental Health	30	NUR6509-C
6	Pre-Registration Nursing - Programme Requirements, Stage 3		0	NUR6510-Z

At the end of stage 3, students will be eligible to exit with the FHEQ Level 6 Ordinary Degree award of Bachelor of Science in Health Studies if they have successfully completed

120 credits in Level 4 and 120 at Level 5 and 60 credits at level 6. THIS AWARD DOES NOT CONFER ANY ELIGIBILITY TO REGISTER WITH THE NURSING AND MIDWIFERY COUNCIL.

At the end of stage 3, students will be eligible to exit with the FHEQ Level 6 Honours Degree award of Bachelor of Science in Nursing (Mental Health) if they have successfully completed at least 360 credits, achieved the required 4600 hours and passed the Pre-Registration Nursing - Programme Requirements, Stage 3 module. The degree classification for a BSc (Hons) will be calculated based on the 20% of stage average from the 60 graded credit in stage 2 and 80% of the stage average of the best 100 credits (level 6 credit and level 7 credits) in stage 3.

THE AWARD OF BSC (HONS) NURSING (MENTAL HEALTH) CONFERS ELIGIBILITY TO REGISTER WITH THE NURSING AND MIDWIFERY COUNCIL IN THE **MENTAL HEALTH NURSING FIELD ONLY**.

Option 2, Stage 4

FHEQ Level	Module Title	Field	Credit	Module Code
7	Transforming Nursing Practice		20	NUR7501-B
6	Integrated Care of Children and Young People		20	NUR6503-B
7	Practice 7	Children's	30	NUR7505-B
7	Managing the Care of Children and Young People		20	NUR7507-B
7	Practice 8	Children's	30	NUR7509-C
7	Pre-Registration Nursing - Programme Requirements, Stage 4		0	NUR7510-Z

Students will be eligible for the FHEQ Level 7 award of Master in Nursing (Children's/Mental Health) if they have successfully completed 480 credits of which 120 credits are at FHEQ Level 7, achieved the required number of hours, and passed the Pre-Registration Nursing - Programme Requirements, Stage 4 module.

THE AWARD OF MNURS (CHILDREN'S/MENTAL HEALTH) CONFERS ELIGIBILITY TO REGISTER WITH THE NURSING AND MIDWIFERY COUNCIL FOR DUAL FIELD REGISTRATION IN **CHILDREN'S NURSING AND MENTAL HEALTH NURSING**.

Placement and/or Study Abroad

During the programme the student will undertake a variety of clinical experiences predominately in the Bradford, Airedale and Craven districts, although there is an opportunity to request placements within other local Trusts. Practice placements will last 10 weeks each. To support students during their placements the student will have a practice supervisor, whose role is to support and educate the student you during their placement, helping them to integrate the theoretical knowledge gained into effective/appropriate practice. Students will also have a practice assessor who in conjunction with a member of academic staff from the university will act as their academic assessor. Together

they will assess the student's progress during and at the end of the placement. We also have a Practice Education Support Team (PEST) that provides a link between practice placement areas and the University. The team are there to offer support to students and their practice supervisor / assessor to ensure and enhance your learning in practice. You will have a field specific preparation for practice session before every placement, as well as reflective practice sessions during placements.

There are also opportunities to undertake an elective placement in year 2,3 or 4 which can include experience abroad, for example in countries such as Jordan, Ghana, Finland, and China. Students will also have the opportunity to organise their own placements through agencies such as Work the World or Global Medical.

Learning and Teaching Strategy

The programme is framed around the NMC future nurse standards of proficiency for registered nurses (2018) alongside realising professionalism: Standards for education and training Part 1: Standards for nursing and midwifery education (2018).

Students will be taught alongside peers from all three fields of nursing adult, children's and mental health in years 1 & 2 where an integrated approach to learning and teaching will be adopted. The curriculum will introduce all students to the fundamental knowledge and skills centred upon the core and field subjects required to safely meet the needs of all patient/ client groups.

During year 3 the student will develop the specific in-depth knowledge and skills to meet the complex and enduring needs of people in your chosen field of practice. In order to give the same recognition to each of the fields studied students will study one field specific module at level 6 and one at level 7.

Year 4 will concentrate on the specific in-depth practice relating to your other chosen field. Again, in order to give the same recognition to each of the fields studied students will study one field specific module at level 6 and one at level 7.

The student will have the opportunity to work with and alongside other professionals in health and social care, as well as service users and carers both in the university and practice setting.

The student will develop and display the professional behaviour which is required of all nurses by the profession and the general public, both in the university, in the practice setting and in everyday life.

The student will participate in a wide range of student-centred learning activities in order to help you develop the knowledge, skills and values for professional practice. There is a structured approach to teaching which will start with key reading, and or a directed study activity, followed by keynote lectures and smaller group seminars. This is consolidated by more directed activities for example clinical case studies, simulated practice, elements of team and problem-based learning, tutorials, debates and discussions. They will be expected to complete and give feedback upon directed activities and undertake regular self-directed study. Timely feedback will be provided with academic supervision and formative assessment; this does not however contribute to the final mark.

Assessment Strategy

During the programme students will be assessed using both formatively (feedback to enable students to improve their work) and summatively in theory and in practice. There is opportunity within some assessments to choose topic areas for study. Assessments aim to determine achievement of the learning outcomes for each module. Methods used include essays, reports, written and practical examinations, poster presentations, critical reflection and team-based learning.

Practice experience is continuously assessed using the Midlands Yorkshire and East practice assessment document (MYePAD) with a mid-placement formal formative assessment and a formal summative assessment. MYePAD has been developed to support nursing students to achieve the criteria set out in the Future Nurse: Standards of proficiency for registered nurses (NMC 2018). Practice is assessed and graded using the School of Nursing and Healthcare Leadership assessment rubric (a scoring guide used to promote consistency of marking against a defined criteria). Students are required to submit a self-assessment for all summatively assessed work this helps to provide insight into the students' true comprehension and promotes a shift towards student centred learning, by helping to identify the gaps in knowledge. Service users/carers are involved in all aspects of assessment, including setting assessments, providing evaluation and feedback in practice and summatively assessing presentations.

Theory assessments include a variety of methods with optionality being available in the topic areas studied and where possible method of assessment. Clear links between formative and summative work will be made evident to students to support learning from and for assessment. Methods of assessment have taken into consideration, outcomes and feedback from current assessments, (students, staff, clinicians, and service users/ carers), variety of assessment, clinical assessments to assess safe practice in a safe and controlled environment, resourcing and marking mechanisms.

Assessment Regulations

This Programme conforms to the standard University Undergraduate Assessment Regulations which are available at the link: <https://www.bradford.ac.uk/regulations/>

However, there are three programme variations to these regulations:

- In clinical practice modules the student will only be offered 1 supplementary assessment for the clinical component of the module. If 2 consecutive clinical practice assessments in a stage of study are failed the student will be required to withdraw from the programme.
- Students will be permitted to progress to the next stage of the programme and to trail up to a maximum of 30 theory module [non-placement] credits in order to attempt that module again without attendance.
- Students must attain at least 40.0% in all components of assessment in a module. Students must additionally pass the Safe Medicate exam at 80% in stage 1, 90% in stage 2 and 100% in stages 3 and 4.

- Practice modules in stages 1 and 2 of the programme are not graded.
- The Integrated Degree classification is calculated based on the best 100 credits (from L6 or L7 credits) at stage 4.

Admission Requirements

We take into consideration a number of factors when assessing your application. It's not just about your grades; we take the time to understand your personal circumstances and make decisions based on your potential to thrive at university and beyond.

We strongly encourage potential applicants to attend university open days, where you will have the opportunity to meet staff, view the facilities and discuss the “Bradford Experience” with current students.

Academic Requirements

All applicants need GCSE English and GCSE Mathematics at grade C/4 or equivalent. Other RQF Level 2 qualifications such as Key Skills English are acceptable.

- A typical offer to someone seeking entry through the UCAS scheme would be a minimum of 120 UCAS tariff points from any combination of qualifications such as A-Levels, vocational A-Levels, BTECs, OCR, AS awards and others.
- The Bradford Progression Scheme offers an 8-point discount on the standard offer. If you are eligible for this scheme (see below) the UCAS tariff is 112 points. 112 points is BBC at A-Level.
- Applications are welcome from students with non-traditional qualifications, and/or significant personal/professional experience. There are other qualifications which can satisfy our entry requirements. We aim to be as flexible as possible in order to widen access and can consider a combination of qualifications and experience. If students have any queries regarding eligibility for the Programme please contact us for advice: AdmissionsHealth@bradford.ac.uk

International Students

We also welcome international students onto this programme. Check what qualifications are equivalent to these online: <https://www.bradford.ac.uk/international/country/>

Students whose first language is not English need to demonstrate English proficiency at IELTS 7.0, with no sub-test score lower than 7.0. You can check this score in other equivalent tests we accept or find out more about our pre-sessional English language courses online at: <https://www.bradford.ac.uk/international/entry-requirements/>

Personal/Professional Requirements

Any offer of a place is subject to a satisfactory Enhanced Disclosure and Barring Service (DBS) check, formerly known as a Criminal Records Bureau check, and an assessment by an

occupational health department. These are to ensure you can meet the physical and emotional demands of the programme and the requirements of the Faculty's learning and development agreement with the Nursing and Midwifery Council. Where issues are identified during application in the DBS or occupational health assessment the results will be notified to the applicant and/or the candidate as well as the actions proposed by a multi-professional panel. An ongoing health issue or a criminal conviction/caution is not necessarily a bar to entering the programme, each case is reviewed individually in line with professional body guidelines.

In order to protect the public, it is a mandatory requirement that you make a self-declaration of good health and good character annually and at the end of the programme.

Students are recruited to the programme following a successful interview which is centred on values-based recruitment in accordance with Health Education England guidelines. If you are offered a place on nursing course, you will be invited to an applicant experience day. At this event you will have the opportunity to find out more information about the programme, including modules and placements and meet current students and lecturing.

Access and Recognition of Prior Learning

The University of Bradford has always welcomed applications from disabled students. To discuss adjustments or to find out more about support and access, you may wish to contact Disability Services before you apply online: www.bradford.ac.uk/disability/before

Applications are particularly welcomed from adult learners (those aged 21+ at the start of the programme), armed forces families, carers and care leavers, estranged or orphaned learners, refugees and asylum seekers, and Romani or Traveller families. To find out more about the University of Bradford Progression Scheme, visit the webpage: <https://www.bradford.ac.uk/applicants/progression-scheme/>

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme. Consideration of prior learning will be made in line with NMC Standards for education and training. For more details on RPL, visit the webpage: <https://www.bradford.ac.uk/teaching-quality/prior-learning/>

Students who RPL more than 50% of the course to join the MNurse programme will not be eligible to exit at the end of Stage 3 with an award of BSc, and it is not possible to join the programme with advanced standing (for example, from another University). We recommend that before making an application for RPL you seek advice from our Admissions department: admissionshealth@bradford.ac.uk

Please note: This information is relevant to the contemporary recruitment cycle and therefore may be different now to when this document was originally published. The current UCAS tariff for the programme, as well as accepted equivalent qualifications, is published online at the course page: <https://www.bradford.ac.uk/courses/ug/m-nurse-child-mental-health/>

