



Health, Psychology and Social Care

Master of Science in International Nursing Studies

Programme Specification

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification, and includes the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each unit and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to verification by the Quality Assurance Agency for Higher Education

Versioning of Programme Specification

This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications are updated on an annual basis to include modifications approved through the University's quality assurance processes.

This version provides a description of the programme as approved for the academic session indicated in section 3 of the following table.

1	Date of initial Approval or last review:	11 th June 2015
2	Effective date of Approved/Reviewed Programme Specification:	January 2016
3	This Version effective from:	September 2016
4	Version number:	2016 / version 2

Modifications to Programme Specification

Modifications to the programme specification since approval/ last review, and the cohort of students affected by the change, are listed in Section H (Log of Modifications) at the back of the document.

Cross Referencing of Programme Specifications

<i>The following elements of provision included in this document is/ are also included in the following programme specifications</i>	<i>Unit</i>	<i>Programme Specification</i>
	Simulation In Healthcare: Practical Application Practice Development and Project Management	PgCert / PgDip / MSc Professional Practice Development
<i>Amendments made to provision listed in this table, must also be reflected in the relevant programme specifications listed above</i>		

Programme Specification

The information in this document is organised into the following sections:

Section A – Administrative and Regulatory Information

Section B – Outcomes

Section C – Structure

Section D – Teaching, Learning and Assessment

Section E – Programme Management

Section F – Mapping

Section G – Points of Reference

Section H – Log of Modifications

SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

1	Overarching Programme Specification Title	
		Master of Science in International Nursing Studies
2	Brief Summary	
		This Master of Science in International Nursing Studies programme aims to expand critical and intellectual perspectives of nursing and healthcare provision to enable the student to be a catalyst for change and to recognise transcultural potential and the international transferability of concepts of care for future nursing practice.
3	Awarding institution	Manchester Metropolitan University
4	Home Faculty	Health, Psychology and Social Care
5	Home Department/ School/ Institute	Nursing
6	UCAS/GTRR code(s)	N/A
7	Framework for HE Qualifications position of final award(s) Framework for HE Qualifications	Masters (Level 7)
8	Alignment with University Curriculum Framework University Curriculum Frameworks	Postgraduate
9	Engagement with the University-wide provision (eg Uniwide Language, EdLab)	<ul style="list-style-type: none"> Uniwide is not available for Postgraduate programmes

10	Compliance with University Assessment Regulations University Assessment Regulations	Taught Postgraduate
11	Approved Variations/Exemptions from University Assessment Regulations	None
12	Relationship with Faculty Foundation Year	N/A

Awards

13	Final award title(s)	Post Graduate Certificate in International Nursing Studies. Post Graduate Diploma in International Nursing Studies Master of Science in International Nursing Studies	
14	Combined Honours	There is no Combined Honours provision within this programme specification	
14a	(i) Combined Honours Awards available eg: <ul style="list-style-type: none"> • BSc/BA (Hons) AB • BSc/BA (Hons) AB and XY • BSc/BA (Hons) AB with XY (ii) Single Honours Awards available through Combined Honours (ie Named Awards) (iii) Approved Subject Combinations administered by this Programme Specification (ie "home" combinations)	N/A	
14b	Approved Subject Combination administered by other Programme Specifications	Approved Combination	Home Programme Specification & Home Dept
		N/A	N/A
15	Interim exit awards and Subject title(s)	Post-graduate Certificate in International Nursing Studies Post-graduate Diploma in International Nursing Studies	

Arrangements with Partners *(where relevant)*

16	Approved Collaborative partner(s)	Partner Name	Type of Collaborative Partnership
		N/A	N/A
17	Articulation Arrangements with Partners	Partner Name	Details of Arrangements
		N/A	N/A

Professional, Statutory and Regulatory Bodies *(where relevant)*

18	PSRB(s) associated with final award of any route within the programme specification	N/A
19	Date, outcome & period of approval of last PSRB approval/accreditation	N/A

Approval Status

To be updated AFTER each PARM activity is finalised

20	Date and period of approval of most recent MMU review/ approval	<p>(i) <u>Date of Latest review/approval</u></p> <p>Initial approval - 11th June 2015</p> <p>(ii) <u>Length & Dates of Period of approval given In (i) above:</u></p> <p>Years: 6 years</p> <p>From: 1 January 2016</p> <p>To: 31 December 2021</p> <p>(iii) <u>Major Modifications to Programme Specification since last review/approval</u></p> <p>N/A</p>
21	Next Scheduled Review Date:	2020/21
22	Programme Specification effective date:	January 2016

SECTION B - OUTCOMES

23	MMU Graduate Outcomes
<p>On successful completion of their course of study MMU graduates will be able to:</p> <ul style="list-style-type: none"> GO1. apply skills of critical analysis to real world situations within a defined range of contexts; GO2. demonstrate a high degree of professionalism characterised by initiative, creativity, motivation and self-management; GO3. express ideas effectively and communicate information appropriately and accurately using a range of media including ICT; GO4. develop working relationships using teamwork and leadership skills, recognising and respecting different perspectives; GO5. manage their professional development reflecting on progress and taking appropriate action; GO6. find, evaluate, synthesise and use information from a variety of sources; GO7. Articulate an awareness of the social and community contexts within their disciplinary field. <p><i>NB the above align to the Employability outcomes on the unit specifications</i></p>	
24	Programme Rationale
<p>This programme aims to develop nursing knowledge and practice beyond registration to Master's level. The programme has been designed specifically to support professional development in the context of the increasing globalised and globalising healthcare arena. The programme recognises the changing shape of healthcare provision internationally, including the growth of healthcare in emerging and middle-income countries and the need to rationalise healthcare provision in developed countries. Nurse education is a pivotal part of these developments and the current programme responds to the growing demand internationally for nurses whose work is complementary to, but autonomous of, traditional medical practitioners. The programme is ideally suited for:</p> <ol style="list-style-type: none"> 1. Nurses who have graduated outside the UK, and who wish to study in the UK, at a world class University faculty, and at Masters Level in order to enhance their career opportunities in the country in which they are practicing as a nurse. 2. Nurses who have qualified and are now registered practitioners in the UK, and who wish to enhance their knowledge and practice to Master's level. This programme facilitates practitioners' reflection of their current and future development in the context of International healthcare knowledge and practice, in order to benefit the UK healthcare system. 3. Registered nurses who wish to enhance their global knowledge of nursing and develop their personal and professional potential for international careers. <p>The programme benefits from the state-of-the-art simulation suite at the Birley campus to optimise opportunities for enhancing clinical skills development. The focus of this MSc is on developing a critical assessment of the principles, which underpin nursing knowledge and practice in the 21st century.</p>	

25	QAA Benchmark Statement(s)
<p>The general QAA Benchmark statements for Master's level study QAA (2010) have been used as the QAA (2001) Nursing benchmark statements relate to nursing <i>at the point of registration</i>. All nurses accessing this programme will already be qualified nurses with experience in practice. No specific Master's level benchmarking criteria yet exists for nursing.</p>	
26	Programme Specific Outcomes
<p>(a) <u>Final Award Learning Outcomes</u></p> <p><u>Programme Learning Outcomes</u></p> <p>On successful completion of the Post-Graduate Certificate (PgCert) in International Nursing Studies, students will be able to:</p> <ul style="list-style-type: none"> PLO1 Critically reflect on knowledge and skills in the context of personal and professional development. PLO2 Present a rigorous analysis of the political and social dimensions of transcultural and global healthcare and the diverse nature of nursing. PLO3 Evaluate and critically appraise International concepts of nursing. <p>On successful completion of the Post-Graduate Diploma (PgDip) in International Nursing Studies, students will be able to:</p> <ul style="list-style-type: none"> PLO1. Critically reflect on knowledge and skills in the context of personal and professional development. PLO2. Present a rigorous analysis of the political and social dimensions of transcultural and global healthcare and the diverse nature of nursing. PLO3. Evaluate and critically appraise International concepts of nursing. PLO4. Evaluate the theoretical and empirical evidence in the context of global and transcultural nursing practice. PLO5. Critically evaluate current practice and critically appraise leadership qualities to demonstrate the capacity to act as a change agent within the context of a specified practice domain. PLO6. Articulate knowledge and skills for innovative project design. <p>On successful completion of MSc in International Nursing Studies, students will be able to:</p> <ul style="list-style-type: none"> PLO1. Critically reflect on knowledge and skills in the context of personal and professional development. PLO2. Present a rigorous analysis of the political and social dimensions of transcultural and global healthcare and the diverse nature of nursing. PLO3. Evaluate and critically appraise International concepts of nursing. PLO4. Evaluate the theoretical and empirical evidence in the context of global and transcultural nursing practice. 	

	<p>PLO5. Critically evaluate current practice and critically appraise leadership qualities to demonstrate the capacity to act as a change agent within the context of a specified practice domain.</p> <p>PLO6. Articulate knowledge and skills for innovative project design.</p> <p>PLO7. Critically appraise and apply theoretical and empirical evidence in the context of an innovative practice based project.</p>
(b)	<p><u>Combined Honours Learning Outcomes</u> N/A</p>
(c)	<p><u>Pass Degree Learning Outcomes</u> N/A</p>
27	<p>Interim Award Learning Outcomes</p> <p>On successful completion of the Post-Graduate Certificate (PgCert) in International Nursing Studies, students will be able to:</p> <p>PLO1. Critically reflect on knowledge and skills in the context of personal and professional development.</p> <p>PLO2. Present a rigorous analysis of the political and social dimensions of transcultural and global healthcare and the diverse nature of nursing.</p> <p>PLO3. Evaluate and critically appraise International concepts of nursing.</p> <p>On successful completion of the Post-Graduate Diploma (PgDip) in International Nursing Studies, students will be able to:</p> <p>PLO1. Critically reflect on knowledge and skills in the context of personal and professional development.</p> <p>PLO2. Present a rigorous analysis of the political and social dimensions of transcultural and global healthcare and the diverse nature of nursing.</p> <p>PLO3. Evaluate and critically appraise International concepts of nursing.</p> <p>PLO4. Evaluate the theoretical and empirical evidence in the context of global and transcultural nursing practice.</p> <p>PLO5. Critically evaluate current practice and critically appraise leadership qualities to demonstrate the capacity to act as a change agent within the context of a specified practice domain.</p> <p>PLO6. Articulate knowledge and skills for innovative project design.</p>

SECTION C – STRUCTURE

28	<p>Structures, modes of delivery (eg FT/PT/DL etc), levels, credits, awards, curriculum map of all units (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements</p>
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<p>This Masters in International Nursing Studies programme consists of 180 credits at level 7 credits – 120 taught and 60 for the independent practice based project, which is delivered full time, at Manchester Metropolitan University. Students enrolling on this programme will be required to hold a nursing qualification/registration and be a graduate (see section E-38). Students may elect to exit the programme following the first 3 units (delivered in term 1) and if successful will be awarded a Post Graduate Certificate in International Nursing Studies. Students may also elect to exit after successful completion of 6 units (terms 1 and 2) and be awarded a Post Graduate Diploma in International Nursing Studies. UK based students may wish to enrol on a particular unit on a ‘stand-alone’ basis (under the auspices of the CPD flexible framework) or take one of the units as an elective option to contribute to their study portfolio for another programme of study such as the MSc Professional Practice development.</p>

Post Graduate Certificate in International Nursing Studies

On successful completion of the following three units (60 credits at level 7), the students will be eligible to exit with a Post Graduate Certificate in International Nursing Studies (4-5 months full time).

Core Units				
Code	Occ	Status	Unit Title	No of credits
2CP3D750	1	N/A	Exploring personal/professional effectiveness for international change	20
2CP3D751	1	N/A	Contemporary Issues in Global Health	20
2CP3D752	1	N/A	International Concepts of Nursing	20

Post Graduate Diploma in International Nursing Studies

On successful completion of the following six units (120 credits at level 7), the students will be eligible to exit with a Post Graduate Diploma in International Nursing Studies (9 months full time).

Core Units				
Code	Occ	Status	Unit Title	No of credits
2CP3D750	1	N/A	Exploring personal/professional effectiveness for International change	20
2CP3D751	1	N/A	Contemporary issues in Global Health	20
2CP3D752	1	N/A	International Concepts of Nursing	20
2CP3D753	1	N/A	Healthcare Evidence in Context	20
2CP3D966	1	N/A	Simulation in Healthcare: Practical Application	20
2CP3D945	1	N/A	Practice Development and Project Management	20

MSc in International Nursing Studies

On successful completion of the following seven units (180 credits at level 7), the students will be eligible for the award of Master of Science in International Nursing Studies (12 months full time).

Core Units				
Code	Occ	Status	Unit Title	No of credits
2CP3D750	1	N/A	Exploring personal/professional effectiveness for International change	20
2CP3D751	1	N/A	Contemporary Issues in Global Health	20
2CP3D752	1	N/A	International Concepts of Nursing	20
2CP3D753	1	N/A	Healthcare Evidence in Context	20
2CP3D966	1	N/A	Simulation in Healthcare: Practical application	20
2CP3D945	1	N/A	Practice Development and Project Management	20
2CP3D754	O	N/A	Practice-based Project	60

SECTION D - TEACHING, LEARNING AND ASSESSMENT

29	Articulation of Graduate Prospects
<p>This programme is designed to equip the students to be catalysts for change either in the development of nursing practice, on an international and global healthcare level. As such, the programme supports qualified nurses from outside the UK to effect change by an enhanced potential to enter management and educational roles that specifically address the development of global healthcare delivery for nurses. The international/global health agenda of the programme also provides UK qualified nurses the opportunity to develop their knowledge of and orientation to nursing so that they can, more confidently, widen their potential field of employment into a range of international contexts.</p>	
30	Curriculum Design
<p>The curriculum design anticipates the present and future professional learning needs of registered/qualified nurses coming to the UK to develop their academic portfolio. The structure, content and sequencing of the units (including clinical simulation) have been designed to facilitate the development of professional/academic skills that are transferable and/or relevant to nursing in the global/international context. A process and outcome driven curriculum approach is used (Ross 2002). The learning outcomes of the programme and each unit is written to specify the kind of behaviours as well as the context in which that behaviour is expected to operate i.e. nursing practice (Alexander 2009) considers process driven curricula are embedded in a range of assessment forms with a focus on formative and personal development. This programme offers a variety of assessment strategies to challenge students and meet different learning needs. The programme will promote learner empowerment – actively involving students in learning and professional development and processes of ‘co-creation’ that challenge and create scholarly confidence (Ryan and Tilbury 2013).</p>	

The nursing background of the student entering the programme demands that the pedagogy is student centred, reflective and outcome focussed which is appropriate to facilitate the needs of the mature professional learner to enable them, ultimately, to make a beneficial impact on healthcare internationally (Ryan and Tilbury 2013). This may mean a significant change in for students based on the didactic and diverse nature of overseas nurse education. Evidence and experiences of the team in providing Overseas Nursing Programmes for qualification to practice in the UK indicates that a clearly structured, but student centred pathway through the programme will be appropriate. The structured pathway optimises peer learning for the mutual benefit of home and international students in their comparisons of nursing practice across international contexts. This philosophy is built upon the principle that nursing is both an art and a science and is responsive to the ever-changing needs of the world's population and global healthcare agenda. Innovation, problem solving and leadership together with self-awareness and an ability to reflect and promote evidence-based practice are fundamental attributes, which represents the core values of this Masters programme.

31 Learning and Teaching

It is recognised that this presents a challenge for learning, teaching and assessment. In order to meet this challenge, a wide variety of learning, teaching and assessment approaches are utilised to optimise the experience for all students. This is pivotal to the success of the programme and the students who study on it.

Learning, teaching and assessment approaches will reflect and be appropriate for the specific learning outcomes of each unit. At the commencement of each unit, the students will receive a unit handbook detailing the intended learning outcomes, unit content and assessment details (including marking criteria) and suggested/indicative reading. The learning and teaching for each unit will demand focus but flexibility in order to enable the units to be completed in a timely manner. With the exception of the final project/dissertation, which will enable students to embed their practice into the outcomes. The structure, content and sequencing of the units facilitate the development of the underpinning principles of the programme and develop the necessary academic skills at Masters level. The range of teaching methods used will include key lectures, tutorials, practical scenario building including simulation and workshops, reflective logs, project work, presentation, directed and self-directed study, and e-learning via the university virtual learning environment. The variety of approaches aims to maximise their potential academically whilst developing a range of transferable skills. The learning and teaching strategy is closely aligned with the assessment strategy.

The emphasis on reflective practice, the development of critical thinking skills and self-awareness within the programme will allow students the opportunity to develop professionally within a supportive environment (Burns and Bulman 2000) and (Carroll et al 2002). Given the international, global, and trans-cultural nature of the programme, entrants will be viewed as 'asset-rich' participants in the learning experience. As such, students will be encouraged in sharing the richness of their previous and current experience and practice. Thus, peer learning will feature as a cornerstone of the programme's learning and teaching philosophy. Key themes such as communication, promoting self-awareness, health and well-being, professional values, and responding to the needs of diverse groups internationally will form the basis of the professional development of the individual. In terms of developing the students' language capacity the development of effective communication skills adaptable to complex and diverse situations forms an integral part of the programme. The programme team will encourage and support students to access those additional language support services that is provided at an institutional level as required, on an individual basis. The team feels this meets the spirit of the university's EQAL principles.

Based on effective implementation and positive feedback from other provision in the Faculty, there remains an active Inter-professional Learning (IPL) group committed to ensuring the delivery of the Faculty IPL Strategy and Action Plan. The Faculty believes that promoting inter-professional working enhances collaboration in future practice, promotes patient-centred care and encourages professions to learn together and learn about each other. Learning with other health and social care students will lead to enrichment of the programme outcomes. IPL will be considered in the simulation unit and by the utilisation of online resources including professional discussion forums and values exchange. Introducing the student to Nursing Buddies an international virtual learning and development group will be a key element of the programme.

32 | **Assessment**

Assessment Modes

The assessment approaches will be necessarily diverse and varied in order to reflect the outcomes at level 7 and will operate in three modes throughout the programme: diagnostic, formative and summative.

Diagnostic Assessment

Diagnostic assessment is concerned with the elicitation of the specific areas of strength and areas for further development in respect of academic criticality. In the context of widening participation in Higher Education, and as a facilitative intervention for the reduction of attrition, the diagnostic assessment is utilised as a device to identify the need for specific action plans during the early units of the programme through self-appraisal, which is subsequently linked to Learning Support referral systems as required. The first unit will encourage the student to identify individual strengths and areas for development.

Formative Assessment

Essentially an informal approach individualised and embedded within the teaching/learning experience of each learner in order to develop and enhance his or her learning. Students will have opportunities to engage in formative assessment in a variety of forms such as presentations, group activities and action plans in conjunction with unit and personal tutors.

Formative assessment opportunities are designed to help students prepare for summative assessments. Formative assessment modes will include (1) inviting the student to provide regular project updates; (2) inviting the student to submit draft sections of their ongoing work for formative evaluation of in-progress content and its academic rigor; (3) inviting the student to present testimonial evidence if available.

Formative feedback mechanisms will include providing written (electronic) feedback in response to ongoing project updates/draft work. Individual, face-to-face and/or video feedback will also be offered in the context of ongoing supervision. In addition, peer-peer feedback will be promoted via Moodle VLE.

Summative Assessment

This is aligned to the learning outcomes of the programme (see unit specifications), and the learner's progression towards achievement of these. Summative assessment, therefore, will be at the end of the unit of study. Summative assessment will be criterion referenced, and thus based upon the learner's individual achievement when attempting to meet prescribed learning outcomes and feedback will identify areas for general academic development. The range of assessment strategies include, portfolios, reports, presentations, essays, scenario based assessments, and projects.

33	Inclusive Practice
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The programme adheres to the university equality and diversity policy and relevant legislation regarding accessibility of learning opportunities.

Integral to the exploration of the international context of nursing and health care will be the adoption of pedagogical approaches, which facilitate and encourage active engagement and discussion within the group and thereby opportunities to share practitioner expertise and experiences. These approaches, resting on the construction of students as asset-rich in their knowledge and as able contributors to the learning/teaching experience, will include:

- A variety of teaching and assessment strategies (both on-line and off-line) that allow students to enhance their strengths and challenge those skill sets that need further development
- Facilitating on-line discussions (both synchronous and asynchronous) so as to provide students with the enhanced opportunities to contribute to learning
- Providing support for and ensuring that students work in and with student groups which are not homogenous and reflect on the experience of working across differences
- Delivering curriculum that demonstrates an awareness of how discipline knowledge has developed over time, privileging and silencing particular perspectives from across the world
- Ensuring that accessible language is used and that cultural references are made explicit
- Providing reference to nurse and healthcare knowledge developed outside of a Western perspective
- Emphasizing in curriculum design and assessment the value of cross-cultural knowledge by fostering and adopting a global and inter-cultural attitude to discipline development

As noted earlier (section 31 & 32) specific academic learning will be explored with students through the personal tutor system, and any additional support put in place as required.

34	Technology Enhanced Learning
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There is a range of opportunities to utilise technology within the programme from iPads to search for an evidence base to the virtual platform (Moodle) for support and resources for all the units. The staff involved in this programme have considerable experience using these technologies to enhance the learning experience of students and are supporting in doing so by the Faculty Technology Enhanced Learning advice service. The university's VLE is used to enhance all students' learning, but will be used, in particular, to augment the learning of students whose first language is not English as outlined in some of the examples provided above in respect to inclusive learning and teaching practice. Students will be introduced to these technologies during the induction period of the programme and provided with contact details (named tutors and university resources) if they experience difficulties. There will be close liaison between the students and tutors until all parties are satisfied that they are able to utilise the resources appropriately and as required.

In addition, an innovative, internationally focussed learning platform known as 'Nursing Buddies' is operated by the teaching team. The Nursing Buddies virtual site enables students to link with other nursing and healthcare students and professionals internationally to share learning and experiences. In addition, the Faculty's state-of-the-art Simulation Suite, in particular, will offer a unique, technology based learning experience forum for practice development and clinical skill mastery.

35	Placement and/or Work-based Learning Activities
<p>There will be no work-related placements as all students will already be fully qualified nurses working either overseas or in the UK. Moreover, as the MSc is specifically designed to enhance nurse practice and knowledge across national healthcare systems, students will not need practice placements to develop their understanding of nursing from a global perspective. Instead, the academic aims and structure of the programme are designed to provide students with the opportunity to reflect on their existing practice in order to create strategies for the future within international contexts. To add to the educational experience, enrichment will take the form of visits and planned opportunities to explore the culture rich Northwest and further afield in the UK.</p>	
36	Engagement with Employers
<p>An employer 'voice' will be encouraged either as a reference source prior to admission or through engagement with the final project by the student. A transcript/portfolio for employers will be produced following graduation. As the employers are likely to be overseas, dialogue will be encouraged as part of the practice based project unit. Nursing Buddies could be a platform for this on an international level. Employer engagement will offer the student an opportunity to share innovation and skills gained in preparation for their return to clinical practice. A blog will be utilised to facilitate this.</p>	
37	Personal Development Planning
<p>Personal Development Planning (PDP) is an integral part of the programme and students are required to develop a portfolio, which will encourage the critical reflection and support lifelong learning. Using a portfolio of learning and experience as a reference source, the student gains confidence and is better prepared to respond to problems both in theory and in practice. Personal Tutors will be allocated to support students throughout this process and the programme. Active reflection and identification of significant incidents facilitated by tutors and peer discussion will support the planning process and development of their portfolio. Students will be encouraged to discuss their development within written assessments.</p>	

SECTION E - PROGRAMME MANAGEMENT

38	Programme Specific Admission Requirements
<p>The programme admissions regulations and entry requirements comply with the University's Recruitment and Admissions Policy and the Policy for the Accreditation of Prior Learning.</p> <p>All applicants must hold a nursing qualification/registration and have been practicing as a nurse within the previous 12months prior to application, in addition:</p> <ul style="list-style-type: none"> • All applicants must have a Baccalaureate Honours degree (or International equivalent) in a nursing or Health discipline; 	

- All applicants will be required to meet the standard MMU English language requirements (e.g. IELTS at level 6) for entry to the course.
- All applicants must submit a personal statement to demonstrate the potential to study at Masters Level.
- Accreditation of prior (experiential) Learning (AP(E)L) is also an option. The programme will adhere to the [University's APL policy](#) and students who have gained credit for units that meet the learning outcomes specified within this programme at other HEIs will be considered for APL. All claims for APL will be considered on an individual basis but the student must demonstrate how achievement against the specific learning outcomes for the unit they are claiming credit for have been met.

See also:

[University English Language Requirements for International Students](#)

[Manchester Met International](#)

NB Minimum admission points for entry to the University are reviewed on an annual basis. For entry requirements refer to the current University [on-line prospectus](#).

39 Programme Specific Management Arrangements

These are as outlined in the [University's Management of Programme Delivery](#).

40 Staff Responsibilities

Unit Leads

The key responsibilities of the unit lead are:

- Ensure that teaching and learning within the unit is appropriate to student need;
- Ensure that key transferable skills are embedded within each unit;
- Ensure that equal opportunities and the recognition of diversity are embedded within each unit;
- Provide support to all students undertaking the unit
- Liaise with Programme lead in relation to unit development, assessment and student progress;
- As required by Programme lead, liaise with External Examiners in relation to assessment and student progress
- Establish a mechanism for providing appropriate student support in relation to the unit;
- Undertake an end of unit evaluation of satisfaction and provide a summary and recommendations for action;
- Complete a unit report for the annual monitoring exercise;
- Attend and contribute to the relevant Programme Committee or Sub-Committee;
- Contribute to the APL procedures as required.

Personal Tutors

Are responsible for academic and pastoral support either face to face, electronically via the VLE or social networking site or by telephone.

Associated Unit Teaching Staff

Preparation and delivery of specific taught or managed content either face to face or via the VLE. Feedback on any issues raised requiring action by students to the unit or programme lead.

These are as outlined in the [University's Management of Programme Delivery](#).

41 Programme Specific Academic Student Support

Generic academic student support is provided to all students in line with the guidance outlined in the [University's Student Handbook](#).

Students will receive a high level of support from the programme team both in and out of the classroom environment. In addition to the support provided by the programme team, the University has a well-developed support system for student use. This includes library facilities at our All Saints Campus, computing facilities, educational support services and student counselling, at Brooks Building, Birley campus.

Students may self-refer to, or be advised to seek advice from the central MMU Disability Service should they be concerned about their educational progress or if their work suggests that they should receive specialist advice. The University language centre offers English Language support throughout the year. Students may self-refer to, or be advised to seek advice from the Faculty student support officer who can provide advice and guidance on academic (including study skill support) and pastoral matters. Support is also offered via the library to help students develop their academic and literature searching skills. All students will have access to our students Union.

Pastoral and Academic Support

Each student is allocated a personal tutor, who will provide support for the duration of the student's course of study. Students will be advised about their personal tutor and the purpose of pastoral and academic support during induction processes. The personal tutor is responsible for monitoring the student's development and achievement, offering academic support in preparation for summative assessments and referral to specialist services if required.

42 Programme Specific Student Evaluation

The Programme complies with current institutional evaluation guidance.

This programme sits outside the department's portfolio standard 30 week academic year and outside the usual internal evaluative mechanism of the Internal Student Survey. This programme, as with all the department's programmes will comply with the established evaluation mechanism, which ensures that the student opinion is captured at the end of every unit with compliance being 100% (as opposed to 27% for the ISS). In addition to this, there is a healthy student representative and staff student liaison forum and students are always invited to attend programme committee where they are encouraged to voice feedback both positive and negative. Staff respond to all student feedback as reflected in the minutes.

NB University guidance on [Evaluation of Student Opinion](#) is available from the CASQE website.

SECTION F – MAPPING

MAP I



RELATIONSHIP TO SUBJECT BENCHMARK STATEMENT(S)

Map guide: The general QAA Benchmark statements for Master’s level study QAA (2010) have been used as the QAA (2001) Nursing benchmark statements relate to nursing *at the point of registration*. All nurses accessing this programme will already be qualified nurses with experience in practice. No specific Master’s level benchmarking criteria yet exists for nursing.

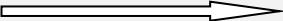
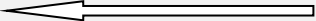
Insert K to indicate Knowledge and Understanding

Insert S to indicate Skills

Post graduate Certificate in International Nursing Studies				
Knowledge and Understanding mapping (K) 	Exploring personal/professional effectiveness for International change	Contemporary Issues in Global Health	International Concepts of Nursing	Skills Mapping (S) 
A comprehensive understanding of techniques applicable to their own research or advanced scholarship	K S	K S	K S	The exercise of initiative and personal responsibility
	KS	KS	KS	The independent learning ability required for continuing professional development
To evaluate critically current research and advanced scholarship in the discipline	K S	KS	KS	Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level

Post Graduate Diploma in International Nursing Studies							
Knowledge and Understanding Mapping (K) 	Exploring personal/professional effectiveness for International change	Contemporary Issues in Global Health	International Concepts of Nursing	Healthcare Evidence in Context	Simulation in healthcare: practical application	Practice development and project management	Skills Mapping (S) 
A comprehensive understanding of techniques applicable to their own research or advanced scholarship	KS	KS	KS	KS	KS	KS	The exercise of initiative and personal responsibility
	KS	KS	KS	KS	KS	KS	The independent learning ability required for continuing professional development.
To evaluate critically current research and advanced scholarship in the discipline	KS	KS	KS	KS	KS	KS	Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
					KS	KS	Decision-making in complex and unpredictable situations
				KS	KS	KS	To evaluate critically current research and advanced scholarship in the discipline

<p>Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline</p>				<p>KS</p>	<p>KS</p>	<p>KS</p>	<p>To evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses</p>
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Master of Science in International Nursing Studies								
Knowledge and Understanding Mapping (K)	Exploring personal/professional effectiveness for International change	Contemporary Issues in Global Health	International Concepts of Nursing	Healthcare Evidence in Context	Simulation in healthcare: practical application	Practice development and project management	Practice Based project	Skills Mapping (S)
								
A comprehensive understanding of techniques applicable to their own research or advanced scholarship	KS	KS	KS	KS	KS	KS	KS	The exercise of initiative and personal responsibility
	KS	KS	KS	KS	KS	KS	KS	The independent learning ability required for continuing professional development.
To evaluate critically current research and advanced scholarship in the discipline	KS	KS	KS	KS	KS	KS	KS	Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
						KS	KS	Decision-making in complex and unpredictable situations
	KS	KS	KS	KS	KS	KS	KS	To evaluate critically current research and

								advanced scholarship in the discipline
Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline				KS	KS	KS	KS	To evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses
A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice					KS	KS	KS	Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences

ASSESSMENT /OUTCOMES MAP

Map guide:

GO = MMU Graduate Learning Outcomes (Section 23)

PLO – Programme Learning Outcomes (Section 26) – add more lines as appropriate

Post Graduate Certificate in International Nursing Studies

Level 7	Unit title Exploring personal/professional effectiveness for international change		Unit title Contemporary issues in Global Health		Unit title International Concepts of Nursing	
	Assignment task 1 Portfolio (4,500 words)		Assignment task 1 Written Essay (4,500 words)		Assignment task 1 Written Essay (4,500 words)	
GO 1	X		X		X	
GO 2	X		X		X	
GO 3	X		X		X	
GO 4						
GO 5	X		X		X	
GO 6	X		X		X	
GO 7			X		X	
PLO 1	X		X		X	
PLO 2						
PLO 3			X			

ASSESSMENT /OUTCOMES MAP

Map guide:

GO = MMU Graduate Learning Outcomes (Section 23)

PLO – Programme Learning Outcomes (Section 26)

Post Graduate Diploma in International Nursing Studies

Level 7	Unit title Exploring personal/professional effectiveness for international change		Unit title Contemporary issues in Global Health		Unit title International Concepts of Nursing		Unit title Healthcare Evidence in Context	
	Assignment task 1 Portfolio (4,500 words)		Assignment task 1 Written Essay (4,500 words)		Assignment task 1 Written Essay (4,500 words)		Assignment task 1 Presentation	Assignment task 2 Critical reflection (2,700 words)
GO 1	X		X		X		X	
GO 2	X		X		X		X	X
GO 3	X		X		X		X	X
GO 4							X	X
GO 5	X		X		X		X	X
GO 6	X		X		X		X	X
GO 7			X		X		X	X
PLO 1	X		X		X		X	X
PLO 2							X	
PLO 3			X		X		X	X
PLO 4	X				X		X	X
PLO 5	X						X	
PLO 6							X	

ASSESSMENT /OUTCOMES MAP

Post Graduate Diploma in International Nursing Studies (cont.)

Level 7	Unit title Simulation in Healthcare: Practice Application	Unit title Practice Development and Project Management
	Assignment task 1 Simulation scenario and critical discussion (4,500)	Assignment task 1 Written essay (4500 words)
GO 1	X	X
GO 2	X	X
GO 3	X	X
GO 4		X
GO 5		
GO 6	X	X
GO 7	X	X
PLO 1	X	X
PLO 2		X
PLO 3		X
PLO 4		
PLO 5	X	X
PLO 6	X	X

ASSESSMENT /OUTCOMES MAP

Map guide:

GO = MMU Graduate Learning Outcomes (Section 23)

PLO – Programme Learning Outcomes (Section 26)

Master of Science in International Nursing Studies

Level 7	Unit title Exploring personal/professional effectiveness for international change		Unit title Contemporary issues in Global Health		Unit title International Concepts of Nursing		Unit title Healthcare Evidence in Context	
	Assignment task 1 Portfolio (4,500 words)		Assignment task 1 Written Essay (4,500 words)		Assignment task 1 Written Essay (4,500 words)		Assignment task 1 Presentation	Assignment task 2 Critical reflection (2,700 words)
GO 1	X		X		X		X	
GO 2	X		X		X		X	X
GO 3	X		X		X		X	X
GO 4							X	X
GO 5	X		X		X		X	X
GO 6	X		X		X		X	X
GO 7			X		X		X	X
PLO 1	X		X		X		X	X
PLO 2							X	
PLO 3			X		X		X	X
PLO 4	X				X		X	X
PLO 5	X						X	
PLO 6							X	
PLO 7								

ASSESSMENT /OUTCOMES MAP

Master of Science in International Nursing Studies (cont.)

Level 7	Unit title Simulation in Healthcare: Practice Application	Unit title Practice Development and Project Management	Unit title Practice-based Project
	Assignment task 1 Simulation scenario and critical discussion (4,500)	Assignment task 1 Written essay (4500 words)	Assignment task 1 Written Project (20,000 words)
GO 1	X	X	X
GO 2	X	X	X
GO 3	X	X	X
GO 4		X	X
GO 5			X
GO 6	X	X	X
GO 7	X	X	X
PLO 1	X	X	X
PLO 2		X	X
PLO 3		X	X
PLO 4			X
PLO 5	X	X	X
PLO 6	X	X	X
PLO 7		X	X

SECTION G – POINTS OF REFERENCE

Internal

University Policy documents:

- [University Mission and Strategic Aims](#)
- [Programme Approval, Review and Modification Procedures outlined on the Centre for Academic Standards & Quality Enhancement website](#)
- [Relevant University Assessment Regulations for Programmes of Study](#) *Taught Postgraduate*
- [University Curriculum Framework](#) *Taught Postgraduate*
- [MMU Strategy for Learning, Teaching and Assessment](#)
- [Institutional Code of Practice for the Assessment of Students](#)
- [University Standards Descriptors](#)
- [University's Equality and Diversity policy](#)
- [University guidance on collaborative provision](#)
- [University Academic Ethics Framework](#)
- [Student Engagement Policy](#)
- [Programme Handbooks](#)
- [Management of Programme Delivery](#)
- [Policy for Accreditation of Prior Learning](#)
- [ICP for Placement and Work-based Learning](#)
- [ICP for Collaborative Provision](#)
- [Recruitment and Admissions Policy](#)

Programme Specific Information:

- Staff Research
- Departmental Professional/Industrial Advisory Committees
- Staff/Student Liaison Committees

External

- QAA Subject Benchmark statement
- QAA Framework for HE Qualifications
- QAA Quality Code

SECTION H

Approved Modifications to Programme Specification since Approval/Last Review

The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.

FAQSC Reference (or PARM ref for Major Modifications requiring strategic approval)	Programme Specification Title (specify award titles/routes affected by change)	Brief Outline of Minor Modification/ Major Modification (Minor - include level & title of units & a brief description of modification) (Major - include details of change such as new routes, pathways etc)	Date of FAQSC Approval (or PARM event)	Approval effective from:	Details of cohort of students who will be affected by the modification (eg students entering Level 5 wef September 2014 onward)