

Postgraduate Programme Specification

MSc Pre-Registration Nursing Studies (adult)

This specification provides a summary of the main features of the programme and learning outcomes that a student might reasonably be expected to achieve and demonstrate where full advantage is taken of all learning opportunities offered. Further details on the learning, teaching and assessment approach for the programme and modules can be accessed on the University website and Virtual Learning Environment, GCULearn. All programmes of the University are subject to the University's [Quality Assurance](#) processes.

1. GENERAL INFORMATION			
Programme Title	Master of Science in Pre-Registration Nursing Studies (adult)		
Final Award	Master of Science in Nursing Studies Registered Nurse – Adult Nursing		
Awarding Body	Glasgow Caledonian University		
School	Health and Life Sciences		
Department	Nursing and Community Health		
Mode of Study	Full-time		
Location of Delivery	Glasgow Campus		
UCAS Code	N/A – applicants do not apply through UCAS		
Accreditations (PSRB)	Nursing and Midwifery Council through QAA		
Period of Approval	From:	September 2025	To: August 2030

2. EDUCATIONAL AIMS OF PROGRAMME
The MSc Pre-Registration Nursing Studies programme aims to develop graduate nurses who are able to deliver person-centred, safe and effective care, working with other professions and agencies to address peoples' needs in an ever-changing and complex health care environment. The MSc Pre-Registration Nursing Studies pathway will equip graduate nurses with the necessary critical thinking skills, theoretical knowledge & understanding, together with the practical skills and competencies to deliver high quality evidence-based care that that is compassionate, competent and person-centred. Successful completion will facilitate their ability to meet the current and emerging health needs of individuals, families and communities within a local, national and global context. Achievement of this overall aim will require students to: • Demonstrate caring that is compassionate, creative, culturally sensitive, competent and confident; • Practise in a way that respects, promotes and supports individuals' rights, interests, preferences, beliefs and cultures, and maintains confidentiality of information; • Support the creation and maintenance of environments that promote dignity, health, safety and wellbeing of people while contributing to enhancing the health and social wellbeing of individuals and their communities; • Exercise critical judgement in the evaluation, assimilation, integration, synthesis and application of knowledge, research and evidence from a range of sources and fields of study to assess, plan, implement and evaluate safe and effective high quality, person-centred care;

- Exercise rigorous and independent thinking to demonstrate critical understanding of nursing and professional concepts;
- Apply critical thinking, problem-solving, evaluative, psychomotor and interpersonal skills to deliver care along a spectrum of complexity and in a range of settings;
- Exhibit the professional values, interpersonal skills and ethical comportment commensurate with a registered nurse;
- Take personal responsibility for learning while being committed to the principles of interprofessional learning where learning occurs with, by and from each other;
- Develop reflection, self-evaluation and self-improvement skills for lifelong learning;
- Develop enhanced cognitive skills and attributes to facilitate employability and advancement along an accelerated career pathway;
- Demonstrate leadership, team-working and effective oral and written communication skills to develop practice within a local and global context;
- Demonstrate the political aptitude to proactively advocate on behalf of individuals, families and communities within the healthcare policy agendas of local, national and global healthcare contexts.

3. LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

A: Knowledge and understanding

- A1 Demonstrate a critical understanding of the theoretical concepts, principles and practical concepts that underpin nursing, health and healthcare.
- A2 Demonstrate knowledge and critical understanding of subjects, issues and topics that are of direct relevance to the provision of safe, effective, non-discriminatory, compassionate person-centred nursing care to individuals with health care needs in a complex and evolving healthcare environment.
- A3 Apply advanced critical thinking, problem-solving, evaluative, psychomotor and interpersonal skills to maintain and promote health along a spectrum of complexity.
- A4 Demonstrate critical judgement, understanding and ability by synthesising information, research and evidence from a wide range of sources to explore options for the delivery of safe and effective, high quality person-centred care.
- A5 Demonstrate knowledge of the principles of learning by, with and from others within the context of interprofessional teamwork.
- A6 Undertake a Masters level dissertation that demonstrates sustained scholarly ability and originality in an area/aspect of nursing.

B: Practice: Applied knowledge, skills and understanding

- B1 Adopt an approach to nursing that is evidence-based and person-centred, demonstrating compassion, creativity, cultural sensitivity, competence and confidence.
- B2 Respond to complex legal, ethical and professional issues in accordance with the Code and the duty of candour to make informed judgements, seeking guidance where appropriate.
- B3 Safely demonstrate skills required to provide and deliver safe, high quality person-centred care.
- B4 Apply knowledge, skills and understanding in using a significant range of skills and practices required to plan, implement and evaluate safe, effective, person-centred care in any setting for patients with complex and co-existing needs.

- B5 Demonstrate an ability to manage coordinated and individual care for those with planned and unplanned health needs.
- B6 Respond to the impact of the social, cultural, economic and political context when applying principles of health improvement with individuals, groups and communities, to influence health and wellbeing.

C: Generic cognitive skills

- C1 Enhance personal and professional qualities through demonstrating and articulating complex issues, ideas and arguments verbally and in writing.
- C2 Critically analyse the immediate context and content of nursing practice, using knowledge synthesised from a wide variety of health and social perspectives.
- C3 Appraise and evaluate professional, legal and ethical dimensions/frameworks to underpin nursing practice.
- C4 Identify, critique, clarify, explain and develop original and creative solution-focused responses to problems and apply best evidence in practice to improve the quality of nursing care.
- C5 Apply a critical and culturally sensitive approach to nursing theories, concepts and practice.
- C6 Reflect on, and critically appraise, the actions of self and others in relation to the provision of safe and effective practice.

D: Communication, numeracy and ICT skills

- D1 Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise.
- D2 Use of wide range of ICT applications to support and enhance effective learning and to enhance patient care.
- D3 Demonstrate critical thinking and problem-solving skills in a range of situations.
- D4 Interpret, use and evaluate a wide range of numerical and graphical data to set and achieve targets.
- D5 Demonstrate the skills of life-long learning and continuing professional development.

E: Autonomy, accountability and working with others.

- E1 Exercise substantial autonomy, accountability and initiative in caring for individuals, groups and communities at a professional level in practice.
- E2 Demonstrate leadership and initiative and make an identifiable contribution to change and development.
- E3 Practise in ways that draw on critical reflection on own and others' roles and responsibilities.
- E4 Manage complex ethical and professional issues and make informed judgements in accordance with the Code and the duty of candour and on issues not addressed by these.
- E5 Demonstrate the ability to work effectively with others as part of an interdisciplinary and interagency team, and in partnership with people, families and carers.

4. LEARNING AND TEACHING METHODS

The learning and teaching approaches for all pathways to registration are designed to ensure that the nurses exiting from GCU are knowledgeable, skilled, safe, and fit for purpose. The programme adopts the perspective that teaching will be delivered based on best research evidence which promotes compassionate, competent, person-centred, effective, safe and high-quality care.

Some modules within the different pathways will choose to utilise a more traditional range of teaching and learning approaches to facilitate students in constructing, integrating and applying knowledge to theory and practice. This will serve to meet differing pedagogical preferences and learning styles of the diverse student demographic profile. Although school leavers will be more familiar with self-directed styles of learning as a result of changes introduced by the new national curriculum, Curriculum for Excellence (CfE), other learners respond well to tutor led pedagogies when first entering university. These approaches include lectures, tutorials, problem-solving case scenarios, small group work, seminars, directed study, simulation-based education and digital learning.

Throughout the programme, there will be a commitment towards transformative learning, providing a curriculum delivered within an ethos of student engagement that is flexible with inspirational approaches to learning, teaching and assessment, which embrace innovation, and the imaginative use of learning technologies, for example: social media to support learning, video streaming lectures, flipped classroom utilising digital technology, as well as Textwall, GCULearn, Padlet, YouTube, 'clickers' and patient stories. In addition, use will be made of more traditional approaches including modified lectures, synchronous and asynchronous online group discussion, student-led face-to-face seminars, small group tutorials (which may be multimodal), peer learning and teaching, experiential learning through simulation and laboratory practicals, interactive workshops, enquiry-based learning, directed study, and complementary independent learning.

The approaches adopted, therefore, will support the transition of students to university study, allow academic progression and develop graduate attributes. This will be achieved by adopting a more directed approach in year one, using more traditional forms of learning, involving more face-to-face contact such as lectures and tutorials, whilst introducing the student to more student-focused learning. As the student moves through the programme a more flipped approach to learning will be adopted. The flipped classroom approach turns the traditional classroom on its head and so activities that have traditionally taken place inside the classroom now take place outside the classroom and vice versa.

Within this programme, students will gather the information largely outside of sessions, by reading, watching videos and listening to podcasts or other audio format instead of having lectures during sessions at university. These resources will be created by their lecturers and posted on GCULearn or selected from online repositories. When students attend sessions, they do what is typically thought to be homework, working with lecturers or peers to solve problems and apply their learning to new contexts. In this case the role of the lecturer changes from being a presenter of content to a learning coach or facilitator, and students become active learners instead of relying on the lecturer as the provider of knowledge.

5. ASSESSMENT METHODS

The assessment strategy is aligned to the curriculum framework and so aims to support learners in constructing rather than gaining knowledge, developing new ideas and taking ownership of

their learning as they build on their knowledge, skills, and develop the attitudes and behaviours required of a qualified nurse. The assessment strategy and loading throughout the programme has been designed to incorporate the GCU Common Good attributes and graduate attributes. The assessment strategy has been designed to include a range of assessments to meet the needs of the diverse student profile, devised to confirm knowledge, skills and understanding, and facilitate student progression from one level to the next.

Students will undertake a range of assessments which encourage the integration of theory and practice. The types of assessments will include examinations, essays, reports, case studies, reflective logs, literature reviews, Objective Structured Clinical Examinations (OSCE), patchwork, the production of reusable learning objects, presentations, vivas and dissertations. The Programme and Module Handbooks contain assessment matrices so that students can benchmark their work and appreciate the criteria being used in the marking process.

The choice of assessment is designed to reflect the developing complexity of content, facilitating learners in applying and demonstrating knowledge and understanding, and preparing learners for progression. Student progression is dependent on students satisfying GCU Assessment Guidelines, programme specific requirements, and after communication and collaboration between practice and academic assessors at the end of each part/year of the programme as required by the NMC (2018). The result of this discussion will be documented in the student's Scottish PAD. The Programme and Module Handbooks provide assessment matrices for students to allow them to understand the criteria being used in marking assignments. Students are facilitated to develop awareness of ways in which their abilities and attributes can be improved as they progress. Student performance feedback complies with the GCU Feedback principles detailed in the Generic School Document.

6. ENTRY REQUIREMENTS

Specific entry requirements for this programme can be found on the prospectus and study pages on the GCU website at this location: www.gcu.ac.uk/study

The Course webpage specific to this Programme is:

<https://www.gcu.ac.uk/study/courses/postgraduate-nursing-studies-adult-pre-registration-glasgow>

All students entering the programme are required to adhere to the [GCU Code of Student Conduct](#).

7. PROGRAMME STRUCTURE AND AVAILABLE AND FINAL EXIT AWARDS¹

The following modules are delivered as part of this programme:

Module Code	Module Title	Core or Optional	SCQF Level	Credit Size	Coursework %	Examination %	Practical %
MMB726125	The Art and Science of Nursing	Core	11	15	100		
MMB726126	Developing Nursing Skills	Core	11	15		100	P/F
M1B726171	Practice Learning Experience Part 1 MSc (SCQF Level 7)	Core	7	20			100
MMB530698	Interprofessional Working: Context, Organisations and Practice	Core	11	15	70	30	
MMB730706	Applied Ethics in Nursing and Healthcare Practice	Core	11	15	100		
MMB726129	Person Centred Adult Nursing	Core	11	15		100	
MMB726130	Global Health	Core	11	15	100		
MMB726131	Enhancing Nursing Skills	Core	11	15		100	P/F
M2B726172	Practice Learning Experience Part 2 MSc (SCQF Level 8)	Core	8	20			100
MMB726133	Leading and Managing Complex Care in Adult Nursing	Core	11	15	50	50	
MMB025802	Dissertation	Core	11	60	100		
M3B726173	Practice Learning Experience Part 3 MSc (SCQF Level 9)	Core	9	20			100

Students undertaking the programme on a full-time basis commencing in January of each year will undertake the modules in the order presented above.

The following final and early Exit Awards are available from this programme²:

Postgraduate Certificate in Health and Social Care - (*achieved upon successful completion of 60 credits, 40 credits must be at SCQF Level 11*)

Postgraduate Diploma in Health and Social Care - (*achieved upon successful completion of 120 credits, 90 credits must be at SCQF Level 11*)

Master of Science in Nursing Studies - (*achieved upon successful completion of 240 credits which must include the modules above*)

¹ Periodically, programmes and modules may be subject to change or cancellation. Further information on this can be found on the GCU website here:

<https://www.gcu.ac.uk/currentstudents/essentials/policiesandprocedures>

² Please refer to the [GCU Qualifications Framework](#) for the minimum credits required for each level of award and the Programme Handbook for requirements on any specified or prohibited module combinations for each award.

Registered Nurse – Adult Nursing (RN1); Registered Nurse – Child (RN8); Registered Nurse – Learning Disabilities (RN5); Registered Nurse – Mental Health (RN3) - *The minimum award allowing registration with the Nursing and Midwifery Council for a pre-registration nursing programme is a bachelor's degree achieved upon successful completion of 360 credits*

8. ASSESSMENT REGULATIONS

Students should expect to complete their programme of study under the GCU Assessment Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students. These can be found at:

<https://www.gcu.ac.uk/aboutgcu/services-and-facilities/qualityassuranceandenhancement/regulations-and-policies>

In addition to the GCU Assessment Regulations noted above, this programme is subject to Programme Specific Regulations in line with the following approved Exceptions:

Case Number	Exception	Details
133	English Language Entry Requirements	IELTS 7.0 with no element less than 6.5 (exceptions for int students in UK for min 3 years with min HNC)
193	Section 13 Awarding of Credit for Modules Sub-section 13.1 Module pass criteria	Minimum thresholds of 50% for each assessment component for all modules
194	UG Assessment Reg: Section 14	Maximum number of attempts: two for all SCQF level 7-9 modules
196	Section 22: Aegrotat Awards	No Aegrotat Awards Students require to be informed of alternative (non-NMC) award
197	UG Assessment Regs: Section 13.1	Minimum 40% pass mark for all elements of assessment (<i>only applies to 2020 version of programme</i>)
198	UG Assessment Regs: Section 14.1	Maximum 2 attempts at clinical assessment
195	UG Assessment Regs: Section 13.2	No compensation
200	UG Assessment Regs: Section 23	No Aegrotat Awards
227a	University Assessment regulations Taught Programmes 9.1, 9.2, 9.3	Early Retrieval – students are permitted to undertake early retrieval at an earlier assessment diet, should they wish to do so subject to eligibility criteria.

248	Section 1 of Fit to Sit policy	Exemption from Fit to Sit declaration process (Section 1 of Fit to Sit policy only) for all placement/work-based/practice-based learning (placement/WBL/PBL) assessment components in modules on the programme that are undertaken in the clinical or professional workplace environment (including simulated environments where the number of hours/days contribute to the total number of placement hours required on a programme and that are concerned with the direct assessment of professional skills, competency and abilities in practice.
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VERSION CONTROL (to be completed in line with AQPP processes) Any changes to the PSP must be recorded below by the programme team to ensure accuracy of the programme of study being offered.			
<i>Version Number</i>	<i>Changes/Updates</i>	<i>Date Changes/Updates made</i>	<i>Date Effective From</i>
1.0	PSP created on template as part of programme review	March 2025	Sept 2025