

Master of Nursing (MNur) programme specification: Adult/ Mental Health, Children's Mental Health

Academic Entry Year:	2026/2027
Degree Awarding Body:	The University of Bradford
Main Location:	City Campus
Delivery Support Partners:	Bradford Teaching Hospitals NHS Foundation Trust; Airedale NHS Foundation Trust; Bradford District Care NHS Foundation Trust; Private and voluntary sector healthcare providers; Neoniq
Subject Benchmarks:	Nursing and Midwifery Council standards framework (NMC 2018-2023)
Qualifications Framework:	HE Qualifications of UK Degree Awarding Bodies (FHEQ: QAA 2014)
Target Degree Awards:	Master of Nursing (MNur) Adult/Mental Health [FHEQ Level 7] Master of Nursing (MNur) Children's/Mental Health [FHEQ Level 7]
Intermediate/exit awards:	Honours Degree of Bachelor (BSc (Hons)) Nursing (Adult) [FHEQ Level 6] Honours Degree of Bachelor (BSc (Hons)) Nursing (Children's) [FHEQ Level 6] Ordinary Degree of Bachelor (BSc) Health Studies [FHEQ Level 6] Diploma of Higher Education (DipHE) Health Studies [FHEQ Level 5] Certificate of Higher Education (CertHE) Health Studies [FHEQ Level 4]
Programme Admissions:	UK and home students
Programme Start Date(s):	September
Programme Modes of Study:	(UCAS code B745) 4 years full-time towards Adult/Mental Health dual award (UCAS code B735) 4 years full-time towards Children's/Mental Health dual award

The MNur is approved by the [Nursing and Midwifery Council \(NMC\)](#), the statutory body for nurses and midwives, this award on successful completion permits entry onto two fields of nursing, this is described as a dual award pre-registration nursing course. The BSc (Hons) exit award is approved by the NMC as a pre-registration nursing course, this would permit entry onto one field of nursing which would be determined by experience and field. Any exit prior to successful completion of stage 3, BSc (Hons) will not include eligibility for professional registration with the NMC and the title of any such award will not indicate professional status.

Please note: The University has a set of terms and conditions for all students accepting an offer to study on a course here at Bradford. This is called the Student Contract. This document sets out the Terms and Conditions which apply when an offer of a place on a programme of study at the University of Bradford is accepted.

[View our Student Contract for further details.](#) Information about this programme and its modules 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.

Minor modifications schedule

1. June 2026: Annual changes for 2026 entry

Programme overview

Bradford has a proud tradition of providing outstanding nurse education. We are committed to continually evaluating and improving our offer to ensure that our students are given the best possible experience whilst studying, and that they are equipped to flourish as safe and effective nurses from the point of registration. At the University of Bradford, we provide modern and innovative approaches to how we provide nursing education both within the University and with our practice partners. Our new curriculum offers our students a transformative university experience, that empowers them to realise their potential, embracing technology and technology-enhanced learning, which is essential in modern healthcare.

Nursing is changing. Our MNur programme is designed to maximise the potential of nursing, enabling students to register in two fields of nursing from the point of initial registration. The NMC education standards (NMC 2023a) are designed to tackle the health of the UK population, following national inquiries and reports, including Prime Minister's Commission (2010), Francis (2013), and Keogh (2013). The NHS Long Term Plan (NHS 2019) sets out priorities for how the NHS can ensure its ability to meet the needs of a changing population. These include helping people to stay well, improving people's experiences of care - particularly those with long-term conditions, poor mental health, dementia, learning disabilities, cancer, and diabetes, and supporting the NHS workforce to achieve and progress in their careers. Our MNur programme equips student with the knowledge, skills and experience to meet the contemporary needs of people, with equal focus on physical and mental health. Our MNur programme provides students with enhanced practice exposure in their chosen fields, in a variety of clinical placements.

We aim to prepare student nurses who study at the University of Bradford to enter the workforce as well rounded, capable, and ambitious registrants who can help lead the changes that are required to provide the best possible care to the UK population. This means we need to equip student nurses with the skills to care for people with a range of complex health needs, including long term conditions, and to be able to provide that care where and when individuals need it - in hospital, in the community and at home. We will help our student nurses understand how they can empower people to stay well, as well as understand their role in public health.

Our new curriculum allows us to meet the revised Nursing and Midwifery Council (NMC) standards for pre-registration nursing programmes (NMC 2023a), standards for student supervision and assessment (NMC 2023b), and standards framework for nursing and midwifery education (NMC 2023c). All modules are mapped to the NMC (2023a) proficiencies to support our learners to see where, when, and how they are achieving the NMC proficiencies and wider learning outcomes. This is a progressive curriculum that allows students to revisit and stretch their previous learning, scaffolded from stage one to completion of stage four.

Figure 1: Scaffolded learning focus by programme stage

Stage 1 →	Stage 2 →	Stage 3 →	Stage 4 →
Becoming a holistic practitioner	Developing as a holistic practitioner	Being a nurse	Being a nurse in a second field

The MNur Programme offers flexibility in teaching and learning delivery through face-to-face, online, and structured self-directed activities. Online learning resources provide additional learning resources and material to prepare students for flip classroom experiences and practical sessions. Our new curriculum is inclusive and has mapped authentic assessments (to broaden and develop our students' perspectives) - these include debates, digital Vlogs, live case studies. We are providing a range of assessments that test a wider range of knowledge, skills, and proficiency, which are more critically aligned to the values and expectations of nursing as a profession.

Integral to the programme is practice learning, and together with clinical partners, the programme will offer a wide range of supported practice learning experiences. Practice Supervisors, Practice Assessors and Academic Assessors support students in their learning journey. Immersive technologies and the University of Bradford Technology House introduce students to simulated experiences which set us apart as an institution that is progressive in our digital health offer.

Programme aims

Our programme aims are based on findings from a series of stakeholder engagement and consultation events, where we identified that a Bradford nurse should be:

- a positive disruptor and advocate seeking to keep people safe, prevent harm and raising concerns confidently and appropriately
- kind, caring, **compassionate** and committed to the nursing profession, its code and purpose
- engages in learning, recognising when difficulties offer opportunity for organisational / service improvement
- engages in improvement and personal insight, growth and development
- curious and actively seeks and critically engages with knowledge and knowledge creation, ensuring care for people is safe, evidence based, and research informed
- culturally competent, recognising and valuing diversity in themselves and others, **tackling inequalities** and promoting **equity of care** across the community
- ethical, politically and **systems aware** decision makers, with tactful expertise in communication
- an embodiment of nursing and University of Bradford values, in all behaviours, conduct and being.

Programme learning outcomes

To be eligible for the FHEQ Level 4 award of Certificate, students will be able to:

1. Demonstrate the skills, values, and behaviours to become an accountable professional in accordance with The Code (NMC 2018).
2. Demonstrate knowledge of anatomy, physiology, and common pathology, including applied pharmacology within the context of nursing.
3. Understand and explore fundamental concepts and principles underpinning professional, safe, effective, caring, responsive, and well-led, person/family/relationship-centred nursing care.
4. Engage with reflective practice and contribute to supervision and team reflections to promote improvement in practice.
5. Demonstrate an understanding of health legislation, health and social care policies, and the impact of policy change on care delivery and people.
6. Develop research and academic skills.
7. Understand the wider determinants of health when assessing person centred care.
8. Demonstrate understanding and awareness of digital technology in nursing.

Additionally, to be eligible for the FHEQ Level 5 award of Diploma, students will be able to:

9. Succeed in placement learning and demonstrate proficiencies (skills, values, and behaviours) to become an accountable professional in accordance with The Code (NMC 2018).

10. Evaluate and critically understand the physical and psychosocial principles of health and illness, including applied pharmacology within the context of nursing.
11. Demonstrate knowledge of normal and altered anatomy and pathophysiology to provide care and prevent ill health through promotion of the health and wellbeing of service users, carers, and groups.
12. Critically appraise and apply health education and promotion strategies, across populations, including digital health.
13. Evaluate the role of the nurse- professionalism, ethical, and legal frameworks, and processes to maintain and improve standards.
14. Appraise research to inform clinical decision making.
15. Undertake reflective practice (on self and on others) and propose solutions to promote improvement in practice.

Additionally, to be eligible for the FHEQ Level 6 Degree award of Bachelor, students will be able to:

16. Critically evaluate national to global perspectives in leading nursing care considering the implications on nursing practice.
17. Think independently, and defend opinions, recognising the need to challenge thinking and the thinking of others, developing curiosity and critical social awareness to support ongoing continuous professional development.
18. Develop leadership skills, reflecting on clinical decision-making skills to engage creative change management.
19. Critically appraise research evidence to plan, manage, and evaluate high-quality, person-centred, safe, and compassionate care planning.
20. Critically apply the principles and knowledge of safety legislation to contribute to risk management and quality of care improvement.

Additionally, to be eligible for the FHEQ Level 7 Degree award of Integrated Master, students will:

21. Have extensive knowledge across both fields of nursing to effectively manage patient care in diverse healthcare settings.
22. Critically analyse health care policy, interprofessional working and human factors in relation to effective nursing care in a second Field, leading others to initiate change.
23. Have a critical awareness of their role as a registrant practising in two fields of nursing, to be a positive disruptor and advocate for social justice, to achieve optimal health outcomes for all.
24. Demonstrate criticality in clinical decision making as an autonomous and collaborative registrant practising in two fields of nursing.
25. Succeed in placement learning, meeting the pass criteria for level 7, practicing independently with minimal supervision and leading and coordinating care with confidence.
26. Meet the NMC standards of proficiency for nursing.

Programme structure

The MNur programme is made up of 480 academic credits. These credits are spread over modular units over four stages, which are intended to map to years on the programme and a single academic level. Modules are studied in Semester 1 (autumn), Semester 2 (spring) or across the Academic Year. All modules are core for all students.

The MNur programme follows the traditional full-time four-year programme length for an integrated undergraduate master's degree. The standards of proficiency for registered nurses (NMC 2023) must be achieved by all students to enable registration on completion of the degree. MNur students must complete part 3 proficiencies in both fields (identified in a named programme title) of nursing practice.

Stage 1/level 4: Becoming a holistic practitioner

The first semester provides foundational programme-specific requirements for nursing at University of Bradford, including study skills, digital awareness, research skills, professional attitudes and values, critical self-reflection, and communication skills.

The Understanding People and Health module introduces key biological, pharmacological, and behavioural principles for appreciating the development and response of the human body across the lifespan. This forms a basis for the application of pathophysiological programme-specific learning in subsequent years.

Students study the historical and political context of nursing in Health and Wellbeing in Communities module for insight into nursing past and present in the four fields of nursing. This is to encourage the curiosity and critical mindset required to be an advocate for care and gain a stronger sense of field identity. Understanding the social determinants of health in the locality and the importance of connecting with others is key in this module and built upon support the development of a critical innovative mindset.

Students explore the fundamental needs of people like hydration and nutrition, personal care, and communicative challenges in the Assessing and Planning Person-centred Care module. This is related to the diverse needs of people, supporting inclusive and creative approaches to nursing. The assessed locality study encourages students to examine the diverse needs of people living in the local community and apply their theoretical and practice-based learning.

In the Stage 1 academic year students will undertake 770 hours of "theory" and 720 hours of "practice".

Table 1: MNur Stage 1 core modules (FHEQ Level 4)

Module Code	Module Title	Module Credit	Study Period
NUR4507-B	Nursing Foundations	20	Semester 1
NUR4508-B	Understanding People and Health	20	Semester 1
NUR4509-B	Health and Wellbeing in Communities	20	Semester 2
NUR4510-B	Person Centred Needs and Care Planning	20	Semester 2
NUR4511-D	Practice Learning - Part 1	40	Academic Year
NUR4512-Z	Practice Hours - stage 1	0	Academic Year

Stage 2/level 5: Developing as a holistic practitioner

Students continue to develop as holistic practitioners, as their reflective capacity is supported in theory modules focusing on programme-specific applications in care delivery, and clinical practice with a promoting health focus.

In the Contemporary Perspectives in Nursing module students examine programme specific examples of urgent care and gain the knowledge and skills required to respond effectively to health deterioration. This includes reflecting on personal resilience, trauma informed care, and the effects of personal communication style on people and their families. The assessment for this learning is a BRADX type talk based on an evidence-based analysis of a case study which like all the applied assessments at the University of Bradford will reflect the diverse needs of the local population. Co-produced with the Experts by Experience (EBE) team at the University of Bradford, this assessment is also designed to promote confidence in connecting and engaging with others and develop the ability to work with a variety of digital platforms.

The Evaluation of Person-Centred Care module builds from Assessing and Planning Person-centred Care in stage one and Implementing Person-Centred Care earlier in stage two as students reflect on the effectiveness of the co-production of care using examples from practice experience in the locality. Students will grow in their capacity to critically examine discriminatory practice and be a positive disruptor by applying learning to real world examples of care.

In the Stage 2 academic year, students will undertake 770 hours of "theory" and 800 hours of "practice".

Table 2: MNur Stage 2 core modules (FHEQ Level 5)

Module Code	Module Title	Module Credit	Study Period
NUR5508-B	Contemporary Perspectives in Nursing	20	Semester 1
NUR5509-B	Leading and Managing Nursing Care	20	Semester 1
NUR5512-B	Evaluating Person-centred Care	20	Semester 2
NUR5511-B	Implementing Person-centred Care	20	Semester 2
NUR5510-Z	Health Numeracy Assessment	0	Academic Year
NUR5513-D	Practice Learning - Part 2	40	Academic Year
NUR5514-Z	Practice Hours - stage 2	0	Academic Year

Stage 3/level 6: Being a nurse

In stage three students lead care as holistic practitioners. They critically examine the evidence base regarding the quality of care and increase in confidence as holistic practitioners in their specific fields and programmes. Starting in stage 3, there will be more focus on leadership proficiencies in clinical practice, that will continue in stage 4 in their second field.

Students refine their clinical decision-making skills through self-reflection and engage in creative change management in the business of caring module. This is assessed using programme specific case studies co-produced with Experts by Experience team for authentic diverse perspectives. The Critical Perspectives in Nursing module builds on the previous person-centred care modules as students critically analyse a long-term condition with reference to local, national and global health policy, interprofessional care and teamwork. This supports reflection on the capacity of nurses to have an impact on care, and act as a positive disruptor in the face of potential health inequality and/or organisational resistance. The assessment for this module is a presentation which enables students to show case the development of their communication skills from stage one, and their digital literacy as they prepare for the future, leading care as confident registrants.

In the Stage 3 academic year, students will undertake 770 hours of "theory" and 800 hours of "practice".

Table 3: MNur Stage 3 core modules (FHEQ Level 6)

Module Code	Module Title	Module Credit	Study Period
NUR6514-B	Critical perspectives in Nursing	20	Semester 1
NUR6515-B	The Business of Caring	20	Semester 2
NUR6516-B	Co-ordinating and leading care	20	Semester 2
NUR6517-B	Improving Safety and Quality of care	20	Semester 1
NUR6518-D	Practice Learning - Part 3	40	Academic Year
NUR6519-Z	Practice Hours - stage 3	Exempt	Academic Year

Stage 4/level 7: Being a nurse in a second field

Being a holistic practitioner as a registrant practising in two fields of nursing: During this year students apply their leadership skills as a holistic nurse in a second Field of nursing. There is a focus on advanced clinical decision-making, enhanced communication and reflective practice. There is a greater self-awareness and recognition of the professional requirements of being a registrant practising in two fields of nursing. In the Transition to Practising in Two Fields of Nursing module students critically analyse health care policy, interprofessional working and human factors in relation to effective nursing care in a second field. The assessment of a business case proposal challenges students' critical thinking, creativity and communication skills. This offers a level 7 opportunity for students to reflect on the nurse as a positive disruptor and advocate for social justice to achieve optimal health outcomes for all. In clinical practice inter-professional communication is prioritised to expand nursing competencies across the second Field. Key competencies include coordinating care among different healthcare providers and increased development of leadership capabilities in complex healthcare environments.

In the Stage 4 academic year, students will undertake 770 hours of "theory" and 760 hours of "practice".

Table 4: MNur Stage 4 core modules (FHEQ Level 7)

Module Code	Module Title	Credit	Study Period
NUR7513-B	Optimising health outcomes for people with complex needs	20	Semester 1
NUR7514-B	Innovation in Nursing Practice 1	20	Semester 1
NUR7515-B	Innovation in Nursing Practice 2	20	Semester 2
NUR7516-B	Transition to Practising in Two Fields of Nursing	20	Semester 2
NUR7517-D	Practice Learning - Part 3 MNur	40	Academic Year
NUR7518-Z	Practice Hours - stage 4	0	Academic Year

Learning, teaching and assessment strategy

The programme is a progressive curriculum that allows students to revisit and stretch their previous learning, stage by stage. Scaffolded learning (see Figure 1 above) allows students to build on their skills and knowledge over time, revisiting concepts, and themes.

As an approved nursing programme in England, learning and teaching is framed around the [NMC standards of proficiency for registered nurses](#) (NMC 2018/2023), [NMC standards for pre-registration nursing programmes](#) (NMC 2023c), [NMC standards for student supervision and assessment](#) (NMC 2023b), and [NMC standards framework for nursing and midwifery education](#) (NMC 2023a). All modules are mapped to these NMC proficiencies and module learning outcomes. This allows our learners to see where, when, and how they are achieving the NMC proficiencies and wider learning outcomes.

To broaden and develop student perspectives within our inclusive pedagogic approaches, authentic assessments have been developed. These include debates, digital Vlogs and live case studies. Authentic assessment is an approach to evaluating learning where students can demonstrate knowledge, skills, and attitudes in the context of real-world or realistic nursing practice activities. A greater range of assessments test a wider range of knowledge, skills, and proficiency, which are more critically aligned to the values and expectations of nursing as a profession.

The curriculum introduces all students to the fundamental knowledge and skills centred around the core and field subjects required to safely meet the needs of people who require nursing. Students will have the opportunity to work with and alongside other professionals in health and social care, as well as experts by experience, both in the university and practice setting. The

delivery and modality of teaching and learning across all theory modules provides a stronger field identity. Students will be taught alongside peers from all three fields of nursing (adult, mental health, and children). From stage one, students will also receive field-specific seminars, with workshops that offer cross-field interactions.

Learning and teaching methods include face-to-face seminars and workshops, synchronous, and asynchronous lectures, and self-directed activities. Virtual learning environments (VLE) support face to face learning from tutors. Canvas hosts quizzes, vlogs, blogs and video resources and additional learning resources and material to prepare students for flip classroom experiences and practical sessions. Further material is provided on this VLE platform to consolidate learning for students.

During the programme, students are assessed using both formative feedback, to enable students to improve their work, and summative assessment, against module learning outcomes, in both theory and in practice. Formative assessments are embedded into module teaching to provide students with access to support. A staged approach is provided in the curriculum to provide tutor led formative assessments at Level 4, progressively moving to peer and group-based assessments as the students become more independent and confident learners. Methods of assessment used include a video log, digital infographic, reports, poster presentations, critical reflection and the examination of nursing skills and proficiencies.

Practice experience is continuously recorded and assessed using the Electronic Practice Assessment Document, this has been developed to support nursing students to achieve the criteria set out in the Standards of proficiency for registered nurses (NMC 2018/2023).

Placement/study abroad opportunities

The MNur Programme has a diverse range of practice learning opportunities for students. These include real world placements, and simulated practice learning (SPL). Practice modules in stage one and stage two focus on supporting students to develop their nursing practice within contemporary healthcare settings in clinical areas that are specific to their chosen fields.

Real world placements

Students will have the opportunity to gain experience in a variety of placement areas. These include experiences that are:

- **At home** with people in their own homes, nursing and residential care homes,
- **Near home** including primary care, schools, clinics and outpatient departments,
- **Away from home** such as hospitals, inpatient units and hospices, and
- **Alternatives to home** including prisons, hostels, respite centres.

Our main practice partners include:

- Bradford Teaching Hospitals NHS Foundation Trust and Bradford District Care Trust (both covering Bradford and Shipley)
- Airedale NHS Foundation Trust (covering Keighley, Bingley and Skipton)
- Mid-Yorkshire Teaching NHS Trust (covering Dewsbury, Wakefield and Pontefract)
- Harrogate and District NHS Foundation Trust (covering Harrogate, Knaresborough and Ripon)

as well as a range of smaller charity and private sector organisations. There may be placement opportunities in other organisations across Yorkshire, including Leeds Teaching Hospitals and Calderdale and Huddersfield NHS Foundation Trust. Students can undertake specialist placements, such as leadership experience placements with Integrated Care Boards or NHS England, and other national organisations.

Simulated practice learning

The Simulated Practice Learning (SPL) experience adheres to the Standards (NMC 2023) to deliver safe and effective care to a diverse range of people across the lifespan and the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing and can contribute up to 600 hours of the total programme hours.

Students will have 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, and wound care. Further simulated practice learning experiences are woven throughout year two of the programme 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.

Enrichment and international placements

A flexible approach towards practice learning will empower students to be accountable for their own practice learning experiences. Students will have the opportunity to negotiate and plan a formative learning opportunity that can include an international placement or a practice learning opportunity across the UK. Two enrichment practice learning opportunities will be embedded across part one and two of the programme which aim to support students' awareness and appreciation of the scope and potential of nursing and contribute to students' learning across health and social care in local, national and global contexts.

Enrichment experiences have been designed to encourage students to consider diversity, equality of opportunity and inclusivity, be that within the diverse ethnic communities in West Yorkshire and districts (locality placement), through self-selected opportunities across the UK (negotiated practice experience), or via an international placement at the end of stage two for example students in previous years have visited Jordan, Ghana, Finland, and China. Students can organise their own placements through agencies such as Work the World or Global Medical. Enrichment practice learning opportunities will be negotiated between students and the programme team, to ensure they can meet the required learning outcomes and programme requirements and will contribute towards the overall programme practice hours.

Further information about support for [internships and placements](#) and [study abroad opportunities](#) is published on the University's website.

Assessment, Continuation and Award Regulations

This programme follows the Assessment, Continuation and Award regulations for undergraduate taught courses published on the University's Website ([Regulation 2](#)) with variation from the regulations as outlined below and documented in the Variance Register:

- Variance from 2.2 Students are not permitted to transfer if they have failed a midwifery programme at another institution. They are able to transfer if they have been successful elsewhere
- Variance from 3.3 Students are not permitted to import credits to contribute to the final award.
- Variance from 4.2 - Students must achieve at least the pass mark stated in the module descriptor for all individual components within each module, to pass all modules on the programme.
- Variance from 6.1 and 6.3 - Students will not be permitted to continue into the next stage of study with any aspect of the 40 credit practice learning modules (NUR4511-D, NUR5513-D, NUR6518-D and NUR7517-D) incomplete or failed.
- Variance from 6.2 and 6.3 - students are not permitted a 3rd attempt or an opportunity to restudy practice learning modules. This applies to modules NUR4511-D, NUR5513-D, NUR6518-D and NUR7517-D.
- 7.1 Programme-specific calculation - The MNur award is calculated based 0:10:20:70 average of the best 80 credits with a numerical mark at Stage 2 for 10%, average of the best 80 credits with a numerical mark at Stage 3 for 20% and average of the best 80 credits with a numerical mark at Stage 4 for 70%.

Programme Operational Plan

Students will have 4 summative opportunities at assessment of the Health Numeracy Assessment module (NUR5510-Z) in stage 2 which equates to 1 attempt, if this is not passed a further single summative opportunity will be permitted in the re-submission period which equates to 2nd attempt. If the assessment is not passed at the end of the re-submission period a single summative

opportunity will be available as a 3rd attempt. The attempt status assumes that no extenuating circumstances are accepted for any attempts.

At the end of stage 2, if a student has not achieved a pass in the zero-credit Health Numeracy Assessment (NUR5510-Z) module they will be permitted to refer this into the stage 3 of the programme.

To protect the public, it is a mandatory requirement that students make a self-declaration of good health and good character annually, and at the end of the programme prior to NMC registration.

Programme completion and registration

Students will be eligible for the target FHEQ Level 7 award of Integrated Master of Nursing if they have successfully completed 480 credits of which 120 credits are at Level 7 and achieved the required number of hours. **The MNur award confers eligibility to register with the Nursing and Midwifery Council as a registrant practising in two fields of nursing (dual award).**

Students will be eligible for the exit FHEQ Level 6 award of Honours Degree of Bachelor if they have successfully completed at least 360 credits, and achieved the required 4600 hours. **The BSc (Hons) award confers eligibility to register with the Nursing and Midwifery Council either as a registered nurse (children's) OR registered nurse (adult).**

Students will only complete the programme once all programme requirements have been met, this includes NMC proficiencies, practice and theory hours requirements and programme learning outcomes have been successfully achieved. There may be instances where a programme extension maybe required beyond the standard duration to ensure all requirements are met.

Following successful completion of all programme requirements, students have five years to apply to register with the NMC. In the event of a student failing to register their qualification within 5 years they will have to undertake additional education and training or gain such experience as specified in the standards (NMC R5.2).

Intermediate and exit awards in Health Studies

Students who exit the programme with 300, 240 or 120 credits completed may be eligible for an intermediate award titled "Health Studies" in line with the regulations. A student prevented by illness or other good cause from taking all assessments required for the final Stage of a course of study may as prescribed in the Regulations be granted an Aegrotat award. **The intermediate and aegrotat awards titled Health Studies DO NOT confer eligibility to register with the Nursing and Midwifery Council (NMC) as a Nurse.**

Admissions requirements

We are proud to be [one of the most inclusive universities in the UK](#). All our students have potential, and we believe that as many people as possible should have the chance to benefit from higher education, no matter what their background or circumstances. We take the time to understand the background of our applicants, understand their journey to education, and make decisions based on an applicant's potential to thrive at university and beyond.

Language and numeracy requirements

As the programme is taught in English and uses numeracy, all MNur applicants are required to have proficiency at GCSE Grade 4 (national grade C) or above in English Language and Mathematics.

- Alternative RQF Level 2 qualifications such as Key Skills are also acceptable if equivalent.
- MNur does not regularly admit international students, but home status students including refugees are welcome to apply. Strict English Language requirements apply if English is not an applicant's first language: the NMC require that applicants to join their register have proficiency equivalent to International English Language Testing System (IELTS) 7.0, (no sub-test lower than 7.0)

Academic entry requirements

The tariff is different for the MNur specialisms offered. A typical applicant to the Children's/Mental Health programme will have 120 Ucas points and a typical applicant to the Adult/Mental Health programme will have 112 Ucas points. Examples to reach this in qualifications include:

- A-level: BBB (120 pts) or BBC (112 pts). No subject requirements.
- BTEC Extended Diploma: DDM (120 pts) or DMM (112 pts). No subject requirements.
- NVQ Level 3: we accept in any subject if you have current employment in a health, support or care environment with 2 years' work experience.

We publish scores from other UK qualifications on the University website's course page. Examples of other equivalent international qualifications are provided on the [University of Bradford page for a country or region](#). Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

We are committed to raising aspirations and widening access to higher education, regardless of your background. The [University of Bradford Progression Scheme](#) welcomes applicants from a number of groups including adult learners who are 21+ on the first day of term, British armed forces families, carers and care experienced learners, estranged or orphaned learners, refugees and asylum seekers, and Romani or Traveller family members.

Further admission requirements

All applicants should be aware of the following:

- Agreement to undertake an Enhanced Disclosure and Barring Service check. A satisfactory check demonstrates that a student nurse can work with children or adults at risk on your clinical placement. Once applicants accept an offer they will be asked to declare any criminal convictions they hold (including spent convictions). Having a criminal record does not mean that students cannot enrol on the course but that they will have to go through a multi-professional criminal convictions panel process as part of admission.
- Agreement to undertake Occupational Health Assessment and screening compliant with UK Health Security Agency requirements for the protection of the public and students and staff working in health and social care. All offers of places are made subject to satisfactory health clearance and an agreement to undergo appropriate blood tests and immunisations. An ongoing health issue is not necessarily a bar to entering the programme and each issue is reviewed individually in line with professional body guidelines.
- Students are recruited to the programme following a successful interview which is centred on values-based recruitment in accordance with NHS England guidelines. If a place is offered on a nursing programme, prospective students will be invited to an Applicant Experience Day. At this event they will have an opportunity to find out more about the programme, including modules and placements, and meet current students and members of the academic team.

Where issues are identified with a DBS or occupational health assessment, the results will be notified to the applicant, as well as the actions proposed by a multi-professional panel.

Access and prior learning

People thinking of studying with the University of Bradford don't need to wait for the start of the year to contact our Disability Service. The University can arrange for anyone to talk to this team about what support is on offer at Bradford including an invitation to our Get Set Day. To contact the Disability Service please complete the [request support form](#). The University is obliged to make reasonable adjustments for students with disabilities to enable them to fulfil the required competencies of the programme and admission to it. Candidates who are concerned about health issues are strongly advised to contact us prior to applying.

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University of Bradford has procedures to evaluate and recognise this learning to provide applicants with exemptions from

specified modules or parts of the programme. Find more information about [recognition of prior learning decisions](#) on the University website.

Consideration of prior learning will be made in line with NMC Standards for education and training. Prospective students are asked to contact the central admissions department on admissions-health@bradford.ac.uk before making an application. All applicants require an interview and adhere to the admissions process.

Please note: Information in this document is for the contemporary recruitment cycle and was accurate at time of publication. The current tariff and accepted qualifications for entry onto the programme is published at the online course pages:

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

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