BSc (Hons) Nursing (Adult, Mental Health or Child) leading to NMC Registration

Programme Specification

Middlesex University

1. Programme title	BSc (Hons) Nursing (Adult, Mental Health or Child) with NMC Professional Registration
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University
4. Programme accredited by	Nursing and Midwifery Council
5. Final qualification	BSc (Hons) Nursing (Adult, Mental Health or Child) with NMC Professional Registration
6. Academic year	2008-2009
7. Language of study	English
8. Mode of study	Full -time

9. Criteria for admission to the programme

- 5 GCSEs, O'Levels at grades A-C including English language and Math or a Science subject or equivalent.

- 2 A Levels or equivalent qualification.

- Accreditation of Prior Certificated or Experiential Learning may be considered on an individual basis.

- Students accessing the programme to 'top-up' or to gain a second registration following a programme of initial registration must be currently on the NMC register as a registered nurse.

- Following enrolment, all students must demonstrate successful occupational health and criminal records bureau clearance prior to commencing practice.

10. Aims of the programme

The BSc (Hons) Nursing programme aims to produce graduate nurses who following their common first year, make an informed choice as to what branch of the register they will progress to registration upon. Students accessing the BSc programme will develop critical and analytical skills to explore the philosophical basis of nursing practice, debate current issues in nursing and consider the future development of nursing as a profession.

The BSc (Hons) Nursing Programme aims to enable students to achieve:

- Competency in-line with the Nursing and Midwifery Council Professional requirements for entry to the register as an adult nurse.
- Become a critical practitioner utilising reflective practice as a catalyst for change.
- Adopt a critical and analytical approach to care and recognising the challenges of integrating theory with practice and developing theory emergent from practice.
- Develop the skills required for autonomous practice, decision-making and team working in health and social care.
- Acknowledge the changing face of nursing, the on-going development of nursing as a profession contributing to the debate and discussion of future developments in nursing.
- Engage with life-long learning, develop transferable skills to enhance their nursing role and appreciate the value of education for health and society.

The Adult Branch aims to enable the student to:

- Establish therapeutic relationships working in partnership with the adult patient, respecting individuality and involving them in their care.
- Develop analytical and problem-solving approaches to the holistic assessment, planning and implementation of adult care illustrating understanding of the evidence informing the care of a multiplicity of adult health needs.
- Demonstrate an array of practical skills and techniques required in the implementation of care for adult patients in a variety of health care environments.
- Practice in a range of health care settings, caring for adults from primary, secondary and tertiary perspectives.

The Child Branch aims to enable the student to:

- Develop the knowledge, attitudes and skills to care for children and their families with a variety of levels of dependency and in a range of care settings.
- Synthesise knowledge of child development in the holistic assessment of children from infancy to adolescence, recognising health risks associated with different ages and developmental stages.
- Plan holistic evidence based care for children and their families in a variety of home and health care settings.
- Work in partnership with families to plan care demonstrating knowledge and understanding of the importance of multi-agency working in the provision of co-ordinated services to families and involving them in care decisions.
- Demonstrate practical and technical competence in a range of skills required in the implementation of care for the child and family.

The Mental Health branch aims to enable the student to:

- Adopt an holistic approach to the assessment and planning of care using an evidence based approach to work with the client and family to help them understand the meaning of their experience and how they may be helped to manage their lives in a fulfilling way.
- Engage with members of health and social care teams to jointly examine behavioural, emotional, cognitive and spiritual responses to situations which give rise to difficulty, respecting and valuing diversity in terms of age, race, culture, disability, sexuality, gender and spirituality.

- Work in partnership with the client and others whilst recognising and acknowledging power differential and minimising them wherever possible; Advocates on behalf of the client, family, carer and wider community affected by stigma, discrimination, social inequality, and exclusion associated with mental illness.

Promote safety and positive risk taking at an individual, organisational and community level, and competently implements a range of relationship skills in the implementation of mental health care

11. Programme outcomes

A. Knowledge and understanding
On completion of this programme the successful student will have knowledge and understanding of :

1. Professional and ethical practice
2. Care delivery
3. Care management
4. Personal and professional development

(As detailed in the NMC Standards of Proficiency)

Teaching/learning methods
The programme development of knowledge and understanding in this programme is developed with 50% of learning occurring in the practice setting and 50% theory based in the University.

Core knowledge and understanding is acquired from seminar group work, practical sessions, laboratory sessions, practice placements, lectures, tutorials, e-learning, support from the Professional Development Tutor and guided independent study.

The learner is encouraged to develop a deep approach to learning through year long modules that encourage independent reading alongside taught components. This approach assists with a broadening of knowledge and an understanding of subject matter.

Assessment Method
The programme endeavours to embed the concept of assessment as learning, not merely a source of measurement, thus a range of formative assessment techniques prepare the students for summative testing.

Assessment methods are specified in each module outline. All learning outcomes in a module are assessed and the mode of assessment is specified and mapped against each outcome. Modules are assessed using a combination of coursework, practice competency, presentations, viva and examination. The nature of coursework varies from module to module.

B. Cognitive (thinking) skills
On completion of this programme the successful student will be able to:

1. Work within professional frameworks.
2. Explore concepts and principles related to nursing.
3. Recognise the need for an holistic approach to nursing.
4. Apply theory to practice.
5. Reflect on practice.
6. Demonstrate decision-making skills in complex situations.
7. Discuss and apply principles of interprofessional working.

Teaching/learning methods
Intellectual skills are developed through problem solving, reflection and role modelling individually and in groups, both in the practice environment and in the University.

Learning to apply knowledge and skills to nursing practice is facilitated via case studies and placement learning.

Students are engaged in discussion of the key issues, in consideration of applying theoretical and practical concepts and undertake this orally, in writing and in practice.

Assessment Method
Assessed formatively and summatively using a variety of methods including: coursework, practice assessment, skills assessments, examinations, group presentations, on-line assessments, care planning and report writing.

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| **C. Practical skills**
On completion of the programme the successful student will be able to:

1. Employ a range of appropriate and effective interpersonal and relationship skills.
2. Adopt a problem solving approach to the assessment, diagnosis, planning and implementation of nursing care.
3. Offer an evidence based rationale upon which nursing care is based.
4. Competently work as both an autonomous practitioner and an effective member of the inter-professional health and social care team.
5. Demonstrate proficiency in a range of essential nursing skills.
6. Participate in the evaluation of care. | **Teaching/learning methods**
Emphasis is placed throughout the programme on the development of practical skills. Practical skills are promoted through placement learning, in collaboration with clinical mentors and clinical placement facilitators. Role modelling plays a significant part in the student's skills development.

Independent learning is provided as part of the Skills Workbook component of the Practice Learning Document. This facilitates the student's understanding and development of nursing skills and serves as a tool for use with staff in their practice learning. Formal practice skill sessions are offered throughout the programme in skill labs and in the clinical environment

Assessment Method
Assessed formatively and summatively. Practice assessment includes the use of the Practice Learning Document (PLD) to assess the student's progress in practice. The PLD comprises of a formative skills workbook, summative skills component, learning contract and practice assessment tools. The student uses 1 PLD per year at novice, advanced, beginner and competent levels. |
| **D. Graduate Skills**
On completion of this programme the successful student will be able to demonstrate a range of graduate skills including:

1. Communication
2. Teamwork
3. Personal and Career Development
4. Effective Learning
5. Information Technology
Numeracy | **Teaching/learning methods**
Students have a structured approach to the development of graduate, transferable and employability skills throughout their programme, with these skills embedded in he modules across year 1 of the programme and explicit modules in the form of: HSC2002 (Approaches to Health and Social Care Research) and HSS3330 (Dissertation module)

These skills are also applied and developed progressively through the remaining modules.

Assessment method
Assessed formatively and summatively using a variety of methods including: portfolio development, individual and group presentations, coursework, practice assessment, drug calculations, e-learning and report writing.

The submission of a dissertation allows the student to demonstrate their graduate skills at a theoretical and practice focus level. |

12. Programme structure

12. 1 Overall structure of the programme

- The Common Foundation Programme (CFP) comprises the first year of the Pre Qualifying and Undergraduate Nursing Framework. It is forty-five weeks in duration, exclusive of annual leave.

- The Common Foundation Programme comprises of taught theory with opportunities to apply theory to practice in the skills laboratory, practice visits and experiences in the clinical setting.

- During the first year of the programme, students will undertake four modules, each of which carry 30 credits at level 1. All four modules comprise of theory and practice components. On successful completion of the CFP, students will have achieved 120 credits at level 1.

- The total number of hours of learning is 1,556 hours. This is made up of 778 hours of theoretical learning and 778 hours of practice learning, for the year.

- The programme has been developed in partnership with local NHS Trusts that are members of NHS London. Practice placements are generally undertaken in these Trusts. Students who successfully complete the Common Foundation Programme progress to the Branch programme (adult, mental health or child). For those students who have successfully completed the CFP and wish to step off the programme, they may be eligible for Certificate in Higher Education (MU).

- In conjunction with the NMC directive, July 2006 (NMC circular 16/2006), "all Common Foundation Programme outcomes are to have been achieved and confirmed within 12 weeks of entering the branch programme. No extensions to the 12 week period are permitted. This means that the student who has a resit attempt at a module, or modules, must have passed the module (s) and have the outcome confirmed by the appropriate assessment board within the 12 week period".

- For students accessing the BSc (Hons) Nursing leading to professional registration, the course is studied over three years full-time with both theoretical input and clinical nursing practice placements. Each year of the BSc programme runs over the autumn, spring and summer terms. Students undertake all theoretical components of the modules concurrently, ensuring knowledge is built upon across the year. Practice attached to the modules is across the year. Practice attached to the modules is undertaken across a total period of 20 weeks per year. Each module has its distinct formative and summative assessments.

- The first two years of the BSc (Hons) Nursing programme are made up of four modules at Level 1 and three modules at Level 2, giving successful students 120 credits at level 1 and 120 credits at level 2.The final year of the BSc (Hons) Nursing programme is made up of 4 modules, giving successful students 120 credits at Level 3.

- The modular structure of the programme for each of the above routes to the BSc (Hons) Nursing award is detailed overleaf.

12.2 Levels and modules		
Level 1		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: **IPH 1710** Foundations for Nursing the Individual – 1 (30 c) **IPH1720** Foundations for Nursing the Individual – 2 (30 c) **IPH1730** Inter-professional Working 1 (30 c) **IPH 1725** Nursing the Individual and Family in Society (30 c)		In order to progress to the branch programme, of the Pre–Qualifying and Undergraduate Nursing Framework, students are required to successfully complete all modules at Grade 16 or above, within 12 weeks of accessing the branch programme. The practice components of all modules is non-compensatable . Modules that directly reflect skills in practice are non-compensatable. Attendance at mandatory training in Years 1 and 2 and 3 is compulsory. Failure to attend will result in the student not meeting the Learning outcomes for that particular module to which the attendance at mandatory training is attached. This failure is non-compensatable. Compensation can be applied to 30 credits within the CFP. This may be up to 60 credits at the discretion of the PPC. No self-deferral permitted. Students need to have met the attendance requirements for theory and practice outlined in the attendance policy for the Pre-Qualifying and Undergraduate Nursing Framework. Students may be discontinued/defer if they accumulate sickness or absence exceeding 10 days in each year of the programme.

Level 2		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: **IPH 2222** Approaches to Health & Social Care Research (30c) **IPH 2730** Inter-professional Working 2 (30c)	Students must also choose at least XX from the following:	
For entry to the register as an Adult Nurse		
NIP 2510 Fundamentals of Adult Nursing Practice 1 (60c)		
For entry to the register as an Mental Health Nurse		
MHR 2510 Essential Knowledge and Skills for Mental Health Nursing (60c)		
For entry to the register as a Children's Nurse		
PHC 2510 Meeting the Health and Illness Needs of the Child and Family (60c)		

Level 3		
Students stepping onto the BSc (Hons) Nursing who are registered nurses on the NMC register, are accredited with 120 level 1 credits in addition to any other relevant modules/study undertaken) and must complete the equivalent of 120 credits at level 2 and 120 credits at Level 3. Programmes of study to achieve this are developed on an individual basis depending on the candidate's prior academic and professional experience.		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
NIP 3637 Fundamentals of Decision Making in Practice (30c) **HSS 3330** Dissertation (30c) **NIP 3639** Reflection and Preparation for Practice Development (30c)	Depending on APL: **HSS 2002** or Level 3 equivalent - Research Methods and Processes (30c) Depending on APL students must select remaining level 3 modules from NIP, BMS, PHC HSS, MHR, IPH or NSA subject areas.	In order to register on the NMC Professional Register students are required to successfully complete all modules at Grade 16 or above. The practice components of all modules is non-compensatable . Modules that directly reflect skills in practice are non-compensatable. Attendance at mandatory training in Years 1 and 2 and 3 is compulsory. Failure to attend will result in the student not meeting the Learning outcomes for that particular module to which the attendance at mandatory training is attached. This failure is non-compensatable. Students also need to have met the attendance requirements for both theory and practice outlined in the attendance policy for the framework. Students may be discontinue/defer if they accumulate sickness or absence exceeding 10 days in either year of the programme. In line with the university regulations a minimum of 120 credits must be taken at the awarding institution if a degree is to be awarded.
For entry to the register as an Adult Nurse		
NIP 3520 Nursing the Adult with Complex Care Needs (30c)		
For entry to the register as an Mental Health Nurse		

COMPULSORY	OPTIONS	PROGRESSION REQUIREMENTS
MHR 3520 Complex Care Needs in Mental Health (30c)		
For entry to the register as a Children's Nurse		
PHC 3520 Complex Care Needs in Children & Young People (30c)		
For students with an existing NMC registration and a Diploma of Higher Education who wish to gain registration in an additional branch of nursing, the following modified branch programme is undertaken. Following programme planning and APL, students wishing to gain a second registration at BSc (Hons) level as an adult, child or mental health nurse need to gain 60 credits at Level 2 and 60 credits at Level 3, undertaking compulsory and branch-specific modules as listed below:		
COMPULSORY	OPTIONS	PROGRESSION REQUIREMENTS
NIP 3636 Reflection & Preparation for Professional Practice (30c)	**NIP 2510** Fundamentals of Adult Nursing Practice (60c) Or **PHC 2510** Meeting the Health & Illness needs of the Child & Family Or **MHR 2510** Essential knowledge & skills for Mental Health Nursing And **NIP 3520** Nursing the Adult with complex care needs (30c) Or **PHC 3520** Complex care needs in Children and Young People (30c) Or **MHR 3520** Complex care needs in Mental Health (30c)	

12.3 Non-compensatable modules

Module level	Module code
1	IPH1710;IPH1720
2	NIP 2510; PHC 2510; MHR 2510
3	HSS3330; NIP3636; PHC3520; MHR3520; NIP3520;

13. Curriculum map

See attached.

14. Information about assessment regulations

Assessment regulations follow Middlesex University's Academic Regulations. In addition the framework requires that:

- Where there is more than one component to a module assessment, the marks are aggregated and a grade given using the Middlesex University 20 point scale.

- Practice will be graded a 'Y' (ungraded) pass. Failure will be graded a 19 (non-compensatable). Non-submission a grade 20 (non-compensatable). Programme progression committee may at its discretion compensate one module in the Common foundation programme and one module in the branch programme. Modules which are totally assessed by practice or modules where the practice component has been failed cannot be compensated.

- Automatic deferral is not permitted for students on these programmes.

- In order to progress to the next year of the programme all students must meet the attendance requirements of the programme. Students accumulating sickness or absence exceeding 10 days per year may be discontinued or deferred.

- All CFP outcomes are to have been achieved and confirmed within 12 weeks of entering the branch programme.

15. Placement opportunities, requirements and support (if applicable)

- As part of a pre-qualifying and undergraduate nursing programme, all students must satisfy the NMC requirements to have achieved a minimum of 2300 hours in practice during the whole of their programme, in order to register as a professional nurse with the NMC.

- Practice experiences can take place in any of the NHS Trusts that are part of NHS London and in the Voluntary and Private Sector in the North London area.

- Staff within the School of Health and Social Sciences work in partnership with practice placement providers to ensure that the practice learning environment is conducive to meeting the individual learning needs of the student and a robust process of quality monitoring of the learning environment is in place.

- Students are given notification of their allocated placement in advance and it is their responsibility to contact the placement as instructed, for details of their duty rota. Contact details are made available prior to placements.

- Nursing is a profession that is required to work throughout the 24 hour period. Duty rotas will reflect this and will include early, late, night, weekend and Bank Holiday shift patterns. Students are informed of this at interview.

- Each practice area has an allocated link lecturer and practice placement information to further support clinical learning. Practice placements are assessed using the Practice Learning Document. Students are expected to work with their assigned mentor/assessor two to three times per week. The remainder of their time, they may work with other qualified members of staff

16. Future careers (if applicable)

On successful completion of the programme students are eligible to enter the professional register for nursing

Students will receive career guidance from their Professional Development Tutor. A workshop to discuss jobs within the various trusts is organised during the final semester

17. Particular support for learning (if applicable)

- Clinical Placement Folders
- Student Handbook for Practice Placement
- Clinical learning supported by named mentor within clinical areas and an allocated link lecturer for each placement area
- Professional Development Tutor (Registered nurse)
- Clinical Skills laboratories at Archway and North Middlesex Campuses
- ELLS English language & Learning Support Service
- School Learning Development Unit housing suite of transferable, graduate and employability skills modules
- Oasis (Web based learning)
- Disability Unit and special learning needs support
- Opportunity for overseas electives

18. JACS code (or other relevant coding system)	UCAS code: B700E

19. Relevant QAA subject benchmark group(s)	Nursing

20. Reference points

A First Class Service – Quality in the New NHS (DoH 1998)
Critical Review of Pre-Registration Nursing Provision at Middlesex University 2000-2004
Evaluation Projects Steering Group (EPSE): 2002-2005
Education in Focus (ENB 2000)
Essence of Care (DoH 2001)
Fitness for Practice (UKCC 1999)
Healthcare Futures (UKCC 1998)
Inter-professional Capability Framework (CUILU 2004)
Knowledge and skills Framework (DoH 2003)
Making a difference (DoH 1999)
Middlesex University) Learning and Quality Enhancement Handbook, London, MU
Middlesex University Guide and Regulations, London, MU
Middlesex University (2006) The Learning Framework, London, MU
Modernising Mental Health Services: Safe, Sound and Secure (DoH 1998)
National Service Framework (DoH 1999, 2000. 2001, 2004)
Placements in Focus (ENB 2001)
Quality Assurance Agency (2001) Subject benchmark statement for nursing, London : QAA
Quality Assurance Agency (2001) Code of practice on placement learning, London : QAA
Quality Assurance Agency (2000) Framework for Higher Education Qualifications, London : QAA
School of HSSC Maintenance and enhancement of quality and standards, HSSC
School of HSSC Curriculum policy and strategy framework
School of HSSC Learning, Teaching and Assessment policy and strategy,
Statutory Regulations of NMC and Code of Professional Conduct Standards: standards for conduct, performance and ethics (NMC 2004)
Standards of Proficiency for Pre-Registration Nursing Education (NMC 2004)
The Children Act 2004
The New NHS Modern and Dependable (DoH 1997)
The NHS Plan (DoH 2000)
The Ten Essential Shared Capabilities (DoH, 2004)

21. Other information

None

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the University Regulations.

Curriculum map for BSc (Hons) Nursing (Adult, Mental Health or Child) with NMC Professional Registration

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding		Practical skills	
A1	**Professional and Ethical Practice**	C1	**Effective Inter-Personal Skills**
A2	**Care Delivery**	C2	**Nursing Assessment**
A3	**Care Management**	C3	**Planning Nursing Care**
A4	**Personal and Professional Development**	C4	**Delivering Care and Justifying Actions**
A5		C5	**Competence in a Range of Essential Nursing Skills**
A6		C6	**Participation in Care Evaluation**
Cognitive skills		Graduate Skills	
B1	**Ability to Work Within Professional Frameworks**	D1	**Communication**
B2	**Exploration of Concepts and Principles Related to Specific Branches of Nursing**	D2	**Teamwork**
B3	**Recognition of the Need for an Holistic Approach to Care**	D3	**Personal and Career Development**
B4	**Application of Theory to Practice**	D4	**Effective Learning**
B5	**Reflection on Practice**	D5	**Information Technology**
B6	**Demonstrate Decision-Making Skills in Complex Situations**	D6	**Numeracy**
B7	**Discuss Principles of Inter-Professional Working**		

Programme outcomes																						
A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
Highest level achieved by all graduates																						
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Module Title	Module Code by Level	A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
Foundations for Nursing the Individual – 1	IPH1710		X	X			X	X	X			X	X	X	X	X	X	X	X	X		X		X
Inter-Professional Working 1	IPH1730	X			X	X	X	X	X	X	X	X	X						X	X	X	X		X
Foundations for Nursing the Individual – 2	IPH1720		X	X			X	X	X			X	X	X	X	X	X	X	X	X			X	X
Nursing the Individual and Family in Society	IPH1725		X	X			X	X	X			X	X	X	X	X	X	X	X	X		X		X
Approaches to Health and Social Care Research	IPH2222	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X				X	X	X
Fundamentals of Adult Nursing Practice	NIP2510	X	X	X		X	X	X	X				X	X	X		X	X	X	X		X	X	X
Meeting the Health and Illness Needs of the Child and Family	PHC2510	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
Essential Knowledge and Skills for Mental Health Nursing	MHR2510	X	X	X		X	X	X	X				X	X	X		X	X	X	X	X	X	X	X
Inter-Professional Working 2	IPH2730	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	
Nursing the Adult with Complex Care Needs	NIP3520		X	X			X	X				X		X	X	X	X	X	X	X	X	X	X	X
Complex Care Needs in Children and Young People	PHC3520		X	X			X	X				X		X	X	X	X	X	X	X	X	X	X	X
Complex Care Needs in Mental Health	MHR3520		X	X			X	X				X		X	X	X	X	X	X	X	X	X	X	X
Fundamentals of Decision Making in Practice	NIP3637	X		X		X	X				X				X		X	X	X	X	X	X		
Reflection and Preparation for Practice Development	NIP3639	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X		
Dissertation	HSS3330					X	X	X	X	X			X	X	X	X	X		X	X	X	X	X	X