

Programme Specification for

Post Graduate Diploma – Mental Health Nursing



1. Programme title	Post Graduate Diploma – Mental Health Nursing
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University
4. Details of accreditation by professional/statutory/regulatory body	The Nursing and Midwifery Council
5. Final qualification	Post Graduate Diploma with Registration – RN Mental Health
6. Year of validation Year of amendment	
7. Language of study	English
8. Mode of study	Full-time

9. Criteria for admission to the programme

Applicants to this programme pathway will be considered on an individual basis but will normally require a degree of 2.2 or above.

This programme pathway has been designed for graduates with health related degrees (e.g. health studies, biology, psychology, sociology); however, graduates in other degree subjects will also be considered. All applicants will need to go through the APL process (Accreditation of Prior Learning) through Middlesex University, as part of the recruitment and selection process. This is essential in order to complete the programme, with registration, in 2 academic years.

10. Aims of the programme

The programme aims to:

The Post Graduate Diploma in Nursing programme pathway aims to produce nurses who are able to provide safe and effective care, demonstrate personal insight, and will take responsibility for her/himself and when caring for others. Building on previously gained analytical skills, the nurse will exercise judgment within a range of practice settings, taking into account the social contexts of care.

She/he will demonstrate warmth and empathy and will develop emotional intelligence and cultural competence. She/he will be committed to working in partnership with service users and colleagues and demonstrate a personal commitment to life-long learning.

Using critical and analytical skills, the student will integrate their learning in theory and practice, and will utilise evidence in the process of critically evaluating concepts and frameworks in nursing.

With skills and competencies that have been developed, she/he should be able to confidently and effectively engage in dialogue with health and social care professionals. She/he will understand her/his accountability for decision-making, which will be exercised in the best interests of the patient/client/service user.

On completion of the programme she/he will be able to demonstrate the required nursing and midwifery competencies for registration as a nurse.

11. Programme outcomes

A. Knowledge and understanding

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

The NMC domains

1. Leadership, management and teamwork.
2. Communication and inter-personal skills.
3. Professional values.
4. Nursing Practice and decision making.

Teaching/learning methods

Students gain knowledge and understanding through:

- 50% learning in practice setting, and 50% theory based learning within the University.
- lectures, seminar group work and tutorials;
- simulated learning;
- practice placements;
- e-learning;
- support from the Professional Development Tutor;
- guided independent study;
- independent reading, alongside taught components.

	<p>Assessment methods</p> <p>Students' knowledge and understanding is assessed by:</p> <ul style="list-style-type: none"> • a range of formative assessment techniques to prepare the students for summative assessment. Specific assessment methods are identified in each module narrative and tests all the learning outcomes. • Overall assessment methods are designed to challenge students further in order for them to justify clinical decision making. This is done through self, peers and group assessment, online assessment, and assessment by the Mentor in practice.
<p>B. Cognitive (thinking) skills</p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Appraise the efficiency of theory and practice related to nursing. 2. Critically analyse concepts and principles related to nursing and underpinning theoretical perspectives derived from other disciplines. 3. Critically evaluate and utilise relevant and appropriate evidence from a range of sources, related to health and social care. 4. Justify the argument for a holistic approach to nursing. 5. Synthesize appropriate information to inform judgment in decision making. 	<p>Teaching/learning methods</p> <p>Students learn cognitive skills through:</p> <ul style="list-style-type: none"> • problem solving and appraisal; • debate; • critical reflection and role play, individually, and in groups, both, in the practice environment and in the University; • case studies; • placement learning; • simulated learning; • discussions of key issues, in consideration of applying theoretical and practical concepts orally, in writing and in practice. <p>Assessment methods</p> <p>Students' cognitive skills are assessed by</p> <ul style="list-style-type: none"> • formative and summative assessment, using a variety of methods including: presentations, critical essay writing, care planning, report writing, written examination and practice assessment.

C. Practical skills

On completion of the programme the successful student will be able to:

1. Demonstrate caring, compassion and empathy.
2. Deliver care consistent with professional, ethical and legal values.
3. Practice safe and competent care based on evidence using generic and specialist skills.
4. Demonstrate effective management of themselves and others.
5. Utilise a range of skills which foster effective interpersonal relationships.
6. Adopt a problem solving approach to the nursing process.

Teaching/learning methods

Students learn practical skills through:

- placement learning and simulated learning in collaboration with mentors and clinical placement facilitators;
- role modelling;
- independent learning is provided as part of the skills section of the Practice Learning Document;
- skills sessions taught and rehearsed throughout the programme in skill labs and in the clinical environment.

Assessment methods

Students' practical skills are assessed by:

- **formative** and **summative** methods of assessment include the use of Objective Structured Clinical Examination (OSCE) and the Practice Learning Document (PLD) to assess the student's progress in practice. The student progresses from novice, advanced beginner and competent levels through the programme with practice being graded at advanced beginner and competent level;
- the PLD will comprise Learning agreements, achievement of competencies to meet Progression points 1 and 2, and competencies for registration, and achievement of skills in clinical practice;
- maintaining a Personal Professional Portfolio reflecting on practice learning will be a requirement for all students that will form part of the assessment of practice at the different points in the year to meet the requirements for ongoing record of achievement at progression;
- evidence from the portfolio will be required for summative assessment in Year 3 of the programme.

<p>D. Graduate skills</p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Communication 2. Teamwork 3. Personal and career development 4. Effective learning 5. Information technology 6. Numeracy 	<p>Teaching/learning methods</p> <p>Students acquire graduate skills through:</p> <ul style="list-style-type: none"> • APL; • negotiated learning agreement; • critical reflection. <p>Assessment methods</p> <p>Students' graduate skills are assessed by:</p> <ul style="list-style-type: none"> • formative and summative methods: portfolio development, critical reflective commentary, poster presentations, practice assessment, drug calculations, e-learning and report writing.
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12. Programme structure (levels, modules, credits and progression requirements)

12. 1 Overall structure of the programme

12.2 Levels and modules

Level 3 (6)

COMPULSORY

OPTIONAL

PROGRESSION
REQUIREMENTS

<p>Students demonstrate successful claim for APL for all the modules listed for Year 1:</p> <p>PHC3005 (6) <i>30 credits</i></p> <p>NIP3090 (6) <i>30 credits</i></p> <p>NIP3091 (6) <i>30 credits</i></p> <p>Year 2 (Year 1 of taught programme)</p> <p>The student must take all of the modules listed below. The student will take 120 credits in this academic year.</p> <p>MHR4050 (7) <i>30 credits</i></p> <p>NIP1404 (4) <i>30 credits</i></p>		<p>Progression from Year 1 of the taught programme to Year 2 is dependent on achievement of all credits at Level 6-7 for theory, meeting the Progression points. This is a professional requirement for this programme (NMC 2010).</p> <p>Students need to have met the attendance requirements for theory and clinical practice outlined in the attendance policy for the Pre-registration Nursing Programme.</p> <p>Students need to demonstrate good health and character and must declare this at the start of each year of study and must complete a self-declaration of good health and character each year of the programme.</p> <p>Students need to have attended all mandatory training sessions, simulated learning hours and structured sessions with their Personal and Professional Development Tutor, for each academic year of study.</p>
Level 4 (7)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS

<p>Year 2 (Year 1 of the taught programme continued)</p> <p>MHR4012 (7) 30 credits</p> <p>NIP4015 (7) 15 credits</p> <p>MHR2404 (5) 30 credits</p>		
Level 4 (7)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Year 3 (Year 2 of the taught programme)</p> <p>Students must take all of the following modules. The student will take 90 credits over this academic year:</p> <p>MHR4013 (7) 30 credits</p> <p>MHR4016 (7) 15 credits</p> <p>MHR3404 (6) 30 credits</p>		<p>As per Year 1 of the taught programme. In addition at the end of Year 2 of the taught programme all students are required to have a written Declaration of Good Health and Character signed by the Programme Leader, indicating that to the best of their knowledge the student is eligible to register as a nurse with the NMC. Accumulated unauthorised absence may impact on the confirmation of good character required by the NMC.</p>

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)

Module level	Module code
Level 1 (4)	NIP 1404

Level 2 (5)	MHR 2404
Level 3 (6)	NIP 3005; NIP 3090; NIP 3091; MHR 3404
Level 4 (7)	MHR 4050; MHR 4012; MHR 4013; NIP 4015; MHR 4016

13. Curriculum map

See attached.

14. Information about assessment regulations

Assessment regulations follow Middlesex University's Academic Regulations.

In addition the Programme requires that:

- This programme does not allow students to re-take modules. All modules are compulsory and non compensatable.
- Within modules, 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 modules will be graded using the University 20 point scale at Advanced, Beginner and Competent levels.
- Students must achieve a pass grade for all the modules within the programme, to progress.
- Students must meet the attendance and mandatory training requirements of the programme. Students accumulating sickness or absence exceeding 10 days per year may be discontinued or deferred.
- Infringement of assessment regulations/academic misconduct (section F1) - may require Fitness for Practice Panel.
- CRB and Occupational Health clearance is required prior to commencing clinical placement.

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

- 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 gain professional registration with the NMC. In the Adult field, 75 hours have been allocated for Simulated Practice Learning across Year 1 of the programme to facilitate placement learning. All Adult students must also meet the requirements for clinical supervision set out by the EU directive 2005/36/EC.
- Practice experiences can take place in an approved learning environment in any of the NHS Trusts that are part of NHS London and in the independent and Private Sector.

- 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 37.5 hours throughout the 24 hour period over any days of the week, including weekends. Duty rotas will reflect this and will include early, late, night, weekend and Bank Holiday shift patterns.
- All students will be given an induction at the start of each new learning experience and support and guidance will be given to students with diverse needs.
- Each practice area has an allocated link lecturer and practice placement information folder to further support practice learning and to guide students and mentors on key policy documents such as the attendance policy and complaints procedure Practice learning is assessed using the Practice Learning Document.
- Students are required to work under direct or indirect supervision and have access to a mentor for 40% of their assessed learning period in practice. Students must work with a qualified mentor for a minimum of 4 weeks towards the end of Progression point 1 and 2 and be supervised and assessed by a sign-off mentor during a 12 week period of continuous practice at the end of Year 2 of the taught programme.
- Meetings with Personal and Professional Development Tutor at regular intervals will further support practice learning.

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 within Personal and Professional Development groups. Workshops to discuss jobs within the various trusts is organised during the final year of the programme.

Successful graduates will be able to progress to top up to Masters Level, including the MSc Mental Health Studies, MSc Nursing & MSc Nursing Studies. They also have the opportunity to undertake work based learning studies at PhD level in the future.

17. Particular support for learning (if applicable)

- Personal and Professional Development Tutor (PPDT)
- Personal and Professional Development Groups (PPDG)
- Link Tutor/Mentors in clinical practice
- Clinical Placement Facilitators
- Clinical Skills laboratories at Archway and North Middlesex Campuses
- Learning Development Unit
- Disability Unit and special learning needs support
- Use of My Learning for directed learning activities
- Learning Resources

18. JACS code (or other relevant coding system)

B760 (Mental Health)

19. Relevant QAA subject benchmark group(s)

Nursing

20. Reference points

- CSIP, Royal College of Psychiatrists and Social Care Institute for Excellence (2007) Position Paper 08: Recovery in future mental health services
- Department of Health (1999, 2000, 2001, 2004) National service frameworks
- Department of Health (2004) The ten essential shared capabilities: a framework for the whole of the mental health workforce
- Department of Health (2004) Knowledge and Skills Framework
- Department of Health (2006) From values to action: the Chief Nursing Officer's review of mental health nursing
- Department of Health (2007) Mental health policy implementation guide: a learning and development toolkit for the whole of the mental health workforce across both health and social care
- Department of Health (2009) Living well with dementia: a national dementia strategy
- Department of Health (2009) New horizons: a shared vision for mental health
- Department of Health (2010) Equity and excellence: liberating the NHS
- Department of Health (2010) 2009/10 National Survey of Investment in Adult Mental Health Services
- European Union Directive 2005/36/EC Recognition of professional qualifications
- Future Vision Coalition (2009) A future vision for mental health
- Combined Universities Interprofessional Learning Unit (CUILU) (2004) Interprofessional capability framework
- Mental Capacity Act 2005

- Mental Health Act 1983, as revised 2007
- Middlesex University (2005-2010) Critical review of pre-registration nursing provision
- Middlesex University (2006) The learning framework
- Middlesex University (2010/11) Regulations
- Middlesex University (2010/11) Learning and quality enhancement handbook
- National Institute for Health and Clinical Excellence
- Nursing Midwifery Council (2007) Essential skills clusters for pre-registration nursing programmes
- Nursing and Midwifery Council (2008) Standards to support learning and assessment in practice
- Nursing and Midwifery Council (2008) The code: standards of conduct, performance and ethics for nurses and midwives.
- Nursing and Midwifery Council (2009) Guidance on professional conduct for nursing and midwifery students
- Nursing and Midwifery Council (2010) Standards for pre-registration nursing education
- Quality Assurance Agency (2000) Framework for higher education qualifications,
- Quality Assurance Agency (2001) Code of practice on placement learning
- Quality Assurance Agency (2001) Subject benchmark statement for nursing
- School of HSSC (2002/5) Maintenance and enhancement of quality and standards
- School of HSSC (2002/5) Curriculum policy and strategy framework
- UCEA (2009) Health and safety guidance for the placement of higher education students
- University Student Charter

21. Other information

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.

Appendix 2: Curriculum Map

Curriculum map for Post Graduate Nursing Pathway Mental Health

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	Demonstrate leadership, management and team-working skills.	C1	Demonstrate caring, compassion and empathy
A2	Utilise effective communication and inter-personal skills.	C2	
A3	Demonstrate appropriate professional values.	C3	
A4	Critically reflect on all aspects of nursing practice and decision making.	C4	
A5		C5	
A6		C6	
Cognitive skills		Graduate Skills	
B1	Appraise the efficiency of theory and practice related to nursing.	D1	Communication
B2	Critically analyse concepts and principles related to nursing and underpinning theoretical perspectives derived from other disciplines.	D2	Teamwork
B3	Critically evaluate and utilise relevant and appropriate evidence from a range of sources, related to health and social care.	D3	Personal and career development.
B4	Justify the argument for a holistic approach to nursing.	D4	Effective learning.
B5	Synthesise appropriate information to inform judgment in decision making.	D5	Information technology.
B6		D6	Numeracy

