Programme Specification for

BSc (Hons) Nursing Mental Health

Middlesex University London

1. Programme title	BSc (Hons) Nursing Mental Health
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	BSc (Hons) with NMC Professional 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

A minimum of 280 UCAS tariff points from two or three GCE A levels/Applied GCE A levels, or from BTEC National Extended Diploma or combination of BTEC National Diploma in different subject areas, or from at least 5 Irish Leaving Certificate subjects taken at either Higher or Ordinary Level, or from a minimum of two Scottish Advanced Highers or three Highers, to a maximum of 5 Scottish higher qualifications; with at least 5 GCSEs or equivalent grades A-C, including English language and maths.

Or;

An Access to Nursing qualification, or in a related subject, which must include 45 credits at Level 3, of which all 45 must be at Merit or higher. Must contain Maths / English language GCSE equivalent. Must be recent within five years.

International qualifications are considered on an individual basis.

10. Aims of the programme

The programme aims to:

The BSc (Hons) Nursing programme pathway aims to produce the graduate nurse who is able to provide safe and effective care, is self-aware and willingly takes responsibility for self and others.

This nurse will tailor care to the individual but will always consider the social context of care and be able to assess and manage risks in that environment. 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.

Students accessing this programme pathway will be able to integrate their learning in theory and practice using critical and analytical skills; develop confidence to engage in equal contribution to dialogue with other health and social care professions; use critical thinking skills to support decisions which are made in the interest of the patient/ client/ service user.

On completion of the programme pathway students will be able to demonstrate the required nursing competencies for registration in their chosen field of practice, Mental Health Nursing.

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) Demonstrate leadership, management and teamwork.

2) Utilise effective Communication and inter-personal skills Professional values.

3) Demonstrate professional values.

4) A reflective approach to nursing practice and decision making.

Teaching/learning methods

Students gain knowledge and understanding through:

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

Assessment methods

Students' knowledge and understanding is assessed by:

	• a range of formative assessment techniques to prepare the students for summative testing; • self, peer, group, mentor and online assessments.
B. Cognitive (thinking) skills On completion of this programme the successful student will be able to: 1) Critically reflect on theory and practice related to nursing. 2) Critique evidence from a range of sources related to health and social care. 3) Analyse concepts and principles related to nursing. 4) Articulate the argument for a holistic approach to nursing. 5) Exercise significant judgment in decision making.	**Teaching/learning methods** Students learn cognitive skills through: • problem solving, debating, reflection and role modelling individually and in groups, both in the practice environment and in the University. • case studies, placement learning and simulated learning; • discussion of the key issues, in consideration of applying theoretical and practical concepts and undertaken orally, in writing and in practice. **Assessment methods** Students' cognitive skills are assessed by: • formatively and summatively using a variety of methods including: presentations, 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.	**Teaching/learning methods** Students learn practical skills through: • placement learning and simulated learning in collaboration with mentors; • role modelling • independent learning; • skills sessions in skill labs and in the clinical environment. **Assessment methods** Students' practical skills are assessed by: • formative and summative methods of

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.	assessment include the use of Objective Structured Clinical Examination (OSCE) and the Practice Assessment Document (PAD) to assess the student's progress in practice; • the student uses 1 PAD per year and there will be grading of practice in part 2 and 3. The PAD includes Professional Values for Practice, Essential Skills and Episodes of Care; • 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 end of Year 2 and 3 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.
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. 6) 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 the modules across Year 1 of the programme (NIP/MHR/PHC 1000) and explicit modules in the form of: NIP2204 (Appraising and Using Evidence for Practice) and NIP 3330 (Dissertation module); • these skills are also applied and developed progressively through the remaining modules and clinical practice. **Assessment methods** Students' graduate skills are assessed by: • formative and summative methods,

	including: portfolio development, reflective writing, poster presentations, practice assessment, drug calculations, e-learning and report writing.

12. Programme structure (levels, modules, credits and progression requirements)

12. 1 Overall structure of the programme

The programme pathway comprises **3 academic years**, each being 45 weeks in length exclusive of annual leave. The student will take 120 credits (4 modules) each year, at Levels 1, 2 and 3 respectively.

The programme pathway consists of 50% theory and 50%practice to make 4600 hours across the three years of the programme. Theory and practice are integrated and reflected in the learning outcomes of each module.

Clinical practice is undertaken each year to include 225 hours of simulated learning across Years 1-3 of the programme.

Progression from **Years 1** to **2** is dependent on achievement of all credits and meeting the progression criteria at Progression point 1. Similarly, progression from **Years 2** to **3** is dependent on achievement of all credits and meeting the progression criteria at Progression point 2. The latter is a professional requirement for this programme (NMC 2010).

There is shared learning of all modules between this pathway and the BSc (Hons) European Nursing pathways for **Year 1**.

Year 2 is shared in the main with students within the field of practice. However there is shared learning across Levels 2 and 3 for all the generic modules.

Discontinuation due to a Fitness to Practice Panel decision will mean the academic exit award made will reflect academic credit achieved, but have a non-professional title of:

- **Cert HE** Combined Studies
- **Dip HE** Combined Studies
- **BSc** Combined Studies
- **BSc Hons** Combined Studies

BSc (Hons) Nursing Pathway – Mental Health Field

Year 1 – 120 credits at L4

Exit award: Cert HE Health Care Practice

- **NIP1003** Foundation for Professional Practice (*30 credits*)
- **NIP1002** Foundation for Nursing Practice (*30 credits*)
- **MHR1000** Foundation for Field Practice (*30 credits*)
- **NIP1004** Practice Learning 1 (*30 credits*)

Year 2 – 120 credits at L5

Exit award: Dip HE Health Care Practice

- **MHR2000** Developing and Understanding in Mental Health (*30 credits*)
- **MHR2001** Assessment, Treatment and Intervention in Mental Health (*30 credits*)
- **NIP2204** Approaches to Health and Social Care Research (*30 credits*)
- **MHR2103** Practice Learning 2 (*30 credits*)

Year 3 – 120 credits at L6 OR 90 credits at L6 which include MHR3031, MHR3032, MHR3233 OR 60 credits at L6

Exit award: BSc (Hons) Nursing (Adult) with Registration

       BSc Nursing (Adult) with Registration

       BSc Health Care Practice

- **MHR3031** Meeting Complex Care Needs in Mental Health (*30 credits*)
- **MHR3032** Preparation for Registration for Mental Health Practice (*30 credits*)
- **NIP3330** Dissertation Module (*30 credits*)
- **MHR3233** Practice Learning (*30 credits*)

12.2 Levels and modules		
Level 4 (1)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS

Students must take all of the following:		Progression from **Years 1** to **2** is dependent on achievement of all credits (120 per year), and meeting the progression criteria at Progression point 1.
NIP1003 *30 credits* **NIP1002** *30 credits* **MHR1000** *30 credits* **NIP1004** *30 credits*		Similarly, progression from **Years 2** to **3** is dependent on achievement of all credits and meeting the progression criteria at Progression point 2. The latter is a professional requirement for this programme (NMC 2010).
		Students need to have met the attendance requirements for theory and clinical practice outlined in the attendance policy for the Pre-registration Nursing Programme.
		Students need to demonstrate good health and character and must declare this at the start of each year of study.
		Students need to have attended all mandatory training sessions, simulated learning hours and structured sessions with their professional development tutor, for each academic year of study.
Level 5 (2)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS

Students must take all of the following:		As per Year 1.
MHR2000 *30 credits* **MHR2001** *30 credits* **NIP2204** *30 credits* **MHR2103** *30 credits*		In addition progression from Years 2 & 3 is dependent on achievement of all 120 credits and meeting the progression criteria at Progression point 2 (part 2). The latter is a professional requirement for this programme (NMC 2010).
Level 6 (3)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS

Students must take all of the following:		Completion of all modules at Level 6.
MHR3031 *30 credits* **MHR3032** *30 credits* **NIP3330** *30 credits* **MHR3233** *30 credits*		If a student fails NIP 3330 (Dissertation), but completes the remaining 90 credits, the exit award will be BSc Nursing with NMC registration. At the end of the programme, all students are required to have a written Declaration of Good Health & 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.

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)	
Module level	**Module code**
1 (4)	NIP1003, NIP1002, NIP1004, MHR1000
2 (5)	NIP2204, MHR2000, MHR2001, MHR2103
3 (6)	MHR3031, MHR3032, NIP3330, MHR3233

13. Curriculum map
See attached.

14. Information about assessment regulations
• This programme does not allow students to re-take modules. All modules are

compulsory and non compensatable within the Mental Health programme.

- 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 in Years 2 and 3 only.
- Students must achieve a pass grade for all the modules within the programme, to progress.
- Students must meet the attendance, meetings with the professional development tutor and all 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.
- DBS and Occupational health clearance is required prior to commencing clinical placement.
- Automatic deferral is not permitted for students on these programmes.

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 Mental Health field, 225 hours have been allocated for Simulated Practice Learning across the three years to facilitate placement learning.

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 Education 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 Assessment 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.

Meetings with your Personal and Professional Development Tutor at regular intervals in each year will further support your 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 a range of taught Masters programmes including the MSc Nursing Studies and the MSc Mental Health Studies. They also have the opportunity to undertake work based learning studies at Post Graduate level.

17. Particular support for learning (if applicable)

- Personal and Professional Development Tutor groups
- Clinical Placement Facilitators
- Clinical Skills laboratories at Archway and North Middlesex Campuses
- School Learning Development Unit
- Disability Unit and special learning needs support
- Link Tutor/Mentors/other qualified health care professionals in clinical practice
- Dissertation supervision (individual/group)
- Use of My Learning for directed learning activities
- Graduate Academic Assistants

18. JACS code (or other relevant coding system)	B 760 Mental Health
19. Relevant QAA subject benchmark group(s)	Nursing

20. Reference points

- Critical Review of Pre-Registration Nursing Provision at Middlesex University 2005-2010
- CSIP, Royal College of Psychiatrists and Social Care Institute for Excellence (2007) Position Paper 08: A Common Purpose: Recovery in Future Mental Health Services
- Dept Education and Skills (2005) Hidden Harm: Government Response to Hidden Harm Dept Education and Skills (DfES) and DH (2004) Every Child Matters: Change for Children: Supporting Local Delivery
- Department of Health (1999) National Service Framework for Mental Health
- Department of Health (2000) No Secrets Guidance DoH (2001) The NHS Plan
- Department of Health (2001) Mental Health Policy Implementation Guide
- Department of Health (2001) The Journey to Recovery: the Government's Vision for Mental Health Care
- Department of Health (2002) Mental Health Policy Implementation Guide: Dual Diagnosis Good Practice Guide
- Department of Health (2004) National Service Framework for Children
- Department of Health (2004) Knowledge and Skills Framework
- Department of Health (2004) Personality Disorder: No Longer a Diagnosis of Exclusion
- Department of Health (2004) The Ten Essential Shared Capabilities: A Framework for the Whole of the Mental Health Workforce
- Department of Health (2006) From Values to Action: The Chief Nursing Officer's Review of Mental Health Nursing
- Department of Health (2006) Report on the Implementation of Standard 9 of the National Service Framework for children, Young people and Maternity services
- Department of Health (2007) Capabilities for Inclusive Practice
- Department of Health (2009) New Horizons: A shared vision for Mental Health
- Department of Health (2009) Work, Recovery and Inclusion
- Department of Health (2009) Living Well with Dementia: A National Dementia Strategy DoH UK Department of Health (2010) Equity and excellence: Liberating the NHS
- Future Vision Coalition (2009) A Future Vision for Mental Health Inter-professional Capability Framework (CUILU 2004) Knowledge and skills Framework (DoH 2003)
- Mental Capacity Act 2005
- Mental Health Act 1983, 2007
- Middlesex University (2006) The Learning Framework, London, MU Middlesex University (2010/11) Regulations, London, MU
- Middlesex University (2010/11) Learning and Quality Enhancement Handbook, London, MU
- National Institute for Health and Clinical Excellence (2006) Dementia. Supporting People with Dementia and Their Carers in Health and Social Care. NICE UK
- National Service Framework (DoH 1999, 2000. 2001, 2004)
- NIMHE (2005) Guiding Statement on Recovery
- 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 (2010) Standards for pre-registration nursing education
- Nursing Midwifery Council (2007) Essential Skills Clusters for Pre-registration Nursing programmes Nursing Midwifery Council (2010) Guidance on professional conduct for nursing and midwifery student. Quality Assurance Agency (2000) Framework for Higher Education Qualifications, London: QAA
- Quality Assurance Agency (2001) Code of practice on placement learning, London: QAA Quality Assurance Agency (2001) Subject benchmark statement for nursing, London: QAA Safeguarding Vulnerable Groups Act 2006
- School of HSSC (2002/5) Maintenance and enhancement of quality and standards, HSSC School of HSSC Curriculum policy and strategy framework (2002/5)
- SCIE/GSCC (2007) Eight Principles for involving service users and carers
- Social Exclusion Unit (2004) Mental Health and Social Exclusion 2004
- University Student Charter
- UCEA (2009) health and safety guidance for the placement of higher education students

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 BSc (Hons) Nursing Mental Health Pathway

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 teamwork.	C1	Demonstrate caring, compassion and empathy.
A2	Utilise effective communication and inter-personal skills.	C2	Deliver care consistent with professional, ethical and legal values.
A3	Demonstrate professional values.	C3	Practice safe and competent care based on evidence using generic and specialist skills.
A4	A reflective approach to nursing practice and decision making.	C4	Demonstrate effective management of themselves and others.
A5		C5	Utilise a range of skills which foster effective interpersonal relationships.
A6		C6	Adopt a problem solving approach to the nursing process.
Cognitive skills		Graduate Skills	
B1	Critically reflect on theory and practice related to nursing.	D1	Communication
B2	Critique evidence from a range of sources related to health and social care.	D2	Teamwork
B3	Analyse concepts and principles related to nursing and underpinning theoretical perspectives derived from other disciplines.	D3	Personal and career development.
B4	Articulate the argument for a holistic approach to nursing.	D4	Effective learning.
B5	Exercise significant judgment in decision making.	D5	Information technology.
B6		D6	Numeracy

Programme outcomes

A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7
Highest level achieved by all graduates																									
6	6	6	6				6	6	6	6	6		6	6	6	6	6	6	6	6	6	6	6	6	

Module Title	Module Code by Level	Programme outcomes																										
		A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7
Year 1																											
Foundations for Professional Practice	NIP1003	X		X						X	X							X			X						
Foundations for Nursing Practice	NIP1002				X					X		X			X	X	X	X		X						X	
Foundations for Field of Practice	MHR1000		X							X					X	X	X	X	X		X	X	X	X	X		
Practice Learning 1	NIP1004		X	X	X										X	X		X	X	X	X			X		X	
Mental Health Year 2																											
Developing an Understanding in Mental Health	MHR2000		X	X	X				X		X				X		X	X	X	X	X	X	X	X	X	X	
Assessment, Treatment and Interventions in Mental Health	MHR2001		X	X	X				X			X	X		X		X	X	X	X	X	X	X	X	X		
Appraising and Using Evidence for Practice	NIP2204								X	X	X													X	X		
Practice Learning 2	MHR2103		X	X	X				X	X		X			X	X	X	X	X	X	X	X	X	X	X	X	
Mental Health Year 3																											
Meeting Complex Care Needs in Mental Health	MHR3031		X		X				X	X	X	X	X				X				X	X	X	X		X	

Course	Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Preparation for Mental Health Practice	MHR3032	X	X	X	X						X	X			X	X							X	X		X	X	X	X		
Dissertation	NIP3330		X																		X	X			X	X			X	X	X
Practice Learning 3	MHR3233	X	X	X	X						X	X		X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	