

# Programme Specification and Curriculum Map for Diploma (Advanced) Nursing (Mental Health) leading to NMC Professional Registration

<b>1. Awarding institution</b>	Middlesex University
<b>2. Teaching institution</b>	Middlesex University
<b>3. Programme accredited by</b>	Nursing and Midwifery Council (NMC)
<b>4. Final award</b>	Dip (Advanced) Nursing with Professional Nursing Registration
<b>5. Programme</b>	Nursing
<b>6. UCAS code (or other relevant coding system)</b>	NMAS code: Mental Health 3160
<b>7. Relevant QAA subject benchmark group(s)</b>	Health Care Programmes Subgroup: Nursing
<b>8. Academic Year</b>	2009 - 2010
<b>9. Reference points</b>	
<p>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 (2006/7) Learning and Quality Enhancement Handbook, London, MU            Middlesex University (2006/7) Guide and Regulations, London, MU            Middlesex University (2006) The Learning Framework, London, MU            Modernising Mental Health Services: Safe, Sound and Supportive (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 (2002/5) Maintenance and enhancement of quality and standards, HSSC            School of HSSC Curriculum policy and strategy framework (2002/5)            School of HSSC Learning, Teaching and Assessment policy and strategy, (2002/5)            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)            University Student Charter</p>	

## 10. Aims of the programme

The programme aims to develop practitioners who are equipped to develop and enhance care for a growing mental health need in community. Caring for individuals from adolescence to senescence with both acute and chronic needs, the programme aims to develop a holistic and individualised approach to caring for clients with mental health problems.

The programme aims to enable the student to:

- Adopt an holistic approach to the assessment and planning of care using 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 the health and social care team 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 a partnership with the clients and others whilst recognising and acknowledging power differential and minimising them wherever possible. Advocate 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.
- Become a reflective practitioner.
- Develop the skills required for both autonomous practice and decision making and also team working within health and social care.
- Demonstrate competency in line with the Nursing and Midwifery Council Professional requirements for entry to the register as a Mental Health Nurse.
- Engage with life-long learning, develop transferable skills to enhance their nursing role and appreciate the value of education for health and society.

**11. Programme outcomes - the programme offers opportunities for students to achieve and demonstrate the following learning outcomes. The highest level at which these programme outcomes are to be achieved by all graduates is shown in the curriculum map section.**

The programme aims to enable the student to develop a holistic approach to nursing integrating theory and practice, facilitating the transfer of learning to practice, and reflecting on practice to critically appreciate the learning achieved. These outcomes reflect the Standards of Proficiency for Pre-registration nursing education (NMC 2004).

**A. Knowledge and understanding of:**

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 skills**

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

1. Practice within the regulations of the Nursing and Midwifery Council Code of Professional Conduct: Standards for Conduct, Performance and Ethics.
2. Explore concepts and principles related to Nursing.
3. Recognise the need for a holistic approach to individualised nursing care.
4. Integrate theory and practice.
5. Adopt a reflective approach to practice, recognising reflection as a catalyst for change.
6. Understand and apply principles of inter-professional 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.

**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.

Theoretical assessment adopts a variety of methods including: reflective logs, presentation of seminars, professional /learning development planning activities, practice assessment and viva voce examination.

The student will also see their Professional Development Tutor a minimum of twice per year to discuss their overall progress. This will be documented in the student's professional portfolio and PLD. The professional portfolio is formatively assessed on these occasions and summatively assessed twice during the programme.

## 12. Programme structures and requirements, levels, modules, credits and awards

### 12. 1 Overall structure 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 and explicit modules in the form of HSS2002 (Approaches to Health & Social Care Research).

Transferable skills are 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 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.

## 12.2 Levels and modules

This section should contain a more detailed description level-by-level of the programme structure, modules and credits. All modules should be categorised as compulsory or optional.

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENT
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- 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 per year. 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".
- The mental branch component comprises years 2 & 3 of the Pre-qualifying and Undergraduate Nursing Framework. It is ninety weeks in duration exclusive of annual leave. Each year of the branch programme runs over the autumn, spring and summer terms. Students undertake all theoretical components of the modules concurrently, so ensuring knowledge is built upon across the year. Practice attached to the modules is undertaken across a total period of 20 weeks. Each module has its distinct formative and summative assessment in theory and in practice.
- In year 1 of the branch programme, students will undertake two 30-credit modules (at level 2) and one 60-credit branch-specific module, which run over the academic year. These modules are integrated (theory and practice) and meet the NMC hours requirements for Pre Registration Nursing. In year 2 of the branch programme, students will undertake two 30-credit branch-specific module (at level 2) and two 30-credit modules (at level 3), which run over the academic year. All modules (at level 2 and level 3) are integrated (theory and practice) and meet the hours requirements for Pre Registration Nursing. On successful completion of the mental health branch programme, students will have achieved 180 credits at level 2 and 60 credits at level 3.

<p>Students must take all of the following:</p> <p><b>IPH 1710</b> Foundations for Nursing the Individual – 1</p> <p><b>IPH 1725</b> Nursing the Individual and Family in Society</p> <p><b>IPH 1720</b> Foundations for Nursing the Individual – 2</p> <p><b>IPH 1730</b> Interprofessional Working - 1</p>		<p>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.</p> <p>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.</p> <p>Compensation can be applied to 30 credits within the CFP. This may be up to 60 credits at the discretion of the PPC.</p> <p>No self-deferral permitted.</p> <p>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.</p>
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Level 2		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p><b>NIP 2222</b> Approaches to Health &amp; Social Care Research (30c)</p> <p><b>MHR 2510</b> Essential knowledge and skills for Mental Health Nursing (60c)</p> <p><b>IPH 2730</b> Inter-professional Working 2 (30c)</p>		<p>In order to register on the NMC Professional Register students are required to successfully complete all modules at Grade 16 or above.</p> <p>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.</p> <p>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.</p>

Level 3		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENT



<p><b>IPH 3730</b> Inter-professional working 3 (30c)</p> <p><b>NIP 3636</b> Reflection &amp; Preparation for Professional Practice (30c)</p> <p><b>MHR 2520</b> Complex Care needs in Mental Health (30c)</p> <p><b>MHR 2530</b> Social and Political Influences in Mental Health (30c)</p>		
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**12.3 Non-compensatable modules. Modules may additionally be designated non-compensatable.**

Module level	Module code
1	IPH 1710; IPH 1720
2	MHR2510
3	NIP 3636; MHR2520

**13. A curriculum map relating learning outcomes to modules**

See curriculum map attached

**14. Criteria for admission to the Programme**

- Five GCSEs/O levels at grades A to C including English Language and mathematics or a science (or)
- GNVQ level 3 in a related subject, e.g. health and social care (or)
- NVQ level 3 in a related subject, e.g. health and social care (or)
- BTEC National Diploma or BTEC certificate in a related subject
- CACGE certificate achieved after 1984 (or)
- A full Access to Nursing certificate, including a minimum of 12 credits at level 3 (or)
- Access certificates in health and social care and biological sciences, including a minimum of 12 credits at level 3 (or)
- Accreditation of Prior Certificated or Experiential Learning may be considered on an individual basis
- Following enrolment, all students must demonstrate successful occupational health and criminal records bureau clearance prior to entering practice.

**15. 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' (un-graded) pass. Failure will be graded a 19 (non-compensatable; non-submission will be graded a 20 (non-compensatable).
- Campus 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.

#### **16. Indicators of Quality**

- Successful Major Review of all Nursing Provision (QAA, on behalf of DoH, 2004)
- Prototype site for Ongoing Quality Monitoring and Evaluation (OQME) (QAA on behalf of DoH, 2004-5)
- Last RAE score - 3a for Nursing

#### **17. Particular support for learning**

- 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
- Oasis (Web based learning)
- Disability Unit and special learning needs support

#### **18. Methods for evaluating and improving the quality and standards of learning**

- Mechanisms for the review and evaluation of learning teaching and assessment
  - ❖ Module reviews
  - ❖ Progression and Retention
  - ❖ Professional accreditation by NMC
  - ❖ Education quality review
  - ❖ Centre for learning and development – HSSC
  - ❖ Peer teaching observation

- ❖ Annual staff appraisal
- ❖ External Examiner reports
- ❖ Ongoing quality monitoring and NMC Review.
- Mechanisms for gaining student feedback
  - ❖ Campus forum
  - ❖ Boards of Study
  - ❖ Placement learning evaluations
  - ❖ Module evaluations
  - ❖ Programme evaluations

Review of current programme

### **19. Placement opportunities, requirements and support**

- 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. Most Trusts have a Clinical Placement Facilitator to further support students in practice. 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.

### **20. Future careers: how the programme supports graduates' future career development.**

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

Please note: this specification provides 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 can be found in other sections of the Programme Handbook and the University.