Post Graduate Diploma Mental Health Nursing

Programme Specification

1. Programme title	Post Graduate Diploma Nursing Mental Health
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University
4. Details of accreditation by professional/statutory/regulatory body	Nursing and Midwifery Council
5. Final qualification	Post Graduate Diploma
6. Year of validation	2018/19
Year of amendment	2023
7. Language of study	English
8. Mode of study	Fulltime

9. Criteria for admission to the programme

Middlesex University has a flexible and personalised approach to admissions and we welcome applications from students with a wide range of qualifications. We accept applications from registered nurses (RNs) from general (adult), child and learning disabilities, in line with the NMC allowance for more than 50% RPL claim for RNs into this programme. This programme 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.

Applicants will be considered on an individual basis and will normally require a degree of 2.2 or higher with relevant formal academic study undertaken within the past 5 years. Please note that we can only accept your application for consideration if you have already obtained your GCSE (or equivalent) in Maths and the English language with a minimum of a grade 4 Pass (grade C or above).

Applicants must be digitally literate as all recruitment processes and many teaching and learning activities within the programme involve the use of technology and digital processes, reflecting the realities of healthcare practice.

Every successful applicant will be required to complete a **Recognition of Prior Theory Learning (RPL)** claim in order to obtain a place on the course through Middlesex University. This is essential in order to complete the programme, with registration, within two academic years.

Further requirements

You are required to demonstrate that you have experience of working. This does not have to be in the field of health care. To begin the course, you must also complete a satisfactory Enhanced DBS Check, a satisfactory Occupational Health Check and provide two suitable references. The equivalence of qualifications from outside the UK will be determined according to the NARIC guidelines. However, we will not be able to support international students who require a Tier 4 Student Visa.

We are unable to accept applications for deferred entry or defer existing offers for this programme to the next possible start date.

10. Aims of the programme

The PGDip Mental Health Nursing programme aims to produce a post graduate nurse who is able to provide, lead, and co-ordinate safe and effective care, that is compassionate, evidenced based and person centred.

In addition, this programme will prepare a nurse that is accountable for their own actions and is capable of working autonomously, within and across interdisciplinary teams and treatment providers. Tailoring care to the individual and recognising the importance of the health and social context within which care is delivered, the nurse will be able to assess and manage risk, demonstrating warmth, empathy, cultural competence, emotional intelligence and resilience. The nurse will be facilitated to have an understanding of self and be able to manage their own personal health and wellbeing and know when and how to access support.

Central to the programme aims will be a commitment to partnership working, underpinned by the principles of co-production and recovery, with all key stakeholders. Students will be able to work effectively in the context of continual change, challenging environments, different models of care delivery, shifting demographics, innovation, and rapidly evolving technologies.

Applying critical and analytical skills to explore the philosophical basis of mental health nursing practice, graduates of this programme will be able to debate current issues applicable to the wider discipline of nursing, whilst recognising the specific socio-political framework that structures and influences mental health provision.

Students will be supported to achieve:

Programme outcomes and proficiencies in-line with the Nursing and Midwifery Council Professional requirements for entry to the register as a mental health nurse.
- Enhanced critical skills utilising reflective practice and evidence-based practice as a catalyst for change and quality improvement (QI).
- Enhanced critical skills to support an analytical approach to care and recognising the challenges of integrating theory with practice and developing theory emergent from practice.
- Skills required for autonomous practice, decision-making and team working in mental health and social care, with a focus on safe-guarding and risk, whilst leading self and others.
- Appreciation of life-long learning skills, how transferable skills enhance their nursing role and appreciate the value of education for health and society.

On completion of the PGDip Nursing Mental Health programme students will be able to demonstrate the required nursing programme outcomes and proficiencies for registration in the field of Mental Health Nursing.

11. Programme outcomes*

A. Knowledge and understanding

On completion of this programme the successful student will be able to critically reflect on and implement

1. Professional and clinical skills in order to promote mental health and physical well-being
2. Relevant mental health knowledge to assess and manage recovery from a range of mental, physical, cognitive, and behavioural health conditions
3. Key pathophysiological and pathopsychological concepts underpinning physical and mental health conditions
4. A critical appreciation of scientific evidence to evaluate acute and long-term disease progression in relation to morbidity and mortality
5. A critical appreciation of the principles of autonomy and accountability within complex teams providing healthcare
6. Skills for meeting the needs of people presenting with a range of complex health challenges
7. The history, evolution and the unique nature of nursing knowledge, with specific reference to mental health nursing, in order to have an appreciation of the profession's identity
8. Critical appreciation of ethical practice with an ability to act to promote dignity, safety and equality
9. Skills to evaluate complex problem solving
10. Scientific principles for therapeutic approaches and interventions
11. Digital literacy in the context of a complex health system application

Teaching/learning methods

Students gain knowledge and understanding through 50% of learning occurring in the practice setting and 50% theory based in the University;

- formal teaching methods: lectures, participatory seminars Inter-professional seminars, small group discussions, self-guided and directed learning, e-learning, support from the Professional Development Tutor
- skills laboratory and practical clinical sessions, use of virtual augmented reality resources and on clinical placements. This contains a number of activities including service user led discussions which facilitate the student's understanding and development of nursing skills and serves as a tool for use with staff in their practice learning. The latter is key to applying knowledge and skills to real life situations and demonstrate drawing on theoretical and practical skills and research to engage critically with decision making and performing with high quality patient care.

Assessment

An understanding of the theoretical and practice of the profession is both summatively and formatively assessed through a range of approaches including:

- written, presentation, digital reports and presentations, online tests and clinical practice assessments. Self, peer and teacher assessment is utilised to enhance the self-reflective and critical practitioner with a range of fields of practice.
- a range of formative assessment techniques to prepare the students for summative testing.

Specific assessment methods are specified in each module outline.

for care planning, health promotion and care. 12. Leadership skills and communication with a range of stake holders and service users 13. Political influences on professional practice 14. Cultural competence, diversity and act to promote recovery and social inclusion.	
B. Skills On completion of this programme the successful student will be able to: 1. Engage in critical self-reflection to support lifelong learning and professional practice 2. Uphold professional standards, act to improve safety and quality of care and clinical skills to enhance mental health nursing practice 3. Generate, use and appraise complex data for practice and quality improvement 4. Communicate a positive and professional mental health nursing identity 5. Influence and impact mental health nursing and policy to promote the role of the mental health nurse. 6. Participate and influence future development in the community of mental health practice 7. Practice confidently a range of psychosocial interventions relevant to the care and management of mental health behaviours 8. Practice confidently a range of effective communication skills for various audiences through a variety of routes	**Teaching/learning methods** Students learn cognitive and practical skills through a range of teaching methodologies all of which encourage self-learning and self-appraisal of learning and skills: approaches include: • lectures, seminars discussions, formative assessment, peer-review of presentations, debates and directed reading. Furthermore, skills learning methods include • practical skills sessions and laboratories, use of virtual augmented reality resources and case-based scenarios and patient stories as well as clinical practice in collaboration with practice supervisors and clinical placement facilitators • skills sessions will be taught and rehearsed throughout the programme in skill labs and in the clinical environment • role modelling plays a significant part in the student's skills development; **Assessment methods** • Formative and summative methods which include the use of Objective Structured Clinical Examination (OSCE) and the Practice Assessment Document (PAD) to assess the student's progress in practice; • The PAD cross references Nursing and Midwifery Council competencies to demonstrate achievement towards professional recognition. The student uses 1 PAD per year. Ongoing development will be assessed using a

					cumulative ongoing record of Achievement aligned to the PAD.

	MODULES					CREDITS	EXIT AWARD
	Programme Access Portfolio via recognition of Prior Learning RPL					**90 L6**	**N/A**
Year 1	MHN 4000 (L7) Developing Nursing Knowledge and Professional Practice in Mental Health Credits: 30	MHN 4001 (L7) Developing Nursing Science in Mental Health Credits: 30	MHR 4607 (L7) Physical Health and Wellbeing Credits:15	MHN 1000 (L4) Practice Learning 1: Mental Health Nursing Credits:15	MHN 2000 (L5) Practice Learning 2: Mental Health Nursing Credits: 15	Total105c 15c at L4 15c at L5 75c at L7	PGCert in Health Care Practice 60c at L7
Year 2	MHN 4002 (L7) Consolidating Nursing Knowledge and Professional Practice in Mental Health Credits: 30	MHN 4003 (L7) Consolidating Nursing Science in Mental Health Credits: 30	MHR4604 (L7) Cognitive Behavioural Therapy Credits: 15	MHN 3000 (L6) Practice Learning 3: Mental Health Nursing Credits: 30		Total 105c 30c at L6 75c at L7	**Exit Award** PGDip in Health Care Practice (no registration) 120c at L7 **Target Award** PGDip Nursing (Mental Health) (with registration) 210 credits

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

12. 1 Overall structure of the programme

The programme comprises of two academic years, each being 45 weeks in length exclusive of annual leave. Theory and practice are integrated and reflected in the learning outcomes of each module. The programme consists of 50% theory and 50% practice totalling 4600 hours across the two years of the programme.

Theory and practice are integrated and reflected in the learning outcomes of each module. Overall the student will study how to practice in a variety of practice areas with a broad repertoire of skills and knowledge to practice as a mental health nurse.

Our pedagogical approach (or signature pedagogy) is to offer a range of teaching and learning experiences to enable both surface learning when applicable (concrete skills, tasks) moving towards deeper learning (reflection and critical analysis informing practice). These experiences are designed to also address implicit structures of moral, ethical, cultural, technological and political dimensions to health and wellbeing.

They are also designed to ensure that students completing their programme are prepared for practice. The course is designed to demonstrate an interconnected curriculum with clear linkage vertically between years and horizontally across the year to facilitate students with metacognition and to transfer their learning into new contexts in practice.

12.2 Levels and modules		
Level 4		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
MHN 1000 Practice Learning 1: Mental Health Nursing	None	Following completion of Year 1 of the taught programme, the student can commence Year 2 dependent on achievement of all credits at year 1. Students need to have met the attendance requirements for theory and clinical practice outlined in the attendance policy for the programme. 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. 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.
Level 5		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
MHN 2000 Practice Learning 2: Mental Health Nursing	None	
Level 6		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
MHN 3000 Practice Learning 3: Mental Health Nursing	None	At the end of the 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 unauthorized absence may impact on the confirmation of good character required by the NMC

Level 7		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following modules over the two years of the programme YEAR 1 • MHN 4000 Developing Nursing Knowledge & Professional Practice in Mental Health • MHN 4001 Developing Nursing Science in Mental Health • MHR4607 Physical Health and Wellbeing YEAR 2 • MHN 4002 Consolidating Nursing Knowledge & Professional Practice in Mental Health • MHN 4003 Consolidating Nurse Science in Mental Health • MHR4604 Cognitive Behavioural Therapy	None	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.

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)	
Module level	**Module code**
Level 4	Compensation not permitted in any modules (professional programme)
Level 5	Compensation not permitted in any modules (professional programme)
Level 6	Compensation not permitted in any modules (professional programme)
Level 7	Compensation not permitted in any modules (professional programme)

13. Curriculum map
See attached.

14. Information about assessment regulations

Assessment regulations follow Middlesex University's Academic Regulations. Assessment is to guide learning and achievement. However this professional Programme also requires that:

- It (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 as Pass or Fail only however indicative level of achievement will be given but does not contribute to the overall module grade.

- Students must achieve a pass grade for all the modules within the programme, to progress to the next stage of the programme.

- Students must meet the attendance requirements, 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.

- Disclosure and Barring Service (DBS) and Occupational health clearance is required prior to commencing clinical placement.

- Automatic deferral is not permitted for students on the programme.

15. Placement opportunities, requirements and support

- 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.

- 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 the student's 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 online practice placement support resources to further support practice learning and to guide students and

practice supervisors and assessors 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 be supervised during their learning period in practice by NMC registered nurses, midwives, nursing associates and other registered health and social care professionals.
- Students in practice or work-placed learning must be supported to learn. This includes being supernumerary throughout their programme, meaning that they are not counted as part of the staffing required for safe and effective care in that setting. The decision on the level of supervision provided for students will be based on the needs of the individual student. The level of supervision can decrease with the student's increasing proficiency and confidence.
- Students can engage with a range of practice opportunities. There are opportunities to engage with European Exchanges (either through the Erasmus scheme or its successor) with established partners in host countries.

- Meetings with your Personal Tutor at regular intervals in each year will further support your practice learning.

- 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.

16. Future careers

On successful completion of the programme students are eligible to enter the professional register for Mental Health Nursing. Career routes are varied and exciting ranging from specialism within specific client groups eg. Older persons, community health CAHMS, Drug and Alcohol Services, Forensic services amongst others.

Successful graduates will be able to progress to a range of taught Masters programmes including the MSc Mental Health Studies and MSc Mental Health and Substance Use (Dual Diagnosis). They also have the opportunity to undertake work-based learning studies at Post Graduate level.

17. Particular support for learning

- Personal and Professional Development Groups and named professional tutor (PPDT)
- Academic Advisors, Practice Assessors and Practice Supervisors
- Clinical Placement Facilitators
- Clinical Skills laboratories with a range of resources some advanced and cutting edge (Augmented Reality)
- Learning Enhancement team
- Disability Support to support specific learning needs
- Online learning resources (audio /video /research /literature /discussion boards) through the learning platform: My Learning

18. JACS code (or other relevant coding system)	B760 (Mental Health)
19. Relevant QAA subject benchmark group(s)	Nursing

20. Reference points

Department of Health (2011) No health without mental health. London UK
Mental Health Taskforce (2016) The Five Year Forward View for Mental Health. London
Centre for Mental Health (2017) The future of the mental health workforce), London, UK
Health Education England (2015) Raising the Bar: Shape of Caring: A review of The Future Education and Training of Registered Nursing and Care Assistants.
Middlesex University Regulations (2018/19), London, Middlesex
Middlesex University (2018/19) Learning and Quality Enhancement Handbook, London, Middlesex University
Nursing Midwifery Council (2018) Future nurse: Standards of proficiency for registered nurses
Nursing and Midwifery Council (2018) Part 3: Standards for pre-registration nursing programmes.
Department of Health and Social Care (2018) NHS Outcomes Framework (NHS OF). London HMSO
Nursing and Midwifery Council (2015) The Code Professional standards of practice and behaviour for nurses, midwives and nursing associates. London. NMC (updated 2018).
Quality Assurance Agency (2018) UK Quality Code

21. Other information

N/A

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

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
A1	Professional and clinical skills in order to promote mental health and physical well-being
A2	Relevant mental health knowledge to assess and manage recovery from a range of mental, physical, cognitive, and behavioural health conditions
A3	Key pathophysiological and pathopsychological concepts underpinning physical and mental health conditions
A4	A critical appreciation of scientific evidence to evaluate acute and long term disease progression in relation to morbidity and mortality
A5	A critical appreciation of the principles of autonomy and accountability within complex teams providing healthcare
A6	Skills for meeting the needs of people presenting with a range of complex health
A7	The history, evolution and the unique nature of nursing knowledge, with specific reference to mental health nursing, in order to have an appreciation of the profession's identity
A8	Critical appreciation of ethical practice with an ability to act to promote dignity, safety and equality
A9	Skills to evaluate complex problem solving
A10	Scientific principles for therapeutic approaches and interventions
A11	Digital literacy in the context of a complex health system application for care planning, health promotion and care.
A12	Leadership skills and communication with a range of stake holders and service users
A13	Political influences on professional practice

A14	Cultural competence, diversity and act to promote recovery and social inclusion.
Skills	
B1	Engage in critical self-reflection to support lifelong learning and professional practice
B2	Uphold professional standards, act to improve safety and quality of care and clinical skills to enhance mental health nursing practice
B3	Generate, use and appraise complex data for practice and quality improvement
B4	Communicate a positive and professional mental health nursing identity
B5	Influence and impact mental health nursing and policy to promote the role of the mental health nurse.
B6	Participate and influence future development in the community of mental health practice
B7	Practice confidently a range of psychosocial interventions relevant to the care and management of mental health behaviours
B8	Practice confidently a range of effective communication skills for various audiences through a variety of routes

Programme outcomes																					
A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14	B1	B2	B3	B4	B5	B6	B7	B8
Highest level achieved by all graduates																					
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7