Programme Specification Document

Approved, 2022.03

Overview

Programme Code	36552
Programme Title	Nursing with Registered Nurse Status (Mental Health)
Awarding Institution	Liverpool John Moores University
Programme Type	Apprenticeship
Language of Programme	All LJMU programmes are delivered and assessed in English
Programme Leader	Sharon Riverol
Link Tutor(s)	

Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Bachelor of Science with Honours - BSH	See Learning Outcomes Below

Alternate Award Names	

External Benchmarks

Subject Benchmark Statement	

Apprenticeship Standard

Apprenticeship Standard	End Point Assessment	Proposed Off the Job Training delivery
Registered nurse degree (NMC 2018) - ST0781	Integrated	

Accreditation

Programme Accredited by

PSRB Name	Type of Accreditation	Valid From Date	Valid To Date	Additional Notes
Nursing and Midwifery Council (NMC)	Recognised by the Nursing and Midwifery Council (NMC) for the purpose of registration as a qualified nurse (mental health).			

Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length
Full-Time, Face to Face	February	LJMU Taught	18 Months
Full-Time, Face to Face	June	LJMU Taught	18 Months

Aims and Outcomes

Educational Aims of the Programme

This is a Degree Apprenticeship programme. The programme aims to provide a professional education which takes account of all the relevant professional and academic benchmarks, including the Institute for Apprenticeship Registered Nurse Degree (NMC 2018) standards and associated Knowledge, Skills and Behaviour, and produces a Registered Nurse (Mental Health) who is compassionate, proficient, and confident whilst enabling them to be able to deliver care in a range of clinical environments. They will be able to practice safely and effectively. This will occur through an education that will: ensure that students can demonstrate they have the required proficiencies for registration; provide students with the underpinning knowledge and skills in health promotion, protection and prevention of ill health; ensure that students will have the underpinning knowledge and skills to assesses and initiate person-centred plans of care; equip students with the underpinning knowledge and skills required for their role in providing and evaluating person-centred care; equip students with the underpinning knowledge and skills required for their role in leading and managing nursing care and working effectively as part of an interdisciplinary team; provide students with the underpinning knowledge and skills required for their role in contributing to risk monitoring and quality of care improvement agendas; equip students with the underpinning knowledge and skills required for their role in coordinating and leading and managing the complex needs of people across organisations and settings.

Learning Outcomes

Code	Description
PLO1	Practice in accordance with the Code of Professional Standards of Practice and Behaviour for Nurses, Midwives and Nursing Associates.
PLO2	Demonstrate the ability to identify ones own learning needs and utilise a personal development plan (PDP) to meet individual goals.

Code	Description
PLO3	Critically appraise research findings and evidence to inform strategies that promote health and the delivery of mental health nursing care.
PLO4	Promote partnership-working through skilful team, inter-professional and multi-agency collaboration.
PLO5	Develop and document care to achieve optimal health and rehabilitation across the lifespan for people with complex needs.
PLO6	Adapt to changing health needs and make decisions which are ethically sound and based on best available evidence.
PLO7	Demonstrate a fundamental understanding of pharmacology, pharmacokinetics, and pharmacodynamics as applied to a range of conditions.
PLO8	Collect, interpret and communicate data to identify risk and ensure patient safety.
PLO9	Apply the concepts and principles of integrated working in the health care context.
PLO10	Develop team working and emerging leadership skills.
PLO11	Reflect on one's own practice to improve performance.
PLO12	Critically examine legal, ethical, cultural, professional and political issues underpinning health needs and mental health nursing practice.
PLO13	Demonstrate effective communication through a variety of means, including but not exclusive to, written and verbal methods in a coherent manner.
PLO14	Evaluate risk management strategies that promote a safe and therapeutic environment.
PLO15	Contribute with confidence comprehensive and systematic approaches to assess, plan, implement and evaluate care.
PLO16	Evaluate mental health nursing care in partnership with patients/service-users and/or their carers.
PLO17	Demonstrate appropriate leadership, communication, support and direction to team members in delivering efficient quality care.
PLO18	Critically appraise ones own leadership skills and their application within the contemporary health and social care context.
PLO19	Identify and appraise learning, teaching and assessment strategies as applied to a variety of contexts.
PLO20	Interpret data required for safe and accountable practice.
PLO21	Apply knowledge to situations demonstrating sound judgement in decision making.
PLO22	Identify the parameters of practice and work within own sphere of competence.
PLO23	Critically examine the biological, psychological, social and pharmacological element of mental health nursing care across the lifespan.
PLO24	Demonstrate personal resilience.
PLO25	Effectively utilise literacy, numeracy and information technology skills.

Code	Description
PLO26	Identify and act on risks to safeguard vulnerable people.
PLO27	Demonstrate an understanding of the concept of human factors and its application to the role of the student nurse in safety and quality care.
PLO28	Accurately undertake the calculation of medicines, their safe handling, and administration and documentation within the recognised sphere of responsibility.
PLO29	Support patients to provide self-care to optimise their health and well-being in a range of settings.
PLO30	Demonstrate proficiency in the delivery of person centred care across a diverse range of client groups.

Programme Structure

Programme Structure Description

The programme has been developed for students who have successfully completed the FDSc Nurse Associate programme and are registered with this qualification with the Nursing and Midwifery Council. These students will already hold the required 120 credits at level 4 and 60 credits at level 5 via RPL, before commencing the programme at semester 2 of part 2. Entrants must meet the Criteria for Admission i.e. hold an NMC recognised FDSc Nursing Associate qualification of 240 credits. Students will be deemed to have completed the programme when they have been awarded 60 credits at level 5 and 120 in level 6 and when they have completed the required number of theory and practice hours. Students will be permitted to use hours attained as part of their FDSc Nurse Associate qualification. The total amount of hours approved to be used on entry total a maximum of 2300 verified hours, this accounts for 1150 hours for theory and 1150 hours for practice which were undertaken as part of their FDSc Nursing Associate qualification. Entry to the programme is therefore at level 5 only for suitably qualified candidates. Students must achieve 2300 hours theory and 2300 hours practice by the end of the programme, this cannot be achieved any earlier than a minimum of 3 years. Completion of Programme Students on the programme will be deemed to have completed the programme when they have been awarded a total of 120 credits at Level 4, Level 5 and Level 6, and completed the required total number of theory and practice hours. Students must complete a declaration at three points in the programme, which are; when commencing the programme at level 5, the start of level 6 and at the end of the programme. LJMU will then complete confirmation of eligibility for the NMC Register and students are then able to enter the register. Students must register their qualification with the NMC within 5 years of the award. The EPA is integrated and it will operate in line with the registered nurse apprenticeship assessment plan.

Apprentices all need to complete mandatory training in Safeguarding, British Values and Prevent before they can undertake the End Point Assessment. Generic, mandatory online training programmes will offered to apprentices and this may be supplemented by additional training that is specific to the programme.

Programme Structure - 180 credit points	
Level 5 - 60 credit points	
Level 5 Core - 60 credit points	CORE
[MODULE] 5101BNRSMH Developing Practice in Mental Health Nursing 2 Approved 2022.02 - 20 credit points	
[MODULE] 5104NRS Evidence and Evaluation in the Development of Nursing Practice Approved 2022.01 - 20 credit points	
[MODULE] 5105NRSMH Partnership Working and Care Co-ordination in Mental Health Nursing Approved 2022.01 - 20 credit points	
Level 6 - 120 credit points	
Level 6 Core - 120 credit points	CORE
[MODULE] 6101NRSMH The Proficient Mental Health Nurse Approved 2022.01 - 40 credit points	
[MODULE] 6102NRSMH Globalisation, Health and Healthcare for Mental Health Nursing Approved 2022.02 - 20 credit points	
[MODULE] 6103NRSMH Co-ordinating Safe, Quality Mental Health Care Approved 2022.01 - 20 credit points	
[MODULE] 6104NRS Leadership, Management and Supervision Approved 2022.02 - 20 credit points	
[MODULE] 6105NRSMH Professional Practice and Coordinating Complex Care in Mental Health Nursing Approved 2022.02 - 20 credit points	

Module specifications may be accessed at https://proformas.ljmu.ac.uk/Default.aspx

Approved variance from Academic Framework Regulations

Variance
The following variances have been approved 1) The classification awarded would be worked out using 40 credits of marks awarded at level 5 and 80 credits of marks awarded at level 6. (Approved 20/11/2020) 2) 2 x 26 Week semesters per year. (Approved 20/11/2020) 3) Students cannot be offered a semester long or yearlong study abroad opportunity. (Approved 20/11/2020) 4) Students will not be allowed to progress on their programme of study if they have been judged not to have met professional standards of conduct. (Approved 20/11/2020) 5) Students cannot be given a third attempt (either an Exceptional Second Referral or Final Module Attempt) for the following modules within the programme, 5101BNRSMH and 6101NRSMH. Students failing these modules at the second attempt will not be allowed to continue on the programme, and this will lead to immediate discontinuation following the board of examiners. (Approved 20/11/2020) 6) The numeracy component in 6103NRSMH must be passed at 100%. Students not achieving 100% in this component will fail the module. (Approved 20/11/2020) 7) There is one 40 credit practice module (6101NRSMH) at Level 6. (Approved 06/05/2021)

Teaching, Learning and Assessment

The learner is encouraged to undertake independent study both to supplement and consolidate their learning, and to broaden their knowledge and understanding of the subject. Further support is provided by the Library. Intellectual skills are developed through the programme by the methods and strategies outlined below. Analysis, problem solving and reflection skills are further developed through role-play, tutorials, simulation work and practice placement experiences. The programme utilises a variety of teaching and learning approaches that are designed to motivate and inspire students. These include, but are not exhaustive to; Lectures Seminars Tutorials Work based learning OCSE Practical The programme incorporates a blended learning approach where learning is facilitated through a range of teaching activities, and supplemented by access to information and out-of-class interaction via the University's Virtual Learning Environment. Tutors exploit resources and techniques to encourage student engagement and interaction, for example through the use of electronic classroom voting systems, simulated learning, small group work and discussion. Practical skills are developed through the programme by a combination of experience in the practice setting, simulated practice sessions, skills practice, reflection sessions, seminar and scenario-based presentations, individual and small group tutorials, discussion groups, lectures, workshops, learning packages and computer assisted learning. Practical skills are assessed in practice placements by means of achievement of module learning outcomes for practice, contained in the Practice Assessment Documentation (PAD). This approach is complemented by the use of OSCEs and scenario based tasks and case studies. Practice simulation opportunities are also provided in the skills laboratories. Students on this degree apprenticeship programme will undertake their summative/Hub placements within their work environment, and formative/spoke placements will be undertaken in other areas that are not their place of employment. Testing the development of intellectual skills is managed through a combination of assessments that include examinations in the form of multiple choice questions and scenario based short answer questions, assessed in-course assessments in the form of reports, essay assignments, practice assessments, project work, reflective accounts and presentations. The programme assessment strategy utilises a wide range of assessment methods to ensure that students are able to demonstrate their skills and knowledge related the module learning outcomes. Each module contains both summative and formative assessment tasks to enable students to develop their skills and receive feedback throughout the module. Assessment activities reflect the professional culture and needs of the nursing profession. Hence there is a strong reliance on methods that relate to reflexivity, evidence-based practice and consideration of 'real-life' situations. Assessment tasks are varied and scheduled across the calendar year. Students are encouraged to regard assessments as a part of a dialogue between themselves and their tutors that will inform their academic development which will allow students to identify their own strategic learning needs. The Faculty is committed to enabling students to achieve their maximum potential by embedding inclusive and accessible assessments. Included within the teaching, learning and assessment strategy for all students is the inclusion of service users and carers. This is a critical aspect of the students journey and how they learn within the programme, both through students and service users and carers working together but also through the service users and carers informing the curriculum. There is a strong thread of simulated practice throughout the curriculum, and students will undertake a simulated placement and have skills and simulation embedded within all of their modules. This allows s

Opportunities for work related learning

50% of the programme is allocated to practice learning and this equates to a minimum of 1150 hours. Nursing students are assigned to practice and academic assessors who are registered nurses with appropriate equivalent experience for the student's field of practice. Practice supervision enables students to learn and safely achieve proficiency and autonomy in their professional role. All NMC registered nurses, midwives and nursing associates are capable of supervising students, serving as role models for safe and effective practice. Students may be supervised by other registered health and social care professionals. All students on an NMC approved programme are assigned to a different nominated academic assessor for each part of the education programme, the academic assessor is a member of the academic programme team who collate and confirm student achievement of proficiencies and programme outcomes in the academic environment for each part of the programme. Students will have the opportunity to work on practical placements across a wide range of settings both inside and outside hospitals and in both the NHS and Independent Sector. Students will undertake clinical placements in a variety of settings, to ensure that they meet the NMC requirements, in addition to this students will all undertake one formative simulated placement per year. All placements are mandatory. There are proficiencies associated with the programme and achievement of these will be supported by a nationally agreed Practice Assessment Document, Practice Assessors and Practice Supervisors. To support students during a placement experience a named Practice Supervisor/and Practice Assessor will be allocated. Practice Supervisors Students will be allocated to a Practice Supervisor or team of Practice Supervisors on each placement. This person will teach and support students on placement. A Practice Supervisor has an important role in supporting and guiding students through their learning taking into account any reasonable adjustment required. Practice Supervisor(s) will give feedback on progress in achieving assessment requirements and proficiencies. There will be occasions when non-registered professionals will support learning and provide feedback to Practice Supervisors and Practice Assessors. Practice Assessor Every student will also have an Academic Assessor who will liaise with the Practice Assessor to confirm proficiency at essential assessment periods. The Practice Assessor will assess and complete the relevant documentation. It is expected that students will work with appropriate Practice Supervisor each shift and the Practice Assessor will need to observe students as well as take feedback from any Practice Supervisor they work with. Practice Assessor's will also undertake mandatory clinical assessments each year these relate to students conduct, medication administration and the delivery of an episode of care. A Practice Supervisor/Practice Assessor is a suitably prepared professional trained to support students in practice that meets NMC requirements such as a Registered Nurse. All placements are subject to annual audits and are overseen by the Placement Learning Support Unit. There may be opportunities for international visits as part of the programme, through formative placements.

Entry Requirements

Type	Description

Alternative qualifications considered	The Nursing Associate to BSc (Hons) Registered Mental Health Nurse top up programme recognises that prior learning and experience is integral to the student's learning. All applicants are required to make a Recognition of Prior Learning application. RPL from the FDSc Nursing Associate to BSc (Hons) Mental Health Nursing top up programme will be awarded as 120 credits at level 4 and 60 credits at level 5. Applicants must hold Nursing Associate (NMC) qualification or be working towards this qualification, and it must be completed prior to entering on the programme i.e. 240 credits achieved. At Level 4 students should be able to: Demonstrate the underlying knowledge and skills required for delivering safe, effective, and accountable practice and have the ability to reflect on their practice and improve the care provided. Additionally, they should be able to demonstrate key skills of communication enabling effective participation in multidisciplinary team working and the provision of person centred care. Whilst also having the ability to recognise their own learning needs in order to plan their own personal and professional development and have the appropriate critical thinking skills to propose solutions to problems, appraise complex information and use evidence to evaluate practice. At Level 5 students should be able to: Demonstrate an understanding of the legal, ethical, cultural and political issues underpinning health needs and nursing practice and identify their own personal and professional knowledge and skills from theory and practice to identify developing strengths and existing learning needs and demonstrate reflective processes and support continuing professional development. Additionally, they should be able to examine the biological, psychological and social and pharmacological elements of clients care across the lifespan and analyse and interpret relevant health promotion /education to promote well being of a range of clients. Students will be permitted to use hours attained as part of their FDSc Nursing Associate qualification as part of the application for RPL. The total amount of hours approved to be used on entry total a maximum of 2300 hours, this accounts for 1150 hours for theory and 1150 hours for practice which were undertaken as part of their FDSc Nursing Associate qualification. As candidates will already have utilised the NMC RPL allowance of up to 50%, there can be no further RPL claims. English Language and Maths GCSE at grade A* - C Numerical grading is 4-9 (discuss with admissions team if applicant has equivalent qualifications) Any overseas qualifications should be equivalent to UK qualifications which meet the entry requirements. If applicant has completed a degree outside the UK, we will require a clear copy of degree documentation to ensure NARIC comparability. Please note that all applicants who are invited to interview will be required to present their original documentation. If English is not your first language, for this programme there is a requirement from the Nursing and Midwifery Council (NMC) that stipulates that IELTS minimum overall score must be at 7.0 with scores of 6.5 in writing (all other elements passed at 7.0). The University may be able to accept alternative English Language qualifications from applicants from outside the European Economic Area (EEA) on a case by case basis in line with the appropriate Nursing and Midwifery Council (NMC) guidelines. All applicants must be of good health and good character. All applicants selected at interview will have a Disclosure and Barring (DBS) check as well as Occupational Health Clearance. LJMU is required to transfer data to third party professional organisations as required to complete a professional award.

Extra Entry Requirements