

# PROGRAMME SPECIFICATION

## Diploma of Higher Education in Nursing (Mental Health)

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	LIVERPOOL JOHN MOORES UNIVERSITY
<b>UCAS Code</b>	3060
<b>JACS Code</b>	B740
<b>Programme Duration</b>	
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Subject benchmark statement</b>	
<b>Programme accredited by</b>	Nursing and Midwifery Council
<b>Description of accreditation</b>	
<b>Validated target and alternative exit awards</b>	Diploma of Higher Education in Nursing (Mental Health)
<b>Programme Leader</b>	Susan Ashton

## Educational aims of the programme

It is intended to provide:

A high quality educational experience to enable students to be fit for practice, purpose, award and professional standing.

An opportunity for people with relevant prior learning or experiential learning to gain "advanced standing", thus enabling them to achieve the programme outcomes over a shorter period of time.

Opportunities for students to learn in and from practice guided by Mentors who will assess student's progress in practice.

An education that integrates theory and practice and directs students towards the achievement of academic outcomes and professional competence.

A health for all orientation in the programme, taking account of the health-illness continuum within the context of health education and promotion.

A programme which offers a variety of perspectives on health, ill-health and nursing practice in a range of settings and teams, including inter-professional care.

A programme, which is sensitive and responsive to changes in health care provision in the public, private and voluntary sector and the demands and expectations placed upon Registered Nurses.

Opportunities to contribute to and develop the skills of clinical effectiveness within a quality framework.

An orientation towards professional learning with the student becoming increasingly autonomous in their learning.

A philosophy focussed on the need to recognise one's own learning needs within the context of lifelong professionally orientated learning.

Encourage students to fully engage with the World of Work programme, including World of Work Skills Certificate and, as a first step towards this, to complete Bronze (Self Awareness) Statement.

## Target award Learning Outcomes - Health or Social Care pre-reg. Diploma of Higher Education

*A student successfully completing the programme of study will have acquired subject knowledge and understanding as well as skills and other attributes.*

### Knowledge and understanding

*A student who is eligible for this award will be able to:*

A1. Apply a problem solving approach undertake a comprehensive, systematic, accurate care assessment and delivery based on best available evidence.

A2. Able to understand different beliefs and cultural practices and apply appropriate health promotion/ education strategies.

A3. Demonstrate an understanding of patho-physiological principles, altered pathology, disease management and pharmacology underpinning nursing care delivery.

A4. Demonstrate an understanding of health and social care politics, policies, professional, ethical and legal studies related to nursing.

A5. Demonstrate a critical understanding of research methodologies and its application to evidence based practice.

A6. Demonstrate sound clinical judgement when planning and delivering nursing care.

A7. Demonstrate an understanding of leadership, management, quality assurance and risk management strategies .

### **Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated**

The teaching, learning and assessment methods will be delivered via modules designed to engage students with the key knowledge and understanding necessary to inform practice learning and skill acquisition. The learning will be reinforced and applied in practice learning settings. A variety of teaching methods will be used to facilitate students in the achievement of these outcomes including keynote lectures, tutorials, seminar presentations, self directed learning, problem based learning, role play and video, maintenance of a reflective portfolio, and reflective exercises.

### **Assessment**

All Learning Outcomes will be assessed summatively. Every module is assessed in theory and practice The assessment tasks for these outcomes will be reflective essays, exams, poster presentations, action plans and literature reviews. A variety of strategies are essential to promote an integrative approach to learning that enables students to develop the necessary knowledge and skills to integrate theory and practice in order to provide quality care.

## **Skills and other attributes**

### **Intellectual Skills**

*A student who is eligible for this award will be able to:*

B1. Use reflective skills to inform practice and enhance client care.

B2. Appropriate retrieval and interpretation of evidence/data to ensure clinical effectiveness.

B3. Utilisation of problem-solving approaches, prioritising, reasoning and clinical decision-making within an inter-professional context.

B4. Demonstration of intellectual flexibility, adaptability and an analytical approach to practice

### **Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated**

The teaching learning and assessment methods will continue to be based around a variety of approaches in addition to those identified above, interactive web-based material will be utilised as a means of gathering evidence to inform practice learning this will involve the utilisation of some key web sites, as well as Blackboard, and directed study sessions. Placement learning provides opportunities for the development and assessment of these intellectual skills using both formative and summative modes of assessment. The use of learning plans to direct practice learning, clinical supervision and assessment by mentors allows students to develop and apply these skills in a protective and supportive learning relationship.

### **Assessment**

As with the knowledge and understanding outcomes a wide range of assessments will be utilised. Testing the development of intellectual skills will demand that the students are involved in activities such as data retrieval skills, undertaking debates and discussions around key ethical issues and moral dilemmas in the form of group presentations and seminar work. The use of the Reflective Portfolio will be significant in developing reflection on practice development. Formative and summative assessment of practice will test the achievement of these skills in the practice setting and forms a significant part of the assessment.

## **Professional practical skills**

*A student who is eligible for this award will be able to:*

C1. Engage effectively in inter-professional care.

C2. Practice within the Nursing and Midwifery Code of Conduct and assume the responsibilities and

accountability necessary for public protection.

C3. Practice safely and effectively without the need for direct supervision within a variety of settings/situations.

C4. Manage practice of self and others within a professional framework of public protection.

C5. Utilise quality enhancement and risk management strategies to create and maintain a safe environment of care.

C6. Contribute to the learning experiences of others.

### **Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated**

Inter-active Web-based material will be utilised. Practical demonstrations and supervised practice will be undertaken both in the Practice suite and in the practice placements to which the students are allocated. Observed Structured Clinical Examinations are employed to offer students the opportunity to develop core skills in a protected learning environment.

During these placements clinical mentors and academic link teachers offer specific support for practice learning. Personal Tutors and Cohort Leaders also support the students offering more indirect support. The learning that will take place will be incremental and be dependant upon the stage of the programme. The students will spend 50% of the programme hours in practice settings undertaking supervised practice. Formative assessment tools to guide practice learning, in particular the skills inventory and the reflective diary are employed to provide students and mentors to appropriate learning opportunities.

### **Assessment**

The assessment for these learning outcomes will be focused in the practice area, They will also have to achieve the NMC outcomes for entry into the Branch Programmes and competencies for entry onto the Professional Register. The assessment of practice is comprised of the following elements:

Negotiation of individual learning plans, formative assessment of skills for practice by mentors, completion of assessment of practice document by mentor and students, reflection on learning developed within their portfolio. All practice outcomes must be passed.

## **Transferable / key skills**

*A student who is eligible for this award will be able to:*

D1. Engage in life-long learning and professional and personal development planning.

D2. Demonstrate literacy, numeracy and information management skills

D3. Utilise a range of communication skills to ensure the development of successful therapeutic relationships within an inter-professional context.

D4. Acquire problem-solving and reflective skills using informed judgements to make clinically effective decisions.

D5. Demonstrate the use of research based enquiry skills to inform the development of effective, evidence based care.

D6. Communicate effectively in an anti-discriminatory manner with genuineness and empathy.

D7. Provide holistic care and evaluate its effectiveness.

D8. Develop core nursing skills relevant to the patient and carer within a variety of care contexts.

D9. Work collaboratively with patients/ service users/ carers and other professionals as an effective member of the care team.

### **Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated**

The teaching, learning and assessment of the key skills is integrated into all modules. Some key skills figure more significantly in particular modules, for example information management and technology skills feature in the modules that introduce students to the skills of information retrieval and searching of databases. As students move through the programme they will build upon their entry level key skills by engaging in a range of learning and teaching activities including; group work, preparation of poster presentations, information retrieval activities, reflection on practice and learning, essay and report writing and numeracy development applied to practice related activities. Learning and assessments methods employing reflection will particularly contribute to the development of the students' ability to learn from the wide variety of learning experiences.

### **Assessment**

The assessment of key skills will employ formative and summative modes of assessment. The range of assessments includes:

Reflective essays, group presentations, observed structured clinical observations (OCSE's), numeracy tests,

reflective writing/porfolio development, information retrieval exercises and role-play. The assessment of key skills in the practice arena includes; the assessment of communication and team work, problem solving, use of numeracy, decision making, information management and negotiation and empowerment skills.

## Programme structure - programme rules and modules

### Programme rules

The programme is bound by legislative and professional requirements and is founded on the Nursing and Midwifery Councils Regulatory Requirements for entry into part 1 of the professional register. This meets in full the Nurses, Midwives and Health Visitors Approval Order 1983 and Nurses Midwives and health Visitors (Training) Amended Rules Approval Order 2004. The length of the Programme is three years comprising 4600 curricular hours divided equally between theory and practice. The programme is divided into two main parts; a one year Common Foundation Programme (CFP) and a two year branch Programme The programme structure is modular and based upon 80 credits of learning per year, with 120 credits at level one and 120 credits at level two.

In line with professional requirements, students must complete level 1 -CFP before commencing the branch programme. Students may be permitted to trail modules into the branch but must complete these within 12 weeks, failure to do so will mean that the student cannot progress on the programme at that time.

Fallback awards are available as follows:

(not NMC registered) (12718)

DipHE Healthcare Studies, CertHE Healthcare Studies

Level 5	Potential Awards on completion	Health or Social Care pre-reg. Diploma of Higher Education
Core	Option	Award Requirements
5001DNMHN THE CONTEXT OF MENTAL HEALTH CARE 2 (10 credits) 5002DNMHN COMMUNITY PRACTICE IN MENTAL HEALTH (20 credits) 5003DNMHN THE CONTEXT OF COMMUNITY MENTAL HEALTH CARE (10 credits) 5004DNMHN COLLABORATIVE PRACTICE IN MENTAL HEALTH (10 credits) 5005DNMHN THE CARE OF THE OLDER ADULT IN MENTAL HEALTH (20 credits) 5006DNMHN CLINICAL LEADERSHIP IN MENTAL HEALTH PRACTICE (20 credits) 5007DNNURS INDEPENDENT STUDY (20 credits) 5008DNNURS PROFESSIONAL ACCOUNTABILITY (10 credits)		120 core credits at level 5 0 option credits at level 5
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4001DNMHN THERAPEUTIC USE OF SELF AND HUMAN INTERACTION SKILLS (20 credits) 4002DNMHN THE CONTEXT OF MENTAL HEALTH CARE 1 (10 credits) 4003DNMHN CONTEMPORARY ISSUES IN MENTAL HEALTH (10 credits) 4001DNCFP ESSENCE OF CARE 1 (20 credits) 4002DNCFP ESSENCE OF CARE 2 (20 credits)		120 core credits at level 4 0 option credits at level 4

4003DNCFP APPLIED SCIENCES UNDERPINNING PRACTICE 1 (10 credits) 4004DNCFP APPLIED SCIENCES UNDERPINNING PRACTICE 2 (10 credits) 4005DNCFP INTRO TO CLINICAL EFFECTIVENESS & EVIDENCE BASED PRACTICE ACROSS HEALTH & SOC CARE SETTING (10 credits) 4006DNCFP HEALTH & THE NATURE OF NURSING ACROSS HEALTH & SOCIAL CARE SETTINGS (10 credits)		
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## Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.  
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

## Opportunities for work-related learning ( location and nature of activities)

Information about Graduate Skills can be found at:  
[http://www.ljmu.ac.uk/Academic\\_Enhancement/Academic\\_Enhancement\\_Docs/Graduate\\_skills\\_Table.pdf](http://www.ljmu.ac.uk/Academic_Enhancement/Academic_Enhancement_Docs/Graduate_skills_Table.pdf)

## Criteria for admission

### Other

GCSE - 5 at grades A-C (or equivalent) Subjects must include English.

Numeracy must be demonstrated via qualification or by sitting and passing entrance test. (half hour)

Occupational Health check

Criminal Records Bureau (CRB) check

Other: Compact Agreements (such candidates can circumvent the NMAS rules on holding the requisite qualifications prior to application and are guaranteed invitation to selection). Candidates may be eligible for AP(E)L, which will be specific in nature. This gives credit which may make their course shorter.

## External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA) Published review reports are available on the QAA website at [www.qaa.ac.uk](http://www.qaa.ac.uk)

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

## Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international

students, study support, accommodation, health, wellbeing and counselling.

- Students studying for an LJMU award at a partner organisation will have access to local support services

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

### **Student Feedback and Evaluation**

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

### **Staff development**

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

### **Internal Review**

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

### **External Examining**

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

### **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 and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.*