

## PROGRAMME SPECIFICATION

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### Bachelor of Science with Honours in Nursing with Registered Nurse Status (Mental Health)

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	LJMU
<b>JACS Code</b>	B760
<b>Programme Duration</b>	Part-Time: 4 Years
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Subject benchmark statement</b>	QAA (2001) Benchmark Statement for Nursing DOH (2003) the NHS Knowledge and Skills framework and Development Review NMC Standards of proficiency for pre-registration nursing education (2010) NMC Standards for Competence for Registered Nurses (2015) IFA Apprenticeship Standard for Registered Nurse (2017)
<b>Programme accredited by</b>	Nursing and Midwifery Council
<b>Description of accreditation</b>	<a href="http://www.nmc-uk.org/ApprovedProgrammeSearchResultprogid=1115">http://www.nmc-uk.org/ApprovedProgrammeSearchResultprogid=1115</a>
<b>Validated target and alternative exit awards</b>	Bachelor of Science with Honours in Nursing with Registered Nurse Status (Mental Health)
<b>Programme Leader</b>	Nicola Morrell

### Educational aims of the programme

The programme aims to provide a professional education which takes account of all the relevant professional and academic benchmarks and produces a practitioner who is Fit for Practice, Fit for Purpose, Fit for Award and Fit for Professional Standing by:

Equipping students to provide high quality care in diverse health and social care environments, from public health and first point of contact, to critical and continuing care, appreciating the distinctiveness of all fields of nursing.

Providing a learning environment that enables the student to meet challenges flexibly and creatively to become a proficient, confident, safe and accountable practitioner whose practice is underpinned by a rigorous evidence and value base to ensure fitness for practice.

Equipping students with the skills they need to enhance employability, career development and entrepreneurial skills through reflective practice and personal development planning.

Encouraging the students to engage with the development of employability skills by completing a self-awareness statement.

Alternative Exit/Interim Award Learning Outcomes - Diploma of Higher Education in Health Studies

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

- Demonstrate the underpinning knowledge of theory in relation to clinical skills.
- Identify strategies which enhance personal and professional development through consideration of the organisation of inter-professional learning and collaboration
- Demonstrate an enhanced knowledge of the pathophysiological basis of a range of acute and long term mental health disorders
- Identify the knowledge and theories which underpin mental health nursing practice, considering the wider aspects of health and well-being.
- Examine strategies for long term care, rehabilitation and inclusion of service users in the provision of care.

## Alternative Exit/Interim Award Learning Outcomes - Certificate of Higher Education in Health Studies

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

- Demonstrate an understanding of the legal, ethical, cultural and political issues underpinning health needs and mental health nursing practice;
- Identify own personal and professional knowledge and skills from theory and practice to identify developing strengths and existing learning needs
- Demonstrate reflective processes and support continuing professional development
- Examine the biological, psychological and social and pharmacological element of mental health nursing care across the lifespan;
- Analyse and interpret relevant health promotion / education to promote wellbeing across the lifespan;

## Target award Learning Outcomes - Bachelor of Science with Honours

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

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

1. Critically examine legal, ethical, cultural and political issues underpinning health needs and mental health nursing practice;
2. Underpin personal and professional knowledge and skills from theory and practice to identify developing strengths and existing learning needs
3. Use critical reflective Processes and continuing professional development
4. Critically examine the biological, psychosocial, social and pharmacological element of mental health nursing care across the lifespan
5. Analyse and interpret relevant health promotion / education to promote wellbeing across the lifespan
6. Analyse the value base inherent within the multi professional team and its impact on the relationships with users, carers and other professionals
7. Critically appraise research findings and evidence to inform strategies that promote health and the delivery of mental health nursing care
8. Analyse mental health nursing care needs and collaborative solutions which enable safe, effective, person and family-centred care
9. Evaluate risk management strategies that promote a safe and therapeutic environment
10. Practice with confidence in accordance with the NMC Code of Professional Conduct
11. Develop and document care to achieve optimal health and rehabilitation across the lifespan for people with complex needs
12. Utilise information technology to assist in the organisation and management of nursing care of mental health
13. Contribute with confidence comprehensive and systematic approaches to assess, plan, implement and evaluate mental health nursing care in partnership with patients/service-users and/or their carers
14. Adapt to changing health needs and make decisions which are ethically sound and based on best available evidence
15. Adopt anti-discriminatory and anti-oppressive practice whilst promoting the dignity and rights of patients/service users
16. Promote partnership-working through skillful team, inter-professional and multi-agency collaboration
17. Demonstrate appropriate leadership, support and direction to team members in delivering efficient quality care
18. Effectively utilise literacy, numeracy and information technology skills
19. Select and apply knowledge and skills to complex and unexpected situations
20. Demonstrate appropriate professional discipline, organisation, presentation and standards of conduct
21. Develop self-management skills and take initiative for planning to meet own needs and facilitating those of others
22. Demonstrate effective leadership and communication skills

# Teaching, Learning and Assessment

*The methods used to enable outcomes to be achieved and demonstrated are as follows:*

Acquisition of knowledge and understanding is through a combination of the following:

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.

Supervised practice experiences; simulated practice sessions; reflection; portfolio development; seminar and care plan presentations; individual and small group academic tutorials; discussion groups, problem-based and enquiry-based type learning approaches; interactive lectures; coursework; laboratory based practical work; workshops, learning packages; e-technology approaches to learning and teaching including, podcasts and video and scenario based learning.

Knowledge and understanding is assessed through a combination of assessments in the form of multiple choice questions and scenario based short answer questions, reports, essay assignments, practice assessments, project work, reflective accounts, posters and presentations.

Intellectual skills are developed through the programme by the methods and strategies outlined above. Analysis, problem solving and reflection skills are further developed through role-play, tutorials, simulation & laboratory work and practice placement experiences.

Throughout, the learner is encouraged to develop intellectual skills further by independent study.

Testing the development of intellectual skills is managed through a combination of assessments which 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. Data retrieval skills and debate and discussion skills will also be tested here.

50% of the programme hours are located in practice settings with supervised practice experience.

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, coursework and based practical work/ experiments, workshops, learning packages and computer assisted learning.

Skills' learning is also facilitated by maintaining a Practice Assessment Record (PAR), skills inventory, and portfolio. The design of the programme allows students a period of consolidation at the culmination of each progression point.

Practical skills are assessed in practice placements by means of achievement of module learning outcomes for practice, contained in the Practice Assessment Record (PAR) This approach is complemented by the use of OSCEs and scenario based tasks and case studies. Practice simulation opportunities are also utilised in the skills laboratories.

Teaching and learning of transferrable skills is firmly embedded throughout all modules. However one module in each year focuses on the development of study/ key skills to include information and data management and computer skills.

Transferrable skills development is also facilitated by maintaining a portfolio, which is a record of personal and professional learning and development. This is further enhanced by regular PDP meetings with personal tutor to action plan learning development/ key skill needs.

The assessment of transferrable skills is supported with developmental and summative aspects of testing. Reflective exercises and reports, group presentations, PAR, Skills inventory, of multiple choice questions and scenario based short answer questions, reports, essay assignments, practice assessments, project work, and posters.

## Programme structure - programme rules and modules

The BSc (Hons) Apprentice Nursing programme is offered part-time (4 years ) in Mental Health field. Each 'programme year' is required to operate over a two semester extended academic year consisting of 60 weeks.

Validated alternative exit awards are:

Certificate of Higher Education in Health Studies

Diploma of Higher Education in Health Studies

All aspects of the programme are governed by the Nursing Midwifery Council professional regulations.

Practice learning experiences are required to meet the Nursing and Midwifery Council regulations of 4600 programme hours, 2300 of which are practice. Practice learning will be in approved environments and supported by appropriately prepared mentors and supervisors.

All modules are delivered in line with University Academic Framework advice, with student progression and

workload managed within the Framework, with variances where applicable due to PSRB requirements.

Level 6	Potential Awards on completion	Bachelor of Science with Honours
Core	Option	Award Requirements
6001AANSMH Consolidating Mental Health Nursing Practice (1) (20 credits) 6001BANSMH Consolidating Mental Health Nursing Practice ( 2) (20 credits) 6002ANS Professional Skills In Nursing (20 credits) 6003ANSMH Managing Complex Care In Mental Health Nursing (20 credits) 6004ANSMH Innovations In Nursing Practice (Mental Health) (20 credits) 6005ANS Professional Development and Career Planning (20 credits)		120 core credits at level 6 0 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5001AANSMH Enhancing Mental Health Practice (1) (20 credits) 5001BANSMH Enhancing Mental Health Nursing Practice (2) (20 credits) 5002ANS Using Evidence to Guide Nursing Practice (20 credits) 5003ANS Nursing Sciences (2) (20 credits) 5004ANSMH Professional Values and Therapeutic interventions in Mental Health Nursing (20 credits) 5005ANSMH The Changing Face Of Health Care (Mental Health Nursing) (20 credits)		120 core credits at level 5 0 option credits at level 5
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4001AANS Essential Skills In Nursing practice (1) (20 credits) 4001BANS Essential Skills In Nursing Practice (2) (20 credits) 4002ANS Academic Skills For Higher Education (20 credits) 4003ANS Nursing Sciences (1) (20 credits) 4004ANS Nursing Theory (20 credits) 4005ANSMH Holistic Care In Mental Health (20 credits)		120 core credits at level 4 0 option credits at level 4

## 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>

- There are clear criteria for progression at each level of study and students are unable to progress if they have any credits trailing. Trailing credits will need to be retrieved by the 12th week of the next year/ level of progression for student to continue. ( NMC 2010 Section 3: Standards Requirements 1.1.1 and 3.10.2). Depending on the circumstances as to why the student cannot achieve this they will either be required to take a LOA and re-join the cohort behind or will need to be discontinued.
- Non standard programme length 4,600 hrs minimum required, collaborative working with Cheshire and

Merseyside HEI's (under the guidance of the Strategic Health Authority) to share framework, as a consequence module structure for programme is 20 credit modules split into 2 semesters with a 'semester' for this programme identified as 34 weeks (programme being delivered part-time). (NMC 2010 Standards Requirements R1.1.1, R5.2.1)

- Students are required to attend theory programme components unless exemption and appropriate substitution is negotiated, as part of an individual learning contract, with the relevant module leader. (NMC 2010 Standards Requirements R1.1.1, R5.2.1 )
- Students will be expected to attend all practice components of the programme without exemption. (NMC 2010 Standards Requirements R1.1.1, R5.2.3 )
- Any accrued periods of sickness/absence, over the duration of the programme, may be 'made up' by students through additional attendance. Periods of absence accrued beyond 60 days can lead to the student being withdrawn from the programme or require the student to take a LOA and to be inter-collated at a later date. The practice modules carry a credit rating. To complete the final sign-off placement a student must not have more than 20 practice days (150 hours) to make-up to finish on time. A student in this situation would not be able to acquire the standard required to release the credit so could only complete with 100 credits at level 6. Their exit award would be the Diploma. Students attendance is managed throughout the programme, and time allowed for students to make-up time, including delaying the start of their final sign-off placement to allow every opportunity for success and avoid this scenario
- Students who are referred twice within the following modules where assessment is practice-based through the use of Practice Assessment Records (PAR) during any part of the programme will be awarded a fail grade for the module and discontinued from the programme as they will not be able to retrieve this through an ESR or FMA. The minimum requirements specified by the NMC (2010) in relation to progression criteria will be assessed at the first (at the end of year 1) and second (at the end of year 2) progression point within the practice setting. Both the theory and practice learning outcomes underpin the knowledge and skills required to ensure students are safe and adequately prepared to take part in a full range of practice learning opportunities without risk to the public.

These modules are: 4001AANS / 4001BANS / 5001AANSMH / 5001BANSMH / 6001AANSMH / 6001BANSMH

- Students are assessed in medication related calculations at each progression point in theory and practice. Competence is demonstrated via short exams which must be passed independently at a pass mark of 80% for level 4 and 5 and 100% for level 6. (Essential Skills Cluster: Medicines Management 33.1: 33.2) These modules are: 4001AANS / 5001AANSMH / 6001AANSMH
- Students who require a retrieval placement following the first semesterised period and assessment board will require presentation at a timely assessment board (prior to end of second semester period) to successfully demonstrate professional competencies. This is of importance to students who are referred at the second attempt (following the retrieval placement at the start of the second semesterised period) and would not normally be allowed to continue on the programme. NB Practice modules are exempt from ESR. These modules are: 4001AANS / 4001BANS / 5001AANSMH / 5001BANSMH / 6001AANSMH / 6001BANSMH. The practice modules will be allowed an in-year referral. The remaining modules will be presented to the Semester 1 Board of Examiners but will not require an in-year referral opportunity.

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

Practice learning experiences are required to meet the Nursing and Midwifery Council regulations of 4600 programme hours, 2300 of which are practice. Practice learning will be in approved environments and supported by appropriately prepared mentors and supervisors. There is a statutory requirement that 50% of the hours contained within the programme are spent in the practice setting. Student Apprentices will have the opportunity to work on practical placements across a wide range of clinical environments within community and hospital settings in both the NHS and Independent Sector. This broad range of placements will afford students the opportunity to learn with, and from, other health and social care professionals.

## **Criteria for admission**

### **A/AS Level**

A minimum of 112 UCAS tariff points (Mental Health) from a combination of 'A' level (AS or equivalent will not be accepted), Health / Science related AVCE, BTEC National (6/12) or 18-unit, Advanced Diploma in Society, Health & Development, relevant Extended Project, AQA Baccalaureate, International Baccalaureate Diploma, Welsh Baccalaureate, OCR Nationals, Irish Leaving Certificate Highers and Scottish National Certificates, Highers and Advanced Highers.

Other equivalent Science / Health related qualifications e.g. Access Diploma / 60 OU credits / completed Foundation Degree - with a minimum of Level 2 Numeracy and Literacy.

All offers made to candidates for the Apprenticeship pre-registration programmes, whether conditional or unconditional are made via the Employer subject to satisfactory Disclosure and Barring Service and medical

checks, a suitable second reference and acceptance for LJMU to transfer data to third party professional organisations as required to complete a professional award.

Convictions or pending actions will be considered at the Faculty Criminal Convictions panel. The panel considerations include the type of offence, age when committed and time expired since. This process is entirely confidential.

### **Other**

Employers will advertise the apprenticeship post and successful applicants will be supported to apply for the programme directly to LJMU NAH admissions departments (rather than via UCAS). The online application form has mandatory sections for employer support/details therefore no applicant can progress without employer sponsorship.

Prospective students are required to have completed 12 years general school education before commencing a nursing programme. Reference will be made to the Health and Safety at work act (2004) which restricts the manner in which young people may be deployed. In this context a 'young person' is defined as any person below the age of 18 (NMC circular, 17/2007).

Normally all applicants must show evidence of recent academic study or contemporary updating of knowledge and skills (within 5 years of the commencement of the programme).

The normal entry requirements for the programmes are\*:

5 GCSE's/ O' Levels at grade C or above. Must include: English and Mathematics at grade C or above. We will consider the following level 2 qualifications in place of Maths and English GCSE grade C+: Key Skills, City and Guilds, OCR (via Learn Direct) and ALAN but this does not replace the requirement of 5 GCSE's.

### **Mature entry**

#### **Mature Students**

Applications are welcomed from mature candidates who do not meet the standard criteria but who have appropriate knowledge and caring experience. Evidence of recent study experience may be particularly important in this group as those who have not studied for some time may find the transition to the student role difficult.

### **Overseas qualifications**

Applicants whose First Language is not English

Where English is not an applicants first language and at least GCSE Level English (with a Grade of C or above) has not been achieved in the UK, International English Language Testing System (IELTS) is required. The programme will apply the NMC requirements for overseas applicants to the register i.e. where the scores are at least 7.0 in the listening and reading sections and at least 7.0 in the writing and speaking sections and where the overall average score is 7.0.

## **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.*