Programme Specification: Undergraduate
For students starting in Academic Year 2022/2023

1.Course Summary

Name of programme & award title with UCAS code	Nursing (Mental Health) [B76P]
Awarding Institution	Aberystwyth University
Final Award	Bachelor of Science
Date of Publication	September 2023
QAA Subject Benchmark	**Information provided by Department of Life Sciences** QAA Nursing (2001) Archived NMC Standards of Proficiency (2018)

How this information might change: Please read the important information at https://www.aber.ac.uk/en/study-with-us/ug-studies/terms-conditions/. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

2: Duration

Programme	Years
Nursing (Mental Health) [B76P]	3

3: Educational aims of the programme

Information provided by Department of Life Sciences

The United Kingdom Nursing and Midwifery Council Future nurse: Standards of proficiency for registered nurses (NMC 2018a) require registrants to have the confidence and ability to think critically, apply knowledge and skills, and provide expert, evidence based, direct nursing care across health care settings.

The new Nursing and Midwifery (NMC) standards of proficiency for registered nurses (2018) were approved by Council at its meeting on 28 March 2018. They have been updated to ensure that standards remain contemporary and fit for purpose in order to protect the public and take into account the changes taking place in society and health care, and the implications these changes have for registered nurses. The proficiencies therefore specify the knowledge and skills that registered nurses must demonstrate when caring for people of all ages and across all care settings.

The standards are now grouped under seven platforms or aspects of professional practice which are important to understand because they:

• represent the knowledge, skills and attributes that all registered nurses must demonstrate when caring for people of all ages and across all care settings

• reflect what the public can expect nurses to know and be able to do in order to deliver safe, compassionate and effective nursing care

There are seven NMC platforms followed by two annexes, which are reflected throughout the planned nurse curriculum:

• Being an accountable professional

• Promoting health and preventing ill health

• Assessing needs and planning care

• Providing and evaluating care

• Leading and managing nursing care and working in teams

• Improving safety and quality of care

• Coordinating care

• Annexe 1: Communication and relationship skills

• Annexe 2: Nursing Procedures

The aim of this programme is to provide an inclusive learning experience which meets the NMC standards for proficiency and enables students to become autonomous registered healthcare practitioners confident in their ability to meet the person-centred, holistic care needs of the people they encounter in their practice who may be at any stage of life and who may have a range of mental, physical, cognitive or behavioural health challenges.

The University of Aberystwyth nurse celebrates diversity, engages proactively with their learning journey and is flexible and confident to lead and deliver healthcare across both rural and urban settings. They understand the professional code of practice and how this guides their everyday approach to professional nursing practice.

4: Intended learning outcomes

Information provided by Department of Life Sciences

The programme aims to enable students to:

• Develop as autonomous, accountable healthcare practitioners who meet the NMC (2018) Standards of proficiency and reflect the qualities identified in the NMC Code of Conduct (NMC 2015)

• Deliver holistic patient centred care for people of all ages in a diverse range of rural and urban settings

• Critically appraise the evidence base underpinning patient assessment, care planning, delivery and evaluation

• Develop the confidence and ability to think critically, apply knowledge and skills, and provide expert, evidence-based, direct nursing care

• Adopt a compassionate approach to leading teams and working collaboratively with others

• Promote self-awareness, wellbeing and reflect upon different strategies used to enhance resilience

• Perform a wide range of clinical skills and procedures with confidence and respond dynamically to the clinical situation and environment

• Clearly articulate the underlying anatomy, physiology, pathophysiology, common diagnostics and therapeutic management of common conditions in own field of practice

• Embrace a multidisciplinary approach to health promotion, health protection and the prevention of ill health by empowering others to make informed choices and decisions

• Appreciate the complexity of moral, legal and governance frameworks and political drivers underpinning healthcare

• Promote a positive approach to inclusivity, diversity and increasing cultural awareness

• Appraise quality assurance processes, identify areas for innovation and plan a change

• Become a passionate advocate for patients, others and the wider profession

5: Knowledge and understanding

Information provided by Department of Life Sciences

By the end of their programme, all students are expected to be able to:

L.6 QAA: A systematic extensive and comparative understanding of key aspects of the field of study, including coherent and detailed knowledge of the subject and critical understanding of theories and concepts, at least some of which is at, or informed by, the forefront of defined aspects of a discipline

Level 4 Certificate of Healthcare Studies

A1 demonstrate knowledge of the underlying theories, concepts and principles associated with nursing, and have an ability to evaluate and interpret these within the context of that area of study

A2 describe their own role and proficiency as a student nurse and their responsibilities towards ensuring patient safety and public protection within the context of the NMC Code

A3 explore the evidence base underpinning patient assessment, care planning, delivery and evaluation

A4 explain the appropriateness of different approaches to solving problems related to nursing and demonstrate A5 develop lines of argument and make sound judgements in accordance with basic theories and concepts

Level 5 Diploma of Healthcare Studies

A1 demonstrate knowledge and a critical understanding of the well-established principles, theories and concepts associated with nursing, and of the way in which those principles have developed

A2 appraise their own role and proficiency as a student nurse and their responsibilities towards ensuring patient safety and public protection within the context of the NMC Code

A3 examine the evidence base underpinning patient assessment, care planning, delivery and evaluation

A4 explain the appropriateness of different approaches to solving problems related to nursing and demonstrate

A5 confidently develop lines of argument and make sound judgements in accordance with basic theories and concepts

Level 6 BSc Nursing

A1 demonstrate a systematic understanding of key aspects of principles, theories and concepts associated with nursing including acquisition of coherent and detailed knowledge of defined aspects of the discipline and an ability to deploy accurately established techniques of analysis and enquiry

A2 critique their own role and proficiency as a student nurse and their responsibilities towards ensuring patient safety and public protection within the context of the NMC Code

A3 evaluate the evidence base underpinning patient assessment, care planning, delivery and evaluation

A4 justify the appropriateness of different approaches to solving problems related to nursing and demonstrate

A5 analyse different lines of argument and make sound judgements in accordance with complex theories and concepts

Teaching and Learning Strategy

The aim is to develop a progressive spiral curriculum which visits key principles and theories repeatedly with increasing complexity over a three-year programme. Students will spend 50% of their time in an academic setting and 50 % in practice learning opportunities, they must complete a minimum of 4,600 hours in accordance with NMC 2018 (2,300 theory and 2,300 practice). Registered nurses must be able to meet the person-centred, holistic care needs of the people they encounter in their practice who may be at any stage of life and who may have a range of mental, physical, cognitive or behavioural health challenges. The curriculum has been designed with cross-field modules which introduce aspects of professional practice and holistic person-centred care to all students regardless of field. The focus will be on developing the personal skills and attributes associated with professional nursing practice to enable safe, compassionate nursing care in a variety of care settings.

Registrants “must also be able to demonstrate a greater depth of knowledge and the additional more advanced skills required to meet the specific care needs of people in their chosen fields of nursing practice.” (NMC 2018a, p.6). Therefore, there are ‘field specific’ modules as part of this curriculum which reflect learning associated with developing expertise essential for the chosen field of practice.

There will be a student-centred blended learning approach to delivery using a combination of self-directed, on-line and face to face teaching. Where possible the programme will aim to be family friendly and minimise travel for academic lectures, some students will be able to attend some sessions ‘virtually’. Delivery will include lead lectures, seminars and small group work, simulation, case studies, action learning sets and clinical supervision. This will be supported by expertise from the wider University team as well as our PLPs and service users. We acknowledge learning takes place at different times of the day, in both formal and informal settings, through self-directed activities (i.e. reflection, discussions, reading). Students will be encouraged to take ownership of their learning and will be empowered to engage with further reading and self-directed research as required.

Simulation is essential in nurse education and at Aberystwyth we are investing in a Clinical Skills Unit which models local care delivery. This will include areas which reflect the patient journey from home and community services to assessment, planned and acute care. Students will be able to gain valuable exposure to clinical skills in a safe, learning environment which reflects the nurse/patient experience.

Aberystwyth have developed a ‘Virtual Family’ which will help support learning throughout the 3-year programme. This will encourage a truly holistic approach to family centred care. This resource will be used to support teaching, learning and assessment and will try to capture some of the complexities of care in the 21st century. It is hoped this will encourage critical thinking and also bridge some of the challenges in understanding care delivery across settings and specialities.

The 3-year plan for simulation includes scenario-based workshops which will include exposing students to other professional students and multidisciplinary teams to gain insight into the strengths and challenges of working together to deliver care.

Core Modules and Assessments

Year 1/ Part 1

Introduction to Professional Practice NU1XX20

• Reflective essay

• Lifespan & development exam

PLO1

Developing Professional Practice NU1XX20

• Patient assessment essay

• Exam (Medicines management)

PLO2

Understanding the Human Body NU1XX20

• Case study report

• Exam (basic A&P)

PLO 3

Demonstrating Professional Practice NU1XX60 credits: PAD Part 1 and reflective self-assessment report *

Year 2/ Part 2

Introduction to Field Specific Nursing NU2XX20

• Patient management essay

• Media presentation ‘lived experience’ of service user

PLO4

Complex Field Specific Nursing NU2XX20

• Essay on life limiting condition

• Poster on ‘Loss’

PLO5

Pathophysiology of Common Conditions NU2XX20

• Virtual verbal handover of care

• Case study report common condition

PLO 6

Enhancing Professional Practice NU2XX60 credits PAD: Part 2 and reflective self-assessment report *

Year 3 /Part 3

Compassionate Leadership and Management of Others NU3XX20

• Reflective essay leadership in practice

• Real time group workshop solving complex clinical scenario

PLO7

Innovating Practice NU3XX20

• e-Portfolio multimedia innovation to improve health and wellbeing

• Dragon’s Den pitch

PLO8

Transition to Autonomous Practice NU3XX20

• Revalidation portfolio

• Reflective essay personal readiness for registration

• Medicinesmanagement exam

PLO 9

Leading Professional Practice NU3XX60 credits PAD: Part 3 and reflective self-assessment report *

* Denotes a module which can be completed through the medium of Cymraeg

6: Skills and other attributes

Information provided by Department of Life Sciences

10.2.1 Intellectual Skills

By the end of their programme, all students are expected to be able to:

QAA Level 6: A conceptual understanding of a level that is necessary to devise and sustain arguments, and/or to solve problems and comment on research and scholarship in the discipline, with an appreciation of the uncertainty, ambiguity and limits of knowledge.

Level 4 Certificate of Healthcare Studies

B1 Recognise common problems encountered in clinical practice and respond appropriate

B2 Identify own opportunities and barriers as a student nurse

B3 Recall fundamental skills essential for basic patient assessment, care planning, delivery and evaluation

B4 Understand reflective practice and how this increases self-awareness

B5 Understand basic legal, moral, ethical and governance frameworks

Level 5 Diploma of Healthcare Studies

B1 Recognise complex problems encountered in clinical practice and respond appropriately

B2 Examine own opportunities and barriers as a student nurse

B3 Recall fundamental skills essential for complex patient assessment, care planning, delivery and evaluation

B4 Explore reflective practice and how this helps enhance skills associated with collaborative working

B5 Explore legal, moral, ethical and governance frameworks

Level 6 BSc Nursing

B1 Recognise complex problems encountered in clinical practice and lead others to respond appropriately

B2 Appraise opportunities and barriers facing others using a given framework

B3 Recall advanced skills essential for complex patient assessment, care planning, delivery and evaluation

B4 Examine the impact of wider social, political and economic influences associated with reflective practice

B5 Appraise complex legal, moral, ethical and governance frameworks

10.2.2 Professional practical skills / Discipline Specific Skills

By the end of their programme, all students are expected to be able to:

QAA Level 6: an ability to manage one's individual learning and to deploy accurately established techniques of analysis and enquiry within a discipline or as necessary for the discipline

Future nurse: Standards of proficiency for registered nurses: The outcome statements for each platform have been designed to apply across all four fields of nursing practice (adult, children, learning disabilities, mental health) and all care settings. Registered nurses must be able to meet the person centred, holistic care needs of the people they encounter in their practice who may be at any stage of life and who may have a range of mental, physical, cognitive or behavioural health challenges. They must also be able to demonstrate a greater depth of knowledge and the additional more advanced skills required to meet the specific care needs of people in their chosen fields of nursing practice (NMC 2018)

Level 4 Certificate of Healthcare Studies

Meet Part 1 of the NMC (2018) Future nurse: Standards of proficiency for registered nurses

Level 5 Diploma of Healthcare Studies

Meet Part 2 of the NMC (2018) Future nurse: Standards of proficiency for registered nurses

Level 6 BSc Nursing

Meet Part 3 of the NMC (2018) Future nurse: Standards of proficiency for registered nurses with eligibility to join the register

7: Transferable/Key skills

Information provided by Department of Life Sciences

By the end of their programme, all students are expected to be able to:

QAA Level 6: Personal and enabling skills appropriate to the discipline, including the ability to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences, the exercise of initiative and personal responsibility, and decision-making in complex and unpredictable contexts

Level 4 Certificate of Healthcare Studies

D1 communicate accurately and reliably, and with structured and coherent arguments

D2 demonstrates basic numeracy and digital literacy skills

D3 manage own learning and study time effectively

D4 develop effective teamworking skills

D5 demonstrate increased resilience and emotional intelligence

Level 5 Diploma of Healthcare Studies

D1 effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences

D2 demonstrate more advanced numeracy and digital literacy skills

D3 manage own time effectively with increased awareness of wider pressures

D4 effective leadership and teamworking skills

D5 demonstrate resilience and emotional intelligence and be capable of explaining the rationale that influences their judgments and decisions in routine situations

Level 6 BSc Nursing

D1 effectively communicate complex information, arguments and analysis in a variety of forms to specialist and non-specialist audiences

D2 consistently high level of numeracy and digital literacy skills

D3 manages own and others time effectively and delegates workload appropriately

D4 effective leadership, teamworking and management skills

D5 demonstrate resilience and emotional intelligence and be capable of explaining the rationale that influences their judgments and decisions in routine, complex and challenging situations

8: Work-based learning (where appropriate)

Information provided by Department of Life Sciences

This undergraduate modular programme of study includes 50% of delivery taught and assessed in clinical practice during placements with practice partners.

9: What is the structure of the programme?

10: University Regulations

Details of University Regulations can be found at https://www.aber.ac.uk/en/academic-registry/handbook/regulations/

11: Support for students and their learning

12: Entry Requirements

Details of entry requirements for the scheme can be found at https://courses.aber.ac.uk/

13: Methods for evaluating and improving the quality and standards of teaching and learning

14: Regulation of Assessment

Academic Regulations are published as Appendix 2 of the Academic Quality Handbook: https://www.aber.ac.uk/en/aqro/handbook/app-2/

15: External Examiners

External Examiners fulfill an essential part of the Universityâ€™s Quality Assurance. Annual reports by External Examiners are considered by Faculties and Academic Board at university level.

16: Indicators of quality and standards

The Department Quality Audit questionnaire serves as a checklist about the current requirements of the Universityâ€™s Academic Quality Handbook. The periodic Department Reviews provide an opportunity to evaluate the effectiveness of quality assurance processes and for the University to assure itself that

management of quality and standards which are the responsibility of the University as a whole are being delivered successfully.Â