

## **PROGRAMME SPECIFICATION**

for the award of

**MSci Nursing (Adult & Mental Health)**

**Managed by the Faculty of Health and**

**Life Sciences, delivered by Oxford**

**School of Nursing and Midwifery**

<b>Date approved:</b>	March 2020
<b>Applies to students commencing study in:</b>	September 2020

### **RECORD OF UPDATES**

<b>Date amended*</b>	<b>Nature of amendment**</b>	<b>Reason for amendment**</b>

## SECTION 1: GENERAL INFORMATION

<b>Awarding body:</b>	Oxford Brookes University
<b>Teaching institution and location:</b>	Oxford Brookes University
<b>Language of study:</b>	English
<b>Final award:</b>	MSci
<b>Programme title:</b>	Nursing (Adult & Mental Health)
<b>Interim exit awards and award titles available:</b>	MSci Nursing (Adult & Mental Health) Unnamed CertHE Unnamed DipHE
<b>Brookes course code:</b>	
<b>UCAS code:</b>	B705 (Oxford) B706 (Swindon)
<b>JACS code:</b>	B740
<b>HECoS code:</b>	See guidance note G2.2, section 1
<b>Mode of delivery:</b>	Full-time (on-campus) Part-time (on-campus)
<b>Mode/s and duration of study:</b>	4 years minimum to maximum of 8 years
<b>QAA subject benchmark statement/s which apply to the programme:</b>	No longer applicable
<b>Professional accreditation attached to the programme:</b>	Nursing and Midwifery Council <a href="http://standards.nmc-uk.org/Pages/Welcome.aspx">http://standards.nmc-uk.org/Pages/Welcome.aspx</a>
<b>University Regulations:</b>	The programme conforms to the University Regulations for the year of entry as published/archived at: <a href="http://www.brookes.ac.uk/regulations/">http://www.brookes.ac.uk/regulations/</a> Specific Regulations for the undergraduate programmes apply and can be seen at: <a href="https://www.brookes.ac.uk/regulations/current/specific/b2/">https://www.brookes.ac.uk/regulations/current/specific/b2/</a> Postgraduate programme regulations also apply. Variations are listed at <a href="https://www.brookes.ac.uk/regulations/current/specific/b4/">https://www.brookes.ac.uk/regulations/current/specific/b4/</a>

## **SECTION 2: WHY STUDY THIS PROGRAMME?**

### **2.1 Rationale for and Distinctive features of the programme**

Adult and Mental Health nurses need to be able to demonstrate competence in the fundamentals of nursing care across the lifespan, developing more specific skills within a specialist field of practice, in this case Adult and Mental Health nursing. We recognise that as the context of healthcare delivery is changing, the ability to work flexibly and inter-professionally and collaboratively in a way which is meaningful and relevant is essential. As knowledge and information sources grow and are shared rapidly through digital media, the future Adult and Mental Health nurse needs the ability to work with established and emerging technologies, in order to provide contemporary patient care within a digital age. Practice learning is a central theme to programme, which is underpinned by sound theoretical frameworks and analysis of contemporary evidence. Adult and Mental Health Nurses need the skills for evidence based practice including being able to form practice questions, search for and critically appraise and use clinical and professional judgement in order to influence practice. We believe that this is fundamental to achieving high quality care and engagement in a culture of safety and learning, in which students feel safe to raise concerns, is essential.

We endorse the view that the attributes of the good nurse, such as compassion, courage and commitment are helpfully developed and nurtured through the study of broader philosophical, moral and ethical theories and reflect both the values of the NHS Constitution and the University's guiding principles of confidence, enterprising creativity, connectedness and generosity of spirit.

Our students are making a transition from applicants, with diverse backgrounds, to registrants with a professional identity. As such, a core theme within our spiral curriculum is the developing nurse, with the ability to understand and manage their own academic and professional development and identity. Students as partners are engaged as co-creators of their educational experience through a range of learning experiences within a transformational learning experience as outlined in our teaching, learning and assessment strategy.

As a future nurse, practitioners will have the opportunity to positively influence the national and global healthcare agenda and fundamentally transform health care outcomes of individuals, their families/their significant others and the wider population. This curriculum will give graduating Adult and Mental Health Nurses the knowledge, skills and attitudes required to influence this change and support them to develop their own professional responsibility towards the fundamental purpose of the profession.

### **2.2 Aim/s of the programme**

The aim of the Nursing (Adult and Mental Health) MSci pre-registration programme is to graduate confident, compassionate, resilient and self-aware Adult and Mental Health nurses who:

- are competent, fit for purpose and award, with a portfolio of widely transferable post graduate attributes.
- work creatively with others demonstrating the ability to educate, inform, supervise, manage and lead in order to promote and develop best outcomes of care.
- will contribute significantly to high quality individual and family centred care, maintaining the safety of those in their care, across the lifespan.
- will use evidence and reflection critically, to inform practice and manage their own continuing professional development.
- can articulate the contribution to society that the nurse makes through their dual role capacity and approaches to care

## **SECTION 3: PROGRAMME LEARNING OUTCOMES**

The learning outcomes are derived from the NMC Standards Future nurse: Standards of proficiency for registered nurses (2018) and define the overarching principles of being able to practice as a nurse. In relation to this programme, students are expected to achieve these learning outcomes at a level commensurate with the academic award. The context in which they are achieved defines the scope of professional practice within the chosen field, in this case Adult and Mental Health Nursing.

**On successful completion of the programme, postgraduates will demonstrate the following Brookes Attributes:**

### ***Academic literacy***

1. Systematically and competently assess, plan, deliver and evaluate evidence informed, holistic and person centred care, appropriate to the mental, physical, cognitive, behavioural, emotional or social health challenges across the lifespan.
2. Creatively demonstrate flexibility and independence in effectively caring for people across all care settings.
3. Demonstrates a deep and systematic understanding of theory and research in order to maintain high quality essential care to all and manage unpredictable and complex care confidently in their chosen field of practice, creatively using a wide range of standard or innovative techniques.
4. Critically evaluate and innovate strategies for effective collaborative practice, and proactively work with health and social care professionals, other agencies, service users, carers and families to formulate solutions, and promote shared decision making.
5. Identify and appraise the principles of leadership and management, and consider how these can be used to effectively supervise, coordinate and manage people, contributing to planning, designing, delivering and improving services.

### ***Research literacy.***

6. Critically evaluate the research evidence for development of professional practice.
7. Analyse complex, incomplete or contradictory evidence and judge the appropriateness of the enquiry methodologies used, recognising and arguing for alternative approaches.
8. Autonomously and creatively plan and manage independent projects to inform and improve professional practice selecting appropriate advanced methodological approaches and critically evaluate their effectiveness.

### ***Critical self-awareness and personal literacy***

9. Act with professionalism and integrity and work within agreed professional, ethical and legal frameworks and processes to develop, maintain and improve standards
10. Incorporate a critical ethical dimension into decision making.
11. Demonstrate compassion and respect, and critically evaluate their significance in maintaining a connectedness with all service users and carers.
12. Demonstrate emotional intelligence and resilience to manage your own personal health and wellbeing.

### ***Digital and information literacy***

13. Critically evaluate and use a range of communication and relationship skills with individuals, groups and teams
14. Critically evaluate and use established and emerging digital technologies and health informatics to support and inform health care.
15. Articulate an informed understanding of the relevance of and adherence to information governance

### ***Active citizenship***

16. Appreciate the complexities and personal responsibility in relation to safeguarding people who are vulnerable or at risk across the lifespan
17. Critically evaluate the impact of the political context, lifestyle, environment, culture,

diversity and the location of care delivery, on individual and family health and wellbeing.

## SECTION 4: CURRICULUM CONTENT & STRUCTURE

### 4.1 Programme structure and requirements:

Code	Module Title	Credits	Level	Status*	Coursework: Exam ratio
<b>Year 1</b>					
NURS 4009	Preparation for Professional and Academic Learning	15	4	Compulsory	Coursework 100%
NURS 4011	Foundations of Nursing Practice	45	4	Compulsory	Coursework 100%
NURS 4012	Bioscience for Nursing Practice	30	4	Compulsory	Coursework 100%
NURS 4019	Mental Health & Wellbeing	15	4	Compulsory	Coursework 100%
NURS 4020	Clinical Practice Experience 1 (Adult & Mental Health)	15	4	Compulsory	Coursework 100%
<b>All compulsory modules passed</b>					
<b>EXIT AWARD</b>	<b>Un-named Cert HE (120 credits achieved)</b>				
<b>Year 2</b>					
HESC 5012	Research Methods and Analysis	15	5	Compulsory	Exam 100%
NURS 5027	Enhancing Therapeutic Relationships in Nursing Practice	15	5	Compulsory	Coursework 100%
NURS 5028	Assessing and Planning Adult Nursing care	45	5	Compulsory	Coursework 100%
NURS 5031	Promoting Health in Adult Nursing Practice	30	5	Compulsory	Coursework 100%
NURS 5037	Clinical Practice Experience 2 (Adult & Mental Health)	15	4	Compulsory	Coursework 100%
<b>All year 2 compulsory modules passed</b>					
<b>EXIT AWARD</b>	<b>Un named DipHE (Subject to passing 120 credits Level 4 and 120 credits Level 5)</b>				
<b>Year 3</b>					
NURS 6013	Advanced Research Design	15	6	Compulsory	Coursework 100%
NURS 6059	Assessing and Planning Mental Health Nursing Care	45	6	Compulsory	Coursework 100%
NURS 6058	Reflective Practice in Adult and Mental Health Nursing	15	6	Compulsory	Coursework 100%
NURS 6060	Promoting Health in Mental Health Nursing Practice	30	6	Compulsory	Coursework 100%
NURS 6061	Clinical Practice Experience 3 (Adult & Mental Health)	15	6	Compulsory	Coursework 100%
<b>All year 3 compulsory modules passed</b>					

Year 4					
NURS 7103	Nursing Care of people with Complex Physical and Mental Health Needs	30	7	Compulsory	Coursework 100%
NURS 7104	Consolidation of Adult and Mental Health Nursing Practice	40	7	Compulsory	Coursework 100%
NURS 7018	Dissertation	40	7	Compulsory	Coursework 100%
NURS 7105	Clinical Practice Experience 3 (Adult & Mental Health)	10	7	Compulsory	Coursework 100%

#### 4.2 Progression and award requirements

Whilst on the MSci Nursing (Adult & Mental Health) programme you will normally be expected to follow the programme in a sequence appropriate to your professional and academic development.

Your programme is divided into 3 'Parts' in line with the NMC Future nurse standards (2018), which requires successful completion of all compulsory modules, prior to progression to the next 'Part'. Each part is usually equivalent to an academic year of your programme, however in the MSci programme Part 1 is undertaken in Year 1, then Part 2 is repeated in Years 2 and 3, giving you chance to experience both fields of practice. Part 3 is then completed in Year 4. Progression between 'Parts' and years of your programme is governed by both University and NMC requirements.

#### 4.3 Professional requirements

.All compulsory modules, must be taken and passed in order to meet the requirements for registration with the Nursing and Midwifery Council (NMC). To register with the NMC graduates are required to meet all academic and practice requirements of the course including at least 2,300 hours of practice learning. In addition, graduates are required to make a declaration of good health and character to the University. This is confirmed to the NMC prior to the process for registration commencing. Once you have completed the programme and graduated, you have five years to register your award with the NMC. In the event that you fail to register the qualification within five years, you will have to undertake additional education and training or gain such experience as specified in the NMC Standards.

## SECTION 5: TEACHING AND ASSESSMENT

### 5.1 Teaching, Learning and Assessment

The overarching educational approach of this curriculum is one of Transformational Learning, a form of adult learning derived from the work of Mezirow (2003). It is based on how learners come to education courses with sets of established beliefs and values and how through critical reflection on these beliefs, students' perspectives can be changed and transformed. The curriculum also uses a 'spiral' design to ensure that your learning in both practice and the university is structured incrementally from one year to the next.

A focus for each year of the spiral curriculum was developed as a result of the consultation process and the incorporation of key drivers and policy for nursing and healthcare. Year 1 is

about developing the foundations for nursing practice across the lifespan and fields of practice. This includes preparing for your academic and professional learning, biosciences, understanding the influences of health and well-being of yourselves and others, and consideration of underpinning values and beliefs. Year 2 and 3 will enable you to further develop therapeutic relationships, communicating and collaborating in the assessment, planning, implementation and evaluation of nursing care within your specific fields of practice. This will also extend your application of bioscience knowledge. The themes of public health, prevention and health promotion will be explored. In year 4 you will prepare for the transition to registrant. The programme focuses on the complex care of people with multiple comorbidities. You will explore your role leading, managing and coordinating nursing care, and the supervision of others. Throughout there will also be a focus on your and others well-being and the support required to develop confident resilient practitioners.

The programme development team have also developed a model which enables students from the three fields (adult nursing, child nursing and mental health nursing) to learn together at the start of the course, with learning becoming more complex and field specific as you progress through the course.

Approaches to your learning and assessment are also underpinned by the programme philosophy, the postgraduate attributes and Oxford Brookes University guiding principles. These approaches reflect relevant local, national and international drivers from education and health and social care. The person in your care and their family will also be at the centre of your educational experience.

Your learning will be facilitated in partnership with practice and academic staff who meet professional standards and guidance. They will value you as an individual, recognising your graduate attributes and skills and enhance your strengths and challenge you in order that you can develop academically, personally and professionally.

You will be encouraged to learn by discovery as you move from being primarily supported and dependent, to being supportive and independent in learning and practice. This approach to your learning and assessment will help you to identify your strengths and areas for development. You can then reach your personal and professional potential and become a confident, safe and effective professional registered nurse.

The teaching and learning approaches have been designed to reflect the transformational ethos of the philosophy. Learning will be facilitated by a range of approaches during both the practice and university experiences such as:

- Experiential learning e.g. practice learning, simulation, action-learning, debate and discussion, reflection
- Mentoring, and supervising e.g. questioning, challenging, supporting, observing, giving and receiving feedback
- Active learning e.g. projects, role-play, educating others such as patients, the public or peers.
- Student-centred learning e.g. self-assessment, reading, finding evidence, production of resources
- Blended and on-line learning: e.g. using digital resources such as 'virtual family', quizzes, specialist lectures
- Use of technology and informatics e.g. social media and networking, mobile health (mHealth), Electronic Patient Records (EPR), big data, personalized medicine and the professional boundaries required when using such technology.

- Collaborative learning with other disciplines, cultures and agencies e.g. multi-professional team working and simulation, exploring global perspectives
- Problem-based/solution-focussed learning e.g. small group working using complex, multi-faceted scenarios, prioritising or decision making in practice.

## Dual Level Teaching

As an MSci Nursing (pre-registration) student you will also study with pre-registration Master's Mental Health students as well as the undergraduate Nursing BSc (Hons) students in some of the profession specific modules. The differences between the programmes are clearly defined by your own specific curricula and assessment strategies with level of attainment expected per the university level specific marking criteria. The dual level teaching will afford you the opportunity to learn the core skills and specific attributes of nursing alongside the BSc students.

**A synopsis of how teaching, learning and assessment links to the development of the graduate attributes is shown below:**

Graduate attribute	Teaching and learning methods
Academic literacy	<ul style="list-style-type: none"> <li>• Nursing related lectures / seminars / workshops</li> <li>• supports the learner in developing academic skills which underpin future learning including location and appraisal of evidence</li> <li>• Clinical Practice Experience modules develop the student's focus on their own practice and their own learning needs, to explore a more critical and evidence based approach to subject matter</li> <li>• Assessment is through demonstration of academic skills commensurate with award, though structured assessments, including project and dissertation work and demonstrating the ability to identify and apply the evidence which underpins clinical practice</li> </ul>
Research literacy	<ul style="list-style-type: none"> <li>• Students are introduced to the concept of evidence based practice in Year 1 and this is a thread which continues throughout the course.</li> </ul>

	<ul style="list-style-type: none"> <li>• Module U43744 / HESC5012 provides students with an understanding of a range of research methodologies.</li> <li>• Module NURS**** also allows students to explore evidence related to complex nursing care.</li> <li>• All modules support the learner in developing academic skills which underpin future learning including location and appraisal of evidence</li> </ul>
Critical self-awareness and personal literacy	<ul style="list-style-type: none"> <li>• Critical self-reflection is encouraged as a means of keeping a focus on the development of individual professional practice supported by clinical mentors.</li> <li>• Presentation skills are developed through student-led seminars, presentations to peers, and some of the assessments</li> <li>• Portfolios and profiling are used as a means of showing evidence of developing skills, knowledge and experience, of personal achievement,</li> </ul>



	<p>and providing the tangible building blocks for life-long learning</p> <ul style="list-style-type: none"> <li>• Engaging with service users in a variety of face to face or virtual formats</li> <li>• Clinical assessment of how knowledge of self informs ability to deliver clinical care working both singly and in multi professional teams</li> </ul>
Digital and information literacy	<ul style="list-style-type: none"> <li>• Health Informatics and Digital Technology is a theme running throughout the whole curriculum.</li> <li>• Digitally based search skills for literature are developed</li> <li>• Learning is supported in most modules with a number of online learning exercises</li> <li>• Virtual learning platforms are used to support group work and communication</li> <li>• Technologies suitable for supporting the delivery of clinical care are used in learning in simulation settings and in clinical practice</li> <li>• Online submission of work and use of technologies such as Turnitin, are encouraged to develop self-assessment skills</li> <li>• Engaging with online learning resources such as virtual skills, safe medicate and the “virtual family “</li> <li>• Assessment of digital and information literacy is through engagement with web based assessment , evidence of ability to access and use digital information , clinical assessment of use of technologies to support care delivery.</li> </ul>
Active citizenship	<ul style="list-style-type: none"> <li>• Group activities (e.g. action learning cycles, seminars, workshops, presentations) are used as a means of sharing knowledge, experience and skills, developing critical skills, and emphasising the inter-professional nature of health care.</li> <li>• The significance of culture and ethnicity and identity is explored in relation to case studies and scenarios within modules.</li> <li>• Students engage with service users either in face to face or virtual formats and are challenged on how the personal and wider cultural identity influences health care need</li> <li>• Assessment is through meeting the theoretical assessment criteria linked to cultural sensitivity, and how international policy and practice can be used to inform thinking in written work .These are similarly assessed through clinical assessment, looking for the ability to apply such understanding to care delivery.</li> </ul>

### Student contact time

Student time is divided (as per professional guidelines) 50:50 between theory and practice hours (3065 hours of each over 4 years full time = total 6130 hours. Practice includes all time spent in direct patient care activities plus Simulation Based Education (SBE) over the period of the programme.

Theory hours include all learning in non-practice settings and include face to face teaching plus individual and group virtual and non-virtual led student activities. A typical distribution of hours per single module would be 20-30 hours face to face, plus 20 hours of virtual individual and group activities, plus 100 hours of other independent study. Comprehensive details of module teaching, learning and assessment will be provided in the programme and module handbooks.

### 5.2 Assessment regulations

The programme conforms to the University Regulations Undergraduate and Postgraduate Modular Academic Regulations for the award of MSci, except for the following approved variations: whilst the university regulations allow for compensated passes at level 4 and 5 progression points of an undergraduate programme, your programme, in order to meet professional regulations does not allow any compensated passes.

You should also note the following programme assessment rules;

- there is no compensation between elements of module assessment
- CPE modules do not allow a resit opportunity at the end point of the module; there is one placement retrieval opportunity within the module
- if you fail a practice module on more than one occasion you will be required to leave the programme

Graduation from the University and registration with the NMC will be subject to having taken and passed all compulsory modules, completed all required practice hours and demonstrated that you have met and maintained the requirements for Fitness to Practice.

All decisions will be taken by the Subject Exam Committee.

You may be liable for the cost of a module retake unless you have been awarded module disregards through exceptional circumstances. Your results will be ratified at the next full exam board.

Please see the Undergraduate Modular Programme Regulations for further information by using the following link: <http://www.brookes.ac.uk/regulations/current/specific/b2/> and <https://www.brookes.ac.uk/regulations/current/specific/b4/>

## **SECTION 6: ADMISSION TO THE PROGRAMME**

### **6.1 Entry Requirements**

Prior qualifications necessary for entry to the programme, including English language requirements can be found on the Oxford Brookes website.

<b>NON ACADEMIC ESSENTIAL</b>
One reference, preferably academic
Successful outcome in the values based selection process, to include an individual interview
Occupational Health clearance
DBS clearance
<b>NON ACADEMIC DESIRABLE</b>
Experience of paid or voluntary work within a health care environment or relevant to chosen field
Evidence of transferable skills related to the profession (e.g. communication skills, care skills)
Understanding of and commitment to the profession

Students may be eligible for entry with RPL subject to meeting the university regulations for credit transfer and the professional body standards for entry with credit.

### **6.2 DBS and other pre-course checks required**

Enhanced DBS is required for all students on the nursing programme. Student will be advised of the process for DBS checking once confirmation of acceptance of an offer has been made. Offers to students who do not achieve satisfactory DBS clearance will be withdrawn.

## **SECTION 7: PREPARATION FOR EMPLOYMENT**

### **7.1 Student Support and Guidance**

Pre-Induction Support – applicants who have accepted an offer are given access to a pre-induction website which gives them information about Fresher's week, including timetables, uniform, health clearances, finance advice and a welcome booklet.

Induction Programme - students are provided with activities during induction week and the first semester of the programme to provide an introduction to the University and their programme including practice preparation and learning. This includes support roles, resources and support mechanisms available to learners on site and within their programme and wider University.

Programme Handbook – the programme handbook provides an overall perspective of the programme including information regarding course structure, teaching and learning, assessment and regulations.

Module Moodle handbooks – provides clear contact information, module learning outcomes and assessment details

Subject Co-coordinators, Academic Advisors and Link lecturers provide consistent support for students throughout the programme in relation to pastoral, academic and practice learning support.

Practice learning support is provided through the Practice Education Unit, Practice Supervisors, Practice Assessors and Link Lecturers.

Central support services include student services such as Upgrade, Student Disability Services, Student Finance, Student Accommodation, Counselling and Careers services

Study skills development/support are incorporated into modules and available from Library staff and Upgrade.

## **7.2 Graduate Employability**

There is an excellent commitment from local NHS and PVI partner to employ nursing graduates from Oxford Brookes. MSci graduates in Adult and Mental Health Nursing can expect to be employed as Band 5 staff nurses in a variety of settings, including the acute sector and community and family health care settings. Future careers prospects include clinical specialisation, management, research or education.

Graduates may work in the UK or overseas subject to local registration requirements being met. The Oxford Institute of Nursing, Midwifery and Allied Health Research (OxINMAHR), can provide interested nursing graduates with a structured research career pathway opportunity, developed in partnership with local NHS partners. Trusts are increasingly seeking to employ graduates with dual level qualifications in order to provide care for an increasing number of people with both physical and mental health needs.

## **7.3 Links with Employers**

This programme has 50% of learning activity situated in clinical practice with local Trusts and other health care providers, who work in partnership with Oxford Brookes in the design and delivery of the programme. Service Users and carers are experts about their lives and their experiences of health care, and as such have been fundamental in the development of these nursing programmes. Specialist lecturers and Associate Lecturers (usually nursing clinicians from practice) are also an integral part of the programme delivery and development. The programme also participates in annual university events, such as The Science Bazaar (for young people and children) and Brookes Live (an open evening of activities for the local community).