Course Specification

BSc (Hons) Mental Health Nursing (MHN)

HLSU198

&

Non-Integrated Degree Apprenticeship

BSc (Hons) Mental Health Nursing (MHN)

HLSU226

Faculty of Health and Life Sciences

School of Nursing, Midwifery and Health

March 2019

Please note: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

We regularly review our course content, to make it relevant and current for the benefit of our students. For these reasons, course modules may be updated.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in the Module Information Directory (MID), student module guide(s) and the course handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.
1. Introduction

Coventry University is one of a select group of universities that offer all four fields (Adult, Mental Health, Learning Disabilities and Children and Young People’s), Coventry University is currently ranked 7th in the UK for Nursing in the Guardian University Guide (2019).

The aim of this course is to prepare and enable students for a dynamic and fast changing health and social care system. Mental health nurses have the potential to work with a wide spectrum of service users and within a vast range of services including community, in-patient, primary care and specialist services such as CAMHS (child and adolescent mental health services) and forensic mental health. Whilst mental health nurses must be competent in a range of physical health interventions and medically based mental health treatments, particular emphasis is placed on communication and psychological interventions. Within the course, students will be required to consider the importance of advocating for vulnerable service users both in the community and in-patient environments, taking into account the risk of stigma and oppression which have been encountered by people with mental health problems.

This innovative course meets the Nursing and Midwifery Council (NMC), Realising Professionalism: Standards for Education and Training (NMC, 2018) with the notion of collaboration across all areas of health and social care whilst maintaining the professional identity of each field of nursing. The course was co-designed following extensive consultation with local stakeholders including practice partners, students, service users and carer representatives.

The course is 3 years in duration (a total of 120 weeks) and includes 6 blocks of credit bearing placements (totalling 60 weeks) within a clinical setting. 2300 hours of study must be achieved in both the practice setting and the university setting and students are assessed using theory, practice and simulation assessments.

The Nursing Degree Non-Integrated Apprenticeship follows the same course structure as the full time BSc Hons Nursing courses for all fields. Therefore students will be taught the same modules, undertake the same assessments and take annual leave when scheduled in the course plan as per their employment contract. For 40 weeks of the year the NDA Apprentices will be on the course studying theory or supernumerary in practice placements. Apprentices undertaking their supernumerary practice placements will be subject to the same requirements as any other pre-registration nurse student. They will not be placed in their normal area of work and may be required to undertake their supernumerary practice placements within other approved organisations.

The apprentices will return to their paid role with their employer for the remaining 12 weeks of each year; during this time they will be required to take their annual leave as detailed in their contract of employment.

Students will be taught collaboratively (in conjunction with other health and social care professionals), generically (with the other three fields of nursing) and as nursing field specific modules relating to discipline specific issues. This is in keeping with the new NMC Standards for Education- The Future Nurse (2018) and the education framework for assessing learning in practice (2018). Expert staff teaching on the course, whilst registered in a distinct field of nursing, work in
collaboration to model for students the sharing of evidence based educational practices. The vision is that these practices will enable care delivery for people in all health care settings across the lifespan.

Students who successfully complete this course are eligible to apply for registration with the Nursing and Midwifery Council (NMC) as a nurse, which is a protected title. Nursing at Coventry University is a very popular course with students selected from all over the UK and internationally, with 100% of students gaining employment upon completion.

Coventry University is globally renowned in simulation learning and research, featuring a state-of-the-art building with bespoke innovative simulation spaces and technologies. University based simulation activities that occur in every placement setting emphasise the importance of debrief and promote discussion whilst students are out on placement to cross the theory/practice gap. Some of these may be inter-professional, specifically those emulating multi-disciplinary case conferences and major incident planning and management delivered as part of the leadership module.

Practice learning is integral and accounts for 50% of the course. Students will complete 6 practice modules offered in a range of cutting edge areas such as emergency, high dependency care, community and home care delivery settings, acute hospital experiences and older adult with local practice partners. Practice assessment is divided into three parts which build on proficiencies;

Part 1: Foundations of practice – guided participation in care
Part 2: Managing own caseload – active participation in care
Part 3: Managing own caseload, supervising and supporting others in the practice setting – practising independently with minimal supervision

Coventry University has also been at the forefront of developing new models of learning in practice such as the “Learning Zone Model” which enables students to learn from and with each other with the support of practice supervisors and practice assessors.

Inter-professional education (IPE) is a central component of the course and is threaded through the majority of health and social care courses within the Faculty of Health & Life Sciences. We ensure that students from different health and social care professions are given the opportunity to learn and work with each other for the benefit of people in our community, in order to gain an understanding of ‘integrated learning and working’.

Students will experience authentic inter-professional learning experiences within their course both is theory and practice, and in doing so will develop a set of ethical values and capabilities that are essential in becoming collaborative, practice ready health and social care professionals. Our ‘collaborative capability framework’ will develop students’ values and understanding about professional interaction; enable successful learning and working within teams and organisations; and empower students to embrace ethical values that are enacted through their career, recorded in an online portfolio.

The research strand of the course enables students to be both consumers and providers of research and key skills such as database searching, understanding evidence based practice and interpreting and applying research to patient care are threaded throughout the course in key modules. Study skills are introduced in the beginning of year 1 to empower students to develop these and other essential proficiencies such as numeracy, reflection and academic writing.
Cultural competence, understanding diversity and intercultural experiences are all important in developing nurses who can deliver person-centered care. The international/global exposure provided through online learning with students from other countries, field trips and possible placement experiences are a key part in enabling CU nurses to become culturally competent practitioners.

Leadership and management skills are supported throughout the course by a focus in year 1 on managing students’ own needs and those of individual patients in year 2 by managing small groups of patients/ fellow students and in year 3 by leading teams and caseloads in practice.

A diverse array of teaching, learning and assessment strategies are used to enable all students to progress whatever their learning style. Digital fluency and support is available and assessments typically include clinical skills, scenarios, tests, essays, vlogs, case studies and exams. Maths and literacy support is also available.

A bespoke resource package known as Flying Start is gifted to each student yearly to enable a head start with studies with resources identified by the course team. [www.coventry.ac.uk/flyingstart](http://www.coventry.ac.uk/flyingstart)

Additional benefits for nursing also include uniform, occupational health and DBS clearance.

<table>
<thead>
<tr>
<th>Title of Award</th>
<th>Mode of attendance</th>
<th>UCAS Code</th>
<th>FHEQ Level</th>
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<td>BSc (Hons) Degree in Mental Health Nursing including registration with the NMC</td>
<td>Full time 3 years Part time 6 years maximum (permitted only in exceptional circumstances)</td>
<td>B760</td>
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<tr>
<td>BSc (Hons) Degree in Mental Health Nursing including registration with the NMC (Non-integrated degree apprenticeship)</td>
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*3 Awarding Institution/Body*  
Coventry University.
<table>
<thead>
<tr>
<th>4 Collaboration</th>
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</table>
| **5 Teaching Institution and Location of delivery** | Coventry University, Coventry  
| | Coventry University Scarborough Campus  
| **6 Internal Approval/Review Dates** | Date of approval*/latest review*: (26/11/18)  
| | Date for next review: (2026/7)  
| **7 Course Accredited by** | Accredited by the Nursing and Midwifery Council  
| **8 Accreditation Date and Duration** | This course is part of the continuous monitoring process outlined by the NMC  
| **9 QAA Subject Benchmark Statement(s) and/or other external factors** |  
| | • NMC, (2018) - Realising Professionalism: Standards for Education and Training  
| | • NMC, (2018) - Part 1: Standards Framework for Nursing and Midwifery Education  
| | • NMC, (2018), - Part 2: Standards for student supervision and assessment  
| | • NMC, (2018) - Part 3: Standards for pre-registration nursing programmes  
| | • NMC & GMC (2015) Openness and honesty when things go wrong: the professional duty of candour  
| | • The Jubilee Centre for Character and Virtue (Royal College of Nursing and foreword by Sir Robert Francis, 2017), Virtuous Practice in Nursing, University of Birmingham  
| | • Facing the Facts, Shaping the Future- draft workforce planning to 2027 (HEE, 2018)  
| | • RCN Safer staffing report and employment survey (2018)  
| | • 5 Year Forward View- the next steps (NHS England, 2017)  
| | • Non-Integrated Nursing Apprentices will meet the standards as set by the Institute of Apprenticeships (2019)  

BSc Mental Health Nursing March 2019
<table>
<thead>
<tr>
<th><strong>10 Date of Course</strong></th>
<th><strong>• 2019</strong></th>
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<tbody>
<tr>
<td><strong>Specification</strong></td>
<td></td>
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<tr>
<td><strong>11 Course Director</strong></td>
<td><strong>Mr John Parkes</strong></td>
</tr>
</tbody>
</table>
12 Outline and Educational Aims of the Course

The educational aims of this course have been designed to meet the

- NMC, (2018), - Part 2: Standards for student supervision and assessment
- NMC, (2018)- Future nurse: Standards of proficiency for registered nurses
  [https://www.nmc.org.uk/standards/standards-for-nurses/standards-of-proficiency-for-registered-nurses/](https://www.nmc.org.uk/standards/standards-for-nurses/standards-of-proficiency-for-registered-nurses/)
  [https://www.nmc.org.uk/standards/code/](https://www.nmc.org.uk/standards/code/)
- NMC & GMC (2015) Openness and honesty when things go wrong: the professional duty of candour

This Course aims to –

1. Produce emotionally intelligent and resilient nurses, who are able to manage their own personal health and wellbeing, and know when and how to access support in order to provide person-centred nursing care, whilst challenging systems that affect resilience and wellbeing for staff and patients.

2. Create compassionate, accountable nurses responsible for their own actions who are able to work autonomously, or as an equal partner with a range of other professionals, and in interdisciplinary teams.

3. Deliver registered nurses who make an important contribution to the promotion of health, health protection and the prevention of ill health who strive to be lifelong learners with clear transferable skills.

4. Support learners to achieve the future nurse proficiencies required to care for people of all ages and across care settings to deliver safe, compassionate and effective care through the use of clinical, interpersonal skills development and create ‘real life’ simulation experiences, using mixed techniques and technologies, to improve and enhance learner competence and confidence.
13 Course Learning Outcomes

On completion of this course, our students will be able to:

1. Apply their knowledge, skills and understanding as an accountable, emotionally intelligent and resilient nurse, who is able to manage their own personal health and wellbeing. Conducting their nursing practice with insight and self-awareness of when and how to access support yet able to challenge systems which adversely affect staff and patients’ wellbeing.

2. Interpret, apply and contribute to nursing research activities as evidence informed practitioners within the context of health and social care.

3. Demonstrate collaborative capabilities as nurses that promote integrated learning and working, within public, private, and third sector organisations, for the health and well-being of people in our community.

4. Practise as an intercultural nurse at a national and international level and be able to appraise, through reflection, their own intercultural development in order to become a global graduate.

5. Promote service improvement and draw on leadership skills in order to collaborate in the design and delivery of complex care packages and services for people of all ages and from different backgrounds, cultures and beliefs from a nursing perspective.

6. Consolidate knowledge and clinical skills to support and/or lead safe, compassionate and person-centred nursing care for people, across the lifespan, who have complex mental, physical, cognitive and behavioural care needs within a variety of care settings by meeting the field specific knowledge, skills and nursing understanding as identified by the statutory professional body.

7. Initiate the use of evolving technologies and harness innovation and change for the benefit of services and person-centred care delivery which promote patient safety and the quality of nursing care.
14 Course Structure and Requirements, Levels, Modules, Credits and Awards

Modules within the course, their status (whether mandatory or options), the levels at which they are studied, their credit value and pre/co requisites are identified in section 20.

14.1 Course Structure

This is a three-year full-time course.

On successful completion of this course students are eligible to apply to the NMC for registration as a nurse within field.

Study is undertaken in 3 years, each year has 120 credits
- Stage 1 (Certificate level) study occurs in year 1 and includes placements 1 & 2
- Stage 2 (Diploma level) occurs in year 2 and includes placement 3 & 4
- Stage 3 (Degree level) occurs in year 3 and includes placements 5 & 6

14.1b
In order to be awarded the BSc (Hons) Nursing (field specific route) students must pass all mandatory modules

14.2 Course structure diagram – please see appendix 1 for course plan

<table>
<thead>
<tr>
<th></th>
<th>Semester One</th>
<th>Semester Two</th>
<th>Semester Three</th>
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<tbody>
<tr>
<td><strong>Level 4</strong></td>
<td>4012NHS The Scientific Foundations of Nursing Practice (20 credits)</td>
<td>4015NHS Foundations of Evidence Informed Practice (10 credits)</td>
<td>4017NHS Practice 2 The Foundations of Nursing Practice (20 credits)</td>
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<tr>
<td></td>
<td>4013NHS Fundamental Skills for Person and Family-centred Care (20 credits)</td>
<td>4016NHS Practice 1 Introduction to the Foundations of Nursing Practice (20 credits)</td>
<td>4016NHS Health and Well-being in the Community (20 credits)</td>
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<td>4014NHS Study skills for Evidence Based Practice (10 credits)</td>
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<tr>
<td><strong>Level 5</strong></td>
<td>5012NHS Ethical and Legal Decision Making in the Context of Nursing (20 credits)</td>
<td>5012MHN Assessing Needs and Planning Care Across the</td>
<td>5014NHS Practice 4 Managing Care Across</td>
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BSc (Hons) Mental Health Nursing
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<thead>
<tr>
<th>Level 6</th>
<th>5013 NHS Practice 3 Developing the Management of Care Across the Lifespan (20 credits)</th>
<th>Lifespan (20 credits)</th>
<th>the Lifespan (20 credits)</th>
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<tbody>
<tr>
<td></td>
<td>5016NHS Facilitation of Teaching and Learning in Practice (10 credits)</td>
<td></td>
<td>5015NHS Developing Evidence Informed Decision Making in Nursing (10 credits)</td>
</tr>
</tbody>
</table>

|          | 6012NHS Leadership & Management for Health and Care Professionals’ (20 credits)   | 6014NHS Practice 5 Co-ordinating Health and Social Care (20 credits) | 6016NHS Practice 6 The Autonomous Practitioner (20 Credits) |
|          | 6012MHN Co-ordinating, Leading and Managing Complex Mental Health Care (field specific, 20 credits) | 6013MHN Specialist Care in Mental Health Nursing (10) | 6013NHS Evidence Based Project (20 credits) |
|          | 6015 NHS Transition to the Accountable Practitioner (10 credits)                  |                      | 6015 NHS Transition to the Accountable Practitioner (10 credits) |

14.3 Progression on BSc (Hons) in Nursing (field route)

- All modules must be passed.
- No modules are eligible for condonement.
- All statutory and mandatory training online and practical sessions must be completed in first semester each year prior to placement modules.
- Year 1: To progress from Year 1 to Year 2 in this course, students must normally pass all modules at the discretion of the PAB.
- Year 2: To progress from Year 2 to Year 3 in this course students must normally pass all modules at the discretion of the PAB.
Attendance of 100% is normally required in order to meet Faculty and professional body requirements. The Faculty’s attendance policy can be found at https://share.coventry.ac.uk/students/HLS/Pages/Student-Attendance-.aspx

In accordance with EU requirements, the course shall be no less than three years or 4,600 hours in length. Where student circumstances meet the reasonable adjustments criteria students will be considered on an individual basis for a part-time route. Students undertaking the course on an individual part time route shall complete it in not more than six years, including interruptions.

Regulations for the Individual Modules

Regulations for progression normally adhere to Coventry University Academic Regulations. The exception is practice modules where only one re-sit is permitted.

Nursing Practice Modules

All stat and mand training must be completed prior to practice. Practice modules are those which are primarily undertaken within placements settings.

Across the course 2300 hours minimum must be achieved in practice.

A pass in a nursing practice module requires each student to:

- Demonstrate achievement of all the identified learning outcomes
- Successfully complete the essential skills at the relevant progression points
- Complete and submit an attendance record
- Complete a practice module evaluation

In each of the nursing practice modules, a student will normally be offered one re-sit opportunity to be reassessed. Therefore, students are not normally allowed a second re-sit of practice modules.

If the student fails the practice module for the second time, they will normally be discontinued from the course.

Sickness/absence permitted
All sickness/absence above 96 hours throughout the course (for whatever reason it has accrued) will have to be made-up to comply with the Nursing and Midwifery Council regulations for registration. However, if 80 hours or more absence during the first year of the course is accrued and students fail to retrieve (i.e. make-up) the excess hours, then they risk being interrupted or discontinued from the course.

If students should fail to attend a particular practice placement or be absent for a substantial amount of practice time (i.e. up to half of the allocated time) there is a risk of being referred in practice and also of being interrupted from the course with immediate effect. In all cases, students may be required to repeat a complete placement.

14.4 Eligibility for NMC Registration

In order to be eligible to apply for registration as a nurse with the NMC all course components, including theory modules, practice placements and cross-field exposure (as presented in the professional development portfolio) must be passed, and the required course hours completed. In addition, the individual must be deemed to be of good health and character.

The requirement for a statement of good health and good character is stipulated by the NMC when students gain entry to the Professional Register. The Pre-registration Nursing Studies Course Director is required to make this statement for individual students upon completion of the course.

The criteria for determining health and good character are identified within the following:

- Occupational Health process
- Completion of all statutory and mandatory training
- Policy and procedure on the monitoring of criminal records of students on Health and Social Care professional courses relating to Disclosure and Barring Service (DBS) disclosure
- End of course questionnaire

To be of good health and character the individual should demonstrate:

- Personal suitability for and have a commitment to nursing, from the point of admission and throughout the course.

Personal suitability is defined as having such qualities as:

- Reliability
- Honesty
- Ability to help people face difficult situations
- Evidence of decision making and sound judgement
• Demonstration of sensitivity and tolerance
• Demonstration of the ability to maintain appropriate personal and professional boundaries
• Adherence to NMC Code: Professional Standards of Practice and Behaviour for Nurses and Midwives, to which nurses and midwives fully subscribe, is an expectation of student nurses aspiring to join the profession and underpins the outcomes for this course.

The Course Director, Personal Tutor, Practice Educators/Facilitators and Practice Module Leaders, Practice and Academic Assessors undertake monitoring of a student’s suitability to join the profession of nursing. Documentation relating to these qualities can be found in the documentation supporting the achievement of practice (profile activities and practice grids).

14.5 Additional Requirements for the Award of BSc (Hons) Mental Health Nursing
Completion of all practice and theory hours, portfolio completion as above and collaborative capabilities as presented in the professional portfolio

14.6 Additional Requirements for Non-Integrated Nursing Degree Apprenticeship
Completion of End Point Assessment within 3 months of finishing the course as per Institute of Apprenticeship rules https://www.instituteforapprenticeships.org/apprenticeship-standards/registered-nurse-degree-nmc-2018/

14.7 Cascade of Awards: BSc (Hons) in Mental Health Nursing or BSc (Hons) in MH Nursing Non-Integrated Degree Apprenticeship (eligible for NMC registration)

    Diploma of Higher Education in Health Studies (not eligible for NMC Registration)

    Certificate of Higher Education in Health Studies (not eligible for NMC Registration)

14.7.1 BSc (Hons) Nursing and will register within their requisite field
Students must have passed all modules at years 1, 2 and 3 and all placements. The degree classification will be calculated in line with University regulations.

http://www.coventry.ac.uk/life-on-campus/the-university/key-information/registry/academic-regulations/?theme=main

14.7.2 Diploma of Higher Education in Health Studies without a Professional Award

Students who fail to meet the specific requirements of the course will be considered for a Diploma of Higher Education in Health Studies in accordance with University Academic Regulations. Students awarded the Diploma of Higher Education will not be eligible for the NMC Professional Award and will not be eligible to return Coventry University to undertake further nursing studies.
14.7.3 Certificate of Higher Education in Health Studies without a Professional Award

Students who fail to achieve the specific requirements of the course will be considered for a Certificate of Higher Education in Health Studies in accordance with University Academic Regulations. Students awarded the Certificate in Higher Education will not be eligible for the NMC Professional Award and will not be eligible to return Coventry University to undertake further nursing studies.

<table>
<thead>
<tr>
<th>Module credit level</th>
<th>Module Code</th>
<th>Title</th>
<th>Credit Value</th>
<th>Mandatory/Optional</th>
<th>Course Learning Outcomes</th>
<th>Pre-requisite</th>
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<tr>
<td>4</td>
<td>4012NHS</td>
<td>The Scientific Foundations of Nursing Practice</td>
<td>20</td>
<td>M</td>
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<td>4</td>
<td>4013NHS</td>
<td>Fundamental Skills for Person and Family-centred Care</td>
<td>20</td>
<td>M</td>
<td>4, 7</td>
<td>Completion of all Stat/Mand training</td>
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<td>4014NHS</td>
<td>Study skills for Evidence Based Practice</td>
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<td>Practice 5 Coordinating Health and Social Care</td>
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<td>M</td>
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</table>
15 Criteria for Admission and Selection Procedure

UCAS entry requirements may be found by searching for the relevant course on the UCAS website, then clicking on ‘Entry requirement’

Additional entry requirements

- Occupational Health assessment, to assess fitness and need for reasonable adjustments to undertake the clinical component of the degree.
  [https://share.coventry.ac.uk/sites/hls/Documents/Faculty%20Registry/Panels/Occupational%20health/Occupational%20Health%20Policy%20Updated%20August%202017%20latest.pdf](https://share.coventry.ac.uk/sites/hls/Documents/Faculty%20Registry/Panels/Occupational%20health/Occupational%20Health%20Policy%20Updated%20August%202017%20latest.pdf)

- Enhanced Disclosure and Barring Service check.
  [https://share.coventry.ac.uk/sites/hls/Pages/Disclosure-and-Barring-Service.aspx](https://share.coventry.ac.uk/sites/hls/Pages/Disclosure-and-Barring-Service.aspx)

- Applicants whose first language is not English will be asked to provide evidence of competence in written and spoken language. Applicants whose first language is not English must be able to communicate in English to the standard equivalent to Level 7 of IELTS with no element below 6.5

- Evidence for selection is gained from UCAS forms within personal statement, reference and from interview process

For the Non-Integrated Degree Apprenticeship route the following additional conditions apply:

- Each application will be considered on an individual basis and the recruitment process will be carried out as a partnership between employers and Coventry University.
- Remain in their paid adult nursing apprenticeship role for the duration of the course
- Learners will have obtained satisfactory Enhanced Disclosure and Barring Service check and Occupational Health clearance in accordance with Faculty policies and procedures from their employer.
- Evidence for selection is gained from personal statement, academic qualifications and a recommendation from their employer.
- Candidates must be employed / be in role at the beginning and end of the course.
- NDA students must return to their paid employee role where there is no teaching or practice placements and take their entitled annual leave as agreed with their employer within this time.

15.1 Accreditation of Prior Learning (APL) and Accreditation of Prior (Experiential) Learning AP(E)L.

The Accreditation scheme provides the opportunity for applicants to make claims for both certificated and experiential (non-certificate) learning. Accreditation for prior learning (APL) and Accreditation of Prior (Experiential) Learning AP(E)L is in accordance with University regulations. Students on the course shall submit an APL/AP(E)L portfolio on admission and will be permitted to present further evidence from their work experience or employer training, during the course for consideration

For students entering with advanced standing, the standard university APL process will be followed. The maximum APL of 50% will be in keeping with that permitted by the Nursing and Midwifery Council for students who want to register as a nurse.

All applications for recognition of prior learning for the course will be internally moderated and a sample will be subject to External Examiner scrutiny and report prior to the Exam Board.
16 Academic Regulations and Regulations of Assessment can be found at
17 Indicators of Quality Enhancement

The following are key indicators of quality and standards:

The report of QAA’s Institutional Audit undertaken in November 2015 and confirmed that

- Confidence can be placed in the soundness of the institutions current and likely future management of the academic standards of its awards
- Confidence can be placed in the soundness of the institutions current and likely future management of the quality of the learning opportunities.

The Nursing and Midwifery Council annual monitoring in November 2017 confirmed that

- The course continues to meet the NMC standards of education and training. Students who successfully complete the course continue to be eligible to apply for NMC registration.

Employability of students

- Data for 2017 showed 100% positive destination

Outcomes of the National Student Survey 2017/18 showed overall satisfaction of 96%

The course is subject to a major review involving subject experts external to the University, normally on a five year cycle. The views of stakeholders, which includes current and former students, clinical facilitators, strategic education leads from practice and service users have been actively sought to inform this process.

The External Examiner will be an experienced NMC registered mental health nurse, and from another Higher Education organisation. The External will receive a sample of all theoretical coursework submitted by students, which will have been marked and moderated internally.

The External Examiners report annually on the course and their views are considered as part of the course quality enhancement monitoring process (CQEM).

Informal feedback on the quality and standards of teaching and learning within the course is facilitated by the on-going dialogue between student representatives and the course team within the nursing student forum, which meets five times per year. Student representatives are nominated to formally represent the views of their cohort and are also represented at the Board of Study. In addition views are sought from students through module and course evaluation questionnaires.

The course has excellent links with local employers who provide input to course management and development via regular meetings of professional practice educators/facilitators.
18 Additional Information

Enrolled students have access to additional, key sources of information about the course and student support including,

Faculty Under-graduate Handbook
Student and Professional Practice Course Handbook
Module Information Directory
HUB – Providing a variety of student resources
Study Support information is accessible from student services home page
SIGMA maths support
Centre for Academic Writing (CAW)
Appendix 1

<table>
<thead>
<tr>
<th>Field Specific Practice</th>
<th>Cross Field</th>
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### Mental Health - September Cohort ACADEMIC YEAR 2019-2020

#### Semester 1 (Autumn)

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
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#### Semester 2 (Spring)

<table>
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<tr>
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<th>Week 15</th>
<th>Week 16</th>
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<th>Week 18</th>
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#### Semester 3 (Summer)

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<th>Week 30</th>
<th>Week 31</th>
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<th>Week 33</th>
<th>Week 34</th>
<th>Week 35</th>
<th>Week 36</th>
<th>Week 37</th>
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<th>Week 39</th>
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### Year 1

#### The Scientific Foundations of Nursing Practice

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<th>Practice 1</th>
<th>Annual Leave</th>
<th>Practice 2</th>
<th>A/L</th>
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#### Year 2

<table>
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<tr>
<th>Legal decision making in the context of nursing</th>
<th>Practice 3</th>
<th>Annual Leave</th>
<th>Assessing Needs and Planning Care Across the Lifespan</th>
<th>MHN Therapeutic Interventions in Mental Health Care</th>
<th>Annual Leave</th>
<th>Practice 4</th>
<th>Annual Leave</th>
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#### Year 3

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BSc Mental Health Nursing March 2019
# Course Plan: January 2020 Intake - Mental Health Nursing

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 | Week 16 | Week 17 | Week 18 | Week 19 | Week 20 | Week 21 | Week 22 | Week 23 | Week 24 | Week 25 | Week 26 | Week 27 | Week 28 | Week 29 | Week 30 | Week 31 | Week 32 | Week 33 | Week 34 | Week 35 | Week 36 | Week 37 | Week 38 | Week 39 | Week 40 | Week 41 | Week 42 | Week 43 | Week 44 | Week 45 | Week 46 | Week 47 | Week 48 | Week 49 | Week 50 | Week 51 | Week 52 |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
|       |       |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |

### Scientific Foundations of Nursing Practice
- **Fundamental Skills for Person and Family-Centred Care**
  - Practice 1
  - Annual Leave

### Study Skills for Evidence Based Practice
- **Assessing Needs and Planning Care Across the Lifespan**
  - Practice 3
  - Annual Leave
  - Fundamentals of Evidence Informed Practice

### Ethical & Legal decision making in the context of Nursing
- **NHN Therapeutic Interventions in Mental Health Care**
  - Practice 4
  - Annual Leave

### Complex Care
- **Leadership & Management for Health & Care Professionals**
  - Practice 5
  - Annual Leave
  - Transition to the Accountable Practitioner

### Conducting an Evidence Based Project
- **Conducting Evidence Based Project**

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**BSc Mental Health Nursing March 2019**