

**COURSE SPECIFICATION**

<b>A. Course Information</b>				
<b>Final award title(s)</b>	<b>BSc (Hons) Mental Health Nursing</b>			
<b>Intermediate exit award title(s)</b>	<b>Certificate in Health and Social Care Diploma in Health and Social Care</b>			
<b>UCAS Code</b>		<b>Course Code(s)</b>	5441	
	London South Bank University			
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS			
<b>Division</b>	Advanced and Integrated Practice			
<b>Course Director</b>	Manyara Mushore			
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input checked="" type="checkbox"/> Havering <input type="checkbox"/> Other: please specify			
<b>Mode(s) of delivery</b>	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify			
<b>Length of course/start and finish dates</b>	<b>Mode</b>	<b>Length years</b>	<b>Start - month</b>	<b>Finish - month</b>
	Full time with placements	3	September	August
<b>Is this course generally suitable for students on a Tier 4 visa?</b>	<b>No</b>			
<b>Approval dates:</b>	Course(s) validated / Subject to validation		May 2019	
	Course specification last updated and signed off		September 2019	
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	Nursing and Midwifery Council			
<b>Reference points:</b>	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations LSBU Core Skills Policy LSBU Mission and Corporate Plan		
	External	QAA Quality Code for Higher Education 2013 Competitions and Markets Authority SEEC Level Descriptors 2016 Subject Benchmark Statements: Nursing (QAA, 2001) Code of Practice for the Assurance of Academic Quality and Standards in Higher Education		

		<p>Future nurse: Standards of proficiency for registered nurses (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, 2018)</p>
<b>B. Course Aims and Features</b>		
<b>Distinctive features of course</b>	<ul style="list-style-type: none"> <li>• Enabling the mental health nurse to qualify with a range of transferrable skills that can be adapted to care in any setting (in or outside of hospital), recognising the growing needs of an aging population and the changing public health issues.</li> <li>• Equipping mental health students to meet the care needs of a wide age group with acute care needs and/or long term conditions and those with complex physical and mental health needs, based on best evidence.</li> <li>• Empowering students to utilise the knowledge and skills gained in underpinning theory and skills modules and apply these to practice.</li> <li>• Emphasis on skills development in each year through the use of role play and high fidelity simulation that provides students with the competence and confidence to care for complex patients' needs. Students will have the ability to gain additional skills in intermediate life support.</li> <li>• Supporting students to work collaboratively across professional boundaries in providing high quality and safe care to adults in both hospital and community settings.</li> <li>• A taught programme of modules which are complemented by blended learning support and interactive activities through digital learning and smaller group work sessions. This approach accommodates differing learning styles, providing students with a range of opportunities to achieve and reach their full potential.</li> <li>• The opportunity for potential students to apply for Recognition of Prior Learning for up to 50% of the programme (for suitably qualified and/or experienced applicants).</li> <li>• Health Care Certificate awarded at the end of year one.</li> </ul>	
<b>Course Aims</b>	<p>The BSc (Hons) Mental Health Nursing course aims to:</p> <ul style="list-style-type: none"> <li>• Ensure that the graduate nurse achieves all the proficiencies for registered nurses education as stipulated by the Future Nurse: Standards of proficiency for registered nurses (NMC, 2018).</li> <li>• Develop confident, resilient and competent practitioners who practise autonomously, compassionately, skilfully and safely while maintaining dignity and promoting health and wellbeing for adults with physical and mental health needs.</li> <li>• Develop graduates who are active and critical consumers of research and implement best evidence based knowledge.</li> <li>• Foster independence in learning and commitment to lifelong learning opportunities.</li> <li>• Develop the qualities and transferable skills necessary for employment as a registered mental health nurse.</li> <li>• Produce graduates who are highly employable.</li> </ul>	
<b>Course Learning Outcomes</b>	<p><b>A. Students will have knowledge and understanding of:</b></p> <p>A.1. The underpinning bioscience as applied to the physical and mental health, ill health and disabilities associated with individuals requiring health and social care, across the lifespan.</p>	

	<p>A.2. Physical and mental health conditions that individuals with mental health problems may encounter, including evidence based interventions suitable for enhanced recovery.</p> <p>A.3. Understanding and ability to utilise and adapt a range of therapeutic interventions that promotes mental health and wellbeing.</p> <p>A.4. Upholding the rights of individuals and communities to gain access and achieve good mental and physical health care needs without prejudice.</p> <p>A.5. Promoting partnership working, coproduction and engagement with people experiencing mental health difficulties to ensure parity of esteem.</p> <p>A.6. Actively promoting evidence based practice, undertake regular critical reflection, appraisal and evaluation of practice knowledge to ensure contemporary understanding of mental health issues.</p> <p>A.7. Working towards enhanced care delivery, safe and effective practice across health and social care settings, as required to provide person centred practices.</p> <p>A.8. Leading and managing individuals, teams and communities towards enhanced health and wellbeing.</p> <p>A.9. How to translate research into practice and to use this evidence base to improve the quality of care provision for people with mental health issues.</p> <p>A.10. Health promotion and illness prevention strategies.</p> <p><b>B. Students will develop their intellectual skills such that they are able to:</b></p> <p>B.1. Evaluate the impact of social, cultural, spiritual, legal, political and economic factors on care and care delivery to service users and their families.</p> <p>B.2. Engage with digital technology and recognise the role of this within contemporary health care settings, as well as the social impact and implications for communication.</p> <p>B.3. Understand contemporary research and evidence that underpins nursing practice in a variety of settings.</p> <p>B.4. Demonstrate independent thinking, critical thinking, critical reflection, problem solving and creativity as safe practitioners.</p> <p>B.5. Effectively communicate with people with mental health issues.</p> <p><b>C. Students will acquire and develop practical skills such that they are able to:</b></p> <p>C.1. Practise to meet the requirements of The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2018) to meet public and professional expectations.</p> <p>C.2. Confidently meet the proficiencies for pre-registration education (NMC, 2018) to ensure delivery of safe nursing care.</p> <p>C.3. Act with professionalism and integrity, and work within agreed professional, ethical and legal frameworks and processes to maintain and improve standards.</p> <p>C.4. Assess, plan, deliver and evaluate care in hospital and community settings using the best available evidence base.</p> <p>C.5. Practice in a compassionate, respectful way, maintaining dignity and well-being for service users and their families, while communicating effectively using a wide range of strategies and interventions.</p>
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	<p>C.6. Recognise when people with mental health issues may be or in need of extra support and protection and take all reasonable steps to protect them.</p> <p>C.7. Develop skills of decision making within own practice in order to promote high quality care.</p> <p>C.8. Advise and equip people with knowledge of health promotion initiatives and illness prevention strategies to manage and/ or prevent long term health conditions.</p> <p><b>D. Students will acquire and develop transferrable skills such that they are able to:</b></p> <p>D.1. Demonstrate self-awareness and recognise how their own values, principles and assumptions may affect their practice.</p> <p>D.2. Demonstrate competent, appropriate and adaptable communication skills both verbal and non-verbal using a variety of media.</p> <p>D.3. Demonstrate developing leadership skills to supervise and manage others and contribute to planning, designing, delivering and improving current care and future services.</p> <p>D.4. Maintain their own personal and professional development, learning from experience, through supervision, feedback, reflection and evaluation.</p> <p>D.5. Work effectively across professional and agency boundaries, and co-ordinate smooth effective transition within and between services and agencies.</p>
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### **C. Teaching and Learning Strategy**

Lectures will be used to introduce and provide new information and update existing knowledge, encouraging students to engage in active debate. Content will be based on current available evidence. Structured reading/guided study will be given to support key lectures, as well as online activities to develop/update knowledge and encourage independent learning. In addition, seminars and discussions will allow the sharing of varied ideas amongst students. This will include allied health care professionals involved in the care of children and young people.

Individual and group tutorial sessions will enable critical thinking and reflection in collaborative care. Tutorials will include the opportunity for students to develop their intellectual skills through discussion, questioning and synthesis. This will include reflection on practice based issues to develop problem solving skills. Students can expect, as part of the teaching and learning strategy, to be pro-active participants in the development of intellectual skills through discussion and peer presentation and subject reporting. Group tutorials and formative assessments will be placed in all modules to ensure students can monitor their progress.

The teaching strategy will also include the provision of online material; pre-session activities and a variety of blended learning through the virtual learning environment. For small group facilitation, 'the flipped classroom' approach will encourage students to prepare for critical debate and discussion. The virtual learning environment will be utilised for e-tivities, including discussions amongst students, quizzes, critique and literature searching.

The strategies for teaching and learning also include role modelling and discussions in classroom activities, online interactions and clinical areas. The use of scenarios and incident analysis will be used to encourage the application of theory to practice. Lectures and seminars will focus on problem solving scenarios and mock clinical scenarios.

Practical skills are developed through practical, skills based sessions and problem based approaches. This will also be achieved through role modelling in practice learning environments and engagement in practice workshops in both high and low fidelity simulation within the clinical skills laboratories.

## D. Assessment

Assessment methods are specified in each module descriptor with details in the individual module guides; these are designed to test the module and course learning outcomes. These are mapped to the professional standards outlined in the Future nurse: Standards of proficiency for registered nurses (NMC, 2018) and will be assessed through either coursework and/or clinical proficiencies. Coursework can take many forms based on the practical or theoretical content of the modules and may include:

- Practice scenarios and OSCEs to provide a simulated experience in which knowledge and skills can be demonstrated.
- Achievement of identified proficiencies related to mental health nursing at designated levels.
- Client/patient narrative, and reflective essays to develop integration of theory and practice
- Care and case presentations, to develop skills in articulating knowledge and decision making processes.
- Examinations to test underpinning knowledge.
- Oral presentations, to allow the student to demonstrate their ability to make practice focussed decisions based on their assessment and interpretation.
- Intellectual skills assessed through written coursework and group or individual student presentations.
- Written assignments, such as an essay, case study, critical review and evidence based scenarios to examine selected aspects of care and suggest strategies for care enhancement.
- Literature search and review to examine the evidence for care delivery.
- A variety of assessment methods are used to assess practical skills. These include OSCEs, evidence based student presentations, practice learning and assessment portfolios, care and case studies and problem based scenarios.
- The achievement of identified proficiencies can be assessed through assessments such as reflective care studies, client/patient narratives, case study approaches and scenario based coursework.
- A variety of assessment methods are used to assess practical skills. These include OSCEs, evidence based student presentations, practice learning and assessment portfolios, care and case studies and problem based scenarios.
- The achievement of identified proficiencies can be assessed through assessments such as reflective care studies, client/patient narratives, case study approaches and scenario based coursework.
- Practice Assessment Document
- Case reviews, history taking and assessment skills

## E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

The school follows the university regulations apart from:

- Late Submission
- Third attempts

### **Late Submission Protocol – HSC Pre Registration Students**

Late submission of coursework is not permitted for students enrolled on pre-registration courses in the School of Health and Social Care. As professionals, students will be expected to meet deadlines, so part of their professional development will be for them to manage their time and commitments so that deadlines can be achieved.

### **Third Attempt Protocol – HSC Pre Registration Students**

Where a student has failed a module, the Award and Progression Examination Board will exercise its discretion to permit the opportunity for an exceptional third attempt at a single assessment in accordance with all of the following eligibility criteria:

#### **Eligibility criteria**

1. Increase in mark between first attempt and second (therefore there must have been an attempt).
2. Second attempt mark to be within 5 marks of the pass mark.

#### **Non-eligibility criteria**

1. No increase in academic mark between first and second attempt.
2. Second attempt mark more than 5 marks under the pass mark.

This protocol is limited to 1 module per academic year and excludes the dissertation.

All modules must be successfully completed before the student is allowed to progress to the next stage.

#### Protocol fails or compensated passes

Protocol fails or compensated passes are not permitted.

### **F. Entry Requirements**

112 UCAS tariff points

- A\*A\*/BBC or above at A Level (or equivalent) plus five GCSEs at 4 or above or equivalent to include Maths and English **or**
- BTEC Extended Diploma DMM - plus five GCSEs at 4 or above or equivalent to include Maths and English **or**
- Access to HE Diploma in Nursing or similar with 15 distinctions and 30 merits at level 3 and 15 credits at level 2 plus GCSE Maths and English at 4 or above or equivalent
- Equivalent level 3 qualifications worth 112 UCAS points and five GCSEs or equivalent to include Maths and English at 4 or above or equivalent.

Those whom English is not their first language must achieve a minimum score of 7.0 overall or equivalent, with not less than 7.0 in the listening and reading sections and not less than 7.0 in the writing and speaking sections for the International English Language Test Score (IELTS) at the time of application.

#### **Attributes and values**

A person specification has been developed which maps to be values of the NHS and to those of the university. The attributes now agreed to be tested are;

- Communication and interpersonal skills
- Respect for difference and diversity
- Honesty and integrity
- Kindness, compassion and empathy
- Intellectual curiosity and reflective nature
- Advocacy and ability to be assertive and stand up for the rights of others
- Respect for privacy and dignity
- Initiative, problem solving and team work

These have been developed to the following selection criteria:

- Good rationale for choice of career showing knowledge and understanding of role
- Ability to verbally communicate effectively and interpersonal skills
- Respect for difference and diversity related to gender, race, culture, religion, sexual orientation and disability

- Honesty and integrity
- Kindness, compassion and empathy
- Intellectual curiosity and ability to reflect upon own experience and life skills, and the relevance to the role
- Advocacy and ability to be assertive and stand up for the rights of others
- Respect for privacy and dignity
- Initiative, problem solving and team working.

### **Occupational Health (OH)**

Acceptance on the programme is always conditional upon successful occupational health clearance. Students are required to undergo a health assessment as a pre-requisite to completing their enrolment on Pre-registration Nursing programme in order to ensure that students are 'fit' to undertake their course of study and to attend practice learning opportunities.

### **Pre-enrolment**

Applicants who have been made a conditional offer complete a Pre Enrolment Health Questionnaire (PEHQ) online. This information goes direct to Occupational Health to review. If there are any concerns applicants are invited to see the Nurse or Physician prior to ensure that any concerns are raised and discussed before occupational health clearance is granted.

Applicants do not undergo a PEHQ assessment any earlier than 6 months prior to their expected start date on the course. Applicants who defer their place on a course are required to undergo a second PEHQ assessment.

Where applicants declare a disability or occupational health issue on application or at interview, they are 'fast tracked' through the OH process to ensure that decisions made around fitness and reasonable

adjustments, where possible, are made before the applicants commence the course. The six-month rule does not apply in these cases.

### **Post-enrolment**

An OH nurse attends the Southwark and Havering campus sites to complete the post enrolment OH process. This includes an initial one to one session with each student. Further review sessions are scheduled by the OH nurse as required.

Once enrolled on the programme, students may be referred to Occupational Health if circumstances require. Occupational Health will identify if any student requires a risk assessment prior to the next practice learning opportunity commencing and this is communicated to the university and the Trust/organisation. Any student who is believed to be experiencing acute mental health problems is referred in the first instance to Occupational Health or the student's general practitioner, with the students' consent. Staff are kept informed so that they are able to review and assess what is the best course of action for the students continued progress on the course.

### **Criminal Convictions**

The Pre-registration Nursing programme is exempt from the Rehabilitation of Offenders Act (1974). All candidates are subject to the Disclosure Barring Service (DBS) enhanced disclosure to facilitate safer recruitment and to protect service users, children and vulnerable adults.

The School requires all candidates to complete a Declaration of Character and Conduct form at interview and declare any previous convictions, cautions, warnings or reprimands. If the decision is made at interview to offer a candidate a place on the course, the declaration is reviewed. Where an applicant has declared any convictions, cautions, reprimands or warnings the details are sent to the School to review.

### **Recognition of Prior Learning (RPL)**

The University's Regulations for Taught Programmes applies to this programme. The School's policy on Accreditation of Prior Learning offers a transparent, rigorous and fair framework for judging the RPL from individual applicants. Applicants who indicate that they wish to make a claim are provided with guidance notes and workshops to assist them constructing their claim. Students may apply for RPL through both certificated learning and the production of a portfolio to demonstrate achievement of programme outcomes through experience.

Classification of the final award for students who have been awarded RPL credit on their profiles is calculated in accordance with LSBU Academic Regulations for Taught Programmes. Students who complete the BSc(Hons) award or the PG Diploma award with an RPL claim, will have the RPL claim identified on their completion transcript.

### G. Course structure(s)

	Semester 1		Semester 2	
<b>Level 4</b>	Assessing needs and planning care in Mental Health Nursing Compulsory			60 Credits
	Biosciences for nursing Compulsory	20 Credits	Communication for nursing Compulsory	20 Credits
	Introducing evidence based practice Compulsory	20 Credits		
	Semester 1		Semester 2	
<b>Level 5</b>	Providing care in Mental Health Nursing Compulsory			40 Credits
	Applied physiology for Mental Health Nursing	20 Credits	Promoting health and preventing ill health Compulsory	20 Credits
	Appraising evidence for practice Compulsory	20 Credits	Safe and effective practice Compulsory	20 Credits
			Mother and newborn Compulsory	0 Credits
	Semester 1		Semester 2	
<b>Level 6</b>	Enhancing and evaluating care in Mental Health Nursing Compulsory			40 Credits
	Pharmacology and prescribing ready for Mental Health Nursing	20 Credits	Complex and critical mental health care Compulsory	20 Credits
	Implementing best practice Compulsory	20 Credits	Transition to leadership Compulsory	20 Credits

#### Course overview

Each academic year comprises of 2 Semesters. The course is designed so that students attend blocks of theory and blocks of practice placements

BSc (Hons) Mental Health Nursing – **Full time**

#### Placements information

Practice placements comprise of:

Year 1 – 2x placements of 6-weeks duration and 1x placement of 4-weeks.

Year 2 – 2x placements of 6-weeks duration, 2x placements of 4-weeks duration and one virtual placement of 2-weeks.

Year 3 – 2x placements of 6-weeks duration plus one placement of 12-weeks duration.

#### H. Course Modules

All modules are compulsory and therefore attendance, engagement with online activities and completion of assessments is mandatory



<b>Module Code</b>	<b>Module Title</b>	<b>Level</b>	<b>Semester</b>	<b>Credit value</b>	<b>Assessment</b>
NMH_4_006	Assessing needs and planning care in Mental Health Nursing	4	1 & 2	60	CW1 - Practice Assessment Document 100% weighting Pass/Fail
HSC_4_019	Biosciences for nursing	4	1 & 2	20	EX1 - 25 Multiple choice questions. 25% weighting EX2 - 25 short answer questions. 750% weighting. Pass mark 40%
HSC_4_023	Introducing evidence-based practice for nursing	4	One	20	CW1 - Literature search 3000 words. 100% weighting Pass mark 40%
HSC_4_027	Communication for nursing	4	Two	20	EX1 - Communication Objective Structured Clinical Examination (OSCE). Duration 15 minutes. 100% weighting Pass mark 40%
NMH_5_010	Providing care in Mental Health Nursing	5	1 & 2	40	CW1 - Practice Assessment Document 100% weighting Pass/Fail
NMH_5_005	Mother and newborn	5	Two	0	CW1 - Completion of online quizzes. 100% weighting Pass mark 40%
HSC_5_017	Appraising evidence for practice	5	One	20	CW1 - Appraisal of research paper, 3000 words 100% weighting Pass mark 40%
NMH_5_009	Applied physiology for Mental Health Nursing	5	One	20	EX1 - 2-hour unseen exam, 4 sections from 8. 100% weighting Pass mark 40%
HSC_5_022	Promoting health and preventing ill health	5	Two	20	Lifestyle improvement plan, 3,000 word equivalent 100% weighting Pass mark 40%
HSC_5_026	Safe and effective practice	5	Two	20	CW1 – Reflection, 1500 words. 50% weighting CW2 – Written assignment, 1500 words. 50% weighting Pass mark 40% Both components must be passed.
NMH_6_016	Enhancing and evaluating care in Mental Health Nursing	6	1 & 2	40	CW1 - Practice Assessment Document 100% weighting Pass/Fail

NMH_6_017	Pharmacology and prescribing ready for Mental Health Nursing	6	One	20	EX1 - Objective Structured Clinical Examination (OSCE). Duration 30 minutes. 100% weighting Pass mark 40%
HSC_6_019	Implementing best practice	6	One	20	CW 1 - Journal style paper, 3000 words 100% weighting Pass mark 40%
NMH_6_018	Complex and critical mental health care	6	Two	20	EX1 - Objective Structured Clinical Examination (OSCE). Duration 30 minutes. 100% weighting Pass mark 40%
HSC_6_024	Transition to leadership	6	Two	20	CW1 - Poster exhibition, 1500 word equivalent 50% weighting CW2 - appraisal of leadership approach, 1500 words. 50% weighting Pass mark 40% Both components must be passed.
HSC_6_001	Ongoing Achievement Record	6	1 & 2	0	CW1 - Practice Assessment Document 100% weighting Pass/Fail

#### I. Timetable information

Students will be informed of their course plan when they commence the programme. Timetables for specific modules will be available on Moodle (Virtual Learning Environment) for students to view prior to and during the module. Students will have access to their electronic timetables once fully enrolled on their programme. Wednesday afternoons are set aside for students to engage with extra curricula university activities such as sports activities. Duty rotas will be made available by the placement area that the student is placed in.

#### J. Costs and financial support

##### Course related costs

Students on these courses are eligible for reimbursement of additional travel and accommodation costs over normal daily travel costs providing they meet the eligibility criteria as outlined in the *NHS Financial Support for healthcare Students 2017/18- Guidance for students. Learning Support Fund*

Core texts for each module are available in the library and it is students' choice if they wish to purchase any of these.

Uniform is provided. Shoes for placements are not included in the tuition fees.

##### Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

- Information on eligibility criteria for the learning Support Fund  
<https://www.nhsbsa.nhs.uk/sites/default/files/2017-11/LSF%20Student%20guidance%20booklet%20%28V7%29%2011%202017.pdf>

### **List of Appendices**

- Appendix A: Curriculum Map
- Appendix B: Educational Framework (undergraduate courses)
- Appendix D: Terminology

## Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

BSc(Hons) Mental Health Nursing modules		Programme outcomes														
Title	Code	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	B5
Assessing needs and planning care in Mental Health Nursing	NMH_4_006	TDA	TDA	TDA	TDA	TDA	TDA	TD		TD	T		TD	TD		TDA
Biosciences for nursing	HSC_4_019	TA	TA	TD		TDA	T						T	T		T
Communication for nursing	HSC_4_027		T	TD	TDA	TD		TD	T	T	T	T	T			T
Introducing evidence based practice for nursing	HSC_4_023			TD				TDA	TD	TD			TDA	T	T	TD
Providing care in Mental Health Nursing	NMH_5_010	TD	TDA	TDA	TDA	TDA	TDA	TD	TD	TDA	TD	TDA	TDA	TD	TDA	TDA
Applied physiology for Mental Health Nursing	NMH_5_009	TA	TA	TD		TDA	T						T	T		T
Mother and newborn	NMH_5_005	TDA		TD	TD	TDA		TD			TDA	TDA	TDA	TD	TD	TDA
Appraising evidence for practice	HSC_5_017			TD	TD		TD	TDA	TDA				TDA	TDA	TDA	TD
Promoting health and preventing ill health	HSC_5_022	TDA	TA	TDA	TD	TD	TDA	TDA	TDA	T	TDA	TDA	TD	TDA	TDA	TD
Safe and effective practice	HSC_5_026		TD	TD	TDA	TDA	TD	TD	TD	TD	TD	TDA	TD	TD	T	TD
Implementing best practice	HSC_6_019			TD	TD		TD	TDA	TDA				TDA	TDA	TDA	TD
Enhancing and evaluating care in Mental Health Nursing	NMH_6_016	TD	TDA	TDA	TDA	TDA	TDA	TD	TD	TDA	TD	TDA	TDA	TD	TDA	TDA
Pharmacology and prescribing ready for Mental Health Nursing	NMH_6_017	TDA	TDA	TD	TD	TD	TD						TDA	TD	TD	TD
Complex and critical mental health care	NMH_6_018	TDA	TDA	TDA	TDA	TDA	TDA	TD	TD	TD		TD	TDA	TD	TDA	TDA
Transition to leadership	HSC_6_024	TDA	TDA	TDA	TD	TDA	TDA	T	TDA	T		TDA	TDA	TDA	TDA	TDA

BSc (Hons) Mental Health Nursing modules		Programme outcomes continued												
Title	Code	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5
Assessing needs and planning care in Mental Health Nursing	NMH_4_006	TDA	TDA	TDA	TDA	TDA	TD	TDA	TD	TDA	TDA	T	TD	TDA
Biosciences for nursing	HSC_4_019		TDA	TDA	TDA	TD	T	T					TD	TD
Communication for nursing	HSC_4_027	T	T	TD		T	TDA	T		T	TD	T	T	T
Introducing evidence based practice for nursing	HSC_4_023		T	TDA		T	T	TD		TD	TD	T	T	TD
Providing care in Mental Health Nursing	NMH_5_010	TDA	TDA	TDA	TDA	TDA	TD	TDA	TD	TDA	TDA	TDA	TD	TDA
Applied physiology for Mental Health Nursing	NMH_5_009		TDA	TDA	TDA	TD	T	T					TD	TD
Mother and newborn	NMH_5_005	TDA	TDA	TDA	TD	TD	TD	TDA		TDA	TDA	TDA	TD	TDA
Appraising evidence for practice	HSC_5_017		TDA	TDA	TDA	TDA	TDA	TD		TDA	TDA	TDA	T	TDA
Promoting health and preventing ill health	HSC_5_022	TDA	TDA	TDA	TDA	TDA	TD	TD	TDA	TD	TDA	TD	TDA	TD
Safe and effective practice	HSC_5_026	TD	TD	TDA	T	TD	TD	TD		TD	TD	TD	TD	TD
Implementing best practice	HSC_6_019		TDA	TDA	TDA	TDA	TDA	TD		TDA	TDA	TDA	T	TDA
Enhancing and evaluating care in Mental Health Nursing	NMH_6_016	TDA	TDA	TDA	TDA	TDA	TD	TDA	TDA	TDA	TDA	TDA	TD	TDA
Pharmacology and prescribing ready for Mental Health Nursing	NMH_6_017	TDA	TDA	TDA	TDA	TDA	TDA	TDA		TD	TDA	TD	TD	TDA
Complex and critical mental health care	NMH_6_018	TDA	TDA	TD	TDA	TDA	TDA	TDA	TD	TD	TDA	TDA	TD	TDA
Transition to leadership	HSC_6_024	TDA	TDA	TDA	TD	TD	TD	TDA		TD	TDA	TDA	TDA	TDA

## Appendix B: Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment for learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	<p><u>Outcomes focus and professional/employer links</u>  All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&amp;A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.</p>	<p>External stakeholders from Hospital Trusts and other health care organisations are involved in curriculum development at all stages which include course planning, content, delivery and assessment for all academic and practice components of the course. Practice education staff are involved with aspects of teaching e.g. skills, preparation for practice. All pre-registration nursing courses comprise of 50% practical experience in a variety of health and social care settings whereby students are supervised, supported and assessed by a variety of registered health and social care practitioners during each year of study.</p>
Embedded learning development	<p><u>Support for transition and academic preparedness</u>  At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.</p>	<p>Study skills including academic writing, literature searching and appraising are included in all levels of studies. Students are introduced to level 4, 5 and 6 academic writing as they progress to their next academic level of study. Additional learning skills support is available to students via The Skills for Learning team which include supporting students to develop their academic skills, English language and numeracy skills. Numeracy skills development is supported during a level 4 module by a Learning Development Advisor. Information Skills Advisers also provide orientation and guidance to students on subject specific advice and guidance on researching and referencing.</p>
High impact pedagogies	<p><u>Group-based learning experiences</u>  The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to <b>professionalism</b> and <b>inclusivity</b>. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.</p>	<p>At each academic level Interprofessional Learning modules enable students to work collaboratively in groups with their peers. Groups are allocated to ensure there is a mix of adult, child, mental health and learning disabilities nursing students, thus ensuring all students have the opportunity to engage with colleagues from other professional fields. Formative assessments such as group presentations are evident in Interprofessional learning modules.</p>
Inclusive teaching,	<p><u>Accessible materials, resources and activities</u>  All course materials and resources, including course guides, PowerPoint presentations,</p>	<p>All course materials are posted onto Course and Module Moodle sites.</p>

learning and assessment	handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.	All assessment guidelines are provided in print and audio or video captured format. Reading lists contain a mix of hard copies and electronically accessed publications; including websites. Online reading software enables students to access reading lists in a format suitable to their specific needs e.g. overlays for dyslexia, screen magnifiers and voice recognition software.
Assessment for learning	<u>Assessment and feedback to support attainment, progression and retention</u> Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to <b>excellence</b> .	All modules at all academic levels have imbedded formative assessment which feeds into the summative assessment. Formative feedback is provided via peers and academics. A marking rubric specific to each academic level and assessment strategy e.g. assignment, presentation, is used to supplement individualised written feedback as well as to aid objective calculation of a numerical grade to summative assessment.
High impact pedagogies	<u>Research and enquiry experiences</u> Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage <b>creativity</b> and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.	At academic levels 4, 5, 6 there are modules specific to the introduction, development, utilisation and enhancement of research and enquiry skills. Assessment strategies enable students to demonstrate their ability to formulate, articulate, present and debate areas of research related to healthcare. Assessment briefs enable students to demonstrate creativity such as in designing posters and presenting them to their peers.
Curricula informed by employer and industry need / Assessment for learning	<u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including <b>excellence</b> , <b>professionalism</b> , <b>integrity</b> and <b>creativity</b> . A live brief is likely to develop research and	50% of the student's course is spent in health and social care environments where they are exposed to experiential learning opportunities through interactions and supervised delivery of care to service users. Students undergo continuous assessment of practice in the practice learning environment. Assessment tasks are centred on real life examples and/ or simulated case scenarios whereby students demonstrate their ability to manage and deliver evidence based care.



	enquiry skills and can be linked to assessment if appropriate.	Demonstration of learning is evidenced by a holistic approach to assessment; for example, during episodes of patient care, assessed in the practice learning environment.
Inclusive teaching, learning and assessment	<u>Course content and teaching methods acknowledge the diversity of the student cohort</u> An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to <b>inclusivity</b> enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.	Students will interact with peers from a diverse range of backgrounds, gender, sexuality, religious belief and socio economic backgrounds. They are required to interact and engage with all students irrespective of their diversity. Case studies and real life experiences in practice learning environments enable students to develop their understanding and respect of the specific and diverse needs of individuals.
Curricula informed by employer and industry need	<u>Work-based learning</u> Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, <b>professionalism</b> and <b>integrity</b> . Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.	All pre-registration nursing courses comprise of 50% practice placement experiences. All placement experiences allow students the opportunity to be exposed to and learn from real life and real time experiences involving a variety of service users and health care professionals. Students are required to demonstrate professionalism and integrity when dealing with colleagues and service users. All practice placement experiences are assessed by a Practice Assessor.
Embedded learning development	<u>Writing in the disciplines: Alternative formats</u> The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.	The variety of assessment strategies embedded in pre-registration nursing curricula enables students to demonstrate their knowledge, understanding and application of their discipline through a variety of channels such as writing, presenting, formulating articulating and role play. Assessment strategies include: formulation of posters and presentations, OSCE's, written assignments and continuous assessment.
High impact pedagogies	<u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u> Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across	Students are introduced to interprofessional working at level 4 through a module of study and experience multi-disciplinary team working in the practice learning environments. As students' progress through levels 5 and 6 this theme

	<p>traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including <b>inclusivity</b>, communication and networking.</p>	<p>continues and students develop an enhanced awareness of the multi-faceted roles in health care and how they complement health care delivery. Principles are explored during theory modules and application of knowledge is gained during practice placement experiences.</p>
<p>Assessment for learning</p>	<p><u>Variation of assessment</u> An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.</p>	<p>The range of assessment strategies across the curriculum allows all students, irrespective of a particular prior qualification to demonstrate their knowledge, understanding and application of their discipline through a variety of channels such as writing, presenting, formulating articulating and role play. Assessment strategies include: formulation of posters and presentations, OSCE's, written assignments and continuous and competency based assessment.</p>
<p>Curricula informed by employer and industry need</p>	<p><u>Career management skills</u> Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of <b>excellence and professionalism</b>.</p>	<p>Students are introduced to the professional roles and responsibilities of a registered nurse during their induction programme. This theme continues throughout their course of study. There are sound links with Trusts who link in with LSBU in the provision of Job Fairs and recruitment events.</p>
<p>Curricula informed by employer and industry need / Assessment for learning / High impact pedagogies</p>	<p><u>Capstone project/dissertation</u> The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including <b>professionalism, integrity and creativity</b>.</p>	<p>Students undergo a final practice learning experience where they are required to consolidate their knowledge and skills from across the course. This enables them to demonstrate, via competency based assessment, their ability to provide evidence and research based nursing care and management to a group of service users. Students are required to adhere to professional values and maintain integrity in all interactions with colleagues and service users. Final theoretical modules of study require students to identify change and quality improvement initiatives of their choosing related to health care, this enabling them to demonstrate creativity.</p>

## Appendix D: Terminology

<b>awarding body</b>	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
<b>collaborative provision</b>	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
<b>compulsory module</b>	a module that students are required to take
<b>contact hours</b>	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
<b>coursework</b>	student work that contributes towards the final result but is not assessed by written examination
<b>current students</b>	students enrolled on a course who have not yet completed their studies or been awarded their qualification
<b>delivery organisation</b>	an organisation that delivers learning opportunities on behalf of a degree-awarding body
<b>distance-learning course</b>	a course of study that does not involve face-to-face contact between students and tutors
<b>extracurricular</b>	activities undertaken by students outside their studies
<b>feedback (on assessment)</b>	advice to students following their completion of a piece of assessed or examined work
<b>formative assessment</b>	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
<b>intensity of study</b>	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
<b>seminar</b>	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
<b>workload</b>	see 'total study time'
<b>written examination</b>	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions