LSBU
EST 1892

COURSE SPECIFICATION

A. Course Information	
Final award title(s)	**BSc (Hons) Mental Health Nursing**
Intermediate exit award title(s)	**Certificate in Health and Social Care** **Diploma in Health and Social Care**

UCAS Code		**Course Code(s)**	5441
	London South Bank University		

School	☐ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☒ HSC ☐ LSS
Division	Mental Health and Learning Disabilities Nursing
Course Director	Manyara Mushore
Delivery site(s) for course(s)	☒ Southwark ☒ Havering ☐ Other: please specify
Mode(s) of delivery	☒Full time ☐Part time ☐other please specify

Length of course/start and finish dates				
	Mode	**Length years**	**Start - month**	**Finish - month**
	Full time with placements	3	September	August

Is this course generally suitable for students on a Tier 4 visa?	**No**

Approval dates:	Course(s) validated / Subject to validation	May 2019
	Course specification last updated and signed off	September 2023

Professional, Statutory & Regulatory Body accreditation	Nursing and Midwifery Council

Reference points:	Internal	Corporate Strategy 2020 - 2025 School Strategy LSBU Academic Regulations LSBU Core Skills Policy LSBU Mission and Corporate Plan Academic Quality and Enhancement Website
	External	QAA Quality Code for Higher Education 2018 Competitions and Markets Authority SEEC Level Descriptors 2021 Subject Benchmark Statements: Nursing (QAA, 2001)

		Code of Practice for the Assurance of Academic Quality and Standards in Higher Education 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) OfS Guidance
	B. Course Aims and Features	
Distinctive features of course	• 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. • 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. • Empowering students to utilise the knowledge and skills gained in underpinning theory and skills modules and apply these to practice. • 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. • Supporting students to work collaboratively across professional boundaries in providing high quality and safe care to adults in both hospital and community settings. • 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. • 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). • Health Care Certificate awarded at the end of year one.	
Course Aims	The BSc (Hons) Mental Health Nursing course aims to: • 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). • 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. • Develop graduates who are active and critical consumers of research and implement best evidence based knowledge. • Foster independence in learning and commitment to lifelong learning opportunities. • Develop the qualities and transferable skills necessary for employment as a registered mental health nurse. • Produce graduates who are highly employable.	
Course Learning Outcomes	**A. Students will have knowledge and understanding of:**	

	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.
	A.2. Physical and mental health conditions that individuals with mental health problems may encounter, including evidence based interventions suitable for enhanced recovery.
	A.3. Understanding and ability to utilise and adapt a range of therapeutic interventions that promotes mental health and wellbeing.
	A.4. Upholding the rights of individuals and communities to gain access and achieve good mental and physical health care needs without prejudice.
	A.5. Promoting partnership working, coproduction and engagement with people experiencing mental health difficulties to ensure parity of esteem.
	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.
	A.7. Working towards enhanced care delivery, safe and effective practice across health and social care settings, as required to provide person centred practices.
	A.8. Leading and managing individuals, teams and communities towards enhanced health and wellbeing.
	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.
	A.10. Health promotion and illness prevention strategies.
	B. Students will develop their intellectual skills such that they are able to:
	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.
	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.
	B.3. Understand contemporary research and evidence that underpins nursing practice in a variety of settings.
	B.4. Demonstrate independent thinking, critical thinking, critical reflection, problem solving and creativity as safe practitioners.
	B.5. Effectively communicate with people with mental health issues.
	C. Students will acquire and develop practical skills such that they are able to:
	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.
	C.2. Confidently meet the proficiencies for pre-registration education (NMC, 2018) to ensure delivery of safe nursing care.
	C.3. Act with professionalism and integrity, and work within agreed professional, ethical and legal frameworks and processes to maintain and improve standards.
	C.4. Assess, plan, deliver and evaluate care in hospital and community settings using the best available evidence base.
	C.5. Practice in a compassionate, respectful way, maintaining dignity and well-being for service users and their families, while

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communicating effectively using a wide range of strategies and interventions.

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.

C.7. Develop skills of decision making within own practice in order to promote high quality care.

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.

D. Students will acquire and develop transferrable skills such that they are able to:

D.1. Demonstrate self-awareness and recognise how their own values, principles and assumptions may affect their practice.

D.2. Demonstrate competent, appropriate and adaptable communication skills both verbal and non-verbal using a variety of media.

D.3. Demonstrate developing leadership skills to supervise and manage others and contribute to planning, designing, delivering and improving current care and future services.

D.4. Maintain their own personal and professional development, learning from experience, through supervision, feedback, reflection and evaluation.

D.5. Work effectively across professional and agency boundaries, and co-ordinate smooth effective transition within and between services and agencies.

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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: LSBU Academic Regulations

1.0   Protocol Fail / Compensation

The schools follows the university regulations apart from:
- Students/Apprentices will not be eligible for protocol fail or compensation in any module as a pass in all elements of assessment is required to demonstrate competence.

2.0   Third Attempts

An application for an exceptional third attempt at a single assessment in the final year of a pre-registration health and social care course may only be considered by the examination board in accordance with both of the following eligibility criteria for a single module.

Eligibility criteria

1. Increase in mark between first attempt and second.
2. Second attempt mark to be within 5% of the pass mark.

This protocol does not apply to:

1. Post-registration courses
2. CPPD stand-alone modules
3. Apprenticeship courses

F. Entry Requirements

112 UCAS tariff points
- o 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**
- o BTEC Extended Diploma DMM - plus five GCSEs at 4 or above or equivalent to include Maths and English **or**
- o 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
- o 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	
Level 4	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	
Level 5	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	
Level 6	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

Module Code	Module Title	Level	Semester	Credit value	Assessment
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	EX1 - 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: 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: Terminology

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
collaborative provision	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
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	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

higher education provider	organisations that deliver higher education
independent learning	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
intensity of study	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
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social learning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	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
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
performance (examinations)	a type of examination used in performance- based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	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)
seminar	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
summative assessment	formal assessment of students' work, contributing to the final result
term	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)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	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
workload	see 'total study time'
written examination	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