



HIGHER EDUCATION ACHIEVEMENT RECORD

NAME NAME

ADVANCED DIPLOMA IN NURSING STUDIES (MENTAL HEALTH)

PASS

MAY 2011

This Higher Education Achievement Record follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES for the Diploma Supplement.

The purpose of the supplement is to provide sufficient recognition of qualifications (diplomas, degrees, certificates etc). It is designed to provide a description of the nature, level, context and status of the studies that were pursued and successfully completed by the individual named on the original qualifications to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition.

The University of Derby only produces HEARs in a digital format. Only HEARs accessed via <https://uverify.derby.ac.uk> can be considered valid and verified.

**1. INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION**

- 1.1 Family name(s): NAME
- 1.2 Given name(s): NAME
- 1.3 Date of birth (day/month/year): 01 JAN 1990
- 1.4 Student identification number: 123456789 HESA number: 000000123456789  
HESA, the Higher Education Statistics Agency, UK, the unique national identifying number for students registered at a state university.

**2. INFORMATION IDENTIFYING THE QUALIFICATION**

- 2.1 Name of qualification/programme of study: Advanced Diploma in Nursing Studies
- 2.2 Main field(s) of study for the qualification: Nursing Studies (Mental Health)
- 2.3 Name and status of awarding institution: University of Derby  
The University of Derby was granted legal powers by the Privy Council in 1992 to award UK degrees and is designated as a 'recognised body'.
- 2.4 Name and status of institution (if different from 2.3) administering studies:
- 2.5 Language(s) of instruction/examination: ENGLISH/ ENGLISH

### 3. INFORMATION ON THE LEVEL OF THE QUALIFICATION

- 3.1 **Level of qualification:** UK Advanced Diploma Level 6  
("Short cycle" qualification within the  
European HE 1st cycle qualification)

See Section 8 for reference to nationally devised 'level indicators' which relate to the qualification as contained within the Framework for Higher Education Qualifications in England, Wales and Northern Ireland, (QAA, 2008). Also available at <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI08/FHQ08.pdf>

- 3.2 **Official length of programme: 3 years**

3.3 **Access requirement(s):**

Entry to the Advanced Diploma may include: 5 GCSE passes A-c including Maths and English; Equivalent appropriate BTEC, NVQ3, SQA awards; Satisfactory completion of an Access to HE Diploma programme or Foundation Programme (all of which must also include Maths and English); Any other recognised equivalent qualifications. Selection is through interview.

### 4. INFORMATION ON THE CONTENTS AND RESULTS GAINED

- 4.1 **Mode of study:** Full Time

4.2 **Programme Requirements:**

The Advanced Diploma is normally obtained after 3 years of study. 300 credits (150 ECTS) from HE levels 4, 5 and 6 with at least 120 credits being achieved at each of levels 4 and 5 and 60 credits at Level 6. The minimum module pass grade is D-. Successful completion of the programme gives entitlement to register with the Nursing and Midwifery Council as a 1st level adult or mental health nurse.

4.2.1 **Programme Learning Outcomes:**

**Knowledge and Understanding:**

Analyse the conceptual and theoretical frameworks of nursing. Critically understand models of health and illness, and health care. Analyse and apply the principles of pharmacology. Analyse and apply the principles of microbiology, anatomy and physiology. Apply and analyse theories and constructs drawn from life sciences, health, social and behavioural sciences. Apply and analyse empowerment and health promotion models. Analyse epidemiological and demographic issues, including inequalities of health. Critically understand the concept of care and its application in different frameworks. Critically explore the role of the nurse in relation to caring for the patient within a range of settings. Critically consider the relevance of organisational changes to meet the contemporary practice and effective clinical governance. Critically explore current health and social care policies.

**Intellectual Skills:**

Engage in systematic planning, decision making and problem solving. Reflect systematically on, and evaluate, practice, including own practice and development needs. Seek, identify, analyse, apply and evaluate evidence relevant to practice.

**Practical Skills:**

Practice flexibly as appropriate within different care frameworks and therapeutic modes. Respond sensitively and critically to the legal, ethical and professional issues that are presented to the nurse and the multi-disciplinary team. Practice from and evidence base with critical understanding of its implications. Practice effectively within quality assurance and risk management strategies and thereby contribute to protecting and maintaining personal client safety. Practice with sensitivity to the requirements of human rights and equality, promoting advocacy, empowerment and the

primacy of user and carer choice. Engage in anti-discriminatory practice, promoting social inclusion and equality.

**Key Skills/Transferable Skills:**

Critically understand and employ information management and technology. Critically understand and apply multi-professional and multi-agency approaches to care delivery. Communicate effectively with patients, carers, peers and multi-professional team members. Practise effectively as a team member, including performance of a teaching role. Demonstrate an appropriate level of literacy and numeracy, including the ability to record, justify and explain practice decisions. Demonstrate appropriate levels of autonomy, creativity, self-management and assertiveness.

**4.3 Details of Study:**

The University issues an official certificate to each student on graduation. The transcript which presents the full details of the study is given next.

**Date of Commencement of Programme:** 01 January 2007

<b>Module Code</b>	<b>Module Title</b>	<b>Grade</b>	<b>Credits</b>	<b>ECTS</b>	<b>Semester</b>	<b>Academic Year</b>
4NU003	Fundamental Theory	C-	30	15	Spring	2006
4NU004	Fundamental Practice	P	15	7.5	Spring	2006
4NU005	Theory of Nursing Care	B	30	15	Autumn	2007
4NU006	Nursing Care Practice	A	15	7.5	Spring	2007
4NU008	Acute Mental Health Nursing Care Theory	A	30	15	Summer	2007
<b>Total Number of Credits achieved at Level 4</b>			<b>120</b>	<b>60</b>		
5NU046	Older People and Enduring Mental Health Nursing Theory	A	30	15	Summer	2008
5NU050	Community Mental Health Nursing Theory	B	30	15	Autumn	2008
5NU059	Acute Mental Health Nursing Practice	P	15	7.5	Through	2007
5NU060	Community Mental Health Nursing Practice	A-	15	7.5	Spring	2008
5NU061	Older People and Enduring Mental Health Practice	P	30	15	Through	2008
<b>Total Number of Credits achieved at Level 5</b>			<b>120</b>	<b>60</b>		
6NU098	Preparation for Mental Health Nursing Registration	A	30	15	Autumn	2010
6NU130	Transition to Mental Health Nursing Registration in a Chosen Area of Practice	A+	30	15	Spring	2010
<b>Total Number of Credits achieved at Level 6</b>			<b>60</b>	<b>30</b>		

**4.4 Grading scheme: Report Grade Descriptor**

A+ to A-	Excellent
B+ to B-	Very Good
C+ to C-	Good
D+ to D-	Satisfactory
N	Accredited Prior Learning

The Advanced Diploma is awarded on achievement of 300 credits.

- 4.5 Overall classification of the qualification: Advanced Diploma in Nursing Studies (Mental Health)**  
**Classification: Pass**  
**Conferred on: 11 May 2011**

## **5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION**

- 5.1 Access to further study:** Access to Level 6 undergraduate study (1st cycle Degree)
- 5.2 Accredited by/Professional status:** This programme is accredited by The Nursing and Midwifery Council

## **6 ADDITIONAL INFORMATION**

Students at the University of Derby have the opportunity to engage with activities outside the academic curriculum which contribute to the life of the University and the wider community. Participation in the following activities has been verified by the University of Derby. Students may also have engaged in other activities outside the University which may have contributed to their personal and professional development and may be recorded in student documents elsewhere, e.g. CV or e-portfolio.

### **6.1 Information on the University of Derby**

The University of Derby was established in 1992 and its origins date back to 1851. Over the years, the institution has incorporated several educational establishments covering art, science, technology, occupational therapy, education and radiography. Throughout its evolution, the University has always specialised in preparing students to join the world of work and make a useful contribution to it. This remains our focus to this day.

Our teaching and research now covers four broad areas. Our Faculty of Education Health and Sciences has worked with the NHS for over 50 years and enjoys a reputation for excellence particularly in teacher training and health. Our Faculty of Arts, Design and Technology has a rich heritage in photography, fashion and engineering and includes the Sir Richard Branson Centre for Innovation and Design. The Faculty of Business, Computing and Law is closely linked to supporting regional economic development and has a national reputation for its Law and Computer Gaming courses. Our Faculty in Buxton provides unique and award winning programmes in areas such as Hospitality, Tourism, Event Management, Leisure, Spa and Hair and Beauty.

All of our Faculties offer industry standard facilities in which to learn. All of our Faculties feature teaching staff who have actually worked in the subject they are teaching. Wherever possible we ensure that our students receive 'experiential learning' so they can put into practice what they have learnt. This unique three-way combination ensures that University of Derby graduates are ready to hit the ground running when they enter the world of work. This is often commented on by the companies that employ our graduates.

To achieve this, we ensure that our students are given the opportunity to develop their transferable skills as well as learning an academic subject. During their course, our students will have been given the opportunity to develop their skills in team working, presentation, leadership, and problem solving. They will have had the opportunity to take part in volunteering, community work and paid employment for the University or another organisation.

The quality of provision at the University of Derby was independently reviewed in 2010 by the Quality Assurance Agency which rated our quality procedures and management as excellent. In the same year the senior management team at the University won the Times Higher Award for Outstanding Leadership and Management. The University of Derby is a high quality, well run University educating work-ready graduates who can make an excellent contribution to any organisation.

#### **6.1.1 Further Information Sources**

Further information on the University, its regulations and its programmes of study is available at [www.derby.ac.uk](http://www.derby.ac.uk)

Further information on the HEAR is available at [www.derby.ac.uk/HEAR](http://www.derby.ac.uk/HEAR)

**7.0 CERTIFICATION OF THE HIGHER EDUCATION ACHIEVEMENT REPORT**

**7.1 Date: 08 July 2011**

**7.2 Signature:**



**7.3 Capacity: Registrar, University of Derby**

## 8.0 Description of Higher Education in England, Wales and Northern Ireland

In England, Wales and Northern Ireland<sup>1</sup>, higher education institutions are independent, self-governing bodies active in teaching, research and scholarship. They are established by Royal Charter or legislation and most are part-funded by government.

Higher education (HE) is provided by many different types of institution. In addition to universities and university colleges, whose charters and statutes are made through the Privy Council which advises the Queen on the granting of Royal Charters and incorporation of universities, there are a number of publicly-designated and autonomous institutions within the higher education sector. Publicly funded higher education provision is available in some colleges of further education by the authority of another duly empowered institution. Teaching to prepare students for the award of higher education qualifications can be conducted in any higher education institution and in some further education colleges.

### Degree awarding powers and the title 'university'

All universities and many higher education colleges have the legal power to develop their own courses and award their own degrees, as well as determine the conditions on which they are awarded. Some HE colleges and specialist institutions without these powers offer programmes, with varying extents of devolved authority, leading to the degrees of an institution which does have them. All universities in existence before 2005 have the power to award degrees on the basis of completion of taught courses and the power to award research degrees. From 2005, institutions in England and Wales that award only taught degrees ('first' and 'second cycle') and which meet certain numerical criteria, may also be permitted to use the title 'university'. Higher education institutions that award only taught degrees but which do not meet the numerical criteria may apply to use the title 'university college', although not all choose to do so. All of these institutions are subject to the same regulatory quality assurance and funding requirements as universities; and all institutions decide for themselves which students to admit and which staff to appoint. Degrees and other higher education qualifications are legally owned by the awarding institution, not by the state. The names of institutions with their own degree awarding powers ("Recognised Bodies") are available for download at:

<http://www.dcsf.gov.uk/recognisedukdegrees/index.cfm?fuseaction=institutes.list&InstituteCategoryID=1>

Higher education institutions, further education colleges and other organisations able to offer courses leading to a degree of a Recognised Body are listed by the English, Welsh and Northern Irish authorities, and are known as "Listed Bodies". View the list at:

<http://www.dcsf.gov.uk/recognisedukdegrees/index.cfm?fuseaction=institutes.list&InstituteCategoryID=2>

### Qualifications

The types of qualifications awarded by higher education institutions at sub-degree and undergraduate (first cycle) and postgraduate level (second and third cycles) are described in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ). This also includes qualification descriptors that were developed with the HE sector by the Quality Assurance Agency for Higher Education (QAA - established in 1997 as an independent UK-wide body to monitor the standard of higher education provision - [www.qaa.ac.uk](http://www.qaa.ac.uk)). The FHEQ was self-certified as compatible with the Framework for Qualifications of the European Higher Education Area, the qualifications framework adopted as part of the Bologna Process, in February 2009. Foundation degrees, designed to create intermediate awards strongly oriented towards specific employment opportunities, were introduced in 2001. In terms of the European Higher Education Area they are "short cycle" qualifications within the first cycle. The FHEQ is one component of the Credit and Qualifications Framework for Wales (CQFW). The Qualifications and Curriculum Authority (QCA), the Department for Children, Education, Lifelong Learning and Skills, Wales (DCELLS) and the Council for Curriculum Examination and Assessment, Northern Ireland (CCEA) have established the Qualifications and Credit Framework (to replace, in time, the National Qualifications Framework (NQF)). These authorities regulate a number of professional, statutory and other awarding bodies which control VET and general qualifications at all levels. The QCF is also incorporated into the CQFW. There is a close association between the levels of the FHEQ and the NQF (as shown overleaf), and other frameworks of the UK and Ireland (see 'Qualifications can cross Boundaries'

<http://www.qaa.ac.uk/standardsandquality/otherrefpoints/Qualsboundaries09.pdf> )

### Quality Assurance

Academic standards are established and maintained by higher education institutions themselves using an extensive and sophisticated range of shared quality assurance approaches and structures. Standards and quality in institutions are underpinned by the universal use of external examiners, a standard set of indicators and other reports, by the activities of the QAA, and in professional areas by relevant professional, statutory and regulatory bodies. This ensures that institutions meet national expectations described in the FHEQ: subject benchmark statements, the Code of Practice and programme specifications. QAA conducts peer-review based audits and reviews of higher education institutions with the opportunity for subject-based review as the need arises. The accuracy and adequacy of quality-related information published by the higher education institutions is also reviewed. QAA also reviews publicly funded higher education provision in further education colleges.

### Credit Systems

Most higher education institutions in England and Northern Ireland belong to one of several credit consortia and some operate local credit accumulation and transfer systems for students moving between programmes and/or institutions. A framework of national guidelines, the Higher Education Credit Framework for England, was launched in 2008. Credit is also an integral part of the CQFW and the QCF. It may be possible for credit awarded in one framework to be recognised by education providers whose qualifications sit within a different framework. HE credit systems in use in England, Wales and Northern Ireland are compatible with the European Credit Transfer System (ECTS) for accumulation and transfers within the European Higher Education Area, and are used to recognise learning gained by students in institutions elsewhere in Europe.

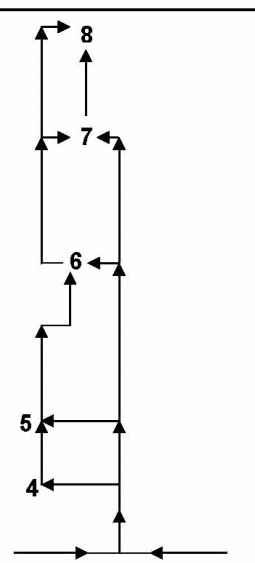
### Admission

The most common qualification for entry to higher education is the General Certificate of Education at 'Advanced' (A) level. Other appropriate NQF level 3 qualifications and the kite-marked Access to HE Diploma may also provide entry to HE. Level 3 qualifications in the CQFW, including the Welsh Baccalaureate, also provide entry, as do Scottish Highers, Advanced Highers or qualifications at the same levels of the Scottish Credit and Qualifications Framework. Part-time and mature students may enter HE with these qualifications or alternatives with evidenced equivalent prior formal and/or experiential learning. Institutions will admit students whom they believe to have the potential to complete their programmes successfully.

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<sup>1</sup> The UK has a system of devolved government, including for higher education, to Scotland, to Wales and to Northern Ireland. This description is approved by the High Level Policy Forum which includes representatives of the Department for Business, Innovation and Skills, the Scottish Government, the Welsh Assembly Government, the Higher Education Funding Councils for England, Scotland and Wales, the Quality Assurance Agency (QAA), Universities UK (UUK), GuildHE and the National Recognition Information Centre for the UK (UK NARIC).

### Diagram of higher education qualification levels in England, Wales and Northern Ireland

Framework for Higher Education Qualifications (FHEQ) <sup>5</sup>		FQ- EHEA cycle	Credit		Progression for selection of students (FHEQ levels)	National Qualifications Framework for England, Wales and Northern Ireland <sup>6</sup>	
Typical Qualifications	Level		Typical UK	Typical ECTS credit ranges <sup>3</sup>		Typical Qualifications	Level
Doctoral Degrees (eg PhD, DPhil, EdD)	8	3 <sup>rd</sup> cycle	Typically not credit rated <sup>1</sup>	Typically not credit rated		Vocational Qualifications Level 8	8
Masters Degrees Integrated Masters Degrees Postgraduate Diplomas Postgraduate Certificate of Education Postgraduate Certificates	7	2 <sup>nd</sup> cycle	180	60-120 <sup>2</sup>		Fellowships NVQ Level 5 Vocational Qualifications Level 7	7
Bachelors Degrees with Honours Bachelors Degrees Professional Graduate Certificate in Education Graduate Diplomas Graduate Certificates	6	1 <sup>st</sup> cycle	360	180-240		Vocational Qualifications Level 6	6
Foundation Degrees Diplomas of Higher Education Higher National Diplomas	5	Short cycle	240	120		NVQ Level 4 Higher National Diplomas (HND) Higher National Certificates (HNC) Vocational Qualifications Level 5	5
Higher National Certificates Certificates of Higher Education	4		120			Vocational Qualifications Level 4	4
Entry to HE via equivalent experiential or prior learning							National Vocational Qualification (NVQ) Level 3 Vocational Qualifications Level 3 GCE AS and A Level Advanced Diploma Welsh Baccalaureate Advanced <sup>4</sup>

<sup>1</sup>PhD and DPhil qualifications are typically not credit-rated. Newer doctoral degrees, such as the Professional Doctorate, are sometimes credit rated, typically 540 UK credits.

<sup>2</sup>A range of 90-120 ECTS is typical of most awards

<sup>3</sup>1 ECTS credit is typically worth 2 UK credits

<sup>4</sup>The Welsh Baccalaureate Qualification is part of the Credit and Qualifications Framework for Wales (CQFW)

<sup>5</sup>For students with the necessary prerequisites, entry to each FHEQ level is possible from the next lower level in the NQF or Framework for Higher Education Qualifications.

<sup>6</sup>These levels will also apply to the Qualifications and Credit Framework (QCF). The QCF will eventually replace the National Qualifications Framework (NQF)

Levels 2, 1  
and entry