

University of the West of Scotland
Postgraduate Programme Specification

Session: 2023/24

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Status: Published

Named Award Title:	MSc Mental Health Nursing.
Award Title for Each Award:	MSc Mental Health Nursing. PG Dip Mental Health Nursing. PG Cert Health Studies
Date of Validation:	November 2021
Details of Cohorts Applies to:	September 2022
Awarding Institution/Body:	University of the West of Scotland
Teaching Institution:	University of the West of Scotland
Language of Instruction & Examination:	English
Award Accredited By:	Nursing and Midwifery Council
Maximum Period of Registration:	5 years
Mode of Study:	Full Time
Campus:	Lanarkshire
School:	School of Health and Life Sciences
Programme Board	Mental Health Nursing & IP
Programme Leader:	Iris Wilson

Admission Criteria

Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

Appropriate Undergraduate Qualification

A relevant degree in biological, health, social science, nursing or related subject normally attained within the past 5 years.

Other Required Qualifications/Experience

Successful completion of the admissions process. Recruitment is normally undertaken by interview in partnership with clinical colleagues or other partners. Nursing and Midwifery Council (NMC) evidence of numeracy for entry to pre-registration nursing and midwifery programmes (NMC, 2018). All offers will be subject to Occupational Health checks and Protection of Vulnerable Groups (PVG) checks (both the PVG scheme and the risk assessment process agreed with all NHS Board partners). Satisfactory personal or academic reference which supports studying at SCQF Level 11.

Further desirable skills pre-application

Care experience in either an employment or voluntary capacity.
Excellent communication and interpersonal skills.
Competent information technology skills.
Academic reading, writing and referencing skills.
Overseas Applicants only

Complete the academic version of the British Council International English Language Testing System (IELTS) test and achieve at least 7.0 in the listening, reading and speaking and no less than 6.5 in writing. The Occupational English Test(OET) will now be accepted in addition to IELTS as proof of a Nurse or Midwife's English Language Competence (NMC 2017)

General Overview

The MSc Mental Health Nursing Programme is a 2 year, full time programme in accordance with the NMC Standards for Pre-registration Nursing Education (NMC, 2018). This innovative post graduate programme has been designed to map closely against the proposed BSc (Hons) Mental Health Nursing 2020 curriculum. The programme was the result of collaborative working within the school and with NHS partners, Alzheimer Scotland and other key stakeholders including students. The programme was designed with the expressed intention of maximising opportunities for students to experience a contemporary and flexible curriculum that reflects the ambitions of the future nurse.

This programme has been prepared in accordance with the NMC (2018) Standards for Pre-registration Nursing Education, the University of the West of Scotland (UWS) Regulatory Framework and the Recognition of Prior Learning guidelines (RPL). Students with an appropriate degree can be awarded RPL if they can demonstrate relevant prior learning. This learning is mapped against the MSc Learning Outcomes and enables the full BSc programme (3 years undergraduate) to be completed in a shorter time (2 years).

Post graduate students of the mental health nursing field can competently meet the holistic healthcare needs of patients across the lifespan and in particular will have developed a high level of decision making and critical thinking skills, enabling them to meet the complex needs of contemporary mental health practice. The Nursing and Midwifery Council Standards of Proficiency for Registered Nurses (Future Nurse) are generic across the fields of adult nursing, mental health nursing, learning disabilities nursing and children's nursing. As a consequence generic proficiencies underpin this mental health nursing programme. The programme however contains field specific elements and situates the students learning in mental health practice by relating these proficiencies to the field of mental health both theoretically and within practice learning experiences. Educationalists who are expert in their nursing field collaborate with Practice Assessors and Supervisors to ensure that student learning is of the highest quality and that professional standards are consistent across all nursing fields. Postgraduate students of the mental health nursing field can therefore competently meet the holistic healthcare needs of people across the lifespan and in particular will have developed a high level of nursing expertise in the field of mental health.

The MSc programme enables nurses to meet the requirements of a modern health care system, work in a multi-professional team and demonstrate leadership and management abilities. They will be able to work collaboratively and respectfully across the life-span to promote health and deliver recovery oriented and person-centred care. Successful students will be adaptable, proficient and safe practitioners who will have demonstrated the skills required to engage in a range of therapeutic approaches together with an underpinning knowledge of the evidence base for mental health care.

The Aims of the Programme:

1. To prepare students who are fit for practice, award and employment.

2. To develop a critically reflective and resilient practitioner committed to personal development and lifelong learning.
3. To develop post-graduate attributes including decision making skills, criticality and research mindedness to influence the discipline of nursing and mental health practice.
4. To analyse mental health nursing within a multi-agency framework and encourage a collaborative approach to learning and the delivery of health care.
5. To equip the student with enhanced leadership skills and the ability to transform practice in the context of changing mental health care provision.
6. To develop safe, proficient and critical nurses who can facilitate health improvement at an individual and structural level, including the promotion of self-care, empowerment, and healthy communities.
7. To develop specific skills, knowledge and understanding of interventions including cognitive behavioural strategies, psycho-social interventions, counselling, group work, and recovery focused care.
8. To foster a commitment to the study of contemporary mental health practice and critically examine the underpinning models, philosophies and theoretical frameworks in mental health.
9. To prepare the nurse to be responsive to the social, political and economic influences on population health and health care.
10. To help create a culture that values creativity, diversity and individual differences.

During the programme the student will undertake a range of integrated modules comprising theory, simulation and practice. All theoretical and simulation elements of the modules will be taught at Lanarkshire campus. Practice Learning Experiences will generally be undertaken within the Health Board localities in which the student resides although opportunities exist for remote and rural placements and placements within the State Hospital. Students must acquire all of the NMC proficiencies in their chosen field of nursing by the end of the programme (NMC, 2018).

Whilst the MSc is a two year programme, the NMC split it into three parts as follows -

Part 1 T1-2 (progression point end of T2) exit award PgC Health Studies (60 credits L11)

Part 2 T3-1 (progression point end of T1) exit award PgD Health Studies (120 credits L11)

Part 3 T2-3* (progression/award point end of T3) award MSc Mental Health Nursing (180 credits L11)

*students will commence the theory for NURS11160; Research and Practice in T1 of Part 2 before officially commencing Part 3.

On successful completion of the programme, students will receive an MSc award and be eligible to enter the NMC Register as a Mental Health Nurse.

On completion of the programme, graduates will be equipped for further study in a variety of academic and clinical pathways. The following are examples of further study/progression routes:- Master Degree by Research (MRes), Master of Philosophy (MPhil), Doctor of Philosophy (PhD), Professional Doctorate, MSc Gerontology, MSc Leading People Centred Integrated Care, MSc Forensic Mental Health, MSc Advanced Clinical Practitioner. Students may also wish to develop specific therapeutic skills in Cognitive Behavioural Therapy and opportunities exist at UWS to complete a PGDip programme leading to accreditation with the British Association of Behavioural and Cognitive Therapists (BABCP).

Graduate Attributes, Employability & Personal Development Planning

Linked to the theme of 'Graduates for the 21st Century', the programme has considered the UWS graduate attributes, and has been designed to support students to be **universal, work-ready and successful**. This is achieved by ensuring the programme is capable of developing relevant academic, personal and professional attributes within those students undertaking the programme. The 'I am UWS' graduate attributes are incorporated within each module descriptor and associated assessments.

PDP is considered an essential component of lifelong learning and continuing professional development, and is seen as particularly relevant to the students undertaking this programme as they consider their transition and progression within the profession of nursing, aligned to professional registration with the NMC. Students on all Pre-registration nursing programmes have access to the NES ePortfolio to create a personal and professional development plan which they can continue to use throughout their professional career.

Work Based Learning/Placement Details

Practice learning experience is organised marginally in excess of 2,300 hours, and students attend practice learning environments full time and experience the 24 hour/7 day continuum of care. Practice learning experiences represent contemporary health and social care delivery and include the voluntary sector and social care provision.

Practice learning will take place within specified integrated modules throughout the programme. Students learning is designed to capture and follow the 'patient journey' within health and social care settings. Practice Learning Experiences are designed to expose students to care taking place within localities to meet the needs of the service user in that locality. Where service users require more specialist care it is expected that the student will follow the service user.

Practice Assessment is directed by the NMC Standards for student supervision and assessment (NMC, 2018).

Engagement

In line with the **Academic Engagement Procedure**, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time.

Where a programme has Professional, Statutory or Regulatory Body requirements these will be listed here:

Given the professional nature of the programme, 100% attendance and engagement is expected for both theory (on campus/online classes and asynchronous materials) and practice learning experiences. Module teams maintain an overview of attendance and engagement of theory components of modules. Should there be concerns in relation to attendance and engagement with on campus/online classes/asynchronous materials there will be liaison between a representative from the module team, personal tutor, and the student to identify steps to support engagement and success.

Although 100% attendance during practice learning experiences is required by the end of the programme to meet NMC requirements, the student may be exceptionally assessed at the discretion of the practice assessor if 70% of any practice learning experience is met.

Equality and Diversity

Further information on the institutional approach to Equality, Diversity and Inclusion can be accessed at the following link: <https://www.uws.ac.uk/about-uws/uws-commitments/equality-diversity-inclusion/>

To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. In line with the Equality Act 2010 and UWS Refreshed Equality Outcomes 2021 - 2025 Public Sector Equality Duty Mainstreaming and Equality Outcomes Report 2021 (uws.ac.uk) (pp. 37 - 39)

The School of Health and Life Sciences encourages the disclosure of support requirements, including disability, at the recruitment stage and throughout the duration of the module. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced. The School will endeavour to make reasonable adjustments to teaching and learning approaches and arrangements for assessment, and (when applicable) periods of placement, where a student has disclosed specific requirements.

If modules have a practice component and takes account of the Nursing and Midwifery Council's statement on reasonable adjustments (NMC 2019) (<https://www.nmc.org.uk/globalassets/sites/default/files/2019/04/2019-reasonable-adjustments-policy.pdf>). In particular section 23:

"The (Equality) Act 2010 makes it clear that it is not discriminatory to apply competence standards (which include our Code, our revalidation and our education standards) to a disabled person. As a professional regulator responsible for protecting the public, it would not be right for us to adjust these standards. However, we can make reasonable adjustments to assist nurses, midwives and nursing associates in meeting our standards".

Programme structures and requirements, SCQF level, term, module name and code, credits and awards (Chapter 1, Regulatory Framework)

A. PG Cert

Learning Outcomes (Maximum of 5 per heading)

Knowledge and Understanding	
A1	Critically analyse the fundamental models, concepts and principles that inform contemporary mental health nursing practice.
A2	Apply the related knowledge of the life and social sciences across the lifespan to nursing practice in a range of health care environments.
A3	Demonstrate a critical understanding of the research process and how research influences practice by appraising evidence based practice approaches to patient centred care.
A4	Recognise the impact of public health on individuals, families and communities health and well-being from a local, national and global perspective.
A5	Identify the responsibilities of professionalism to promote patient safety and compassionate care, demonstrating a critical understanding of political and economic factors.
Practice - Applied Knowledge and Understanding	
B1	Demonstrate the fundamental skills of nursing practice through assessment skills and the design of appropriate plans of care that are safe and supported by evidence.
B2	Review nursing research and evidence bases and use and adapt to a range of fundamental nursing skills.
B3	Act therapeutically to work in partnership with people, respecting patient autonomy and diversity, showing compassion for patients, carers and their families.
B4	Identify the contributions of the multi-professional team and the value of inter-professional education and collaboration to the nursing profession
B5	Reflect on personal lifestyle and recognise factors that contribute to vulnerability or resilience in self and others, taking action to enhance patient safety and minimise risks to health
Communication, ICT and Numeracy Skills	
C1	Show evidence of developing a range of communication and interpersonal skills which enhance interaction with patients, carers, families and other healthcare professionals
C2	Demonstrate information literacy and the ability to search, interpret, extract and present information that informs nursing practice.
C3	Engage with the range of technology/eLearning that informs nursing practice and develop the ability to enhance learning independently.
C4	Demonstrate numeracy skills to support administration of medicines through both eLearning and supervised practical application.
C5	Interpret accurately and record numerical and graphical data to enhance safe patient care.
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Undertake literature searches to source information/evidence that gives academic insight into current/new areas of study.
D2	Engage in reviewing practice using a problem solving approach, and develop presentation, negotiation, and decision making skills.
D3	Identify the application of theory and research to nursing practice by developing reflective practice.
D4	Participate in self review/peer review of actual and simulated nursing practice to reflect on nursing practice, develop competency and identify/understand best practice.
D5	Recognise and acknowledge professional, ethical and legal issues in recovery focused, patient centred care.
Autonomy, Accountability and Working With Others	
E1	Work independently and take responsibility for individual learning and develop the habit of life long learning.
E2	Apply professional standards of nursing and accountability in a variety of healthcare environments complying with local and national frameworks, legislation and regulations.
E3	Structure and communicate ideas effectively both verbally and in writing with reference to the NMC Professional Standard for Record Keeping.
E4	Develop a value based approach and apply principles of courage, transparency and duty of candour in all relationships.
E5	Engage in team work that involves multi-professional, inter-agency and collaborative working.

Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
11	NURS11154	Integrated Human Development	20	✓			
11	NURS11157	Self, Society and Nursing	20	✓			
11	NURS11158	Health and Society	20		✓		

* Indicates that module descriptor is not published.

Footnotes

Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

* Indicates that module descriptor is not published.

Footnotes

Criteria for Progression and Award

Part 1 runs over T1-2 with a progression point at the end of T2 - exit award PgC Health Studies (60 credits, SCQF Level 11)

In order to progress, students must evidence sufficient achievement in Part 1. Students will not be permitted to progress to Part 2 carrying a fail in a practice placement.

A student who has not gained passes in some modules may be allowed to progress to the next part ("progression with deficit") provided:

- they have no more than 40 credits deficit and
- they undertake the re-assessment (or choose to retake the module while studying the next part) and
- they have undertaken the full set of modules as identified in the programme specification for part 1.
- they are not carrying a failed practice placement from part 1

Any student not meeting these requirements will incur a period of academic interruption and will be supported to complete Part 1 in line with the University Assessment Regulations.

Students who have successfully achieved 60 credits at SCQF level 11, and who wish to exit at this point, will be eligible for the award of Post Graduate Certificate in Health Studies. This award is academic and carries no professional recognition from the NMC.

B. PG Dip

Learning Outcomes (Maximum of 5 per heading)

Knowledge and Understanding	
A1	Critically discuss fundamental models, principles and theories of mental health nursing reflecting on co-morbidity and complex health and social care needs
A2	Demonstrate an understanding of the application of the biosciences and social sciences to mental health and therapeutic healthcare interventions
A3	Demonstrate a critical understanding of research methods and evidence based care to enhance safe and holistic care interventions
A4	Critically appraise the factors contributing to common mental health problems and appraise therapeutic interventions and the consequences for the individual, family and society
A5	Critically discuss key legal frameworks, ethical principles, political and economic factors that influence contemporary mental health nursing practice
Practice - Applied Knowledge and Understanding	
B1	Perform holistic assessment recognising diversity, and deliver care interventions to individuals and groups prioritising care in partnership with carers and other key people involved in their care.
B2	Apply evidence base and professional guidelines to promote health and deliver safe effective care in a range of physical, mental, behavioural and cognitive health challenges across the lifespan and at the end of life
B3	Formulate care plans and health promotion strategies, working in partnership to meet the mental health care needs of people, their families, lay carers and colleagues
B4	Critically appraise the value of contemporary assessment tools and evidence based therapeutic interventions in mental health practice
B5	Accurately assess risk and vulnerability to manage safe evidence based care and promote self management, recognising professional responsibility to adopt a healthy lifestyle
Communication, ICT and Numeracy Skills	
C1	Apply a range of strengths based approaches using communication and inter-personal skills to enhance patient autonomy and self management
C2	Show a command of digital and communication technology and clinical devices to evidence developing nursing expertise
C3	Provide information in accessible ways to help people understand and make decisions about their health, life choices, illness and care
C4	Demonstrate numeracy and literacy skills necessary to manage healthcare data and share information appropriately
C5	Demonstrate proficiency when calculating dosages and administering prescribed medicines promoting concordance and optimising therapeutic effect
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Demonstrate decision making skills through the analysis and evaluation of care delivery and personal development planning
D2	Evaluate current nursing practice and gain insight into future areas of investigation to enhance professional development
D3	Engage in reflective practice that is focused on the application of values to practice, seeking and responding appropriately to constructive feedback
D4	Integrate professional standards and national/local guidelines into strategies for quality patient care
D5	Analyse common legal and ethical issues that impact on nursing practice to arrive at morally and legally sound solutions
Autonomy, Accountability and Working With Others	
E1	Demonstrate effective management of collaborative team work to facilitate safe discharge and transition of people between caseloads, settings and services to enhance the quality of care in multi-professional and inter-agency teams
E2	Develop a commitment to anti-discriminatory practice that advocates patient's rights, welcomes diversity, and applies the principles of courage, transparency and the professional duty of candour to promote positive care
E3	Positively manage potentially challenging situations in healthcare and community environments recognising and addressing human and environmental factors
E4	Demonstrate clear and precise communication of all relevant information to appropriate colleagues, orally and in writing
E5	Apply emotional intelligence and self awareness to evaluation of performance and competency, providing rationale that influences judgements and decisions through self and peer review

Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
11	NURS11156	Resilience in Health	30			✓	
11	NURS11159	Managing Mental Health Care	30	✓			

* Indicates that module descriptor is not published.

Footnotes

Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

* Indicates that module descriptor is not published.

Footnotes

Criteria for Progression and Award

Part 2 runs over T3-1 with a progression point at the end of T1 - exit award PgD Health Studies (120 credits, SCQF Level 11)

In order to progress, students must evidence sufficient achievement in Part 2. Students will not be permitted to progress to Part 3 carrying a fail in a practice placement.

A student who has not gained passes in some modules may be allowed to progress to the next part ("progression with deficit") provided:

- they have gained at least 80 credits across part 1 and part 2 and
- they undertake the re-assessment (or choose to retake the module while studying in the next part); and
- they have undertaken the full set of modules as identified in the programme specification for part 1 and part 2.
- they are not carrying a failed practice placement from part 2
- they are not carrying more than 40 credits deficit

Any student not meeting these requirements will incur a period of academic (programme) interruption and will be supported to complete Part 2 in line with the University Assessment Regulations.

Students who have successfully achieved 120 credits at SCQF level 11, and who wish to exit at this point, will be eligible for the award of Post Graduate Diploma in Health Studies. This award is academic and carries no professional recognition from the NMC.

C. Masters

Learning Outcomes (Maximum of 5 per heading)

Knowledge and Understanding	
A1	Critically discuss the research and evidence base underpinning the core theories, values, principles and concepts of mental health nursing
A2	Critically apply knowledge of relevant bioscience and social science theory to the understanding of mental health issues, therapeutic approaches and contemporary mental health nursing
A3	Demonstrate an understanding of health economics including resource allocation and models of welfare provision that directly influence the health and well-being of both individuals and communities from a local, national and global perspective
A4	Evaluate the impact of governmental/professional policies and the research which impacts on mental health care and the nursing profession.
A5	Demonstrate an informed appreciation of legal frameworks, ethical principles, social and political factors that shape the professional responsibilities and accountability mandatory for public protection
Practice - Applied Knowledge and Understanding	
B1	Demonstrate the safe and effective use of a range of therapeutic strategies using basic counselling skills and communication strategies to deliver recovery focused care
B2	Work effectively within integrated teams to effectively manage and lead the care of people with complex needs, delegating and referring to other members of the multi-professional team as appropriate
B3	Support and supervise students in preparation for the role of Practice Supervisor following registration with the Nursing and Midwifery Council
B4	Formulate plans and strategies for monitoring and enhancing the quality of care, promoting independence and recovery focused care whilst effectively managing risk in a diverse range of potentially challenging or complex situations
B5	Safely and effectively lead and manage a small care load applying a sound knowledge of leadership skills, decision making skills and current mental health nursing practice, to prioritise and manage the assessment, planning and delivery of care
Communication, ICT and Numeracy Skills	
C1	Show evidence of continuing development of a wide range strengths based communication skills and therapeutic interventions to promote recovery and self management where appropriate
C2	Develop and demonstrate ICT skills and use information and healthcare technology to inform and enhance nursing practice and professional development
C3	Enhance professional development and safe practice through peer and professional review and support, clinical supervision and personal development planning
C4	Demonstrate competent management, analysis, interpretation and presentation of statistical and graphical healthcare data
C5	Apply knowledge and skills commensurate with the ability to progress to a prescribing qualification following registration with the Nursing & Midwifery Council
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Engage in an on-going evaluation of care based on evidence, values and the principles central to quality enhancement in mental health care showing skills of enquiry, critical appraisal and evaluation.
D2	Critically appraise and produce a range of complex oral and written communications appropriate to professional and scholarly development
D3	Demonstrate the expertise and insight of the reflective practitioner in self and others through personal development and education of junior nursing staff
D4	Demonstrate a range of enhanced communication strategies by integrating some of the principles of evidence based interventions in mental health into professional practice
D5	Critically evaluate current practice and develop insight into emerging areas of practice development to achieve research/benchmark standards
Autonomy, Accountability and Working With Others	
E1	Engage effectively and use discretion whilst working collaboratively within teams and with other disciplines and agencies
E2	Show leadership qualities within a team and uphold the values and reputation of professional nursing
E3	Exhibit organisational skills and managerial ability when working under supervision but with increasing autonomy and initiative relating to an identified care load.
E4	Consistently apply and evaluate the ethical obligations and legal requirements of professional nursing practice
E5	Demonstrate a commitment to quality improvement, reflective practice and personal development and apply this to the critical appraisal of mental health practice

Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
11	NURS11160	Research and Practice	60	✓	✓	✓	*

* Indicates that module descriptor is not published.

Footnotes

*students will commence the theory for NURS11160; Research and Practice in T1 of Part 2 before officially commencing Part 3.

Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

* Indicates that module descriptor is not published.

Footnotes

Criteria for Award

Part 3 runs over T2-3 with a progression point at the end of T3 - award title MSc Mental Health Nursing (180 credits, SCQF Level 11)

Students who have met the NMC Standards (NMC, 2018) and have obtained 180 credits at SCQF Level 11 will progress to Award of MSc Mental Health Nursing and be eligible to enter the NMC Register as a Mental Health Nurse.

Any student not meeting these requirements will incur a period of academic (programme) interruption and will be supported to complete Part 3 in line with the University Assessment Regulations.

Professional Requirements: Achievement of NMC Standards for Part 3 and includes:

Completion of 2,300 NMC practice hours.

Evidence of achievement of the NMC Proficiencies for Registered Nurses (2018)

A Pass in all Practice Learning Experiences in Part 3.

A Practice Assessor statement confirming achievement of the required NMC Standards of Proficiency (NMC, 2018).

MSc Academic Requirements: 180 credits at SCQF Level 11

Distinction in MSc Mental Health Nursing: Students can obtain a distinction award in line with the Regulatory Framework.

Students who have met the NMC Standards (NMC, 2018) and 120 credits at SCQF Level 11 who have fully engaged with the programme can progress to the Award of Post Graduate Diploma in Mental Health Nursing and be eligible to enter the NMC Register as a Mental Health Nurse.

Any student not meeting these requirements will incur a period of academic (programme) interruption and will be supported to complete Part 3 in line with the University Assessment Regulations.

Professional Requirements - Achievement of NMC Standards for Part 3 and includes:

Completion of 2,300 NMC practice hours.

Evidence of achievement of the NMC Proficiencies for Registered Nurses (2018)

A Pass in all Practice Learning Experiences in Part 3

Practice Assessor confirmation of achievement of the required NMC Standards of Competence (NMC, 2018).

PgD Academic Requirements - 120 credits at SCQF Level 11

Regulations of Assessment

Candidates will be bound by the general assessment regulations of the University as specified in the **University Regulatory Framework**.

An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework.

To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

Combined Studies

There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for an exit award of PgCert/ PgDip in Combined Studies.

Changes

Changes made to the programme since it was last published:

PLE practice hours requirement changed to 70% for assessment purposes.

All practice hours (2,300 hours) must be achieved by the end of Part 3.

Research and Practice module now runs over Terms 1, 2 and 3.

Slight revision of progression text clarifying impact of failed placement

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