



UNIVERSITY OF THE
WEST OF SCOTLAND
UWS



Undergraduate Programme Specification

Session	2024/25	Last Modified	
Named Award Title	BSc (Hons) Mental Health Nursing		
Award Title for Each Award	BSc (Hons) Mental Health Nursing BSc Mental Health Nursing DipHE Health Studies CertHE Health Studies		
Date of Approval	November 2021		
Details of Cohort Applies to	September 2022 intake onwards		
Awarding Institution	University of the West of Scotland	Teaching Institution(s)	University of the West of Scotland
Language of Instruction & Examination	English		
Award Accredited by	Nursing and Midwifery Council		
Maximum Period of Registration	6 Years		
Duration of Study			
Full-time	3 years	Part-time	N/A
Placement (compulsory)	Yes		
Mode of Study	Full-time x		
Campus	Ayr x Dumfries x	Lanarkshire x London Paisley x	Online / Distance Learning Other (specify)
School	Health and Life Sciences		

Divisional Programme Board	Mental Health Midwifery & Health
Programme Leader	M McCaig

Admissions 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:

SQA National Qualifications:

Standard Entry Requirements: BBC (75 UCAS Tarrif points) or BCC (69 UCAS Tarrif points) plus UWS's First Steps to Nursing module
 Minimum Entry Requirements: BCC (69 UCAS Tarrif points) or BC (48 UCAS Tarrif points) plus UWS's First Steps to Nursing module

Or GCE

GCE equivalencies at the appropriate level will be considered.

Or SQA National Qualifications / Edexcel Foundation

SQA HNC / BTEC LEVEL 4 HNC: HEALTH OR SOCIAL CARE OR HEALTHCARE PRACTICE OR HEALTHCARE PRACTICE ARE PREFERRED HNCS, ALTHOUGH ANY DISCIPLINE WILL BE CONSIDERED

SQA HND / BTEC LEVEL 5 HND: HEALTH, OR SOCIAL CARE, OR HEALTHCARE PRACTICE OR HEALTHCARE PRACTICE ARE PREFERRED HNDs, ALTHOUGH ANY DISCIPLINE WILL BE CONSIDERED

SCOTTISH VOCATIONAL QUALIFICATION 3: WILL CONSIDERED ON A CASE-BY-CASE BASIS ALONGSIDE OTHER QUALIFICATIONS. AS A GUIDE, EVERY 24 CREDITS AT SCQF LEVEL 6 IS EQUIVALENT TO ONE SQA HIGHER (GRADE C)

SCOTTISH WIDER ACCESS PROGRAMME (SWAP): ACCESS TO NURSING OR ACCESS TO MEDICAL STUDIES OR ACCESS TO INTEGRATED HEALTH AND SOCIAL CARE (BBB). ALL MUST BE COMPLETED NO LATER THAN TWO YEARS BEFORE YOU INTEND TO START YOUR STUDIES

FURTHER EDUCATION AND TRAINING AWARDS COUNCIL (FETAC): COMPLETED AND PASS LEVEL 5

Students who undertake a Higher Education Certificate (HNC) in Care & Administrative Practice (Route 1 Clinical) may have the opportunity to enter into Year 2 of the BSc Programme. Successful students will normally have achieved at least a Grade B in their Graded Unit and will also be required to pass our group interview stage. Students nominated for Year 2 must undertake the UWS 'Extended Practice Learning Experience' module in Term 3 to make up any deficit in clinical hours and module content.

Other Required Qualifications/Experience

All applicants must satisfy the entry requirements of the Nursing and Midwifery Council (NMC) including having the capability to meet the numeracy requirements of the programme and proficiency in English language and literacy (NMC Future Nurse Standards 2023).

Offer of a place is conditional on successful selection process and subject to health screening and criminal record checks.

A competitive entry requirement as determined by the School of Health and Life Sciences operates. Recruitment is normally undertaken by interview and in partnership with clinical colleagues or other stakeholders.

Applicants may also be considered with other academic, vocational or professional qualifications deemed to be equivalent. Recognition of Prior Learning (RPL) applications will be individually assessed in accordance with NMC requirements and University Policy.

Where RPL is given consideration towards a programme of study, the claim will demonstrate: currency of learning, clear mapping to programme learning outcomes and proficiencies and proof of achievements as evidence. We also actively engage with relevant external examiners for approval for RPL claims and to ensure due processes have been followed as well as for quality assurance purposes.

Further desirable skills pre-application

Overseas Applicants only: British Council International English Language Testing System (IELTS: minimum overall score of 7. However, a level 6.5 in writing will be accepted alongside a level 7 in reading, listening and speaking. This is the NMC (2018) requirement.

Care experience in either an employment or voluntary capacity
Good communication skills
Basic information technology skills

General Overview

The BSc (Hons) Mental Health Nursing programme prepares graduates to begin the study of nursing as a discipline and, following completion to the threshold standard of ordinary degree, to meet the requirements for registration with the Nursing and Midwifery Council (NMC). The programme is commensurate with the Nursing and Midwifery Council Standards for Pre-Registration Nursing (NMC, 2018) and although the Quality Assurance Agency for Higher Education statement for degree nursing (QAA, 2009) has been archived, consideration was given to its key themes.

The 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 lifespan 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 graduate skills required to engage in a range of therapeutic approaches together with an underpinning knowledge of the evidence base for mental health care.

The completion of the three year BSc nursing programme enables students to register as a Registered Nurse with the Nursing and Midwifery Council. In addition, UWS has an NMC accredited BSc (Hons) pathway that provides a competitive, optional additional year should you wish to progress your degree qualification to Honours level. This competitive, optional additional year is subject to confirmation of Government funding to the University. Students who are eligible can apply to receive 75% of bursary during Honours study. Exit awards are detailed in Section 2 above.

The Aims of the Programme:

1. To prepare students who are fit for practice, award and employment to meet the needs of future populations
2. To develop a reflective and resilient practitioner committed to personal development and lifelong learning.
3. To develop graduate attributes including, decision making skills, criticality and research mindedness to influence the discipline of nursing and mental health practice.
4. To situate 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 care and compassion, creativity, diversity and individual differences.

The achievement of the threshold award of degree and the development of professional standards that meet the criteria for entry to the Nursing & Midwifery Council professional register are closely interlinked throughout the programme. In essence nurses are prepared with graduate attributes and as a result are insightful, articulate, committed to lifelong learning and capable of applying evidence bases to practice with a command of the utility of research. Opportunities to further develop knowledge and skills in a chosen area will be afforded to students who meet the criteria for study at Honours level (SCQF level 10).

Practice learning adopts a tri-partite approach to developing competence in nursing. Assessment of student learning in practice will be carried out by appropriately prepared

Practice Assessors together with Academic Assessors who are academic staff who meet the NMC Standards for Student Supervision and Assessment (NMC, 2018). Practice Assessors will be supported in this endeavor by suitably prepared Practice Supervisors whose primary role will be to support and enable students learning in the practice experience. Practice Assessors are ultimately responsible for the assessment of clinical practice. Credit for modules with a practice element will be evidenced through the achievement of the modules learning outcomes, together with successful completion of practice as evidenced through the students Scottish Practice Assessment Document (SPAD). The SPAD is a student portfolio containing accounts of the student's ability to demonstrate successful achievement of practice learning as verified by a suitably prepared Practice Assessor.

The embedding of the practice learning experience within a module helps narrow the theory practice gap and encourages partnership working between clinical and academic staff. Academic staff will ultimately manage the assessment of academic credit. This fulfils the criteria of the University Regulations regarding the assessment of practice-based modules. However, the construction of the module with practice and theory elements strengthens the link between theory and practice and encourages authentic assessment.

Changing Programme

Students on entry to the programme will have been interviewed based on their chosen field. However, the programme team recognise that further experience gained within Part 1 may influence the choice of field of practice. Therefore, in exceptional circumstances students may change field providing there is programme capacity, and they have evidenced successful completion of the Part 1.

Post Registration opportunities exist at UWS in MSc Health Studies, MSc Advanced Practitioner, MSc Forensic Mental Health and MSc Nursing. . There are also opportunities to study at Post Graduate Certificate and Diploma Level in Cognitive Behavioural Therapy and other graduate and post graduate opportunities exist in the fields of forensic mental health, personality disorders, dementia care and healthcare and integrated practice. Some opportunities may be subject to certain conditions of entry in respect of access to practice and /or years of professional experience.

Typical Delivery Method

Students will typically undertake weekly pre work (reading, quizzes, exercises) to prepare for on campus/online tutorials/workshops/lectures.

Any additional costs

N/A

Graduate Attributes, Employability & Personal Development Planning

Graduate attributes can be defined as the skills, personal qualities and understanding to be

developed through the HE experience to prepare graduates for life and work in the 21st century. Through studying at UWS, graduates will develop attributes across the three dimensions which encapsulate the breadth of the learning experience at university level: Academic, Personal and Professional. UWS 'I am UWS' graduate attributes have been developed to reflect the vision that students are 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.

The Mental Health Nursing curriculum focuses on a learner-centred approach which supports and enables the learner to take responsibility for the planning and development of their own learning and career development.

Effective engagement with PDP activities remains an essential component of lifelong learning and continuing and professional development. It facilitates the development of graduate attributes and is fundamentally about empowering, building realistic aspirations and motivating learners to enhanced achievement. The School of Health and Life Sciences has developed practice that projects a clear link between Employability and PDP as evidence suggests that the concept of career planning is of critical importance to PDP and ultimately all students.

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

Students undertake 2320 hours of practice learning and 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 the 'patient journey' within health and social care settings. Practice Learning Experiences are designed to expose students to care taking place within a range of placement learning experiences to meet the needs of the service user in that locality.

Some practice learning hours may involve alternative learning opportunities that use, virtual, digital learning and other contemporary approaches.

Practice Assessment is directed by the NMC Standards for Student Supervision and Assessment (NMC, 2023).

Attendance and Engagement

In line with the [Student Attendance and Engagement Procedure](#), Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this programme, academic engagement equates to the following: 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

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

This programme is appropriate for all students. 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.

This programme has a practice element and takes account of the Nursing and Midwifery Council's statement on reasonable adjustments (NMC, 2019) (<https://www.nmc.org.uk/globalassets/sitedocuments/eandd/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](#))

Learning Outcomes

SCQF LEVEL 7	
Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrate an understanding of 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 an awareness of the research process and the influence of research by examining 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 an awareness 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 collaboration to healthcare and 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	Engage in team work that involves multi-professional, inter-agency and collaborative working.
E3	Apply professional standards of nursing and accountability in a variety of healthcare environments complying with local and national frameworks, legislation and regulations.
E4	Structure and communicate ideas effectively both verbally and in writing with reference to the NMC Professional Standard for Record Keeping.
E5	Develop a value based approach and apply principles of courage, transparency and duty of candour in all relationships.

Level 7 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
7	NURS07039	Academic Skills Development	20	✓	✓	✓	
7	NURS07044	Exploring Mental Health	20	✓			
7	NURS07045	Understanding Self and Society	20	✓			
7	NURS07040	Health & Human Development 1	20		✓		
7	NURS07043	Community Health & Social Care	20		✓		
7	NURS07046	Values in Practice	20			✓	
Footnotes for Core Modules							

Level 7 Modules**OPTION**

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
Footnotes for Option Modules							

Level 7**Criteria for Progression and Award**

Please refer to [UWS Regulatory Framework](#) for related regulations

In order to progress, students must evidence sufficient achievement in Part 1.

Progression to Part 2, Year 2 Towards the end of the Part 1, Year 1 students and their Personal Tutor will review the student's first year profile and ensure progression criteria can be met.

Students who are not on target to meet progression criteria will meet with the Personal Tutor and a referral to the programme leader may be required.

To be eligible to progress to Part 2, Year 2 the student must be credited with:

- six modules at Level 7 (120 credits) The student must also fulfil the criteria of:

- Successful achievement of NMC Platforms and proficiencies related to Level 7 of the programme - Progression Point 1

- Achieve 100% pass in numeracy assessment

Non-Progression Students who do not achieve the criteria will not be permitted to progress further in the programme. Those students who have exhausted all assessment attempts will be withdrawn from the programme at this point.

Students will not be permitted to progress to Part 2 carrying a fail in a practice placement.

For all SCQF levels 7-9, a student who has not gained passes in some modules may be allowed to progress to the next level of study ("progression with deficit") provided:

- they have gained at least 80 credits in the current level; and

- they undertake the re-assessment (or choose to retake the module while studying at the next level); and

- they have undertaken the full set of modules as identified in the programme specification at their current level.

- they are not carrying a failed practice placement from Part 1.

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

Students who have successfully achieved 120 credits at SCQF level 7 from this programme, and who wish to exit at this point, may be eligible for the award of Certificate of Higher Education in Health Studies. This award carries no professional recognition from the NMC.

SCQF LEVEL 8

Learning Outcomes

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	Demonstrate an understanding of common mental health problems and 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 interpersonal 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.

Level 8 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
8	NURS08061	Promoting Mental Health	30	✓			
8	NURS08057	Health & Human Development 2	30	✓	✓		
8	NURS08060	Partnerships in Mental Health	30		✓		
8	NURS08056	Building Healthy Communities	30			✓	
Footnotes for Core Modules							

Level 8 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
Footnotes for Option Modules							

<p>Level 8</p> <p>Criteria for Progression and Award</p> <p><i>Please refer to UWS Regulatory Framework for related regulations</i></p> <p>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.</p> <p>For all SCQF levels 7-9, a student who has not gained passes in some modules may be allowed to progress to the next level of study (“progression with deficit”) provided:</p> <ul style="list-style-type: none"> • they have gained at least 80 credits in the current level (160 overall); and • they undertake the re-assessment (or choose to retake the module while studying at the next level); and • they have undertaken the full set of modules as identified in the programme specification at their current level. • Any student not meeting these requirements will incur a period of bursary suspension and will be supported to complete Part 2 in line with the University Assessment Regulations. • they are not carrying a failed practice placement from Part 2. <p>Students who have successfully achieved 120 credits at SCQF Level 7 and 120 credits at SCQF Level 8 from this programme (a total of 240 credits), and who wish to exit at this point, may be eligible for the award of Diploma of Higher Education in Health Studies. Students who have attained at least a minimum of at least 120 credits from the programme may be eligible for the award of Certificate of Higher Education in Health Studies. These awards carry no professional recognition from the NMC.</p>

SCQF LEVEL 9	
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.

Level 9 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
9	NURS09236	Managing Mental Health	40	✓			
9	NURS09234	Evidence Led Enquiry	40	✓	✓		

9	NURS09235	Leadership in Mental Health	40		✓	✓	
Footnotes for Core Modules							

Level 9 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
Footnotes for Option Modules							

Level 9

Criteria for Progression and Award

Please refer to [UWS Regulatory Framework](#) for related regulations

Those students who successfully complete all SCQF Level 9 modules together with the requisite Level 7 and level 8 modules (equating to 120 academic credits at each level and a total of 360 credits), all Standards of Proficiency for Registered Nurses, required hours and achieved 100% in the Numeracy Assessment within the programme, will be eligible for the award of BSc Mental Health Nursing and Professional Registration as a Mental Health Nurse (RMN).

Students may be eligible for the award of BSc Mental Health Nursing with distinction, if they fulfil the criteria based on academic achievement in line with the University Regulatory Framework.

Criteria for progression to level 10 is in line with the UWS regulatory framework.

SCQF LEVEL 10

Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate an advanced and integrated knowledge and critical understanding that encompasses the principal areas, features, boundaries, terminology and conventions of mental health and social care.
A2	Display a critical understanding of the key theories, concepts and principles of teaching, learning and supervision.
A3	Demonstrate detailed knowledge and understanding of quality improvement methodologies related to a particular field of Mental Health.(QI Pathway only)
A4	Critically analyse the key theories, principles and models of leadership in Health and Social Care.
A5	
Practice - Applied Knowledge and Understanding	
B1	Use a range of skills, theories and therapeutic approaches which are specialised to the student's chosen field of practice.
B2	Exhibit competency in identifying, selecting and utilising the key skills associated with Mental Health Nursing and apply these to the student's own field of practice.
B3	Execute a defined project applying the conceptual frameworks, theories and evidence from an extended literature review to a contemporary mental health issue.
B4	Critically evaluate practice in a range of professional situations that include a degree of unpredictability and/or specialism.
B5	
Communication, ICT and Numeracy Skills	
C1	Present information and disseminate newly gained knowledge to a range of professionals using a variety of media.
C2	Communicate with peers, senior colleagues and specialists at a professional level.
C3	Demonstrate the ability to analyse, interpret and present statistical and graphical healthcare information data.
C4	Show evidence of an understanding of enhanced communication skills and their contribution to delivery of therapeutic interventions.
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Illustrate a degree of originality and creativity in appraising professional level issues in the field of mental health.
D2	Offer professional insights, interpretations and solutions to problems and

	issues.
D3	Critically review and consolidate knowledge, skills and practices and thinking in relation to Health and Social Care.
D4	Make judgments related to practice where data/information is limited and thinking in the area comes from a range of sources.
D5	
Autonomy, Accountability and Working with Others	
E1	Exercise autonomy and initiative in professional activities.
E2	Demonstrate a critical awareness of the roles and responsibilities of professional practice including the responsibility to support and supervise the professional development of self and others.
E3	Apply the theories and principles of leadership to promote quality improvement, manage change and support innovation.
E4	Critically appraise complex ethical and professional issues in accordance with current professional and ethical practices
E5	

Level 10 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
10	NURS10010	Effective Teaching in Practice	20		✓		
10	NURS10014	Leadership in Health and Social Care	20	✓			
10	NURS10024	The Honours Dissertation	40	✓	✓		
Footnotes for Core Modules							
Students may be offered a choice of delivery modes for core modules and should discuss with their personal tutor / advisor of studies before making their choice.							

Level 10 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
9	NURS09205	An Introduction to Palliative Care	20		✓		
9	NURS09145	Quality Improvement & Safety in Care	20	✓			
9	NURS09203	Theory of Personality Disorder	20	✓			
10	NURS10019	Nursing Issues and Trends	20	✓			
10	NURS10028	Improving Population Health L10	20		✓		
10	NURS10011	Assessment from a Distance	20		✓		

Footnotes for Option Modules

In accordance with the Regulatory Framework modules used for the calculation of Honours must be SCQF level 9 or above, with a minimum of 90 credits at SCQF level 10.

Students will require to take at least 1 SCQF level 10 module and one other to achieve the award of BSc (Hons) Mental Health Nursing.

Students may also take modules from outwith the School of Health and Life Science if appropriate to their field of study. This will be subject to the agreement of the module co-ordinator and the student's advisor of studies. Students option choices may be influenced by availability and mode of delivery. Students should consult the current prospectus and discuss with their personal tutor / advisor of studies prior to making their decision.

Level 10

Criteria for Award

Please refer to [UWS Regulatory Framework](#) for related regulations

For successful completion of the BSc Honours Mental Health Nursing Award students must pass all core modules and two option modules (at least one at SCQF level 10). A minimum of 480 credits must be achieved.

Students who successfully complete the option module Quality Improvement & Safety in Care (NURS09145) together with the Honours Dissertation which focuses on Quality

