



## Undergraduate Programme Specification

Session	2025/26	Last Modified	16.06.25
Named Award Title	BSc Mental Health Nursing (with or without Honours)		
Award Title for Each Award	BSc (Honours) Mental Health Nursing BSc Mental Health Nursing BSc Mental Health Studies Dip HE Mental Health Studies Cert HE Health Studies		
Date of Approval	13.05.25		
Details of Cohort Applies to	September 2025 intake onwards.  September 2024 cohort of current version of BSc (Hons) Mental Health Nursing (C20 programme) will transition from 1st year into 2nd year of this programme (C25). Other C20 students (i.e. those moving into 3rd year) will run out the C20 programme.		
Awarding Institution	University of the West of Scotland  University of the West of Scotland	Teaching Institution(s)	University of the West of Scotland  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	4 years	Part-time	No
Placement (compulsory)	Yes		
Mode of Study	<input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time		
Campus	<input checked="" type="checkbox"/> Ayr <input checked="" type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning  <input type="checkbox"/> Other (specify)
School	Health and Life Sciences		
Divisional Programme Board	Mental Health Nursing Midwifery Health		

<b>Programme Leader</b>	Marie McCaig
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### **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 Tariff points) or BCC (69 UCAS Tariff points) plus UWS's First Steps to Nursing module  
Minimum Entry Requirements: BCC (69 UCAS Tariff points) or BC (48 UCAS Tariff points) plus UWS's First Steps to Nursing module or agreed alternative.

#### **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 Care & Administrative Practice or Healthcare Practice are preferred HNCs, although any discipline will be considered. National 5 Maths Grade C or equivalent

SQA HND / BTEC Level 5 HND: Health, or Social Care, or Care & Administrative Practice or Healthcare Practice are preferred HNDs, although any discipline will be considered. National 5 Maths Grade C or equivalent

Scottish Wider Access Programme (SWAP): Access to Nursing or Access to Medical Studies or Access to Integrated Health and Social Care or Access to Chemical and Biological Science or Access to Paramedic Sciences with grades BBB. Must have been completed no later than two years before you intend to start your studies.

Students who undertake a Higher Education Certificate (HNC) in Healthcare Practice 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**

##### **IMPORTANT NOTE**

An offer to study is also dependent on the outcome of the selection process and background checks:

- PERSONAL INTERVIEW
- HEALTH SCREENING
- MEMBERSHIP OF THE PROTECTION OF VULNERABLE GROUPS (PVG) SCHEME

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. This may be an option for students who have studied/are studying Mental Health Nursing at another Higher Educational Institution and wish to transfer to UWS.

**Further desirable skills pre-application**

English Language requirements: As per standard university requirements

Students joining this programme should have a suitable level of information technology (IT) literacy as they will require to engage with various platforms and use software (e.g. Microsoft Word) during their studies. Access to a suitable device would be beneficial, although this may be achieved by accessing facilities on campus (e.g. laptop loans, use of computer laboratories). Awareness of the realities of being a Registered Nurse would also be beneficial. Students will be expected to engage in shift work whilst on practice learning experience and should consider how they will manage this alongside their existing commitments.

**General Overview**

The BSc Mental Health Nursing (with or without Honours programme), referred to as BSc/BSc (Hons) Mental Health Nursing from this point onwards, prepares graduates to begin the study of nursing as a discipline and 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 the Quality Assurance Agency for Higher Education statement for degree nursing (QAA, 2009). The programme enables future nurses to meet the requirements of a modern health care setting, work in a multi-professional team and demonstrating leadership and management abilities. Students will be able to work collaboratively and respectfully across the lifespan to promote health and person-centred, compassionate care. Successful students will be adaptable, proficient and safe practitioners who will have demonstrated the graduate skills required to work as part of a professional team, with the ability to deliver a range of nursing skills and procedures.

The completion of the three-year BSc Mental Health Nursing programme enables students to register as a Registered Nurse (Mental Health) with the Nursing and Midwifery Council. In addition, the BSc (Hons) pathway provides a competitive, optional, additional year should students wish to progress their degree qualification to Honours level. Students on this pathway will not gain their professional registration until completion of NMC requirements by the end of the Honours year. This 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 Program:

1. To prepare students to meet the standards required for registration with the Nursing and Midwifery Council (2024), with resilience to be competent, confident and compassionate registered nurses, work ready for employment in a range of health and social care settings.
2. To prepare students for employment and continuous professional development throughout their student journey at UWS, with a curiosity for knowledge, lifelong learning and sustainability, underpinned by the graduate attributes of reflexivity, decision-making skills, criticality and research-mindedness.

These aims are achieved through these programme aims:

1. To prepare students nurses to be resilient accountable compassionate professionals, who are fit for practice, award and employment to meet the needs of future populations.

2. To apply health promotion principles to support and enable people and groups, facilitating self-management, informed decision making and empowerment to reduce health inequalities.

3. To develop specific skills, knowledge and understanding to assess, plan, deliver and evaluate care using evidenced based interventions to meet mental, physical, cognitive, behavioural, spiritual and social health needs.

4. 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.

5. To situate mental health nursing within a multi-agency framework encouraging a collaborative approach to interdisciplinary care delivery.

6. To equip student nurses with leadership skills to coordinate, supervise and manage complex care, alongside the ability to influence organisational change.

7. To prepare the student nurse to contribute to the monitoring and improvement of care quality, assessing and addressing risks to safety and care experience.

8. To help create a culture that values care and compassion, creativity, diversity and individual differences responding to the social, political and economic influences on population health and health care.

9. To develop graduate attributes including reflexivity, decision making skills, criticality and research mindedness, and a commitment to continuous professional development. 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 will be afforded to students who meet the criteria for study at Honours level (SCQF level 10), including the selection of two option modules in areas of study that interest them.

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 learning environment. 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.

Where students fail a practice learning experience module due to concerns around professional values, attributes and/or professional competence, one further opportunity to pass that module is offered. Consequently, for any Mental Health Nursing Practice module a maximum of two opportunities for assessment are offered. For students who fail a practice

learning experience on two occasions this will lead to a No Further Attempts decision on that module and lead to a programme exit decision being made. Secondly, a cap on the number of practice learning module fails a student can have over the course of their study will be in place. For students who have had a fail in two placement modules that they have subsequently passed, a third placement module fail will lead to a No Further Attempts decision on that module and lead to a programme exit decision being made. This sits out with the standard UWS Regulatory Framework, in which students may have three opportunities for assessment on a module. However, in light of the need to ensure that patient care or safety is not affected an alternative approach to managing student progress in practice learning is necessary.

Having distinct practice learning experience modules in each part of the programme helps narrow the theory practice gap, through academically led peer reflection sessions, whilst encouraging closer 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.

Post Registration opportunities exist at UWS in MSc Nursing, MSc Advanced Practitioner, MSc Dementia Care, MSc Contemporary Drug and Alcohol Studies, PGCert/PGDip Integrated Community Nursing, MSc Leading People-Centred Integrated Care, Masters of Public Health\*, MSc One Health, Professional Practice (PGCert, PGDip, MProf), MSc Specialist Community Public Health Nursing (School Nursing, Health Visiting and Occupational Health) and research degrees (MRes, MPhil, DProf, PhD).

\*BSc (Hons) Mental Health Nursing degree required to apply for this programme.

#### **Typical Delivery Method**

Students will typically undertake weekly pre work (reading, quizzes, exercises) to prepare for on campus/online tutorials/workshops/lectures. Nursing skills and procedures will be embedded into some modules. These may be taught in the clinical skills laboratories or in a classroom.

#### **Any additional costs**

Students will be provided with uniforms to wear during practice learning experiences. Should students require new items of uniform, payment will be required.

Students will be provided with a name badge to wear during practice learning experiences.

Students who require a replacement badge will be required to purchase this.

#### **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 can develop 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 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 NHS Education for Scotland (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 at least 2300 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 may include the voluntary sector and social care provision.

Students are streamed through placements ensuring a range of experiences including adult mental health inpatient, older adult mental health, focused mental health community, and adult mental health community. All mental health students will have one placement in an adult general in-patient environment that will include one week with the health visiting or school nursing service. All students will have the opportunity to undertake an elective placement in their third year of the programme.

Practice learning will take place within specified practice learning 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).

Opportunities for assessment in practice learning sit outwith UWS Regulatory Framework in that students have two opportunities for assessment only. Therefore, if a student fails a practice learning module on two occasions a No Further Attempts decision will be given at the School Assessment Board, and the appropriate withdrawal decision given at the School Board of Examiners. Additionally, students may fail no more than two placements over their period of study. Therefore, a student who has retrieved two failed placements then fails a third placement, no re-assessment opportunity is offered, and a No Further Attempts decision will

be given at the School Assessment Board, and the appropriate withdrawal decision given at the School Board of Examiners.

### **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. In the eventuality where a student does not attend for a substantial amount of module content, the programme team reserve the right to pause the student attending their practice learning experience until discussions have taken place to support the student and to agree a supportive plan for moving forward (this may include a period of interruption). This approach is required to protect the student and their ongoing success on the programme but also from a patient safety perspective.

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 80% 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](http://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 programme. 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-adjustmentspolicy.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
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SCQF LEVEL 7	
Learning Outcomes	
Knowledge and Understanding	
<b>A1</b>	Demonstrate an understanding of the fundamental models, concepts and principles that inform contemporary nursing practice.
<b>A2</b>	Demonstrate an understanding of biosciences, social sciences and pharmacology for holistic nursing across the lifespan continuum.
<b>A3</b>	Demonstrate an understanding of evidence-based practice and its application to health and social care.
<b>A4</b>	Demonstrate the key responsibilities associated with professional, legal and ethical requirements to preserve safety and promote compassionate, person-centred care.
<b>A5</b>	Understand social, political and economic factors relevant to contemporary health and social care from local, national and global perspectives, including how these influence the promotion of health, prevention of ill health and the reduction of health inequalities.
Practice - Applied Knowledge and Understanding	
<b>B1</b>	Demonstrate the essential skills to deliver safe, effective and compassionate nursing practice.
<b>B2</b>	Demonstrate the ability to work in partnership with people, respecting patient autonomy and diversity for patients, carers and their families.
<b>B3</b>	Actively contribute to multidisciplinary team working and appreciate the value of collaborative learning and intra/inter professional relationships.
<b>B4</b>	Apply evidence-based practice within a range of health and social care settings.
<b>B5</b>	Demonstrate self-awareness, recognising personal vulnerability and resilience in relation to undertaking their professional caring role.
Communication, ICT and Numeracy Skills	
<b>C1</b>	Demonstrate a range of communication and interpersonal skills to support in the delivery of person-centred care whilst interacting with patients/service-users, carers, families and colleagues.
<b>C2</b>	Apply a range of information and digital literacy skills, within learning environments, recognising the importance of written communication in accordance with local and national guidelines and policies.
<b>C3</b>	Engage with a range of digital platforms to search, interpret, extract and present information to develop independent learning skills.
<b>C4</b>	Apply and develop a range of numeracy skills which relate to nursing practice.
<b>C5</b>	Demonstrate proficiency when calculating dosages and administering prescribed medicines promoting concordance and optimising therapeutic effect (congruent with the expected level of the Participation in Care Framework).

<b>Generic Cognitive Skills - Problem Solving, Analysis, Evaluation</b>	
<b>D1</b>	Develop problem solving skills and propose appropriate solutions to identified problems within a variety of learning settings.
<b>D2</b>	Demonstrate the development of analytical skills that are transferable across various situations and learning settings.
<b>D3</b>	Apply interpretation and evaluation skills to make sense of a wide range of available evidence, from multiple credible sources, that support health and social care delivery.
<b>D4</b>	Develop intellectual curiosity through; questioning, open-mindedness, exploration and active learning.
<b>D5</b>	Recognise and acknowledge professional, ethical and legal issues in recovery focused, patient centred care.
<b>Autonomy, Accountability and Working with Others</b>	
<b>E1</b>	Recognise their responsibility for autonomous learning and understand the requirement of lifelong learning in professional practice.
<b>E2</b>	Demonstrate personal accountability by adhering to professional standards of nursing in a variety of learning settings, in line with local and national frameworks, legislation and regulations.
<b>E3</b>	Appreciate the role of the multidisciplinary team and understand effective ways of working to ensure patient safety and assure high standards of care delivery, raising concerns via recognised channels when necessary.
<b>E4</b>	Develop reflective skills and apply to learning situations to evaluate experiences, personal values and beliefs in relation to ongoing professional development.
<b>E5</b>	

## Level 7 Modules

### CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
7	NURS07067	Introduction to Mental Health	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	NURS07061	Biosciences for Health	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	APPD07001	Aspire: Foundations for Success	20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7	NURS07064	Mental Health Nursing Practice 1a	10	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7	NURS07066	Essential Concepts in Mental Health	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7	NURS07068	Values in Care	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Core Modules							

## Level 7 Modules

### OPTION

		Module Title	Credit	Term	Footnotes
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SCQF Level	Module Code			1	2	3	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Option Modules							

## Level 7

### Criteria for Progression and Award

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

Progression to the next part of the programme is in line with UWS regulatory requirements. 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.
- 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 exhaust their attempts to pass a module during this period of bursary suspension will be withdrawn from the programme.

Students who have successfully achieved 120 credits at SCQF Level 7 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.

<b>SCQF LEVEL 8</b>	
Learning Outcomes	
<b>Knowledge and Understanding</b>	
<b>A1</b>	Demonstrate a detailed understanding of the fundamental models, concepts and principles that inform contemporary mental health nursing practice.
<b>A2</b>	Demonstrate a detailed understanding of biosciences (including pathophysiology), social sciences and pharmacology for holistic mental health nursing practice across the lifespan continuum.
<b>A3</b>	Define and understand evidence-based practice and its application to health and social care.
<b>A4</b>	Explain the key responsibilities of professional, legal and ethical requirements to preserve safety and promote compassionate care in contemporary mental health nursing practice.
<b>A5</b>	Critically discuss social, political and economic factors relevant to contemporary mental health nursing, health and social care from local, national and global perspectives, including how these influence the promotion of health, prevention of ill health and the reduction of health inequalities.
<b>Practice - Applied Knowledge and Understanding</b>	
<b>B1</b>	Apply evidence base to interpret and perform a range of skills that deliver safe, effective and compassionate nursing practice.
<b>B2</b>	Work collaboratively and appreciate the importance of working in partnership with people, respecting patient autonomy and diversity for patients, carers and their families.
<b>B3</b>	Use formulation to co-produce assessments, care plans and health promotion strategies, working in partnership to meet the mental health care needs of people, their support network and colleagues.
<b>B4</b>	Recognise and interpret relevant evidence-based practice and apply appropriately to a range of health and social care settings.
<b>B5</b>	Apply, review and develop self-awareness skills, recognising personal vulnerability and resilience in relation to undertaking the professional caring role, recognising the value of collaborative learning and intra/inter professional relationships.
<b>Communication, ICT and Numeracy Skills</b>	
<b>C1</b>	Apply a variety of communication and interpersonal skills to enhance self and others autonomy, resilience and self-management within a range of learning settings.
<b>C2</b>	Evidence digital and communication technology skills that support and enhance decision-making to promote health and wellbeing.
<b>C3</b>	Engage with a range of digital platforms to search, interpret, extract and present information to develop independent learning skills.
<b>C4</b>	Demonstrate numeracy and literacy skills necessary to appropriately manage healthcare data and share information.
<b>C5</b>	Demonstrate proficiency when calculating dosages and administering prescribed medicines promoting concordance and optimising therapeutic effect (congruent with the expected level of the Participation in Care Framework).
<b>Generic Cognitive Skills - Problem Solving, Analysis, Evaluation</b>	

<b>D1</b>	Demonstrate problem solving skills and propose appropriate solutions to identified problems within a variety of learning settings.
<b>D2</b>	Demonstrate analytical skills that are transferable across various situations and learning settings.
<b>D3</b>	Apply critical interpretation and evaluation skills to make sense of a wide range of available evidence, from multiple credible sources, that support and enhance mental health nursing, health and social care delivery.
<b>D4</b>	Demonstrate intellectual curiosity through; questioning, open-mindedness, exploration and active learning.
<b>D5</b>	Analyse legal and ethical issues that impact on nursing practice to explore morally and legally sound options.
<b>Autonomy, Accountability and Working with Others</b>	
<b>E1</b>	Demonstrate engagement in autonomous learning and discuss the importance of lifelong learning in professional practice.
<b>E2</b>	Exercise personal accountability by enacting professional standards of nursing in a variety of learning settings, complying with local and national frameworks, legislation and regulations recognising the limits of their own competency.
<b>E3</b>	Discuss the role of the multidisciplinary team and evaluate effective ways of working to ensure patient safety and assure high standards of care delivery and assure high standards of trauma informed care delivery, raising concerns via recognised channels when necessary.
<b>E4</b>	Critically reflect on learning situations to evaluate experiences, personal values and beliefs in relation to ongoing professional development.
<b>E5</b>	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

### OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Option Modules							

### Level 8

#### Criteria for Progression and Award

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

Progression to the next part of the programme is in line with UWS regulatory requirements. Students will not be permitted to progress to Part 3 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 (200 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. Students who exhaust their attempts to pass a module during this period of bursary suspension will be withdrawn from the programme, with an exit award as appropriate. Students who meet the above criteria will have the opportunity to progress at this point to the BSc (Hons) Mental Health Nursing pathway.

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 Mental Health Studies. This award carries no professional recognition from the NMC.

<b>SCQF LEVEL 9</b>	
Learning Outcomes (Maximum of 5 per heading)	
<b>Knowledge and Understanding</b>	
<b>A1</b>	Critically evaluate and discuss the fundamental models, concepts and principles that inform contemporary mental health nursing practice.
<b>A2</b>	Critically apply knowledge and understanding of biosciences (including pathophysiology), social sciences and pharmacology for complex holistic mental health nursing practice across the lifespan continuum, in a variety of health and social care settings.
<b>A3</b>	Critically discuss and appraise evidence-based practice and its application to mental health nursing, health and social care.
<b>A4</b>	Demonstrate an informed appreciation of the key responsibilities of professional, legal and ethical requirements to lead and manage care, preserve safety and promote compassionate in contemporary mental health nursing practice.
<b>A5</b>	Critically evaluate social, political and economic factors relevant to contemporary mental health nursing, health and social care from local, national and global perspectives, including how these influence the promotion of health, prevention of ill health and the reduction of health inequalities.
<b>Practice - Applied Knowledge and Understanding</b>	
<b>B1</b>	Through critical analysis, apply a range of evidence to assess, interpret, perform and evaluate a variety of skills and procedures that deliver safe, effective and compassionate nursing practice, responding appropriately to unpredicted situations.
<b>B2</b>	Critically appraise and apply knowledge and understanding of management and leadership styles for effective partnership working, respecting patient autonomy and diversity for patients, carers and their families.
<b>B3</b>	Critically appraise and apply knowledge and understanding of management skills and leadership styles necessary for multidisciplinary team working and the value of collaborate learning and intra/inter professional relationships.
<b>B4</b>	Critically analyse relevant evidence, including quality improvement methods and results, and apply appropriately to a range of health and social care settings.
<b>B5</b>	Critically reflect and further develop self-awareness skills, recognising personal vulnerability and resilience in relation to undertaking the professional caring role.
<b>Communication, ICT and Numeracy Skills</b>	
<b>C1</b>	Evidence continuous development by applying a range of communication skills that support nursing interventions in promoting health and wellbeing and managing illness.
<b>C2</b>	Demonstrate continuous development by applying a range of strengths-based communication skills, through peer and professional review, that supports the delivery of safe practice.
<b>C3</b>	Demonstrate the development of ICT skills and use of information and healthcare technology in the management, analysis, interpretation and presentation of statistical and graphical healthcare data.
<b>C4</b>	Apply knowledge and skills commensurate with the ability to progress academically and professionally.
<b>C5</b>	Demonstrate proficiency when calculating dosages and administering prescribed medicines promoting concordance and optimising therapeutic effect (congruent with the expected level of the Participation in Care Framework).

<b>Generic Cognitive Skills - Problem Solving, Analysis, Evaluation</b>	
<b>D1</b>	Demonstrate enhanced problem-solving skills and propose appropriate solutions to complex mental health nursing care situations, within a variety of learning settings.
<b>D2</b>	Demonstrate enhanced analytical skills and insight that are transferable across various situations and learning settings.
<b>D3</b>	Demonstrate expertise, critical interpretation and evaluation skills, to make sense of a wide range of available evidence, from multiple credible sources, that support and enhance mental health nursing, health and social care delivery.
<b>D4</b>	Demonstrate enhanced intellectual curiosity and critical thinking through; questioning, open-mindedness, exploration, active learning and evaluation.
<b>D5</b>	
<b>Autonomy, Accountability and Working with Others</b>	
<b>E1</b>	Demonstrate enhanced engagement in autonomous learning and appraise effective strategies/practices for lifelong learning in professional practice.
<b>E2</b>	Practice personal accountability by enacting professional standards of nursing in a variety of learning settings, complying with local and national frameworks, legislation and regulations including when supervising other healthcare students or delegating to other staff.
<b>E3</b>	Critically evaluate the role of the nurse within the multidisciplinary team and appraise effective ways of working to ensure patient safety and assure high standards of care delivery, managing risk and raising concerns via recognised channels when necessary.
<b>E4</b>	Apply reflexivity in learning situations to critically evaluate experiences, personal values and beliefs in relation to developing autonomy and ongoing professional development.
<b>E5</b>	

## Level 9 Modules

### CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
9	NURS09263	Therapeutic Skills in Complex Care	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	NURS09264	Leading Quality Care	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	NURS09262	Enhancing Professional Nursing	10	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9	NURS09257	Mental Health Nursing Practice 3a	10	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	NURS09259	Mental Health Nursing Practice 3b	10	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9	NURS09254	Applied Evidence for Nursing Practice	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

#### Footnotes for Core Modules

Mental Health Nursing Practice 3c with Progression may also be used for students on the BSc (Hons) Mental Health Nursing programme who commence 4th year but who then choose to exit with their ordinary degree. This will be needed to meet NMC requirements.



## Level 9 Modules

### OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
9	NURS09***	Mental Health Nursing Practice 3b (Honours)	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1*
9	NURS09***	Applied Critical Inquiry	20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	2*
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

#### Footnotes for Option Modules

1\* Student on the Honours pathway will undertake the above module and will not undertake Mental Health Nursing Practice 3b (10 credits) and Mental Health Nursing Practice 3c with Progression (10 credits) during 3rd year.

2\* This module is only available for students in the event they receive a no further attempts decision at the School Assessment Board, for a maximum of 20 credits @ Level 9, they can elect to undertake the module Applied Critical Inquiry (20 credits @ Level 9). See Criteria for the Award below.

### Level 9

#### Criteria for Progression and Award

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

Progression to the next part of the programme is in line with UWS regulatory requirements. Students will not be permitted to progress to 4th year carrying a fail in a practice placement.

For SCQF level 10, 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 100 credits in the current level (340 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 3rd year in line with the University Assessment Regulations. Students who exhaust their attempts to pass a module during this period of bursary suspension will be withdrawn from the programme, with an exit award as appropriate.

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 in clinical practice and achieved 100% in the Numeracy Assessment within the programme, will be eligible for the exit award of BSc Mental Health Nursing and Professional Registration as a Registered Nurse (Mental Health) with the NMC.

Students are advised that their award must be registered with the NMC within 5 years of successful completion of the Programme.

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.

In the event a student receives a no further attempts decision at the School Assessment Board, for a maximum of 20 credits @ Level 9, they can elect to undertake the module Applied Critical Inquiry (20 credits @ Level 9). Students who successfully complete this module, together with the requisite Level 7 and Level 8 modules (equating to 120 academic credits at each level and a total of 360 credits), will be eligible for the award of BSc Mental Health Studies which carries no professional registration.

<b>SCQF LEVEL 10</b>	
Learning Outcomes (Maximum of 5 per heading)	
<b>Knowledge and Understanding</b>	
<b>A1</b>	Critically evaluate, synthesize and relate the fundamental models, concepts and principles that inform contemporary mental health nursing practice.
<b>A2</b>	Critically synthesize and apply knowledge and understanding of biosciences (including pathophysiology), social sciences and pharmacology for complex holistic mental health nursing practice across the lifespan continuum, in a variety of health and social care settings.
<b>A3</b>	Critically discuss and appraise evidence-based practice, demonstrating detailed understanding of its application to mental health nursing, health and social care.
<b>A4</b>	Demonstrate detailed knowledge and understanding of the key responsibilities of professional, legal and ethical requirements to lead and manage care, preserve safety and promote compassion in contemporary mental health nursing practice.
<b>A5</b>	Critically evaluate social, political and economic factors relevant to contemporary mental health nursing, health and social care from local, national and global perspectives, including how these influence the promotion of health, prevention of ill health and the reduction of health inequalities.
<b>Practice - Applied Knowledge and Understanding</b>	
<b>B1</b>	Use a range of skills, theories and therapeutic approaches which are specialised to mental health nursing practice.
<b>B2</b>	Exhibit competency in identifying, selecting and utilising the key skills associated with mental health nursing.
<b>B3</b>	Execute a defined project applying the conceptual frameworks, theories and evidence from an extended literature review to a contemporary mental health issue.
<b>B4</b>	Critically evaluate practice in a range of professional situations that include a degree of unpredictability and/or specialism.
<b>B5</b>	
<b>Communication, ICT and Numeracy Skills</b>	

<b>C1</b>	Evidence continuous development by applying a range of sophisticated communication skills that support nursing interventions in promoting health and wellbeing and managing complex illness.
<b>C2</b>	Demonstrate continuous development by applying a range of strengths-based communication skills, through peer and professional review, that supports the delivery of safe practice.
<b>C3</b>	Demonstrate the development of advancing ICT skills and use of information and healthcare technology in the management, analysis, interpretation and presentation of statistical and graphical healthcare data.
<b>C4</b>	Apply knowledge and skills commensurate with the ability to progress academically and professionally.
<b>C5</b>	Demonstrate proficiency when calculating dosages and administering prescribed medicines promoting concordance and optimising therapeutic effect (congruent with the expected level of the Participation in Care Framework).
<b>Generic Cognitive Skills - Problem Solving, Analysis, Evaluation</b>	
<b>D1</b>	Critically identify, define, conceptualise and analyse complex professional problems in mental health nursing care, within a variety of learning settings, proposing appropriate solutions where applicable.
<b>D2</b>	Demonstrate enhanced analytical and interpretative skills and insights that are transferable across various situations and learning settings.
<b>D3</b>	Demonstrate expertise, critical interpretation and evaluation skills, to make sense of a wide range of available evidence, from multiple credible sources, that support and enhance mental health nursing, health and social care delivery.
<b>D4</b>	Demonstrate originality, creativity, enhanced intellectual curiosity and critical thinking through, questioning, open-mindedness, exploration, active learning and evaluation.
<b>D5</b>	
<b>Autonomy, Accountability and Working with Others</b>	
<b>E1</b>	Exercise autonomy and initiative in learning and appraise effective strategies/practices for lifelong learning in professional practice.
<b>E2</b>	Practice personal accountability, with awareness of own and others' responsibilities, by enacting professional standards of nursing in a variety of learning settings, complying with local and national frameworks, legislation and regulations including when supervising other healthcare students or delegating to other staff.
<b>E3</b>	Critically evaluate the role of the nurse within the multidisciplinary team and synthesise effective ways of working to ensure patient safety, bring about change, development and new ways of thinking, to assure high standards of care delivery, managing risk raising concerns via recognised channels when necessary.
<b>E4</b>	Critically appraise complex ethical and professional issues in accordance with current professional and ethical practices.
<b>E5</b>	Apply reflexivity in learning situations to critically evaluate and manage complex professional issues.

## Level 10 Modules

### CORE

		Module Title	Credit	Term	Footnotes
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SCQF Level	Module Code			1	2	3	
10	NURS10024	The Honours Dissertation	40	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
10	NURS10042	Mental Health Nursing Practice Honours Progression	20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
10	NURS10010	Effective Teaching in Practice	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Core Modules							

## Level 10 Modules

### OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
10	NURS10041	Recognising & Responding to Deterioration	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	NURS10043	Delivering Relational Care	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	NURS10044	Dementia Champions: Enhanced Care Practice	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	NURS10045	Physical Issues in Mental Health Settings	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	NURS10039	Complex Care in Ageing and Frailty	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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 choose two of the above option modules to complete their Honours year of study.							

## Level 10

### Criteria for Award

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

Those students who successfully complete all of their option and core SCQF Level 10 modules, together with the requisite level 7, level 8 and level 9 modules (equating to 120 academic credits at each level and a total of 480 credits), all Standards of Proficiency for Registered Nurses, required hours in clinical practice and achieved 100% in the Numeracy Assessment within the programme, will be eligible for the award of BSc (Hons) Mental Health Nursing and Professional Registration as a Registered Nurse (Mental Health) with the NMC. Honours degree classification will be in line with the UWS Regulatory Framework.

Students are advised that their award must be registered with the NMC within 5 years of successful completion of the Programme.

Any student not meeting these requirements, by the end of 4th year, will incur a period of bursary suspension and will be supported to complete Part 3/4th year in line with the University Assessment Regulations. Students who exhaust their attempts to pass a module during this period of bursary suspension will be withdrawn from the programme, with an exit award/professional registration as appropriate.

Should a student choose to withdraw from the Honours year of the programme, they will be supported to complete NMC requirements for registration and to exit with the BSc Mental Health Nursing degree. This will include completing their final practice learning experience (Mental Health Nursing Practice 3c with Progression). Alternatively, if a student decides not to undertake their final practice learning experience and they have accrued 360 SCQF credits (120 at level 7, 120 at level 8 and 120 at level 9), they would be eligible for the exit award of BSc Mental Health Studies. This award carries no professional recognition from the NMC.

### 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 a Combined Studies award (please see Regulation 1.61).

For students studying BA, BAcc, or BD awards the award will be BA Combined Studies.

For students studying BEng or BSc awards, the award will be BSc Combined Studies.

### Version no: 1

Change/Version Control

What	When	Who
