

KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University	Faculty responsible for the programme Faculty of Health and Social Sciences
Final award(s), title(s) and credits MSc Mental Health Nursing (180 credits / 90 ECTS Level 7; 20 credits / 10 ECTS Level 6; 40 credits level 5/ 20 ECTS)	
Intermediate award(s), title(s) and credits Post Graduate Diploma in Higher Education Health Care Studies 120 credits / 60 ECTS level 7 and successful completion of Nursing Practice and Nursing Skills 2 & 3. Post Graduate Certificate in Higher Education Health Care Studies 60 credits / 30 ECTS level 7 and successful completion of Nursing Practice and Nursing Skills 2.	
UCAS Programme Code(s) (where applicable and if known) B767	HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load. MHN 100287
External reference points The UK Quality Code for Higher Education; Part A: Setting and maintaining academic standards; Chapter A1: UK and European reference points for academic standards (October 2013) - incorporates the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (Qualification Frameworks), Foundation Degree qualification benchmark, Master's Degree Characteristics and Subject Benchmark Statements;	
Professional, Statutory and Regulatory Body (PSRB) links Nursing and Midwifery Council (NMC) (2018) Future nurse: Standards of proficiency for registered nurses. London, NMC. NMC (2018) Part 1: Standards framework for nursing and midwifery education. London, NMC NMC (2018) Part 2: Standards for student supervision and assessment. London, NMC. NMC (2018) Part 3: Standards for pre-registration nursing programmes. London, NMC. The NMC standards will require exceptions to standard BU Entry Regulations and undergraduate Assessment Regulations	
Places of delivery Bournemouth University	
Mode(s) of delivery Full time Advanced standing (RPL)	Language of delivery English
Typical duration Full time – 2 years Advanced standing Full time 1-2 years	
Date of first intake September 2020	Expected start dates September
Maximum student numbers Maximum of 70 (Balance between	Placements Minimum of 2300 hours (including simulation over

Apprenticeship, Full time and BSc due to placement capacity)	duration of course and 720hrs through RPL) which is a PSRB requirement. A range of placement providers from NHS Trusts, Private & Voluntary Sector and GP surgeries. Placements are co-ordinated by BU.
Partner(s) Not applicable	Partnership model Not applicable
Date of this Programme Specification The version for approval event June 2019. To commence from September 2020 (full time).	
Version number V1.1-0922	
Approval, review or modification reference numbers E20181933 BU2021 01, approved 30/09/2020. Previously v1.0-0920	
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PROGRAMME STRUCTURE

Programme Award and Title: MSc Mental Health Nursing							
Year 1/ Mixed Level 5/7 Students are required to complete all 7 core units							
Unit Name	Core/ Option	No of credits	Assessment Element Weightings		Expected contact hours per unit	Unit version no.	HECoS Code (plus balanced or major/minor load)
			Exam 1	Cwk 1			
Applied Health Care Sciences 2	Core	20 L5	100%		30 + 14 simulation	FHSS 1.1	100287
Clinical Pharmacology and Medicines Management	Core	20 L5		100%	30 + 12 simulation	FHSS 1.0	100287
Foundations of Nursing	Core	20 L7		100%	30 hrs + 18 hrs simulation	FHSS 1.0	100287
Meeting acute and long term health challenges	Core	20 L7		100%	30 + 8 simulation	FHSS 1.0	100287
Making improvements to safety and quality of care	Core	20 L7		100%	30 + 5 simulation	FHSS 1.0	100287
Principles of Enquiry and Evidence Based Practice in Health and Social Care	Core	20 L7		100%	30	FHSS 1.0	100287
Nursing Practice and Nursing Skills 2	Core	0 L5		100%	800hrs of practice experiences including: simulation hours, preparation 24 hours, recall days 16 hours	FHSS 1.0	100287
Progression requirements: Requires 120 credits at Level 5/7 and successful completion of Nursing Practice and Nursing Skills 2 (including 800hrs of practice and simulation)							
Exit qualification: Postgraduate Certificate in Higher Education Health Care Studies (requires 60 credits at Level 7 and successful completion of Nursing Practice and Nursing Skills 2)							

Programme Award and Title: MSc Mental Health Nursing

Year 2/ Mixed Level 6/7

Students are required to complete all 7 core units

Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HECoS Code (plus balanced or major/minor load)
			Exam 1	Exam 2	Cwk 1			
Team Working for Service Improvement	Core	20 L6			100%	30	FHSS 1.0	100287
Making Change Through Clinical Leadership and Management	Core	20 L7			100%	30 + 10 simulation	FHSS 1.0	100287
Critical Health Care Sciences	Core	20 L7	100%	Pass / Fail		30 + 15 simulation	FHSS 1.0	100287
Advanced Therapeutic Communication and Interpersonal Skills for Nursing Practice	Core	20 L7			100%	30 + 10 simulation	FHSS 1.0	100287
Critical Analysis of Caring for People with Complex Health Care Needs	Core	20 L7			100%	30 + 5 simulation	FHSS 1.0	100287
Advanced Principles of Enquiry and Evidence Based Practice in Health and Social Care	Core	20 L7			100%	30	FHSS 1.0	100287
Nursing practice and nursing skills 3	Core	0 L6			100%	880 of practice experiences including: simulation hours, preparation 8 hours, recall days 24 hours	FHSS 1.0	100287

Exit qualification: Post Graduate Diploma in Higher Education Health Care Studies 120 credits / 60 ECTS level 7 and successful completion of Nursing Practice and Nursing Skills 2 & 3.

Award: MSc Mental Health Nursing

Full-time MSc award: Requires 40 credits at Level 5, 20 credits at Level 6, 180 credits at Level 7 and successful completion of units Nursing Practice and Skills 2 (Level 5) and Nursing Practice and Skills 3 (Level 6), and declaration of good health and character.

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the MSc Mental Health Nursing programme;
- specify the programme award titles;
- identify programme and level learning outcomes and to describe the underpinning educational philosophy.;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

The overall aim of the programme is to produce postgraduate nurses who are capable of delivering and leading high quality care in a wide variety of health care settings, with a developed capability of research design and implementation. MSc nurses will be prepared to the NMC 2018 standards and be capable of embracing recovery focused and person-centred care which is evidence based. A core part of the programme is to ensure key values set out in the NMC (2018) standards are embedded within programme delivery to ensure that recovery philosophy is central to the programme delivery and ethos, and to enable these nurses to define current practice issues and develop strategies for improvements using sound methodologies.

The aims of the MSc Mental Health Nursing programme are to develop graduates who are competent, confident and safe practitioners who meet the NMC standards for entry to the NMC register as a registered nurse. They will also display and demonstrate skills expected of a UK HEI postgraduate. More specifically graduates of this programme will:

1. Meet the NMC standards for entry to the register as mental health nurses.
2. Demonstrate a systematic evaluation of the discipline of nursing related to their field of mental health nursing practice.
3. Critically analyse, evaluate and appraise concepts and theories which enable them to construct novel approaches to improve care in the field of mental health nursing practice.
4. Demonstrate thorough methodological and conceptual understanding which enables justification of personal responsibility and systematic decision making in complex settings.
5. Seek out, critically analyse, integrate, synthesise and apply current research that relates to their field of nursing practice and explore new insights.
6. Develop self-management skills for personal and professional learning, making use of wide range of learning opportunities to maintain professional competence in their field of nursing using effective techniques of advanced scholarship and enquiry.
7. Play an active and equal role in the inter-disciplinary team, collaborating and communicating effectively with service users and colleagues; demonstrating leadership and management including advanced problem solving skills within their field of nursing and the wider healthcare environment.
8. Work effectively with all service users, demonstrating sensitivity to personal beliefs and values, using supporting evidence of how these impact on recovery.

The programme reflects contemporary mental health nursing. It will prepare postgraduate nurses who are able to lead in a variety of settings across primary, secondary and tertiary health care, in public, private and voluntary sectors of health care provision and to promote health and wellbeing in addition to providing best practice to people experiencing mental health challenges with a wide range of mental health conditions. Contemporary issues focused upon within the MSc (Hons) Mental Health Nursing programme will be underpinned by national policies of particular poignancy including: NHS (2019) *The NHS Long Term Plan*, *The Five Year Forward View* (2016), *The Crisis Care Concordat* (2014), and the *Framework for Mental Health Research* (2017).

References:

Department of Health (2017) *A Framework for Mental Health Research*, London: Department of Health.

Department of Health (2016), *Five Year Forward View*, London: Department of Health.

Department of Health, (2014), *Mental Health Crisis Care Concordat – Improving outcomes for people experiencing mental health crisis*, London: Department of Health.

Department of Health, (2019) *NHS Long Term Plan*, London, Department of Health.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The programme is an important part of Bournemouth University's Faculty of Health and Social Sciences (FHSS) portfolio, as identified in the Faculty Strategic Plan. BU has played a significant part in the history of local and regional development of Nursing in the last 25 years.

The programme is also greatly influenced by the launch of BU 2025 where 'Fusion' remains at the heart of what BU does to Inspire Learning, to Advance Knowledge and to Enrich Society. The core BU 2025 values of Excellence, inclusivity, creativity and responsibility underpin the programme and professional values of person-centred and humanised care (use field specific language).

"We are recognized worldwide as a leading university for inspiring learning, advancing knowledge and enriching society through the fusion of education, research and practice" (BU2025)

The programme will provide the opportunities for students to learn from academics who are active in research and who can deliver inspiring learning with the aim to provide students with the opportunities to apply knowledge to practice and to integrate research into their understanding and practice.

The programme will make best use of evidence based educational approaches and technology enhanced learning to create an inspiring and effective learning experience for students.

LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

As a general rule, time devoted to assessment should normally represent approximately 25% of the student learning time for a unit (i.e. 50 hours for a 20-credit unit), leaving the rest for specific programme-related activities, including lectures, seminars, preparatory work, practical activities, reading, critical reflection and independent self-managed learning.

Assessment per 20 credit unit should normally consist of 3,000 words or equivalent.

The PSRB the Nursing and Midwifery Council (NMC) in the 2018 standards (Annexe 1 - Directive 2005/36/EC Programme standards for pre-registration nursing programmes) sets out the statutory requirements for length and duration of theoretical and clinical training and this programme is designed to comply with these requirements.

As a professional award recognised by the NMC students are required to undertake an equal amount of theoretical and practical learning and assessment, in total 4,600 hours over the course of the programme (including recognition of prior learning). Therefore 2,300 hours of this programme are completed through learning and assessment in practice and simulation. The learning and assessing in practice is designated as non-credit bearing. In relation to the achievement of the award of MSc Mental Health Nursing and registration with the NMC practice has an equal weighting therefore the progression from one year to another and the overall award cannot be achieved without the successful completion of the of the non-credit bearing practice units which are assessed within practice in conjunction with the University academic assessor.

Related BU policy: <https://intranetsp.bournemouth.ac.uk/pandptest/6c-principles-of-assessment-design-policy.pdf>

STAFF DELIVERING THE PROGRAMME

The programme is managed and taught by staff from the Department of Nursing Science. Staff involved in teaching are either registered nurses or registered with other health professional bodies or have a health care qualification and / or background. The programme lead has NMC registration in the same field of nursing as the programme and is able to provide statutory declarations of good health and character. The Department KPI requires all staff who teach on the programme to have a teaching qualification and / or HEA fellowship.

The Department has close links with practice partners whose clinical placements are used and through this partnership involve various practice educators and education leads in the delivery and development of the programme and the maintenance of an appropriate practice learning environment.

Students will usually be taught by a combination of academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research students. The programme teaching team draws upon the [BU PIER Partnership](#) involving service users/ carers in all aspect of the programme including recruitment, assessment (mostly formative), curriculum development and teaching.

Staff delivering the programme include:

Programme Leader – An NMC registrant in the same field of nursing who leads the delivery of the programme.

Unit leader – Each unit will have an academic who plans the unit delivery and coordinates the team of academic staff involved in teaching and assessment. For practice based units the role of Academic Assessor will form part of the unit lead/ teaching team role.

Academic Advisor – Each student will have a member of academic staff who provides academic and pastoral support in line with the BU policy. The student normally stays with the same AA for the duration of the course.

University Practice Learning Advisors are BU staff who support supervisors and assessors in practice. They are responsible for undertaking learning audit and quality assurance of the practice learning environment in conjunction with the placement provider practice educator / learning education lead. The UPLA team is led by the Faculty Head of Practice Education.

Programme support team include a range of faculty student support staff offering mon-fri daytime support and a dedicated team of programme support offices who provide administrative staff.

Placement support team is a dedicated team who allocate student placements and liaise between student and practice learning environment.

Professional Service staff provide academic and library support to students. The professional services staff also supports the Peer Assisted Learning scheme.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

INTENDED PROGRAMME OUTCOMES

<p>A: Subject knowledge and understanding</p> <p>This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>A1 legal, ethical and professional requirements for proficient practice at the point of registration as a mental health nurse.</p> <p>A2 communication theory applied across the lifespan and in relation to diverse mental, physical and behavioral needs.</p> <p>A3 principles of health promotion in the context of public health, protection and prevention of ill health utilising local, national and global agendas.</p> <p>A4 biological, psychological and social principles as applied to relevant health needs and conditions to identify person-centred interventions and support across the lifespan.</p> <p>A5 processes and evidence base to assess, plan/ diagnose, implement and evaluate mental health nursing care across a range of acute, long term and complex health conditions across the lifespan.</p> <p>A6 physical, mental, behavioural and cognitive health conditions, medication usage and treatments in order to undertake full and accurate assessment and delivery of person-centred care plans.</p> <p>A7 the requirements of nurses in assessing and managing risk within the context of inter-professional working and co-production.</p> <p>A8 value based and person-centred care using a humanising care approach that respects equality, diversity and anti-oppressive practice.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (A1 – A8); • seminars (A1 – A8); • directed reading (A1 – A8); • use of the VLE (A1 – A8); • simulation & practice (A1 - A8) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • practice assessment document (A1 – A8) • group presentation (A1 – A8) • poster presentation (A1, A2, A7, A8) • Examinations (A1 - A8) • Literature review (A1 - A8) • Course work essay (A1- A8)
<p>B: Intellectual skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level outcomes:</p>
<p>B1 consolidate advanced skills in literature searching and selection in order to ensure up to date and emerging developments are incorporated into the delivery of care.</p> <p>B2 critically analyse and synthesise the evidence base for mental health nursing practice to propose creative solutions to complex problems.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (B1 – B5); • seminars (B1 – B5);

<p>B3 critically reflect upon own practice in order to demonstrate a critical awareness of personal performance to develop their professional knowledge and skills.</p> <p>B4 critically reflect upon constructive feedback and act accordingly to develop own professional knowledge and practice skills to develop advanced responses to complex challenges.</p> <p>B5 critically explore the importance of life-long learning to ensure evidence based person-centred practice is at the centre of their development as an autonomous nursing practitioner.</p>	<ul style="list-style-type: none"> • directed reading (B1 – B5); • use of the VLE (B1 – B5); • simulation & practice (B1 – B5) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • practice assessment document (B1 – B5) • group presentation (B1 – B5) • poster presentation (B1 - B5) • Examinations (B1 - B5) • Literature review (B1 - B5) • Course work essay (B1 - B5)
<p>C: Practical skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level learning outcomes:</p>
<p>C1 demonstrate a critical awareness of current problems and provide novel solutions to empower patients, service users their families and carers, and groups in making healthy life choices and maintaining / developing self-care across lifespan.</p> <p>C2 Advocate with or on behalf of patients, service users their families and carers, and groups to maximize quality of life and reduce health inequalities.</p> <p>C3 Show advanced knowledge and understanding to formulate plans to implement evidence based, compassionate and safe nursing care in partnership with people, families and carers to maximize quality of life , respecting wishes, preferences and desired outcomes.</p> <p>C4 capability to initiate and lead life preserving measures in crisis and disaster situation relevant to mental health nursing.</p> <p>C5 practice utilising a range of effective verbal and non-verbal communication strategies based on a critical articulation and evaluation of under-pinning evidence and theoretical perspectives in order to develop new perspectives on care.</p> <p>C6 demonstrate leadership in coordinating and managing the complex nursing and integrated care needs of people showing ability to propose and lead novel solutions to complex scenarios.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (C1 – C6); • seminars (C1 – C6); • directed reading (C1 – C6); • use of the VLE (C1 – C6); • simulation & practice (C1 – C6) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • practice assessment document (C1 – C6) • group presentation (C1 – C6) • poster presentation (C1 – C6) • Examinations (C1 – C6) • Literature review (C1 – C6) • Course work essay (C1 – C6)
<p>D: Transferable skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to</p>

	demonstrate the programme/level learning outcomes:
<p>D1 critically analyse and implement the skills required to delegate effectively and safely in complex settings.</p> <p>D2 develop and demonstrate the skills to work autonomously and as part of an inter-professional or inter-agency team.</p> <p>D3 undertake detailed critically analysis of the effects of personal values, attitudes, individual difference and diversity on working relationships.</p> <p>D4 develop advanced leadership capability, including acting as a role model in the professional context drawing upon a critical understanding of relevant theoretical perspectives.</p> <p>D5 Propose, implement and critically evaluate leadership principles required to engage in the processes of organisational change through a critical awareness of local , national and global policies.</p> <p>D6 critically consider the importance of own physical and mental health and resilience in the context of professional practice.</p> <p>D7 critically appraise and implement knowledge and skills in the coaching and supervision of others to support and develop their professional practice.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (D1 – D7); • seminars (D1 – D7); • directed reading (D1 – D7); • use of the VLE (D1 – D7); • simulation & practice (D1 – D7) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • practice assessment document (D1 – D7) • group presentation (D1 – D7) • poster presentation (D1 – D7) • Examinations (D1 – D7) • Literature review (D1 – D7) • Course work essay (D1 – D7)

ADMISSION REGULATIONS

The regulations for this programme are the University's Standard Postgraduate Admission Regulations with the following exceptions:

- Evidence of capability in **literacy and numeracy** through appropriate UK qualification or equivalence as specified through current entry requirements.
 - Applicants whose mother tongue is not English must offer evidence of qualifications in written and spoken English. Acceptable qualifications are:
English language requirements International English Language Test System (IELTS) 7.0 overall (at least 7.0 in listening and reading sections and at least 6.5 in the writing and speaking sections) or Occupational English Test (OET)¹ grade B in listening and reading and writing and speaking.
- Completion of period of general education as set out by Article 31 Annexe 1 EU directive 2005/36/EC
- Satisfy through application and selection process suitability for their intended field of nursing practice and **values and behaviours** in accordance with the NMC (2018) Code.
- **Occupational Health clearance**, through student self-declaration, GP statement and occupational health engagement including completion of relevant immunisations.
- Satisfy criminal conviction checks including the **Disclosure and Baring Service (DBS)** at an enhanced level.
- In line with NMC guidance (NMC 2018) a maximum of 50% **recognition of prior learning** is permitted for those without a current NMC first or second level nursing registration.
- Applicants must produce an acceptable entry portfolio detailing their prior experience.

Recognition of Prior Learning (RPL)

All applicants for RPL will be individually assessed and must also meet the entry requirements of the programme. A student may be admitted to the programme with specific credit provided that they can demonstrate that they have met the intended learning outcomes of the relevant unit(s) at the required level. The total RPL permitted will not exceed a maximum of 50% of the programme, provided that all requirements are met in full. For first and second level nurses registered with the NMC, RPL is permitted to the maximum allowed in University regulations, provided that all requirements are met in full.

PROGRESSION ROUTES

There are no currently established progression routes for this programme.

Recognition arrangements provide formally approved entry or progression routes through which students are eligible to apply for a place on a programme leading to a BU award. Recognition does not guarantee entry onto the BU receiving programme only eligibility to apply. In some cases, additional entry criteria such as a Merit classification from the feeder programme may also apply. Please see the Recognition Register (https://intranet.sp.bournemouth.ac.uk/pandptest/7J_Recognition_Register_Public.xlsx) for a full list of approved Recognition arrangements and agreed entry criteria.

In order to take advantage of exciting new approaches to learning and teaching, as well as developments in industry, the current, approved Articulation/Recognition/Progression route(s) for this programme may be subject to change. Where this happens students will be informed and supported by the Faculty as early as possible.

³ OET tests only accepted if taken from February 2016 See <https://www.nmc.org.uk/registration/joining-the-register/english-language-requirements/accepted-tests/>

ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Postgraduate Assessment Regulations.

- With the following **approved exception** that the pass mark for level 5/6 units is 40%.

The following **approved exceptions** which align the programme with the requirements of the Nursing and Midwifery Council (2018)

- No **compensation** is permitted (NMC requirement 5.16 Standards framework for nursing and midwifery education May 2018). A pass mark is required in all defined elements of summative assessment for each individual unit.
- **Progression** from one year of study to the next must include:
 - completion of the non-credit bearing Nursing Practice and Nursing Skills unit for that academic year of study as well as the standard achievement of 120 credits.
 - completion of a minimum of 85% of the standard practice placement hours for that academic year of study.
- In exceptional circumstances a student may be permitted to **progress** into the next year of study with an outstanding submission/ resubmission. That student proceeds at risk, failure of the submission/ resubmission will require the student to interrupt and await the outcome of the next Assessment Board.
- The **carrying of credit** is not permitted.
- To be eligible for the **award** of MSc Mental Health Nursing students must achieve:
 - 180 credits / 90 ECTS Level 7; 20 credits / 10 ECTS Level 6; 40 credits level 5/ 20 ECTS
 - successful completion of the two non-credit bearing Nursing Practice and Nursing Skills units.
 - completed a minimum of 4,600 hours of study, of which 2,300 hours have been in practice/ simulation including RPL.
 - Certified of good health and character.
 - Met the relevant requirements of EU Directives 2005/36/EC Article 31 as amended by Directive 2013/55/EU.

The award of MSc Mental Health Nursing leads to eligibility to apply for **registration with the Nursing and Midwifery Council** as a registered nurse in the student's specific field of nursing.

- PGCert/ PGDip and Aegrotat awards, will not confer eligibility to register and will be titled 'Health Care Studies'.
- The awards of Cert HE, Dip HE, BSc and BSc (Hons) are not available within this programme.

Classification

Classification for the award of MSc will be based on the credit-weighted aggregate mark for Level 7 units only.

University Standard Assessment regulations are available here:

Postgraduate: <https://intranetsp.bournemouth.ac.uk/pandptest/6a-standard-assessment-regulations-postgraduate.pdf>

WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

The MSc Mental Health Nursing requires completed of minimum of 4,600 hours of study, of which 2,300 hours must be in practice/ simulation (including RPL). This is in order to fulfil the PSRB requirements.

Programme Skills Matrix

Units		Programme Intended Learning Outcomes																										
		A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	B 1	B 2	B 3	B 4	B 5	C 1	C 2	C 3	C 4	C 5	C 6	D 1	D 2	D 3	D 4	D 5	D 6	D 7	
Year 2	Nursing practice and nursing skills 3 (0)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Critical Analysis of caring for people with complex health care needs (20) L7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Advanced therapeutic communication and interpersonal skills for nursing (20) L7	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Advanced principles of enquiry and EBP in H&SC (20) L7	*								*	*		*	*			*						*		*		*	
	Critical health care sciences 3 (20) L7	*		*	*	*	*	*	*	*	*	*	*	*	*	*			*	*	*	*	*	*	*		*	*
	Making change through clinical Leadership & management (20) L7	*	*	*				*	*			*	*		*	*	*		*	*	*	*	*	*	*	*	*	*
	Team working for service improvement (20) L6	*		*				*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Year 1	Nursing practice & nursing skills 2 (0)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Clinical pharmacology and medicines management (20) L5	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Meeting acute and long term health challenges (20) L7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Applied health care sciences 2 (20) L5	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Foundations of nursing (20) L7	*		*		*		*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Making improvements to safety and quality of care (20) L7	*		*				*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Principles of enquiry and EBP in H&SC (20) L7	*								*	*		*	*			*											

<p>A – Subject Knowledge and Understanding This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> A1 legal, ethical and professional requirements for proficient practice at the point of registration as a mental health nurse. A2 communication theory applied across the lifespan and in relation to diverse mental, physical and behavioral needs. A3 principles of health promotion in the context of public health, protection and prevention of ill health utilising local, national and global agendas. A4 biological, psychological and social principles as applied to relevant health needs and conditions to identify person-centred interventions and support across the lifespan. A5 processes and evidence base to assess, plan/ diagnose, implement and evaluate mental health nursing care across a range of acute, long term and complex health conditions across the lifespan. A6 physical, mental, behavioural and cognitive health conditions, medication usage and treatments in order to undertake full and accurate assessment and delivery of person centred care plans. A7 the requirements of nurses in assessing and managing risk within the context of inter-professional working and co-production. A8 value based and person-centred care using a humanising care approach that respects equality, diversity and anti-oppressive practice. 	<p>C – Subject-specific/Practical Skills This programme provides opportunities for students to:</p> <ul style="list-style-type: none"> C1 demonstrate a critical awareness of current problems and provide novel solutions to empower patients, service users their families and carers, and groups in making healthy life choices and maintaining / developing self-care across lifespan. C2 Advocate with or on behalf of patients, service users their families and carers, and groups to maximize quality of life and reduce health inequalities. C3 Show advanced knowledge and understanding to formulate plans to implement evidence based, compassionate and safe nursing care in partnership with people, families and carers to maximize quality of life, respecting wishes, preferences and desired outcomes. C4 capability to initiate and lead life preserving measures in crisis and disaster situation relevant to mental health nursing. C5 practice utilising a range of effective verbal and non-verbal communication strategies based on a critical articulation and evaluation of under-pinning evidence and theoretical perspectives in order to develop new perspectives on care. C6 demonstrate leadership in coordinating and managing the complex nursing and integrated care needs of people showing ability to propose and lead novel solutions to complex scenarios.
<p>B – Intellectual Skills This programme provides opportunities for students to:</p> <ul style="list-style-type: none"> B1 consolidate advanced skills in literature searching and selection in order to ensure up to date and emerging developments are incorporated into the delivery of care. B2 critically analyse and synthesise the evidence base for mental health nursing practice to propose creative solutions to complex problems. B3 critically reflect upon own practice in order to demonstrate a critical awareness of personal performance to develop their professional knowledge and skills. B4 critically reflect upon constructive feedback and act accordingly to develop own professional knowledge and practice skills to develop advanced responses to complex challenges. B5 critically explore the importance of life-long learning to ensure evidence based person-centred practice is at the centre of their development as an autonomous nursing practitioner. 	<p>D – Transferable Skills This programme provides opportunities for students to:</p> <ul style="list-style-type: none"> D1 critically evaluate and implement the skills required to delegate effectively and safely in complex settings D2 develop and demonstrate the skills to work autonomously and as part of an inter-professional or inter-agency team. D3 undertake detailed critical analysis of the effect of personal values, attitudes, individual difference and diversity on working relationships. D4 develop advanced leadership capability, including acting as a role model in the professional context drawing upon a critical understanding of relevant theoretical perspectives. D5 Propose, implement and critically evaluate leadership principles required to engage in the processes of organisational change through an critical awareness of local, national and global policies. D6 critically consider the importance of own physical and mental health and resilience in the context of professional practice D7 critically appraise and implement knowledge and skills in the coaching and supervision of others to support and develop their professional practice. D6 critically consider the importance of own physical and mental health and resilience in the context of professional practice. D7 critically appraise and implement knowledge and skills in the coaching and supervision of others to support and develop their professional practice.