UNIVERSITY OF WOLVERHAMPTON

Course Specification

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Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Nursing and Midwifery		
Course Code(s):	NH163H01UM	Full-time	3 Years
UCAS Code:			
Course Title:	BSc (Hons) Mental Health Nursing		
Hierarchy of Awards:	Bachelor of Science with Honours Mental Health Nursing Bachelor of Science Mental Health Nursing Diploma of Higher Education Mental Health Nursing Certificate of Higher Education Mental Health Nursing		
Language of Study:	English		
Date of DAG approval:	14/Sep/2026		
Last Review:			
Course Specification valid from:			
Course Specification valid to:			

Academic Staff

Course Leader:	Connie Lane
Head of Department:	

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Standard Provision (Not delivered in partnership)
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

Essential Criteria

Academic Qualifications:

- **English:** Level 2 / GCSE grade C (4) or above in an English-based subject.(e.g. Key Skills Level 2/ Learn Direct Level 2/ Functional Skills Level 2).

- **Maths:** Level 2 / GCSE grade C (4) or above in Mathematics or equivalent.(e.g. Key Skills Level 2/ Learn Direct Level 2/ Functional Skills Level 2).

PLUS EITHER

- 104 UCAS points
- A Levels - grades BCC
- T Levels - Equivalent to 104 UCAS points or higher in Health or Healthcare Science
- BTEC L3 Extended Diploma or OCR Cambridge L3 Technical Extended Diploma - grades DMM
- BTEC L3 Diploma grade D*D
- CACHE Level 3 Extended Diploma at a B grade
- Access to HE Diploma (60 credits) of which a minimum of 45 must be at Level 3 (104 UCAS point equivalence, minimum 15 credits at distinction)
- Undergraduate or Postgraduate degrees
- Foundation degrees /HND/ HNC

Digital Literacy

Applicants must demonstrate capability in **digital and technological literacy** to meet course outcomes. Evidence will be assessed during the online application process.

Additional Requirements

Applicants will also be required to provide satisfactory personal statement and reference (academic or employer).

Applicants will attend a selection day for a values-based discussion assessment in line with NMC Standards of Proficiency for Nursing (2018) and Standards for Pre-registration Nursing Programmes (2018). Applicants' motivation and readiness to study will be assessed.

Those meeting the entry requirements may be shortlisted for a values-based applicant selection process and will be subsequently required to meet an enhanced Disclosure and Barring Service (DBS) Check, declaration of good health and good character and occupational health requirements.

Recognition of Prior Learning

Applicants may be admitted to the University with accredited prior learning where they have previously successfully completed relevant study at higher education level, in the UK.

Any recognition of prior learning (RPL) applications will be considered in line with the Nursing and Midwifery Council Standards for Pre-registration Nursing Programmes (2018) by the School of Nursing and Midwifery RPL panel

Distinctive Features of the Course:

This **Practice-Based Learning Curriculum** draws upon a teaching approach called active and experiential learning. We believe that you learn best by doing not just listening and you gain confidence and competence through experiencing, reflecting and applying to real-world nursing situations.

OUR AIM: "Empowering Nurses. Shaping Health. Transforming Communities."

OUR MISSION: Empowering nurses to drive positive change for the future of healthcare, by fostering innovation, leadership and adaptability by promoting advocacy and delivering compassionate care.

OUR PROMISE:

- You will have full welcome weeks at the start of each year allowing you to celebrate at each point of your course and plan for your next stage of learning
- Your assessments will be staggered throughout the academic year so that you will only have one assessment to complete at any one time.
- You will have four assessment types at each stage of the course, which will remain the same for each year (Clinical Practice, written work, Simulated assessment and an exam).

- You will have planned preparation weeks ahead of each assessment. We call these GET SET WEEKS.
- All Assessments will hold relevancy to your developing nursing practice.
- You will have the choice from a range of an option modules in year two so you may tailor your learning to specific interests or career goals.
- You will study theory modules before clinical practice placements each year to help connect your placement experience to your studies.
- Your course will connect you with service user perspectives and ground your learning in real voices and lived experiences.
- You will have opportunity to learn via simulation, have a safe space to practice skills and develop confidence before entering practice placement each year
- You will have a GET SET for practice week every year in readiness to support your placement learning.
- You will receive a full induction within your placement area to help you settle in
- You will have your calendar for the whole of your course, so you can plan ahead
- You will work alongside a range of health and social care professional within university and clinical placements. We call this Interprofessional Education (IPE)
- Your course offers a variety of enrichment activities and opportunities chosen by students for students which supports a sense of belonging and helps you prepare for your career.
- The curriculum is aligned with The Nursing and Midwifery Standards for Preregistration. Nurse Education (NMC 2018). The course allows entry for professional registration and lifelong learning. It ensures that at the end of your course you represent the skills, knowledge and attributes in the Standards of Proficiencies for Registered Nurses (NMC 2018) and uphold the Professional standards of the NMC CODE

Educational Aims of the Course:

Intakes:

September

April

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	H	Full Time / Sandwich	£9250.00
2020/1	Overseas	Full Time / Sandwich	£12250.00
2021/2	H	Full Time / Sandwich	£9250.00
2021/2	Overseas	Full Time / Sandwich	£12950.00
2022/3	H	Full Time / Sandwich	£9250.00
2022/3	Overseas	Full Time / Sandwich	£13450.00
2023/4	H	Full Time / Sandwich	£9250.00
2023/4	Overseas	Full Time / Sandwich	£14450.00
2024/5	H	Full Time / Sandwich	£9250.00
2024/5	Overseas	Full Time / Sandwich	£14950.00
2025/6	H	Full Time / Sandwich	£9535.00
2025/6	Overseas	Full Time / Sandwich	£15995.00
2026/7	H	Full Time / Sandwich	£9790.00
2026/7	Overseas	Full Time / Sandwich	£17600.00

PSRB:

NH163H01UM (Full-time)

Professional Accreditation Body:
Nursing and Midwifery Council (NMC)

Accrediting Body:
Nursing and Midwifery Council (NMC)

Accreditation Statement:
Recognised by the Nursing and Midwifery Council (NMC) for the purpose of registration as a qualified nurse (mental health).

Approved	Start	Expected End	Renewal
12/Jun/2026	12/Jun/2026		

Course Structure:

April (Full-time)

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
4NH047	Succeeding at University: The Art and Science of Mental Health Nursing	30	INYR	Core
4NH043	Introduction to fundamental nursing skills	30	INYR	Core
4NH044	Professional Standards and Effective Communication	30	CRYRA	Core
MAN4	Pre-registration Nursing (BNurs) Mandatory Training - Level 4	0	CRYRA	Core

April (Full-time)

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
4NH041	Foundations of Nursing Practice (Part One)	30	INYR	Core
MAN5	Pre-registration Nursing (BNurs) Mandatory Training - Level 5	0	INYR	Core

April (Full-time)

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
5NH046	Developing Nursing Skills and clinical decision making - Mental Health Nursing	30	INYR	Core
5NH045	Professional, Ethical and Legal Practice in Mental Health Nursing	30	CRYRA	Core

Option Group 01 | Min Value: 30 | Max Value: 30

5NH058	Healthcare Innovation and Improvement: Global health nursing – public health contexts	30	INYR	Core/Option	Jennifer Williams
5NH056	Health care innovation and improvement: Living well with long-term conditions	30	INYR	Core/Option	Matthew Murphy
5NH054	Health Innovation and Improvement: Compassionate palliative care – evidence, ethics and practice	30	INYR	Core/Option	Louise Pimm
5NH053	Healthcare Innovation and Improvement: Traumatic loss and bereavement	30	INYR	Core/Option	Stuart Moyle
5NH052	Healthcare Improvement and Innovation: Vulnerability and Complex Safeguarding	30	INYR	Core/Option	Kelly Maritza
5NH057	Healthcare Innovation and Improvement: Enhancing Nursing Practice Through Clinical Supervision and Coaching	30	INYR	Core/Option	Alex Britton
5NH059	Healthcare Innovation and Improvement: Evidence based nursing approaches to dependency and addiction	30	INYR	Core/Option	Mary-Clare Allen
5NH055	Healthcare Innovation and Improvement – Out of Hospital Emergency Care	30	INYR	Core/Option	Christine Thompson

April (Full-time)

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
5NH044	Developing Nursing Practice – Part Two	30	INYR	Core
MAN6	Pre-registration Nursing (BNurs) Mandatory Training - Level 6	0	INYR	Core

April (Full-time)

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Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
6NH107	Leading Safe and Effective Mental Health Nursing Care: Simulation for Practice	30	INYR	Core
6NH100	Independent Project	30	INYR	Core
6NH108	Leading with Integrity: Professional Leadership in Mental Health Nursing Practice	30	CRYRA	Core

April (Full-time)

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
6NH104	Proficient Mental Health Nursing Practice – Part Three	30	INYR	Core

September (Full-time)

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
4NH047	Succeeding at University: The Art and Science of Mental Health Nursing	30	INYR	Core
4NH043	Introduction to fundamental nursing skills	30	INYR	Core
4NH044	Professional Standards and Effective Communication	30	INYR	Core
4NH041	Foundations of Nursing Practice (Part One)	30	INYR	Core
MAN4	Pre-registration Nursing (BNurs) Mandatory Training - Level 4	0	INYR	Core
MAN5	Pre-registration Nursing (BNurs) Mandatory Training - Level 5	0	INYR	Core

September (Full-time)

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
5NH046	Developing Nursing Skills and clinical decision making - Mental Health Nursing	30	INYR	Core
5NH045	Professional, Ethical and Legal Practice in Mental Health Nursing	30	INYR	Core
5NH044	Developing Nursing Practice – Part Two	30	INYR	Core

Option Group 01 | Min Value: 30 | Max Value: 30

5NH058	Healthcare Innovation and Improvement: Global health nursing – public health contexts	30	INYR	Core/Option	Jennifer Williams
5NH056	Health care innovation and improvement: Living well with long-term conditions	30	INYR	Core/Option	Matthew Murphy
5NH054	Health Innovation and Improvement: Compassionate palliative care – evidence, ethics and practice	30	INYR	Core/Option	Louise Pimm
5NH053	Healthcare Innovation and Improvement: Traumatic loss and bereavement	30	INYR	Core/Option	Stuart Moyle
5NH052	Healthcare Improvement and Innovation: Vulnerability and Complex Safeguarding	30	INYR	Core/Option	Kelly Maritza
5NH057	Healthcare Innovation and Improvement: Enhancing Nursing Practice Through Clinical Supervision and Coaching	30	INYR	Core/Option	Alex Britton
5NH059	Healthcare Innovation and Improvement: Evidence based nursing approaches to dependency and addiction	30	INYR	Core/Option	Mary-Clare Allen
5NH055	Healthcare Innovation and Improvement – Out of Hospital Emergency Care	30	INYR	Core/Option	Christine Thompson

MAN6	Pre-registration Nursing (BNurs) Mandatory Training - Level 6	0	INYR	Core

September (Full-time)

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
6NH107	Leading Safe and Effective Mental Health Nursing Care: Simulation for Practice	30	INYR	Core
6NH100	Independent Project	30	INYR	Core
6NH108	Leading with Integrity: Professional Leadership in Mental Health Nursing Practice	30	INYR	Core
6NH104	Proficient Mental Health Nursing Practice – Part Three	30	INYR	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Regulations Exemption:

Section 2.3.1 and 2.3.2 – exemption where applicants have been previously discontinued in a Nursing course for the following reasons, applications for nursing will be denied.

- Fitness to practice
- Failure to progress for lack of academic progression
- Failure of practice assessment

All RPL applications will be reviewed on a case by case basis by the School of Nursing and Midwifery RPL panel. Applicants may apply and be considered on a case-by-case basis to another appropriate University course

Section 2.3.6 - Exemption in accordance with the Nursing and midwifery Council (NMC). A maximum of 50% of the programme can be used as Recognition of Prior learning (RPL) upon entry. Applicants will be considered on a case-by-case basis through the standard RPL route

If applicants have relevant professional body registration with the Nursing and midwifery council, up to the first two years the programme may be used as recognition of prior learning in order to gain as second registration

Section 3.2.4 - Exemption to ensure that transfers from non-nursing courses are not permitted and applicant must go through the standard route for direct entry or RPL entry and meet all PSRB conditions and requirements.

Section 3.7 – Exemption For Nursing and Midwifery undergraduate students the threshold for attendance and engagement is 80% of planned programme hours for both theory hours and clinical practice. This is required to be able to achieve the PSRB requirements of 2300 practice hours and 2300 Theory hours (NMC 2018).

Section 4.5.3 & 4.5.4 - exemption for students who fail multiple modules at level 5 - only one module (with the highest grade) will be capped at 40% and the rest are uncapped.

Section 4.5.5 – exemption in accordance with the standards of proficiency required by the Nursing and Midwifery Council (NMC) and there will be no right to REPEAT/RETAKE the practice modules

In accordance with the principle of public protection, students will be permitted two attempts at the practice modules only

Section 4.6 - Exemption in accordance with the standards of proficiency required by the Nursing and Midwifery Council (NMC). No compensatory passes are permitted.

Section 5.1.1 - Exemption requiring students to pass all modules before progressing to the next level of study, all 120 credits need to be achieved before progression.

Section 5.2.1 - Exemption requiring students to pass all modules before progressing to the next level of study, all 120 credits need to be achieved before progression.

Exemption additional information:

Any outstanding credits (with the exception of practice components of the Practice modules) can be retaken as a step off - retake student.

Reference Points:

UK Quality Code for Higher Education

Qualifications and Credit Frameworks

Subject Benchmark Statements

University Policies and Regulations

Equality Act 2010: guidance - GOV.UK

Standards for Preregistration. Nurse Education (NMC 2018).

Standards of Proficiencies for Registered Nurses (NMC 2018)

The Code Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC 2015)

Standards framework for nursing and midwifery education (NMC 2023)

Standards for student supervision and assessment (NMC 2023)

NHS Long Term Workforce Plan

NHS 10 year health plan for England

Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

Learning Outcomes	Modules
CERTHE01 Demonstrate understanding of key health care concepts and current evidence to support safe, effective, and person-centred care. (Knowledge)	
CERTHE02 Recognise and describe factors influencing decision-making in routine care situations. (Knowledge)	
CERTHE03 Demonstrate communication skills to professionally interact with service users, families, and members of the healthcare team (Doing)	
CERTHE04 Participate in team-based care activities, showing awareness of roles and responsibilities in maintaining care quality and safety. (Doing)	
CERTHE05 Identify professional and ethical behaviours expected in nursing, using reflection to understand your own practice. (Being)	
CERTHE06 Recognise the importance of fairness and inclusion in healthcare reflecting on how personal learning can support meeting the health needs of diverse populations. (Being)	
DIPHE01 Interpret and apply research to inform understanding of safe, effective, and person-centred care. (Knowledge)	
DIPHE02 Make informed decisions in routine care and respond to emerging complexities using evidence-based practice and professional judgement. (Knowing)	
DIPHE03 Use a range of communication approaches to engage patients, families, and multi-professional health and social care teams in discussions about health and wellbeing (Doing)	
DIPHE04 Contribute to improving care quality and safety, demonstrating adaptability and collaborative working. (Doing)	
DIPHE05 Reflect critically on professional and ethical practice, using evidence and feedback to solve problems and improve care. (Being)	
DIPHE06 Demonstrate a commitment to fairness and inclusion by applying personal learning and professional values to support individuals from diverse backgrounds. (Being)	
BHONS01 Use up-to-date nursing knowledge and research to provide safe, effective, and person-centred care. (Knowledge)	
BHONS02 Think critically and make informed decisions when assessing, planning, delivering and evaluating care in routine, complex or challenging situations. (Knowledge)	
BHONS03 Communicate clearly and confidently in a professional manner with patients, families, and multi-professional health and social care teams to support health and wellbeing. (Doing)	
BHONS04 Lead and work with others to improve care quality and safety, while being adaptable to the changing environment (Doing)	

Learning Outcomes	Modules
BHONS05 Act professionally and ethically, using critical reflection and research to inform evidenced-based practice and effective problem solving. (Being)	
BHONS06 Promote fairness and inclusion in healthcare, using research and your own learning to support people from diverse backgrounds. (Being)	

Teaching, Learning & Assessment Strategy/(Learning and Teaching):

This **Practice-Based Learning Curriculum** draws upon a teaching approach called active and experiential learning. We believe that you learn best by doing not just listening and you gain confidence and competence through experiencing, reflecting and applying to real-world nursing situations.

We believe that everything you will learn at university holds relevancy to your developing Mental Health Nursing practice

YOU CAN EXPECT:

- A course structure that allows you to study theory modules before clinical practice placements each year to help connect your placement experience to your studies.
- A mix of face to face and online activities to support flexible and inclusive learning whilst in university and in placement (Blended Learning).
- Gamified teaching and learning strategies including the use of AI, digital software, pseudo-clinical scenarios and gamified quizzes support learning and promote application of theory to practice within a safe environment, allowing you to 'have a go' as a student nurse before you enter practice.
- Simulated learning opportunities will be embedded throughout the course, using realistic, interactive scenarios and environments, in some cases supported by technology, all aimed at replicating clinical practice to help you develop confidence and competence contemporary nursing practice.
- Connection with service user perspectives both face to face and through digital software to ensure learning from a wide variety of real voice and lived experiences
- Interprofessional Education days and sessions, working alongside other health and social care professionals to support problem solving and teamwork
- Use of software programmes to support academic skills, and numeracy. Understand the ethical use of AI. You will be using a variety of digital tools in university and within practice placements. You will engage with electronic health records, digital communication tools, simulation technologies, VLE, preparing you to navigate and contribute to a digitally enabled health and social care system.
- A variety of placement learning exposure and experiences to provide practice learning opportunities that allow deliver safe and effective care to a diverse range of people across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing
- You will have opportunity to learn from a range of people, including users of services, registered and non-registered individuals, and other students.

Assessment Methods/Assessments:

We believe assessment is more than a grade—it is a vital part of your journey to becoming a confident, competent, and compassionate nurse. Assessments are designed to reflect professional Nursing, helping you develop critical thinking, problem-solving, and evidence-based decision-making skills all essential for your developing nursing practice

We promote an assessment approach that supports learning and development through formative feedback and structured preparation; by repeating assessment types across all years, you can gain familiarity and progress your academic skills

YOU CAN EXPECT

- Staggered Assessments: Only one summative assessment at a time, spread across the academic year.
- GET SET Weeks: Dedicated preparation weeks before each assessment for guidance and skill-building.
- Formative assessment in every module for timely, individualized feedback.
- Practice exams and OSCES before the assessments
- Four Assessment Types Each Year: Clinical Practice, Written Work, Simulated Assessment, and an Exam.
- All Assessments will hold relevancy to your developing nursing practice.
- Choice of diverse scenarios and student led case studies case studies where applicable.
- Choice of a practice based independent project to deepen your knowledge and understanding of an area of Mental Health nursing you are interested in and develop independent learning and research skills.
- Accessible resources specific to preparing you for the assessment. Clear communication and materials via VLE in written, audio, and visual formats.
- Opportunities to build work towards your assessment and receive feedback in the classroom.
- A named personal tutor from your own field of nursing to hold BACK ON TRACK and STRETCH TO SUCCESS discussions.
- A named Practice Supervisor/s and Practice Assessor to support your practice learning and practice assessment.
- A named Academic Assessor, a member of staff at the university to support your practice learning journey each year.
- Training on and support in using the Electronic Practice Assessment document (EPAD) to help you log, track and achieve the practice assessment requirements.
- Opportunities for an elective placement in your final year to broaden your nursing experience and deepen your level of learning in areas of interest to you.

Further Information for Student:

You will be supported throughout your learning journey; we recognise the diverse needs of students and the support you need

We believe

- **You Are Here to Learn** Your role is to learn - by asking, engaging with materials, practising and reflecting
- **Time Helps You Settle in** blocked time in each placement and having modules that pace learning helps you build relationships and grow in confidence
- **Support Is Always Available** Supervisors, assessors, and tutors guide your progress and connect theory with practice.
- **Safe Spaces to Learn and Grow** Classrooms, clinical skills environment, and placements are safe places to learn
- **Everyone Deserves a Fair Chance** We make learning inclusive and provide reasonable adjustments so you can thrive
- **You're Part of a Bigger Picture** Learning is a partnership, and your feedback improves both teaching and placements for the future

YOU CAN EXPECT

- Welcome weeks each year of the course for support in preparing you for your next level of study.
- Access to Faculty Enabling Tutors who will support those with additional learning needs and reasonable adjustments.
- Designated assessment GET SET weeks
- Formative Assessments on each module to provide timely individualised feedback.
- A Trust induction within your placement area
- GET SET for practice week every year in readiness to support your placement learning.
- An allocated member of staff as your Academic Assessor to support learning whilst in practice placement.
- Designated Practice Learning Team both within placement and at University.
- In-house mandatory training.
- Designated VLE for all practice related communications and training opportunities.
- Additional support and if appropriate, an individualised Practice Awareness Sheet (PAS) and reasonable adjustments for learning and assessment on placement.

You will have the opportunity to feedback on what works for you. There are multiple evaluations in the course. We have designated year leaders to listen to and respond to your feedback.

Currency:

We Believe that you course should prepare you for nursing and learning for now and in the future.

YOU CAN EXPECT:

- That your curriculum and all content is regularly updated to reflect student feedback and contemporary issues within health and social care. Modules are reviewed frequently to incorporate new evidence, policy changes, and innovations in nursing practice.
- Research-informed teaching, drawing on studies conducted by our academic staff and the wider nursing community. There will be opportunities to explore current research and develop your own inquiry skills through evidence-based assignments and practice.
- To nurture your ability to think critically and creatively about real-world challenges within Mental Health Nursing. Activities and active participation within class case studies, simulation, and problem-based learning will help prepare you for complex healthcare challenges and ethical decision-making.
- You will have exposure to a wide range of health needs, cultural perspectives and health systems to support you in developing accountability leadership, and compassionate care within nursing practice.
- Interprofessional Education days and sessions, working alongside other health and social care professionals to support problem solving and teamwork.
- Use of digital software programmes to support academic skills, numeracy, and ethical use of AI. You will be using a variety of digital tools in university and within practice placements. You will engage with electronic health records, digital communication tools, simulation technologies, virtual learning platforms, preparing you to navigate and contribute to a digitally enabled health and social care system.
- You will have opportunity to learn from a range of people, including users of services, registered and non-registered individuals, and other students to promote lifelong learning.

Personalisation Opportunities:

We believe your learning should be personalized, inclusive, and meaningful. You will have opportunities to explore topics and assessments that reflect your interests and lived experiences and learn from each other.

YOU CAN EXPECT

- A combination of core nursing modules and field specific modules to help you explore the wider concepts of nursing and focus on your own field of nursing practice as an aspiring Mental Health Nurse.
- Opportunity to reflect in and on your own Mental Health nursing practice and engage in reflective practice discussion through supervision and facilitated group work.
- To complete an Individual Learning Plan (ILP) and receive feedback at the earliest point of your course. To ascertain areas of strength and areas you need support
- To have access to additional support from the student support and wellbeing team. Including if required the creation of both an individualised Tutor Awareness Sheet (TAS) for studying in the University and Practice Awareness Sheet (PAS) to support you on placement. Both will consider reasonable adjustments for your learning and assessment.
- Access to a range of materials and resources presented in a range of ways to meet you learning needs.
- Use of our digital software and AI resources to enhance you learning and prepare you for your career within contemporary Health and social care

- Opportunity for elective placement in your final year to broaden your Mental Health nursing experience and deepen your level of learning in areas of interest to you
- Opportunities to gain digital badges and engage in valued added activities such as conferences seminars and training.

Employability in the Curriculum/Employability and Professional Development:

We believe that your practice placement is more than an experience, it's a partnership. We ensure safe, supportive and inclusive environments where you can learn and thrive; helping you develop skills, confidence, and support your growing professional identity

We are committed to providing student nurses with a safe, supportive, and enriching practice learning environment.

YOU CAN EXPECT:

- A named Practice Supervisor/s and Practice Assessor to support your practice learning and practice assessment.
- A named Academic Assessor, a member of staff at the university to support your practice learning journey each year
- Regular feedback sessions to monitor progress and identify learning opportunities.
- Exposure to essential nursing skills and supervised participation in patient care to ensure you achieve the NMC Standards of proficiency for Registered Nurses
- Opportunities to observe and engage with multidisciplinary teams.
- A safe, inclusive environment that respects diversity and promotes wellbeing.
- Meaningful learning opportunities and access to a wide variety of clinical, health and social care placement settings to broaden your experience and understanding.
- Access to Learning resources including policies, procedures, and clinical guidelines.
- A Practice Awareness Sheet for consideration to inform a support plan for those with additional learning needs
- Training on and support to use the Electronic Practice Assessment document (EPAD) to help you log, track and achieve the practice assessment requirements and demonstrate your ongoing learning
- Potential opportunity to choose an Elective placement in your final year to broaden your experience, support professional and career development
- Participate in a Yearly Careers Fayre, networking with employers and discovery new opportunities
- Interview preparation and writing applications sessions Careers Department
- Introduction to next steps and the wide range post graduate courses available to you.

