## Course Specification

**Published Date:** 27-Nov-2017  
**Produced By:** Haiden Novis  
**Status:** Validated

### Core Information

| **Awarding Body / Institution:** | University of Wolverhampton |
| **School / Institute:** | The Institute of Health |
| **Course Code(s):** | NH097P01UV | Full-time | 2 Years |
| **Course Title:** | Master of Mental Health Nursing (MMHN) |
| **Hierarchy of Awards:** |  
Master of Mental Health Nursing  
Mental Health Nursing  
Postgraduate Diploma Health Care Studies  
Postgraduate Certificate Health Care Studies  
University Statement of Credit  
University Statement of Credit |
| **Language of Study:** | English |
| **Date of DAG approval:** | 03/May/2017 |
| **Last Review:** | 2015/6 |
| **Course Specification valid from:** | 2015/6 |
| **Course Specification valid to:** | 2021/2 |

### Academic Staff

| **Course Leader:** | Mr Brian Bell |
| **Head of Department:** | Mrs Sheila Dixon |
Course Information

Location of Delivery: University of Wolverhampton
Category of Partnership: 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

- All candidates must hold an Honours degree (Bachelor) at 2:2 or above. Your degree should be in a health related subject (or other subjects where your degree has transferable skills that support you in becoming a nurse). Degrees in biological sciences, social sciences, psychology, behavioural sciences, and health studies are particularly relevant.
- Candidates must have GCSE grade C or above (or equivalent) in Mathematics and English.
- Applicants who are not from the UK are required to have an English Language Qualification IELTS level score of 7 or above.
- Post graduate applicants will have to demonstrate a minimum of 770hrs experience (paid or unpaid) in a health care setting in order to establish caring attributes, commitment and resilience for a career in nursing. This will be mapped against the progression point 1 criteria stipulated by the NMC (2010); Applicants must demonstrate competence through completing a reflective portfolio in order to meet the NMC requirements for a shortened course and fulfil the NMC requirements of accreditation of prior learning.
- All offers are subject to a successful values based interview, satisfactory occupational health report and receipt of a satisfactory enhanced disclosure and barring service (DBS) certificate. You will be expected to meet the costs associated with the DBS clearance process.
- The NMC do not prevent overseas students from applying for a nursing and midwifery courses if they are self-funding. However the students will need to fully meet our entry requirements and also the NMC requirements (Standards for pre-registration nursing), which includes the IELTS requirement for nurses of 7.0, IELTS applies to EU and Non EU.
- Applicants will also be required to provide satisfactory personal statement and reference (academic or employer).

Distinctive Features of the Course:

Nursing education is governed by British law through a series of Statutory Instruments which you should be aware of as these govern the way in which your course has been developed. http://episervertest.nmc-uk.org/About-us/Governing-legislation-and-external-oversight/Legislation/

Successful completion of your course leads to an academic award - Master of Mental Health Nursing (MMHN), and ensures you have met the standards for pre-registration nursing necessary for safe and effective practice to have your name entered onto the Nursing and Midwifery Council register. http://www.opsi.gov.uk/si/si2002/uksi_20020253_en.pdf

The Nursing and Midwifery Order (2001) includes the details of the role and responsibility of the NMC with regard to protection of the public. Broadly, the NMC has to ensure that those admitted to the register are competent nurses who meet the requirements to be safe and effective practitioners based on the course of study undertaken. Also that each individual wishing to become registered can provide evidence that he or she is in ‘good health and of good character’.

A pre-registration nursing course would not normally be less than 3 years, however the NMC allow universities to offer a 2 year programme to applicants who are able to demonstrate evidence of prior learning relevant to the course. The NMC guidance makes it clear that learners undertaking a shortened course of nurse education must demonstrate the same learning outcomes as those studying over a 3 year period. Applicants for the MAN/MMHN are therefore required to demonstrate that they have gained knowledge and skills equivalent to the first year of academic study and experience in a health related environment through the process of Recognition of Prior Learning (RPL) and as such, evidence of prior learning forms part of the entry requirements to the programme.

The full 3 year pre-registration nursing programme consists of 2300 hours of theory and practice (4600hrs in total). For entry to the MAN/MMHN you are required to demonstrate achievement of specified learning outcomes in theory and practice equivalent to a third of the programme including a minimum of 770 hours of practice. This will be evidenced through the production of a portfolio (maximum 5,000 words). Practice hours will be verified by a manager/practitioner. The university will be responsible for confirming the pre-entry RPL requirements are met. RPL for the first year of the programme will not be weighted against the final award.

You will be working in a practice area for 50% of your course, and will be required to demonstrate appropriate professional conduct at all times. Your placement experiences will include providing nursing care to people with mental illness and also to some of societies’ most vulnerable people, the very young, the elderly, those who have physical illness or physical disability, mental health problems, learning disability and those who have perhaps been through some very challenging situations. To ensure all the people you care for are protected and safe, you will be expected to abide by the NMC guidance for student nurses (http://www.nmc-uk.org/Documents/Guidance/NMC-Guidance-on-professional-conduct-for-nursing-and-midwifery-
students.pdf) and adhere to The Code: Professional standards of practice for nurses and midwives (NMC 2015). In addition, we will expect you to conduct yourself in a highly professional manner at all times, as this will form part of our assessment of you in practice. Further information will be provided by the course team and from the Nursing and Midwifery Council website: www.nmc.org

In addition to this, you will also be required to demonstrate good health and good character at the start of the course and throughout your studies and beyond. You will be asked to declare any changes in your circumstances which may have an impact on this important requirement and we have specialist support available at all times to advise you in the event of any changes.

Further details will be available to you in your course guide and from the following link to the NMC website: http://www.nmc-uk.org/Students/Good-Health-and-Good-Character-for-students-nurses-and-midwives/

Successful course completion and registration with the NMC entitles you to apply for registration with the NMC and use the title Registered Nurse after you have been registered on the NMC professional register.

Educational Aims of the Course:

This course will enable you to develop a systematic understanding of knowledge and skills in order to meet the NMC’s requirements for initial registration as an autonomous practitioner in mental health nursing. It is a combined professional and academic award in order to enter the NMC register as a mental health nurse. It aims to develop your holistic nursing practice, working with service users and health and social care providers. The course will provide you with the skills to deal with complex issues both systematically and creatively to improve care.

You will develop the necessary professional values, leadership, interpersonal and clinical skills which will enable you to innovate, lead, and be an effective member of the multi-disciplinary team. As part of this team you will then be able to provide high quality, compassionate care to individuals, their families and carers, adapting across health and social care boundaries.

You will study in a friendly, supportive and innovative environment which will focus on developing the right knowledge, skills and attributes needed for your professional role. This will be supported by a dedicated team who are all experienced academics, clinicians and professionals within the mental health or adult fields of nursing. As you progress you will strengthen in your academic independence, and actively learn and work collaboratively with others to become a Registered Nurse. The course will facilitate you to develop the Master’s degree characteristics (QAA, 2008 p20):

- an in-depth knowledge and understanding of the discipline informed by current scholarship and research, including a critical awareness of current issues and developments in nursing
- The ability to complete a research project in the subject, which may include a critical review of existing literature or other scholarly outputs.

A range of generic attributes (including skills relevant to an employment-setting)
- use initiative and take responsibility
- solve problems in creative and innovative ways
- make decisions in challenging situations
- continue to learn independently and to develop professionally
- communicate effectively, with colleagues and a wider audience, in a variety of media.

As this course is a professional Master’s level course, the learning is structured to meet the requirements of the Nursing and Midwifery Council (NMC), and takes account of skills needed for employability; it will include practical elements, such as placements, as well as a project undertaken through independent study (QAA, 2008). To help you to develop the qualities and transferrable skills necessary for employment in a changing healthcare structure, the programme itself is 50% practice and 50% theory, both of which are focused around service users and their families. As an /Master of Mental Health Nursing /MMHN) student you will benefit from our significant links with local practice partners. You will work closely with nurses and other professionals who have a wide range of skilled expertise of working within health care settings; in hospital, community settings, in the individual’s home, and also across a range of health and social care boundaries.

Your study will be organised around the themes :-

- The nurse as an empowered practitioner (competence, leadership, working together, professionalism)
- Developing as a research practitioner
- Changing shape of health and social care (public health, nurses role across health and social care boundaries)
- Human dimensions of care (holistic care, strengthening the service user voice)

Under the guidance of a mentor you will apply theoretical concepts in your clinical practice placement with service users and carers. This will enable you to show initiative, personal responsibility, decision making in complex and unpredictable situations thus creating the independent learning ability required for continuing professional development.

Much of the course will be taught generically between mental health and adult. However, themes are visited in each year with increasing levels of complexity and specialism to apply to mental health nursing. This is to equip you with knowledge and skills to effectively deal with complex issues systematically and make sound judgements in conjunction with service users and their families, and other professionals across care settings.
You will demonstrate self-direction in tackling and solving problems, and progress towards autonomy in planning and implementing care based on evidence and guidance from your mentor in practice.

We will organise your study as blocks of theory learning followed by blocks of practice learning. A variety of innovative teaching approaches will be utilised to facilitate your learning and development, in relation to both theoretical/evidence based underpinning and the application to practice. A particular feature of the MMHN course involves Enquiry Based Learning (EBL). These teaching methods are designed to maximise your engagement and satisfaction with the course. They will help you to apply acquired knowledge and skills to realistic practice scenarios, enhance your critical thinking skills and enable you to work effectively in team environments (Martyn et al 2014). Theoretical sessions will be "quality time" that is focused on interaction and feedback which will assist you in developing your professional role as a nurse and embed the characteristics needed for knowledge and expertise in working academically at level 7.

Intakes:

September

Major Source of Funding:

Wholly NHS funded

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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Status</th>
<th>Mode</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/8</td>
<td>H</td>
<td>Full Time</td>
<td>£5000.00</td>
</tr>
<tr>
<td>2017/8</td>
<td>EU</td>
<td>Full Time</td>
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</tr>
<tr>
<td>2017/8</td>
<td>Overseas</td>
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</table>

PSRB:

NH097P01UV (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).

<table>
<thead>
<tr>
<th>Approved</th>
<th>Start</th>
<th>Expected End</th>
<th>Renewal</th>
</tr>
</thead>
</table>

Course Structure:

September (Full-Time)

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

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Credits</th>
<th>Period</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>7NH024</td>
<td>Theoretical Foundations of Nursing</td>
<td>40</td>
<td>CRYRA</td>
<td>Core</td>
</tr>
<tr>
<td>7NH025</td>
<td>Developing Nursing Practice</td>
<td>40</td>
<td>CRYRA</td>
<td>Core</td>
</tr>
<tr>
<td>7NH027</td>
<td>Progressing in Mental Health Nursing</td>
<td>60</td>
<td>CRYRA</td>
<td>Core</td>
</tr>
<tr>
<td>7NH029</td>
<td>Shaping Mental Health Nursing Practice</td>
<td>40</td>
<td>CRYRA</td>
<td>Core</td>
</tr>
</tbody>
</table>

Learning, Teaching and Assessment

Academic Regulations Exemption:

Section A.3.7. The course will operate outside of the normal University Academic Calendar due to the need for it to accommodate practice hours. Custom module 7NH024, 7NH025, 7NH027 and 7NH029 will be delivered as year-long.
Module 7NH024 and 7NH027 will be year-long and include more than two summative assessments throughout the year.

Section B.4.1. In accordance with Professional Body regulations, applicants must have achieved English language proficiency of IELTS 7.0.

Section D.3.5. Any pre-registration nursing course leading to professional registration with the Nursing and Midwifery Council (NMC) must be a minimum of 3 years duration. This course is designed to offer a 2 year full time programme, and will therefore only admit applicants who can evidence experiential learning against pre-determined outcomes, which can be mapped against year one pre-registration NMC progression criteria.

The professional body permits up to 50% RPL for a three year course thus, taking into account the experiential learning for entry, applicants would be eligible to apply for additional recognition of prior learning up to a maximum of 40 credits. This would be assessed against the level 7 course outcomes for the first year of the course. APPROVE entry criteria as detailed, but NOTE no exemption is required as RPL for year one, level 7 outcomes is within permitted credit value.

Section D3.6 - In accordance with Professional Body requirements, there is no right to repeat practice modules (7NH025 and 7NH029). Students who fail either component of the practice modules at the re-sit attempt will be discontinued from the course.

Section D3.12 - A third attempt at one component of assessment in each of the theory modules (7NH024 and 7NH027), will be allowed if the student has passed the corresponding practice module for that year and has passed all remaining components of the theory modules. This does not apply to the research dissertation in module 7NH027, for which a third attempt will not be permitted. This does not apply to the research dissertation component in module 7NH027, for which a third attempt will not be permitted.

Section P.3.2. The course will be delivered on a full-time basis over two years. The maximum period of registration will be 4 years.

Section P.6.1. Students will be required to pass 40 credits before progressing to year 2 and complete all NMC progression point requirements within twelve weeks of the following year.

(Approved by AFRSC 25th September 2016)

Reference Points:

What's important to me: A review of end of life care (2015)

UK Sector Skills Assessment 2011 (Skills for Health 2011)

UK Quality Code for Higher Education. QAA. (2008)

The Code: Professional standards for nurses and Midwives (2015)

NMC Standards for Pre-registration Nurses: (2010)
http://standards.nmc-uk.org/PublishedDocuments/Standards%20for%20pre-registration%20nursing%20education%2016082010.pdf

Department of Health: Essence of Care (2010)

The NHS's role in the public's health: A report from the NHS Future Forum (MECC)(2012)

Health inequalities & People with Learning Disabilities in the UK (2011)
http://www.improvinghealthandlives.org.uk/qsf.php5f=11441&f=12018

Raising the Bar. Shape of Caring: A Review of the Future Education and Training of Registered Nurses and Care Assistants (2015)


http://www.ncb.org.uk/media/42243/healthy_lives__brighter_futures_vcs_brief.pdf

https://www.kar.kent.ac.uk/24356/1/DH_2010_Raising_our_sights.pdf


Winterbourne Review: Transforming care one year on (2013)

NHS Careers
http://nursingcareers.nhsemployers.org/

Learning Outcomes:

PGCert Course Learning Outcome 1 (PGCCLO1)
Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: 1. to evaluate critically current research and advanced scholarship in the discipline. 2.to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

PGCert Course Learning Outcome 2 (PGCCLO2)
Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.

PGCert Course Learning Outcome 3 (PGCCLO3)
Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.
PGCert Course Learning Outcome 4 (PGCCLO4)
Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.

PGCert Course Learning Outcome 5 (PGCCLO5)
Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

PGCert Course Learning Outcome 6 (PGCCLO6)
Demonstrate the qualities and transferable skills necessary for employment requiring: 1. the exercise of initiative and personal responsibility 2. decision-making in complex and unpredictable situations 3. the independent learning ability required for continuing professional development.

PGDip Course Learning Outcome 1 (PGDLO1)
Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: 1. to evaluate critically current research and advanced scholarship in the discipline 2. to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

PGDip Course Learning Outcome 2 (PGDLO2)
Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.

PGDip Course Learning Outcome 3 (PGDLO3)
Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

PGDip Course Learning Outcome 4 (PGDLO4)
Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.

PGDip Course Learning Outcome 5 (PGDLO5)
Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

PGDip Course Learning Outcome 6 (PGDLO6)
Demonstrate the qualities and transferable skills necessary for employment requiring: 1. the exercise of initiative and personal responsibility 2. decision-making in complex and unpredictable situations 3. the independent learning ability required for continuing professional development.

Masters Course Learning Outcome 1 (MACLO1)
Meet the NMC Standards of competence for pre-registration nursing education.

Masters Course Learning Outcome 2 (MACLO2)
Provide nursing care that is safe, compassionate, evidenced based and person centred, so that you are able to assume full responsibility and accountability for your own practice. You will be able to register with the NMC as Mental Health Nurse.

Masters Course Learning Outcome 3 (MACLO3)
Have a systematic understanding and critical awareness of a wide range of research and evidence to make sound nursing judgements, be reflective, innovative with clinical practice and exercise effective decision making in complex situations within the mental health nursing field of practice. This will include the ability to conduct an independent research project that contributes and enhances the area of practice in which you will work.

Masters Course Learning Outcome 4 (MACLO4)
Develop a conceptual understanding of the delivery of health and nursing care in the current context of healthcare provision and critically examine the impact of political, professional and social contexts on your provision of holistic nursing care within the context of a multidisciplinary team and across care boundaries

Masters Course Learning Outcome 5 (MACLO5)
Effectively apply your learning to identify, manage and lead enterprising innovations and service
improvements in mental health nursing practice working with service users, carers, their family and significant others.

Masters Course Learning Outcome 6 (MACLO6)

Demonstrate competence in the use of advanced technologies to quality assure and enhance your mental health nursing practice and maintain your life-long learning commitments and aspirations.

Overview of Assessment:

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Course Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7NH024</td>
<td>Theoretical Foundations of Nursing</td>
<td>MACLO1, MACLO2, MACLO4, MACLO5, MACLO6, PGCCLO1, PGCCLO2, PGCCLO4, PGCCLO6, PGDCLO1, PGDCLO2, PGDCLO4, PGDCLO6</td>
</tr>
<tr>
<td>7NH025</td>
<td>Developing Nursing Practice</td>
<td>MACLO1, MACLO2, MACLO4, MACLO5, MACLO6, PGCCLO1, PGCCLO3, PGCCLO4, PGCCLO8, PGCCLO5, PGCCLO6, PGDCLO1, PGDCLO3, PGDCLO4, PGDCLO6</td>
</tr>
<tr>
<td>7NH027</td>
<td>Progressing in Mental Health Nursing</td>
<td>MACLO1, MACLO2, MACLO3, MACLO4, MACLO5, MACLO6, PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4, PGDCLO6</td>
</tr>
<tr>
<td>7NH029</td>
<td>Shaping Mental Health Nursing Practice</td>
<td>MACLO1, MACLO2, MACLO3, MACLO4, MACLO5, MACLO6, PGDCLO3, PGDCLO4, PGDCLO5, PGDCLO6</td>
</tr>
</tbody>
</table>

Teaching, Learning and Assessment:

Your learning will include the study of 2 innovative modules in each year. You will need to study the complete modules in order to fulfil professional requirements. Paramount to your progression and development in preparing for your future role in health and social care is the valued input of service user/carers and student nurses into the design and implementation of the Master of Mental Health Nursing course. The types of learning which will help achieve the above include:

Enquiry Based Learning (EBL) emphasises your active participation and responsibility for discovering knowledge that is new to you. By using EBL the MMHN team aspires to engage you in an authentic discovery learning process. Nursing theory and practice are divided into smaller logically connected units that guide you as a student and draw your attention to important features of scientific thinking. These individual units are called enquiry phases and their sets of connections forms an enquiry cycle over a weekly period, when you are in University. A significant proportion of your learning will include working as a group with your peers. EBL provides an opportunity to develop your skills in clinical decision making within a safe environment, and to apply knowledge to deliver and lead quality initiatives to improve the experience of the patient (and family) wherever care is delivered.

Formal learning - we promote a blended approach to learning; some core content will be delivered in a ‘face-to-face’ seminar teaching style but will also include interactive activities to challenge you and develop your knowledge and understanding of practice. Our state of the art skills and simulation facilities will be used to replicate real-life “hands – on” care in a safe, controlled environment. The use of high fidelity simulation technologies and live role play (drawing on the experience of service users and carers) will be used to enhance your knowledge, skills and attitudes which will be directly transferable to your practice. We will utilise innovative teaching and learning strategies to help maximise your learning to shape the practice you will deliver. Feedback/ feed forward will be implemented throughout the course to promote an individualised approach to enhance your learning.

Applying theory to practice – we will use a variety of approaches to enhance your ability to evaluate, articulate and apply evidence to shape your professional practice and improve care e.g. critiquing of journal articles, informal presentation and case studies, and developing and testing skills in summarising key research in order for you to develop and disseminate to the healthcare team. You will make use of a range of electronic resources to investigate the influence and impact of local and national and of global healthcare communities.

Practice placements – 50% of your course will be undertaken in practice placements. You will have the opportunity to develop your skills in the placement environment with supervision and support. As you develop nursing skills during your course, you will be able to apply your learning to develop your nursing competence in the placement setting. You will be able to reflect on personal and professional learning, the development of evidence based knowledge and skills and identify strategies to develop and deliver nursing care in the future. We place significant importance on learning in placements and you will be assessed and graded by your mentor, with the support of a nurse academic. This will account for the equivalent of 40 credits of your work in each academic year.

Inter-professional learning sessions- Symposia and workshops will take place during the module to provide opportunities for you to learn with other relevant professional groups Eg students from other Fields of Nursing, Social work, Paramedics, Pharmacy, and Midwifery. You will also have experiences as part of your practice placement to work with other professionals and reflect on this in your portfolio.

Research skills – you will be supported in the preparation of a detailed evidence-based intervention and an independent study of relevance to mental health nursing which will develop and expand your theoretical and practical knowledge of the research process to improve to practice. Students studying with us will have the opportunity to develop their work for publication with the support from academic and practice based staff. We also link very closely with CHISCI the research hub within the Institute of Health Professions who can advise and support students projects.

Computer based learning – the integration of computer based technology, directed studies and traditional
teaching will enhance the quality and efficiency of your learning experience. You will be encouraged to access
electronic learning resources within both the University and the healthcare environment, including the use of
blogs and discussion forums to communicate with fellow professionals in the learning community and
develop your personal and professional values. The ability to use digital resources and equipment is a key
attribute of a graduate nurse and reflects the need for the healthcare worker to use advanced technologies in
areas such as record keeping, delivery and management of care.

Further to this, the modules should enable you to achieve our graduate attributes.
http://www.wlv.ac.uk/about-us/internal-departments/centre-for-academic-practice/a-curriculum-for-opportunity/wolverhampton-graduate-attributes/

Service user and carer involvement - The Faculty has a well-established and active service user and carer
group (SUCCESS) which offers unique and individual experiences to help enhance the learning opportunities
of students. Service users and carers input aims to help you develop your patient centred focus, and to
become critical, flexible and reflective students to ultimately improve the outcome and experiences of patients
and families. It does this by collaborating very closely with academic leads at every stage of the student
journey.

Teaching methods:

Lectures – we will use a variety of interactive learning methods that are supported by digital technology to
enhance your learning.

Workshops – interactive workshops will allow you to develop your therapeutic skills.

Simulated practical sessions – you will have the opportunity to engage in supervised practice to become
knowledgeable and skilled in mental health nursing, which will enhance your employability prospects. You
will have the opportunity to learn in our well-equipped skills labs which include practice areas that are
hospital and home focussed. Some assessments will also take place in the skills labs to enable you to develop
your skills in a safe environment. Role play sessions will also enhance and build confidence in dealing with
potential difficult situations. Sessions maybe videoed to enhance learning following discussion feedback.

Debate and dialogue - the University virtual learning environment, CANVAS will provide a forum for you to
discuss and participate in relevant matter. This will be facilitated by colleagues from within the Faculty.

Seminars – where students take the lead in discussing relevant articles, debating and examining the evidence
base that underpins nursing.

Formative online assessments – where we provide you with the chance to ‘have a go’ at some of the
summative assessment tasks before the actual assessment is submitted, as a way of developing your
academic and practical skills with our tutorial guidance and feedback.

Peer presentations – you will study significant aspects of the course learning with and from peers. You will be
encouraged to work together in groups to support one another’s learning by developing your ability to search,
retrieve and use information to develop your knowledge of nursing. You will be assessed as part of a group for
some of the assessments you undertake

Independent and self-directed learning – this is an important part of post graduate study and through the
course you will be encouraged to become an independent learner, able to decide what to learn and how best to
achieve this. Independent learning will be required of you as a qualified nurse as part of the NMC revalidation
process, to ensure your continuing professional development enables you to remain on the professional
nursing register.

Tutorials – Online, skype or face to face meetings with the module team and your personal tutor.

Master classes – facilitated by Professors and Doctors within the University of Wolverhampton. This will
include debating topical issues and engaging in critical discussions related to presenters topic of study

Writing for publication workshops – facilitated by colleagues from within the FEHW. This will include helping
and guiding you as you prepare to share your work via peer reviewed journals, conferences and presentations.

As part of your studies you will come into contact with a range of activities designed to promote and enhance
your learning experience. Our use of blended learning activities encourages you to identify and address
particular learning needs related to your practice.

Student Support:

The University provides a range of resources to support you directly with your learning as well as other areas
of your life. These resources are all signposted through the University web pages
(http://www.wlv.ac.uk/study-here/student-support/) and include:

Study Support

We offer a variety of learning resources to help you progress. Academic skills support is available to all
students throughout all levels of study, via both the faculty and our learning centres. Academic skills sessions
are introduced within the induction programme, different modules and through a blended learning approach
with access to material in VLE. This is to help you with using the learning resources effectively and also to
help you when it comes to the assessments. Academic skill development is further embedded within the
curriculum at different levels, through the ways in which lecturers present information and guide you to use
Further support for learning is offered via personal tutors, tutorials with lecturers and feedback provided by lecturers for individual modules.

- LIS 'Skills for Learning' webpages offer useful online support and resources – www.wlv.ac.uk/skills - ranging from referencing advice to support for academic writing and critical thinking.
- A range of 'Skills for Learning' workshops are available where participants can increase their academic and information skills in a supportive environment.
- LIS Learning & Skills Librarians offer individual support across our campus Learning Centres, as well as online support e.g. Skype appointments.
- LIS’s ASSIST online chat service provides real-time online librarian support.

Personal support

Student Advisors and Graduate Interns

The Faculty of Education Health and Wellbeing has four student advisors and two graduate interns (student support) to offer help and advice on a range of issues that may be affecting your studies. Advisors and interns can be contacted via email (FEHWsupport@wlv.ac.uk), telephone or on skype (FEHW support). There is also a range of guidance on the FEHW Support CANVAS topic. Further contact details are available on our website – www.wlv.ac.uk/fehw/studentadvisors.

Personal Tutors

You will be allocated a personal tutor at the start of your course with whom you will build and develop a relationship to help you achieve the course learning outcomes. Your personal tutor will be on the mental health part of the nursing register. He/she will meet with you on a regular basis, both in University and in practice. They will support and guide you as you progress through to the completion of your course.

Our Faculty Support Office provide a range of services including support for enrolment and module registration, assessment submission, and various other activities which you may need to utilise during your studies. The centres are also the home to the careers, counselling and financial support services.

Counselling offers a confidential space in which you can talk to a counsellor about your concerns. Personal appointments are available on all campuses; there is a drop-in service every weekday at City Campus and online counselling is available via VLE.

The student financial support unit can help students with advice on funds available to students.

The student enabling centre provides a comprehensive range of support for students with additional needs including; screenings and assessments, guidance on gaining financial support, various support services and enabling technologies. Our Faculty has appointed three Faculty Enabling Tutors to help support students with additional needs.

The inter-faith Centre is also available to those requiring spiritual guidance, support or a listening ear.

All of our support mechanisms are enshrined in the Student Charter (www.wlv.ac.uk/about-us/studentcharter) which describes the expectations, values and standards which we work to in partnership with students. This document is led by the Student Union, and is reviewed annually.

Employability in the Curriculum:

Employment opportunities

This course has been designed to meet the rapidly changing and challenging environment in which health care takes place. On completion of the course you will be practitioners, partners and leaders in healthcare, wherever it is delivered.

Employers are seeking nurses who can identify where services to people who have mental illness and their families can be improved and this course will enable you to critically appraise practice and to provide safe, compassionate and effective evidence based healthcare within a dynamic setting that meets their needs.

This course has been developed in conjunction with NHS Trust partners, service users/carers, current students and external advisors (one with mental health nursing expertise), in order to reflect the increasing and rapidly changing requirements in patient care provision across care boundaries.

The Master of Mental Health Nursing offers significant opportunities to practice nursing within the NHS, private and voluntary sector, specialist areas and overseas. It offers 2nd registration to those graduate NMC registered nurses wishing to gain a mental health nursing qualification. It is an internationally recognised qualification with excellent employability prospects.

Your career pathway once qualified can include working in clinical practice, education, management or research within a range of health and care settings such as:

- Acute care – Hospitals
- Specialist services – dementia care, elderly care, eating disorders, substance misuse, child and adolescence
- Working with community mental health nursing teams and services
- Working with individuals in crisis
- Acute liaison services
- Patients’ and service users homes
- Forensic mental health, Prisons and custody services – Police
- Special hospitals
- Residential and community homes/centres
- Health and social care homes
- Community health and social care settings (caseload management).
- Hospice services; palliative and end of life care.
- Clinics – acute/primary care, practice nursing, health promotion services - local Councils.
- Private healthcare providers.
- Armed Services.
- Working overseas.
- Education providers for example as a lecturer or lecturer/practitioner in further or higher education.
- Research

The University of Wolverhampton has a dedicated team of professional careers advisors who work from within our ‘Careers, Enterprise and The Workplace’ service. There are a range of careers based support services to guide you as you progress towards employment including workshops, careers fairs, 1:1 support for your CV and many other activities. Further information is available from [www.wlv.ac.uk/careers](http://www.wlv.ac.uk/careers).

**NMC Revalidation**

The NMC have identified a new process of updating in the form of revalidation. The primary aim of revalidation is to ensure that nurses and midwives continue to be fit to practise throughout their career. This will improve public protection and increase the public’s confidence in the nurses and midwives caring for them.

Revalidation will enhance and strengthen the existing renewal requirements. All registrants will need to revalidate in order to renew their registration. Every three years, all registrants will be required to declare that they have:

- practised for at least 450 hours during the last three years
- undertaken at least 40 hours of continued professional development (CPD), with a minimum of 20 hours of these being participatory learning
- collected practice-related feedback from at least five sources
- reflected on their CPD, feedback they have received and the Code
- an appropriate professional indemnity arrangement in place
- obtained confirmation from a third party about their compliance with the revalidation requirements and the absence of unaddressed concerns about their practice (NMC 2014).


The Faculty of Education Health and Wellbeing will be able to offer a range of CPD opportunities to ensure that you are able to work towards completing revalidation.

You can continue with further study and research at The University of Wolverhampton, including the Faculty of Education Health and Wellbeing ([http://www.wlv.ac.uk/about-us/our-schools-and-institutes/faculty-of-education-health-and-wellbeing/](http://www.wlv.ac.uk/about-us/our-schools-and-institutes/faculty-of-education-health-and-wellbeing/)), where we currently offer a wide range of post graduate courses in nursing, health, education, social care and wellbeing. These include the opportunity to study specialist nursing practice at post-graduate level, including the opportunity to carry out further study at Doctoral level. The post-graduate courses are highly flexible, practice focused and potentially work-based and have been designed with health and social care employers to ensure that your studies will be related to the key, current and future, issues for health and social care provision. Courses can be studied full or part-time and you may be eligible for some support from your employer to undertake certain courses related to your role. Lifelong learning and continuing education is an investment that you can make in yourself and your career. Your studies with us can enhance your professional credibility and employability, and demonstrate your flexibility and adaptability in an ever-changing climate. Further study allows you to develop your personal and professional practice, and acquire attributes which prepares you for greater responsibility, such as leadership and decision making skills.