

PROGRAMME SPECIFICATION

1. Key Information

Programme Title:	MSc Mental Health Nursing
Awarding Institution:	Buckinghamshire New University
Teaching Institution(s):	Buckinghamshire New University
Subject Cluster:	Nursing
Award Title (including separate Pathway Award Titles where offered):	MSc Mental Health Nursing
Pathways (if applicable)	
FHEQ level of final award:	7
Other award titles available (exit qualifications):	Postgraduate Certificate in Health Related Care (without NMC registration) Postgraduate Diploma in Health Related Care (without NMC registration)
Accreditation details:	Nursing and Midwifery Council (NMC)
Length of programme:	2 years
Mode(s) of Study:	Full Time
Mode of Delivery:	In person (on-site) delivery
Language of study:	English
QAA Subject Benchmark(s):	QAA Benchmark Statement under review
Other external reference points (e.g. Apprenticeship Standard):	Mapped against: <ul style="list-style-type: none"> • QAA Framework for Higher Education (FHEQ) Level 7 • QAA Characteristics Statement Master's Degree • Standards of proficiency for Registered Nurses (NMC; 2018) • Standards framework for Nursing and Midwifery Education (NMC; 2018) • Standards for supervision and assessment (NMC; 2018) • Standards for pre-registration Nursing programmes (NMC; 2018)
Course Code(s):	MSMEHNFT
UCAS Code(s):	
Approval date:	1 December 2022
Date of last update:	

2. Programme Summary

This Master of Science (MSc) programme in pre-registration Mental Health Nursing is designed for high achieving graduates, recognising that they have transferable academic skills, healthcare experience and valuable life experience to bring to career in mental health

nursing. This exciting, innovative, and dynamic programme is approved by the Nursing and Midwifery Council (NMC) and delivered over two years, supported by Recognition of Prior Learning (RPL).

The programme integrates post-graduate academic study alongside practice-based learning, underpinned by a strong collaboration between the university, service users (experts by experience) and practice partners. The programme develops and nurtures learners to become masters-level, compassionate, proficient, confident, and digitally able registered mental health nurses, who will adopt a biopsychosocial, person-centred approach, working autonomously and accountably, in preparation for future leadership and specialist roles within the integrated care system.

By successfully meeting the requirements for the MSc Mental Health Nursing, you will be eligible to apply to register with the NMC as a Registered Nurse (Mental Health). The Buckinghamshire New University MSc Nurse will demonstrate a high level of critical thinking, problem-solving skills and reflexivity underpinned by research and evidence-based nursing knowledge and practice, ready to practice in a variety of clinical environments. They will work collaboratively with a wider healthcare team, using digital technologies in order to lead, coordinate and deliver care, cognisant of the wider ethical, political, social, and clinical governance contexts.

This is a challenging and inspiring programme and will be delivered using a learner-centred approach to learning, teaching and assessment.

3. Programme Aims and Learning Outcomes

Programme Aims

This programme aims to:

1. Enable learners to become qualified nurses who meet the requirements of the Nursing and Midwifery Council including The Code
2. Develop learners to become qualified nurses who demonstrate self-direction and originality, empowering them to take responsibility and accountability for their own actions whilst playing a vital role in providing, leading in the provision, and coordinating compassionate and evidence based person-centred care
3. Develop learners to become qualified nurses who display research literacy and engage advanced skills to take part in and conduct research that demonstrates innovation and knowledge exchange
4. Support learners to become qualified nurses who engage in personal reflexivity to explore own beliefs, clinical judgements, and nursing practice

Programme Learning Outcomes

Knowledge and Understanding (K)

On successful completion of the programme you will be able to:

ID	Learning Outcome
K1	Evaluate mental, physical, cognitive, behavioural, spiritual, and social needs to identify the priorities and requirements for evidence-based, person-centred nursing interventions and support.

K2	Master a diverse range of culturally sensitive communication and relationship management skills to ensure that individuals, families, and their carers are actively involved in and understand care decisions.
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Analysis and Criticality (C)

On successful completion of the programme you will be able to:

ID	Learning Outcome
C1	Demonstrate a critical understanding of contemporary research processes that underpin evidence based, professional nursing practice.
C2	Demonstrate a high level of emotional intelligence in therapeutic relationships across the lifespan, integrating theoretical and practical skills and demonstrating ethical discernment and clinical judgement.
C3	Lead the development of collaborative team working, through the critical appraisal of leadership knowledge, skills, and behaviours, supporting the management of change and challenge.
C4	Critically evaluate processes, resources and policies influencing organisational change, utilising developments in digital health technology.
C5	Critically analyse risk monitoring processes, whilst demonstrating leadership in the delivery of quality improvement agendas in uncertain and changing environments.

Application and Practice (P)

On successful completion of the programme you will be able to:

ID	Learning Outcome
P1	Perform a range of nursing skills, with proficiency, predicated on contemporary knowledge and a critical evaluation of best practice.
P2	Perform as critically reflective, resilient practitioners, demonstrating an ability to learn from experience, solve problems and develop as professionals.
P3	Demonstrate enhanced leadership around professional values and duty of candour, in the protection and safeguarding of the public and in dealings with other professionals and agencies whilst assuring confidentiality.
P4	Proactively advocate for and empower individuals, families, communities, and populations throughout the life span, assimilating current health data and economics, assessing and meeting health needs, improving health outcomes and positively impacting health

Transferable skills and other attributes (T)

On successful completion of the programme you will be able to:

ID	Learning Outcome
T1	Communicate to an advanced level using self-awareness, empathy, and reflection with a range of individuals and stakeholders to provide safe, compassionate, person-centred nursing care, in the best interests of people, underpinned by contemporary research, evidence and best practice.
T2	Lead the care of people with complex healthcare needs to optimise independence, manage risk and reduce vulnerability across organisations and settings.

T3	Demonstrate enhanced leadership around professional values and duty of candour, in the protection and safeguarding of the public and in dealings with other professionals and agencies whilst assuring confidentiality.
T4	Work in partnership with the multidisciplinary team, acting an effective role model for others.

Graduate Attributes

This programme accords with BNU's graduate attributes: Knowledge and understanding, Analysis and criticality, Application and Practice and Transferrable skills.

On this programme, attributes are developed through the acquisition of knowledge informed by research, and the practical application of evidence-based learning. This will be in the context of the provision of safe, proficient and compassionate care that is person-centred adopting a biopsychosocial approach (C1, K1-2, P1). An integrative approach to learning in theory and practice will enhance the skills of reflexivity, criticality, and advanced communication in the management and leadership of care through collaboration (C3 – C5, P2 – P4, T1-T4). These attributes will contribute to their clinical judgment and problem-solving skills which will nurture their social and ethical awareness and life-long learning (C2).

4. Entry Requirements

The University's [general entry requirements](#) will apply to admission to this programme with the following additions / exceptions:

- To study this course, you will need to have obtained the following:
- Classification of 2:1 or above in any subject/discipline OR consideration will be given to applicants who have: Classification of 2:2 in a subject with relevant content and experience, e.g., sociology; psychology; physiology; bio-chemistry; health studies or social work.
- Five GCSEs at grade C or above, including English language or literature, mathematics, and a science subject
- For learners, whose first language is not English, there is a requirement to achieve an IELTS tariff of 7 with no individual component below 6.5
- Evidence of study within the previous five years.
- Establish digital and technological literacy on application.
- Shortlisted applicants will be required to attend a Selection Day.

Additional Requirements

- If successful at interview you will be required to complete the following as part of the condition of your offer:
- Verified evidence of 500 hours of related clinical practice in the last 3 years. This will be demonstrated through an enhanced C.V
- A reflective essay demonstrating Recognition of Prior Learning (RPL). If satisfactory, you will be awarded 500 Theory hours as RPL.

Further details and guidance will be provided upon successful interview.

- Applications are made through UCAS.
- All offers are subject to successful RPL of theory and practice, Enhanced CV, satisfactory Occupational Health and review of your submitted enhanced report from the Disclosure and Barring Service (DBS).

If you do not meet the entry requirements you may, if you have relevant professional experience, still be invited for interview, where you will be required to demonstrate the necessary knowledge and understanding for entry onto the course.

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with our [accreditation of prior learning](#) (APL) process.

5. Programme Structure

Pathway 1 or stand-alone course

Level	Modules (Code, Title and Credits)	Exit Awards
7 Part 1	<p>Core modules: NAM7001 Health Sciences for Nursing 20 credits NAM7002 Social Sciences for Nursing 20 credits NAM7004 Fundamentals of Mental Health Nursing 20 credits NAM7015 Introduction to Practice (Mental Health) 0 credits</p> <p>Option modules: No option modules are available at this level.</p>	<p>Postgraduate certificate in Health Related Care</p> <p>(does not confer eligibility to apply for registration with NMC)</p>
7 Part 2	<p>Core modules: NAM7005 Law, Ethics and Professional Responsibilities in Nursing 20 credits NAM7007 Assessing Biopsychosocial Needs and Planning Care in Mental Health Nursing 20 credits NAM7009 Leading, Coordinating and Evaluating Mental Health Care 20 credits NAM7016 Progressing in Practice (Mental Health) 0 credits</p> <p>Option modules: No option modules are available at this level.</p>	<p>Postgraduate Diploma in Health Related Care</p> <p>(does not confer eligibility to apply for registration with NMC)</p>
7 Part 3	<p>Core modules: NAM7010 Developing Practice 20 credits NAM7011 Dissertation for Nursing 40 credits NAM7017 Achieving Competence in Practice (Mental Health) 0 credits</p> <p>Option modules: No option modules are available at this level.</p>	<p>MSc Mental Health Nursing</p> <p>(confers eligibility to apply for registration with NMC)</p>

Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to changes in the subject area.

6. Learning, Teaching and Assessment

Learning and teaching

The philosophy of the Buckinghamshire New University MSc Nursing Programme is predicated on a community of practice, with learners placed at the heart. The programme is inclusive and celebrates diversity in the learner population. The School of Nursing and Midwifery is committed to supporting a diverse range of learners with different academic needs.

This is a full-time post-graduate pre-registration nursing programme that utilises a variety of blended classroom based and online learning teaching methods in the University including: seminar-based teaching; lectures; authentic scenarios and case studies; presentations; online learning resources, and simulation in the simulation suites. To enhance learners' digital literacy and engagement, online teaching, and digital learning opportunities (e.g., discussion boards, interactive web-based response systems) will also be integrated throughout many modules within this programme. This will enable learners to develop and enhance the necessary skills required to support a modernised and dynamic health care delivery model. Learners are required to be self-regulated and engage in independent study, guided through their modules. They will utilise a variety of e-resources and e-tools including the University Virtual Learning Environment (VLE); professional websites; online numeracy assessment and education; online assignment submission; academic databases and library e-resources. Learners will also be introduced to social media alongside e-professionalism, as a tool for online networking and learning, supporting a community of practice.

Simulation is valued within the School of Nursing and Midwifery as supportive in enabling nursing learners to acquire skills and behaviours through practice. Nursing simulation incorporates the use of human patient simulators in a virtual “real-life” healthcare environments and situations. Within this learning environment, real-time evolving clinical situations can be simulated, repeated, evaluated, and reflected, reducing the risk of patient harm. The simulation areas are equipped to a national standard of excellence. Our facilities offer a high-fidelity environment, which includes the use of NHS approved consumables, genuine functioning equipment and a combination of actors and technology enhanced manikins. The essential element of de-brief in simulation is undisputed; audio/visual technology is available and widely used by the teaching teams to enhance feedback to learners. Within this curriculum simulation is not counted as practice hours. The use of simulation to assist in the development and assessment of clinical skills ensures that learners are better prepared for practice learning and can use time in the practice learning environment more effectively for application and refinement of their skills. Simulation is not limited to psycho-motor skills alone but includes a range of other skills, e.g., interpersonal, communication and decision-making skills.

The curriculum includes shared and field specific learning and teaching. This supports learners from fields to be taught and learn together thus allowing them to benefit from their individual experiences, to share insights and to offer competing perspectives. Inter-professional learning features within and outside theoretical learning, primarily occurring in the practice settings. Consequently, learners will demonstrate their awareness of and competence in working within the multi-disciplinary teams within the practice proficiencies. This innovative curriculum reflects the university's core values of creating a learning environment that is inclusive, challenging and promotes collaboration, professionalism, and confidence in learners.

Quality Assurance mechanisms are embedded in the School of Nursing, Midwifery and Allied Health: course Committees, learner representation, module and programme evaluations,

practice audit and evaluation, module and subject assessment boards and subject annual monitoring processes.

As professional nurses and educators, staff bring a wealth of clinical expertise and research activity through individual scholarship across all four fields of nursing (adult, child, mental health and learning disability). An existing and expanding portfolio of health and social care courses including midwifery, physiotherapy, operating department practitioner, social worker, physician associate as well as specialist community and public health nurses, provide increasing opportunity for inter-professional learning (IPL). In addition, expert and specialist nurses regularly deliver, and service users (experts by experience) support sessions for learners within the university.

Learners apply their academic knowledge to their practice experiences, supported by practice supervisors, assessors, practitioners, and link lecturers. Each learner is allocated to a range of placement learning experiences to meet NMC requirements and reflect the demand for integrated health and social care workforce planning. All three parts of the programme support an integrated theory/practice model, which will enable learners to apply and reflect on clinical practice within their academic studies. Learners are supported through a variety of mechanisms including personal tutors, module leaders and course leaders. In practice they remain supported by personal tutors and course leaders, in addition to practice supervisors, practice assessors and academic assessors who appraise proficiency. Additionally, in practice, learners are supported through link lecturing activities.

Assessment

The Assessment and Examination webpages provide further information on how assignments are marked and moderated, including a description of assessment activities. These also include further information about how feedback on assessed work is provided to learners, including our commitment to ensure this is provided to learners within 15 working days (the 'three-week turnaround').

The following formative and summative assessment activities are used on this programme:

- Reflective writing
- Report production
- Essay
- Oral assessment and presentations
- Numeracy exams
- Short answer question exam
- OSCE (Observed structured Clinical Examination)
- Practice assessments

Research proposal

Learners are assessed throughout the course in both theory and practice. Assessments have been designed to be authentic- reflecting real life skills and experiences. A range of practical, written and oral assessments are included. Practice assessment occurs in each Part and must be passed to progress to the next Part. Each learner's progress through the course is approved at the end of each Part by a Practice assessor and Academic Assessor

Contact Hours

The MSc Mental Health Nursing is a full-time course, based on 40 hours of learner activity each week over 90 weeks. The 180-credit programme is made up of 1800 theory hours and 1800 clinical practice hours. As per NMC regulatory standards (NMC, 2018) with the addition of RPL the course meets the required minimum total hours of 4,600.

Theory hours include classroom-based learning, online learning, and guided independent study (GIS). Learners will have between 8 to 16 (most commonly 10 -12 hours) hours per week contact time in theory blocks.

A full breakdown of contact hours can be found in individual module descriptors.

7. Programme Regulations

The University's assessment regulations will apply with the following exceptions:

- If a student does not meet the required pass mark at the first opportunity for stage 1 for MSc Nursing numeracy assessment, an immediate additional and voluntary re-assessment opportunity will be offered within 15 working days of the results being released. This will be the only time window and interruption or mitigating circumstances will not defer this opportunity. The highest mark will be recorded and considered at the assessment board, if a pass is not achieved a final referral opportunity will be offered by the Examination Board.
- All assessments within this programme must be passed. The assessment board may offer a reassessment opportunity in referred assessment elements even when a module is incomplete. This relates particularly to modules that also contain practice learning assessments.
- Following an unsuccessful referral attempt, no opportunity to retake failed practice modules or failed modules containing a practice assessment will be offered.
- In exceptional circumstances students or practice placement partners can apply for a placement extension for up to two weeks. If a longer extension is required other measures should be considered and applied such as back cohorting.
- At any progression board students may progress into the next stage if they have completed 90% or more of the target practice hours for their current stage.
- Compensation and Aegrotat are not permitted in MSc Nursing under any circumstances.

MSc students are required to make reasonable progress in accumulating hours in clinical practice throughout the programme and to pass the practice assessment and completed 90% of the target hours in each part before commencing the next.

At the end of part 3 students must normally have:

- Achieved 180 credits
- must have completed a total of 1800 hours in clinical practice (cumulative, this is added to RPL practice hours of 500 on entry to the programme)

Students who are deemed by an Assessment Board to have successfully completed all elements of the Programme will be recommended to the Senate of the University for the awards as follows: MSc Mental Health Nursing.

On receipt of a satisfactory Declaration of Good Character and Good Health students will be recommended to the Nursing and Midwifery Council (NMC) for entry to the register as follows: Part 1: Mental Health Nursing (RN-MH).

8. Support for learners

The following systems are in place to support you to be successful with your studies:

- The appointment of a personal tutor to support you through your programme
- A programme handbook and induction at the beginning of your studies
- Library resources, include access to books, journals and databases - many of which are available in electronic format – and support from trained library staff
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet or mobile device
- Access to the MyBNU portal where you can access all University systems, information and news, record your attendance at sessions, and access your personalised timetable
- Academic Registry staff providing general guidance on University regulations, exams, and other aspects of learners and course administration
- Central student services, including teams supporting academic skills development, career success, student finance, accommodation, chaplaincy, disability and counselling
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on University processes.

9. Programme monitoring and review

BNU has a number of ways for monitoring and reviewing the quality of learning and teaching on your programme. You will be able to comment on the content of their programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in external surveys
- Programme Committees, via appointed learner representatives
- Informal feedback to your programme leader

Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment
- The Annual Monitoring process, which is overseen by the University's Education Committee
- Review by the relevant PSRB(s)
- Periodic Subject Review events held every five years
- Other sector compliance and review mechanisms

10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)

- The QAA Subject Benchmark Statement – see detailed mapping below
- The QAA Master's Degree Characteristics Statement
- Future nurse: Standards of Proficiency for registered nurses (NMC 2018)
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors
- The University Strategy

Mapping of Subject Benchmark Statement and any relevant Apprenticeship Standard to Programme Learning Outcomes

QAA 2014 The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
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 their academic discipline, field of study or area of professional practice	X								X											
A comprehensive understanding of techniques applicable to their own research or advanced scholarship						X														
Originality in the application of knowledge, together with a practical understanding of	X					X														

QAA 2014 The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
how established techniques of research and enquiry are used to create and interpret knowledge in the discipline																				
Conceptual understanding that enables the learner: - to evaluate critically current research and advanced scholarship in the discipline							X				X									
To evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.							X													
Deal with complex issues both systematically and creatively, make sound judgements in		X					X						X			X		X		

QAA 2014 The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences																				
Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level								X		X						X	X	X		
Continue to advance their knowledge and understanding, and to develop new skills to a high level.											X									
The qualities and transferable skills necessary for employment requiring:		X					X	X				X	X			X	X		X	

QAA 2014 The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Benchmark / Standard requirement																				
- the exercise of initiative and personal responsibility																				
Decision-making in complex and unpredictable situations	X						X	X									X			
The independent learning ability required for continuing professional development												X								

Mapping of Programme Learning Outcomes to Modules

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)					
	Module Code (Core)	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Level 7																					
Health Sciences for Nursing	x																				
Social Sciences for Nursing	x																				
Fundamentals of Mental Health Nursing		x									x	x									
Introduction to Practice (Mental Health)																					
Law, Ethics and Professional Responsibilities in Nursing										x			x	x							
Assessing Biopsychosocial Needs and Planning Care in Mental Health Nursing							x														
Leading, Coordinating and Evaluating Mental Health Care		x						x		x			x					x	x	x	
Progressing in Practice (Mental Health)											x	x					x				
Developing Practice						x			x												

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Dissertation for Nursing																				
Achieving Competence in Practice (Mental Health)												x				x			x	

Mapping of NMC Proficiencies to Programme Learning Outcomes

NMC 2018 STANDARDS OF PROFICIENCY	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
1.1	x										x									
1.2	x											x	x	x						
1.3							x						x	x						
1.4												x	x							
1.5							x					x								
1.6												x								
1.7						x														
1.8	x	x							x	x										
1.9	x	x																		
1.10												x								
1.11		x														x				
1.12	x						x													
1.13		x					x													
1.14	x	x									x			x						
1.15	x										x									
1.16											x									
1.17												x								
1.18								x												
1.19														x				x		
1.20	x															x				
2.1	x													x			x			
2.2																				
2.3																			x	
2.4														x						

2.5														X					
2.6	X																		
2.7	X																		
2.8		X																	
2.9														X					
2.10		X					X												
2.11	X	X								X									
2.12										X									
3.1	X						X			X									
3.2	X									X									
3.3	X									X									
3.4	X									X									
3.5	X						X			X									
3.6	X						X					X	X						
3.7	X																		
3.8		X					X												
3.9	X									X									
3.10	X									X									
3.11										X									
3.12										X									
3.13	X																		
3.14	X									X									
3.15		X												X					
3.16									X			X							
4.1	X	X					X			X								X	
4.2	X	X					X												X
4.3	X	X															X		
4.4	X	X																	
4.5	X	X								X									
4.6	X	X																	

4.7	x	x				x					x								
4.8	x	x				x					x								
4.9	x	x				x					x								
4.10	x	x				x	x				x								
4.11	x	x				x					x								
4.12	x	x				x					x								
4.13	x	x				x					x								
4.14	x	x				x					x								
4.15	x	x				x					x								
4.16	x	x				x					x								
4.17	x	x				x					x								
4.18	x	x				x					x		x				x	x	
5.1	x							x									x	x	
5.2																	x	x	
5.3													x					x	
5.4															x				
5.5								x									x	x	
5.6								x									x		
5.7										x	x	x							
5.8							x										x	x	
5.9									x	x		x		x					
5.10							x												
5.11																			
5.12		x									x						x	x	
6.1									x				x					x	
6.2								x											
6.3								x										x	
6.4								x	x										
6.5										x								x	
6.6										x								x	

6.7								x											
6.8													x						
6.9																	x		x
6.10								x	x										
6.11													x						
6.12								x									x		
7.1																			x
7.2																		x	
7.3														x					
7.4															x				
7.5	x	x											x				x		
7.6																	x	x	x
7.7	x																x		
7.8	x																x		
7.9	x							x									x		
7.10									x										x
7.11									x										x
7.12									x										x
7.13																			x

Mapping of NMC proficiencies to modules		
Module	NMC proficiencies taught and assessed	Annex B
Health Sciences for Nursing (inc 5 hours numeracy support)	1.15, 2.12, 3.1, 4.10,4.15. 4.17	1
Social Sciences for Nursing	2.1,2.2,2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.11,2.12, 3.1, 3.13, 4.14, 4.15	2
Fundamentals of Mental Health Nursing	1.1,1.2, 1.3, 1.11, 1.19, 2.12, 3.11, 3.12, 4.1, 4.2, 4.6, 4.7, 4.11, 4.12, 4.13, 6.1, 6.6, 7.8,	3m
Introduction to Practice (Mental Health) (12 hours mandatory training)	1.11,1.12.1.14.1.15. 1.16, 1.19, 2.10,2.12	Pr1
Law, Ethics and Professional Responsibilities in Nursing (5 hours numeracy support)	1.2, 1.3,1.15.3.3, 3.6, 3.8, 3.9, 4.5, 4.14, 4.5, 4.16, 4.17, 5.11, 6.2, 6.3, 6.9, 7.2, 7.3, 7.4	4
Assessing Biopsychosocial Needs and Planning Care in Mental Health Nursing	1.9, 11.12,1.13,1.17,2.9, 3.1, 3.2., 3.3, 3.4, 3.5, 3.6, 3.7, 3.9, 3.10, 3.13, 3.14. 3.15, 4.3, 4.4,4.5, 4.8 4.9, 4.10, 4.11, 7.9,	5m
Leading, Coordinating and Evaluating Mental Health Care	1.9, 1.10, 1.18,3.3, 3.15, 3.6, 4.4, 4.18, 5.1, 5.5,5.6, 5.7, 6.5, 6.6, 6., 6.8, 6.10, 6.12, 7.1, 7.5, 7.6, 7.7, 7.9, 7.10, 7.11, 7.12	6m
Progressing in Practice (Mental Health)	1.11, 1.12, 1.14,1.14,1.16,1.19, 2.10	Pr2
Developing Practice	1.5, 1.6, 1.7, 1.10, 1.13,1.17,1.18, 5.2, 5.3, 5.4,	7

	5.5, 5.6, 5.8, 5.9, 5.10, 5.12, 6.2, 6.4, 6.11, 7.8, 7.13	
Dissertation for Nursing (inc 10 hours supervision)	6.4, 6.7, 7.3,7.13	8
Achieving Competence in Practice (Mental Health) (12 hours mandatory training)	1.1, 1.8, 1.11, 1.13, 1.14, 1.15, 1.16, 1.19, 2.10	Pr3