1. Programme title(s) and code(s):

MSc in Mental Health Nursing Practice with Leadership

Post Graduate Certificate in Mental Health Nursing Practice with Leadership*

Post Graduate Diploma in Mental Health Nursing Practice with Leadership*

Notes

*An award marked with an asterisk is only available as an exit award and is not available for students to register onto

The course is not Nursing and Midwifery Council (NMC) accredited. Successful completion does not guarantee automatic registration with the NMC nor employment within the NHS.

a) HECOS Code

HECOS Code	%
100287	100%

2. Awarding body or institution:

University of Leicester

3. a) Mode of study

Full-time

b) Type of study

Campus-based

4. Registration periods:

The normal period of registration is 1 year

The maximum period of registration 2 years

5. Typical entry requirements

BSC in Nursing with professional Nursing Body Accreditation in country of origin.

IELTS: Level 7, with a minimum average score of 7.0 in Listening, Reading and Speaking and a minimum score of 6.5 in writing

Additional requirements:

- All students must be 18 years of age at the commencement of the programme.
- Evidence of recent study (within the last five years).
- Successful competency and values based group mini interview. (Including literacy / numeracy / digital and technological literacy capability)

- Demonstrate potential to lead and a commitment to provide safe and compassionate nursing care.

- Satisfactory Occupational Health Clearance to meet the professional activities of the nurse before being able to start placement.

- Enhanced Disclosure and Barring Service (DBS) screening: caring for vulnerable adults and children. This is a requirement before starting placement.

- Valid student Visa

6. Accreditation of Prior Learning

Not applicable.

7. Programme aims

The MSc in Mental Health Nursing with Leadership programme aims to prepare graduates to enter the international nursing healthcare workforce subject to completing the NMC Mental Health Computer Based Test (MHCBT) exam following OSCE preparation. Although not accredited by the NMC this programme has been designed aligned to mental health practice and NMC guidelines to ensure graduates are familiar with all aspects of mental health patient care.

The programme will:

- Provide you with the comprehensive detailed knowledge and skills necessary to equip you for a career in mental health nursing practice and progress to leadership roles within practice, education and research.

- Enhance your existing knowledge and develop your understanding, skills and attitudes to enable you to become an independent lifelong learner and a safe, competent, reflective, ethical and autonomous, accountable mental health professional.

- Provide opportunities for you to develop your knowledge and personal qualities to become a potential leader in health and social care by effective role modelling of leaders in healthcare.

- Develop your ability to analyse and enhance your own beliefs and values in order to demonstrate the attitudes consistent with the provision of holistic evidence-based mental health nursing practice.

- Develop your critical and analytical competence to enable you to appraise practice from a local, national and international perspective, generating research / project proposals and evaluating the efficacy of your practice to improve care and outcomes for people in your care, particularly those at risk of health inequalities. All project work will be supported with supervision by a member of teaching staff.

- Develop your ability to work within a diverse and challenging health and social care environment, responsive to demographic, lifestyle and complex scientific challenges, acknowledging the UK population.

- Provide you with opportunities to learn with, and from, other healthcare professionals in order to develop proficiency in inter-professional and trans-disciplinary practice to meet the holistic needs and complexities that those in your care may present with.

- Develop your awareness and understanding of patient journeys through health and social care services and environments.

- Extend key, transferable skills in employment, enabling you as a graduate to become a colleague, leader and innovator of quality mental health nursing care.

- Provide you with a well-rounded knowledge of mental health nursing practice which will include skills extending beyond the clinical assessment and treatment such as education and leadership, as well as professional management.
- Enable you, as an MSc graduate, to be able to comfortably engage with academic resources to support evidence-based practice, healthcare leadership and continuing professional development in order to future-proof your qualification.

8.   **Reference points used to inform the programme specification**

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- Education Strategy
- University Assessment Strategy [log in required]
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data
- Apollo global healthcare partnership
- NMC professional practice guidance and MHCBT accreditation route
- Nursing and Midwifery Council (2018) The Future Nurse: Standards of Proficiency for Registered Nurses
- Nursing and Midwifery Council Standards for Pre-registration nursing programmes (2018)
- European Union Directive 2005/36/EC Recognition of professional qualifications
- NHS Leadership Healthcare Leadership Model: The nine dimensions of leadership behaviour (2013).
- East Midlands End of Life Care Education Standards (2017).

9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

All sections relate to and are aligned with relevant NMC Learning Outcome domains 1-7 although this programme is not accredited by the NMC:

1. Being an accountable professional.
2. Promoting health and preventing ill health.
3. Assessing needs and planning care.
4. Providing and evaluating care.
5. Leading and managing nursing care and working in teams.
6. Improving safety and quality of care.
7. Coordinating care.

a) Discipline specific knowledge and competencies

i) Knowledge

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Show advanced and comprehensive understanding of research methods, ethics and governance in order to critically analyse, safely use, share and apply research findings to promote and inform best mental health nursing practice.	Lectures Tutorials Seminars Online learning Patient scenarios Academic and practice assessor supervision in clinical practice	Clinical simulation Problem solving Case formulations Feedback Self-directed study Group reflections on professional practice	Written assignments Clinical examinations OSCE Leadership portfolio Presentations Research project Assessments of proficiencies in clinical practice.

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Critically review and apply knowledge of all commonly encountered mental, physical, behavioural and cognitive health conditions, medication usage and a range of treatments.	Lectures Tutorials Seminars Online learning Patient scenarios Academic and practice assessor supervision in clinical practice	Clinical simulation Problem solving Case formulations Feedback Self-directed study Group reflections on professional practice	Written assignments Clinical examinations OSCE Leadership portfolio Presentations Research project Assessments of proficiencies in clinical practice. Complex patient interagency plan
Students should be able to: Effectively demonstrate knowledge and critical thinking specific to mental health epidemiology, demography and the wider determinants of mental health, treatment, pharmacology, illness and wellbeing and apply this to an understanding of global patterns of health and wellbeing outcomes	Lectures Tutorials Seminars Online learning Patient scenarios Academic and practice assessor supervision in clinical practice	Clinical simulation Problem solving Case formulations Feedback Self-directed study Group reflections on professional practice	Written assignments Clinical examinations OSCE Leadership portfolio Presentations Research project Assessments of proficiencies in clinical practice. Complex patient interagency plan

ii) Concepts

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Independently apply an understanding of the aims and principles of health promotion, protection and improvement and the prevention of ill health and understand the factors that may lead to inequalities in health outcomes.	Lectures Tutorials Seminars Online learning Patient scenarios Academic and practice assessor supervision in clinical practice	Clinical simulation Problem solving Case formulations Feedback Self-directed study Group reflections on professional practice	Written assignments Clinical examinations OSCE Leadership portfolio Presentations Research project Assessments of proficiencies in clinical practice.

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Analyse the knowledge, skills and behaviours required to support people with commonly encountered mental health, behavioural, cognitive and learning challenges.	Lectures Tutorials Seminars Online learning Patient scenarios Academic and practice assessor supervision in clinical practice	Clinical simulation Problem solving Case formulations Feedback Self-directed study Group reflections on professional practice	Written assignments Clinical examinations OSCE Leadership portfolio Presentations Research project Assessments of proficiencies in clinical practice. Complex patient interagency plan

iii) Techniques

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Critically analyse the skills required to enable and empower people in person centred care with the recognition of treatment options, recovery and relapse prevention.	Lectures Tutorials Seminars Online learning Patient scenarios Academic and practice assessor supervision in clinical practice	Clinical simulation Problem solving Case formulations Feedback Self-directed study Group reflections on professional practice	Written assignments Clinical examinations OSCE Leadership portfolio Presentations Research project Assessments of proficiencies in clinical practice. Complex patient interagency plan

iv) Critical Analysis

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Analyse the knowledge, skills and behaviours relevant to think critically when applying evidence and drawing on experience to make clinically informed decisions in all mental health practice situations.	Lectures Tutorials Seminars Online learning Patient scenarios Academic and practice assessor supervision in clinical practice	Clinical simulation Problem solving Case formulations Feedback Self-directed study Group reflections on professional practice	Written assignments Clinical examinations OSCE Leadership portfolio Presentations Research project report

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Critically apply relevant legal, regulatory and governance requirements, policies, and ethical frameworks, including any mandatory reporting duties, to all areas of practice	Lectures Seminars Online learning Patient scenarios Academic and practice assessor supervision in clinical practice	Problem solving Case formulations Feedback Self-directed study Group reflections on professional practice	Written assignments Clinical examinations Leadership portfolio Presentations Complex patient interagency plan
Students should be able to: Act in in alignment with the NMC Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates, and fulfil all registration requirements	Tutorials Seminars Online learning Patient scenarios Academic and practice assessor supervision in clinical practice	Clinical simulation Problem solving Case formulations Feedback Self-directed study Group reflections on professional practice	Written assignments Clinical examinations OSCE Leadership portfolio Presentations Research project report

v) Presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Apply numeracy, literacy, digital and technological skills required to meet the needs of people in their care to ensure safe and effective mental health nursing practice.	Seminars Online learning Tutorials Guided self-directed study Patient scenarios Academic and practice assessor supervision in clinical practice	Problem solving Case formulations Feedback Self-directed study Group reflections on professional practice	Written assignments Clinical examinations OSCE Complex patient interagency plan
Students should be able to: Justify a course of action in relation to mental health treatment drawing on evidence of presenting signs and symptoms using clinical reasoning.	Lectures Tutorials Seminars Team-Based Learning Academic and practice assessor supervision in clinical practice	Clinical simulation Problem solving Case formulations Feedback Self-directed study Group reflections on professional practice	Written assignments Clinical examinations OSCE Leadership portfolio Presentations Research project report Complex patient interagency plan

vi) Appraisal of evidence

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Critically review and evaluate research findings in mental health literature.	Seminars Online learning Tutorials Guided self-directed study Problem based learning Clinical supervision in practice	Clinical simulation Problem solving Case formulations Feedback Self-directed study Group reflections on professional practice	Written assignments Clinical examinations OSCE Leadership portfolio Presentations Research poster
Students should be able to: Promote and improve mental, physical, behavioural and other health related outcomes by explaining the principles, practice and evidence-base to patients.	Lectures Tutorials Seminars Team-Based Learning Academic and practice assessor supervision in clinical practice	Clinical simulation Problem solving Case formulations Feedback Self-directed study Group reflections on professional practice	Written assignments Clinical examinations OSCE Leadership portfolio Presentations Research project report Research poster Complex patient interagency plan

vii) Other Discipline specific competencies

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Assess the demands of professional practice and recognise signs of vulnerability in themselves or their colleagues, and take the appropriate action required to minimise risks to health.	Seminars Online learning Tutorials Guided self-directed study Problem based learning Clinical supervision in practice	Clinical simulation Problem solving Case formulations Feedback Self-directed study Group reflections on professional practice	Written assignments Clinical examinations OSCE Leadership portfolio Presentations Personal development plan

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Decide and adopt a healthy lifestyle to maintain the level of personal fitness and wellbeing required to meet people's needs for mental and physical healthcare.	Lectures Tutorials Seminars Team-Based Learning Academic and practice assessor supervision in clinical practice	Clinical simulation Problem solving Case formulations Feedback Self-directed study Group reflections on professional practice	Written assignments Clinical examinations OSCE Leadership portfolio Presentations Research project report Personal development plan
Students should be able to: Act as ambassadors, upholding the reputation of their mental health nursing profession and promoting public confidence in health and care services.	Lectures Tutorials Seminars Team-Based Learning Academic and practice assessor supervision in clinical practice	Clinical simulation Problem solving Case formulations Feedback Self-directed study Group reflections on professional practice	Written assignments Clinical examinations OSCE Leadership portfolio Presentations Research project report Personal development plan
Students should be able to: Work in partnership with people, families and carers to continuously monitor, evaluate and reassess the effectiveness of all agreed nursing care plans and care, sharing decision making and readjusting agreed goals, documenting progress and decisions made.	Lectures Tutorials Seminars Team-Based Learning Academic and practice assessor supervision in clinical practice	Clinical simulation Problem solving Case formulations Feedback Self-directed study Group reflections on professional practice	Written assignments Clinical examinations OSCE Leadership portfolio Presentations Research project report Complex patient interagency plan

b) Transferable Skills

i) Research Skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Conduct literature searches, review literature, and write a research proposal considering ethics and other methodology issues.	Seminars Online learning Tutorials Guided self-directed study Problem based learning Clinical supervision in practice Team-Based Learning Academic and practice assessor supervision in clinical practice	Clinical simulation Problem solving Case formulations Feedback Self-directed study Group reflections on professional practice	Written assignments Clinical examinations Leadership portfolio Presentations Research project report
Students should be able to: Collect and analyse data, and present research appropriately.	Seminars Online learning Tutorials Guided self-directed study Problem based learning Clinical supervision in practice Team-Based Learning Academic and practice assessor supervision in clinical practice	Clinical simulation Problem solving Case formulations Feedback Self-directed study Group reflections on professional practice	Written assignments Clinical examinations Leadership portfolio Presentations Research project report

ii) Communication skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Communicate effectively using a range of skills and strategies with colleagues and people at all stages of life who have a range of mental, physical, cognitive and behavioural health challenges.	Lectures Tutorials Seminars Team-Based Learning Academic and practice assessor supervision in clinical practice	Clinical simulation Problem solving Case formulations Feedback Self-directed study Group reflections on professional practice	Written assignments Clinical examinations OSCE Leadership portfolio Presentations Research project report Research poster Complex patient interagency plan

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Apply the skills and abilities required to manage and maintain appropriate relationships with people, their families, carers and colleagues.	Lectures Tutorials Seminars Team-Based Learning Academic and practice assessor supervision in clinical practice	Clinical simulation Problem solving Case formulations Feedback Self-directed study Group reflections on professional practice	Written assignments Clinical examinations OSCE Leadership portfolio Presentations Research project report Complex patient interagency plan
Students should be able to: Use appropriate communication skills and strength-based approaches to support and enable people to make informed choices about their care.	Lectures Tutorials Seminars Team-Based Learning Academic and practice assessor supervision in clinical practice	Clinical simulation Problem solving Case formulations Feedback Self-directed study Group reflections on professional practice	Written assignments Clinical examinations OSCE Leadership portfolio Presentations Research project report Complex patient interagency plan
Students should be able to: Empower patients in management of health challenges in order to have satisfying and fulfilling lives within the limitations caused by reduced capability, ill health and disability.	Lectures Tutorials Seminars Team-Based Learning Academic and practice assessor supervision in clinical practice	Clinical simulation Problem solving Case formulations Feedback Self-directed study Group reflections on professional practice	Written assignments Clinical examinations OSCE Leadership portfolio Presentations Research project report Complex patient interagency plan

iii) Data Presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Present statistical findings correctly and to present other research findings clearly with the correct interpretation of data.	Lectures Tutorials Seminars Team-Based Learning Academic and practice assessor supervision in clinical practice Guided independent learning	Clinical simulation Problem solving Case formulations Feedback Self-directed study Group reflections on professional practice	Written assignments Clinical examinations Leadership portfolio Presentations Research project report Research poster

iv) Information Technology

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Use computer programmes to analyse data and to use computer packages to produce clear presentation of information.	Lectures Tutorials Seminars Team-Based Learning Access and use of centre for academic achievement Guided independent learning	Problem solving Information Technology professional development and Feedback Self-directed study Group reflections	Written assignments Leadership portfolio Presentations Research project report

v) Problem Solving

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Apply an evidence-based approach to problem-solving, and use research findings for real world problems in mental health nursing practice.	Lectures Tutorials Seminars observations Team-Based Learning Access and use of centre for academic achievement Guided independent learning	Clinical simulation Problem solving Case formulations Feedback Self-directed study Group reflections on professional practice	Written assignments Clinical examinations OSCE Leadership portfolio Presentations Research project report Complex patient interagency plan

vi) Working relationships

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Contribute in seminar groups and work to a high professional standard within the mental health nursing practice field and also multi-disciplinary team and wider provider collaborators.	Lectures Tutorials Seminars observations Team-Based Learning Academic and practice assessor supervision in clinical practice Guided independent learning	Clinical simulation Problem solving Case formulations Feedback Self-directed study Group reflections on professional practice	Written assignments Clinical examinations OSCE Leadership portfolio Presentations Research project report Research poster Complex patient interagency plan

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Safely and effectively lead and manage the nursing care of a group of people, demonstrating appropriate prioritisation, delegation and assignment of care responsibilities to others involved in providing care.	Lectures Tutorials Seminars observations Team-Based Learning Academic and practice assessor supervision in clinical practice Guided independent learning	Clinical simulation Problem solving Case formulations Feedback Self-directed study Group reflections on professional practice	Written assignments Clinical examinations OSCE Leadership portfolio Presentations Research project report Complex patient interagency plan

vii) Managing learning

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Self-motivate and self-direct learning, schedule work adequately and meet deadlines	Guided independent learning Team-Based Learning Seminars Academic and practice assessor supervision in clinical practice	Problem solving Feedback Self-directed study Group reflections on professional practice	Written assignments Leadership portfolio Presentations Research project report Personal development plan
Students should be able to: Take responsibility for continuous self-reflection, seeking and responding to support and feedback to develop their professional knowledge and skills.	Lectures Tutorials Seminars Team-Based Learning Academic and practice assessor supervision in clinical practice Guided independent learning	Clinical simulation Problem solving Case formulations Feedback Self-directed study Group reflections on professional practice	Written assignments Clinical examinations OSCE preparation Leadership portfolio Presentations Research project report Personal development plan

viii) Career Management

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Manage their career progression and evaluate opportunities in Mental Health nursing practice with an understanding of how transferrable skills can be applied in personal and professional development.	Lectures Tutorials Seminars Team-Based Learning Academic and practice assessor supervision in clinical practice Guided independent learning	Clinical simulation Problem solving Case formulations Feedback Self-directed study Group reflections on professional practice	Written assignments Clinical examinations OSCE Leadership portfolio Presentations Research project report Personal development plan
Students should be able to: Recognise the importance of exercising political awareness throughout their career in order to influence decision making in mental health nursing to continuously improve quality of care, patient safety and cost effectiveness.	Lectures Tutorials Seminars Team-Based Learning Academic and practice assessor supervision in clinical practice Guided independent learning	Clinical simulation Problem solving Case formulations Feedback Self-directed study Group reflections on professional practice	Written assignments Clinical examinations OSCE Leadership portfolio Presentations Research project report Personal development plan
Students should be able to: Plan professional development that develops resilience and emotional intelligence.	Lectures Tutorials Seminars Team-Based Learning Academic and practice assessor supervision in clinical practice Guided independent learning	Clinical simulation Problem solving Case formulations Feedback Self-directed study Group reflections on professional practice	Written assignments Clinical examinations OSCE Leadership portfolio Presentations Research project Personal development plan
Students should be able to: Explain and reflect on the rationales that influence their judgments and decisions in routine, complex and challenging situations.	Lectures Tutorials Seminars Team-Based Learning Academic and practice assessor supervision in clinical practice Guided independent learning	Clinical simulation Problem solving Case formulations Feedback Self-directed study Group reflections on professional practice	Written assignments Clinical examinations OSCE Leadership portfolio Presentations Research project report Personal development plan

10. Progression points

This programme follows the standard Scheme of Progression set out in [Senate Regulations](#) – see the version of *Senate Regulation 6 governing postgraduate programmes* relevant to the year of entry.

In cases where a student has failed to meet a requirement to progress, they will be required to withdraw from the course.

a) **Course transfers** N/A

b) **Year in Industry** N/A

11. Criteria for award and classification

This programme follows the standard scheme of postgraduate award and classification set out in [Senate Regulations](#) – see the version of *Senate Regulation governing postgraduate programmes* relevant to the year of entry.

Additional information:

- Students must complete the Practice Assessment Digital Document during the programme. They must also pass the *Practice Portfolio* assessment of proficiencies in practice (EPAD) in module NU7004, achieve a mark of 50.00% or above in the *Clinical Simulation* assessment of module NU7001, and obtain a mark of 50.00% or above in the *Research Project Report* of module NU7006.

- Students who:
    1) successfully complete all the requirements to be awarded the MSc in Mental Health Nursing practice with Leadership, **and**
    2) complete the MHCBT route to NMC registration

    will be added onto the NMC register and their names be placed in the appropriate part of the nursing register.

12. Special features

The programme is being led at professorial level by an experienced NMC registered mental health clinician with a comprehensive portfolio of clinical mental health practice in the NHS, publishing and conference presentations.

- Students have the opportunity to learn in a leading research-intensive University with an outstanding international reputation.

- The programme will make extensive use of simulated clinical skills with actors as patients throughout clinical skills tutorials. These clinical simulations will provide constructive patient-centred feedback in additional to clinical feedback from tutors, giving students a much more rounded insight into their performance in preparation for clinical practice.

- The Nursing programme is closely connected to local NHS Acute and Mental Health hospital Trusts and has dedicated state of the art clinical simulations bays with a range of advanced technical and clinical resources for formative practice.

- The focus on leadership throughout the programme is distinctive and is currently unique for the MSc in mental health nursing practice with leadership. The acquisition of an MSc is distinctive in Leicestershire, which, combined with the focus on leadership will enhance student employability potential, upon successful completion.

- Students will be mentored by experienced NHS clinicians and nursing experts / leaders within the profession as part of a learning set during the programme.

- Successful completion of the programme at masters' level, Completion of the NMC OSCE MHCBT and a focus on leadership will enhance graduate employability prospects as the shortage of mental health nurses is well documented.

- Subject to successful completion of the programme students will be able to explore job opportunities in the NHS and international mental health nursing opportunities. As leadership graduates, students will have the opportunity to be fast- tracked through their nursing careers, facilitated by a purposefully constructed leadership framework.

- Sessions in line with NHS mandatory training are also included, from Basic Life Support and Manual Handling through to safeguarding adults and children. Whilst this is covered post-qualification, these courses will underpin the responsibility placed upon students within their teams from the very beginning of their studies.

- The programme is equally split between 6 months in university covering modules in preparation for clinical practice and 6 months in a mental health placement provider covering safe and effective clinical mental health practice. Students will have practice placement supervision and be closely supported by university academic assessors.

12a. Research-inspired Education

Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:

RiE Quadrant	Narrative
Research-briefed Bringing staff research content into the curriculum.	**Research-briefed** Programme staff will draw on their own published research and the wider published literature to inform teaching in mental health practice and leadership. Clinical teaching sessions will allow for tutoring staff to showcase ongoing research with students along with their implementation of findings, and share approaches to research design. Learning outcomes are aligned to but not accredited by the NMC. NMC mental health practice guidance includes reference to evidence-based practice, lifelong learning and engaging with research literature for the generation of knowledge through research and clinical audit.
Research-based Framed enquiry for exploring existing knowledge.	**Research-based** Throughout the 1year MSc programme Students will be taught and expected to routinely implement evidence-based practice techniques during clinical work and patient management. Lectures, tutorials and seminars will make use of structured case examples with the application of existing clinical management guidelines to inform decision making. Written assessments will allow students to develop scientific writing skills and data presentation skills.
Research-oriented Students critique published research content and process.	**Research-oriented** Students will review clinical management guidelines, including the evidence base from which they are derived and how this is applied in hospital, community and other clinical settings. They will also participate regular group reflective practices and portfolio development sessions where they will review and critique content from a range of scientific disciplines which inform the delivery of care and clinical decision making. Students will be expected to conduct literature searches and appraisals as part of a project module, in addition to undertaking a clinical audit whilst on placement.

	Research-apprenticed
Research-apprenticed Experiencing the research process and methods; building new knowledge.	In clinical practice students will experience first-hand the process of synthesising knowledge relating to mental health practice whilst undertaking clinical project assessments. Working with supervisors, students will identify and develop a research question, design and implement an experimental approach and analyse the results. These will be used to build knowledge and insights for potential publication. As part of this, students will be expected to present their findings to colleagues and be able to answer relevant questions. Students will be supported with Library and Centre for Academic Achievement advice including searching and referencing software. Additionally, whilst on placement, students will be expected to conduct a clinical audit to help inform local service delivery.

As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:

Within the curriculum, students will present a research poster in a simulation of a mental health care conference in order to present the findings of their own research work (NU7006). Lecturers and cohorts from the existing UoL nursing programme will be encouraged to attend to strengthen interaction between groups and also to inform and inspire younger students.

Beyond the curriculum, students will join reflective research inspired groups which will be delivered by invited staff and guest speakers and leaders from mental health clinical practice to present research material for discussion. Additionally, lecture materials will include recent references to research and findings to ensure that the most current knowledge from mental health practice and wider associated multi-disciplinary healthcare professions is shared.

NHS and private mental health provider opportunities will also be promoted to students to enable them to participate in events outside of the academic programme and within practice or commissioner led integrated care board conferences.

Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:

Teaching on the MSc mental health programme has been designed around a wide range of published and current literature regarding clinical teaching delivery, both in mental health, Biopsychosocial determinants and wider healthcare professions. This includes alignment to and expansion on the existing undergraduate nursing with leadership dual field programme.

The integration of placements throughout the MSc programme in addition to team- and problem-based learning will be based upon published literature which supports these approaches to clinical exposure and professional development.

13. Indications of programme quality

Internal assessment of programme quality is assessed by the University Programme and Portfolio Development Group (PPDG) and Programme Approval Panel (PAP). The standard process of External Examination and Programme Validation as specified in the Senate Regulations will take place. Annual monitoring, alignment to the existing University Nursing with leadership programme and updates to any national mental health practice guidance will be reviewed. An account of the programme in the National Student Survey will be an indication of its quality along with areas for continued development. External Examiners will annually review the programme for consistency and quality in assessment and marking. Graduate student exit destination data (employability rates) will be captured for graduates from this programme.

Peer observation of teaching and peer observation of marking also support quality improvement. More broadly, School-wide Away Days offer the opportunity for staff from different disciplines to

share and exchange teaching ideas and practices to further ensure that programmes are continuously improved.

Staff are encouraged to explore and implement novel pedagogical concepts into teaching material and this will be reviewed regularly (and shared) at programme curriculum reviews, including staff and student feedback. Staff are supported by the school to gain accreditation from Higher Education teaching qualifications including but not limited to (S)FHEA in which they demonstrate their use of teaching theory to support their own professional practice and reflect on their current teaching and continuing professional development.

14. External Examiner(s) reports

As a new programme, there are currently no such reports, however the details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme will be found at exampapers@Leicester in due course.

Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

MSc in Mental Health Nursing Practice with Leadership

Level 7/Year Final   Delivery Year 2025/26   Intake Month April   Mode of Study Full Time Structure Credit breakdown

Status	Year long	Teaching period 1	Teaching period 2	Teaching period 3	Teaching period 4
Core	N/A	45	45	60	30

180 credits in total

Core modules

Delivery Period	Code	Title	Credits
Teaching Period 3 (April-July) Sem 2*	NU7001	**Preparing for safe and evidence-based clinical Practice** Teaching = mid-April to end May	30 credits
Teaching Period 3 (April-July) Sem 2*	NU7002	**Preparing for Mental Health Nursing Practice** Teaching = start June to mid-July	30 credits
Teaching Period 4 (July-September) Sem 2*	NU7003	**Preparing to manage and lead care in Mental Health** Teaching = mid-July to end-August	30 credits

Delivery Period	Code	Title	Credits
Teaching Period 1 (September - January) Sem 1 **	NU7004	**Mental Health Nursing in Practice** Teaching = end-Sept to start November	30 credits
Teaching Period 1 + 2 (September-April) Sem 1 **	NU7005	**Managing and Leading care in Mental Health Practice** Teaching = mid-November (9th) to early January	30 credits
Teaching Period 2 (January-April) Sem 2 **	NU7006	**Evidence into Practice Project** Teaching = start February to mid-March	30 credits

Notes

*= Teaching starts in Semester 2 but continues over the summer

**= Teaching starts in Semester 1 but continues into Semester 2

A Panel of Examiners will be held in September for NU7001, NU7002, NU7003. Students awarded reassessment attempts will take these in October, with a maximum of 60 credits permitted for reassessment over the whole programme. If all three modules have been failed after first attempt but one has the potential, at the point the taught modules are complete to be compensated then reassessments will be awarded for the two modules with marks below 40.00% only. If a student has failed 90 credits after first attempt with marks below 40.00%, they will STOP and be considered by a Board of Examiners for Course Termination.

A Panel of Examiners for NU7004 and NU7005 and a Progression Board of Examiners will be held at the end of January. Students who are not eligible to progress to NU7006 *Evidence into Practice Project* at this point of the course will STOP and – depending upon the number of taught credits passed – will either have reassessments in February or will be considered for a lower award or course termination, as appropriate. Students eligible after reassessment in February to proceed to NU7006 *Evidence into Practice Project* will do so, starting the project at a later point than those meeting eligibility requirements in January to proceed to NU7006.

An Awarding Board of Examiners will be held in April. Reassessments awarded by this Board of Examiners will take place in May.

Appendix 2: Module specifications

See postgraduate module specification database (Note - modules are organized by year of delivery)