

## Mental Health Nursing programmes – A partnership in learning



Students following the undergraduate and postgraduate programmes in Mental Health Nursing are not only valued key stakeholders but also active co-designers of the curriculum. In line with serving a student-centred learning environment, the [Department of Mental Health](#) within the [Faculty of Health Sciences](#) has established a dedicated **Student Curriculum Committee**.

Through this committee and annual student-led discussions, representatives from each cohort share ideas on course delivery, content, and any emerging concerns. The outcomes of these sessions are compiled into a collective report, which is reviewed by the Board of Studies. Feedback is then shared with students to ensure transparency and continued dialogue.

In addition, several study-units include a slot in the timetable which is intentionally dedicated to allow students to discuss and propose lecture topics. This approach empowers students to become agents of their learning process by identifying and addressing gaps in their knowledge and competencies. For example, in the Master of Science in Mental Health Nursing, as a result of this approach, emerging topics such as transcultural nursing, LGBTIQ+ issues, Eye Movement Desensitisation and Reprocessing or Dialectical Behaviour Therapy have been integrated into the programme.

This ongoing collaboration and co-designing ensures the curriculum remains relevant and responsive and supports one of the key goals of the [Learning and Teaching](#) pillar of the University's [Strategic Plan 2020-2025](#).

*Through this [Quality Mailshot Initiative](#), the [QAC](#) aims to disseminate best practices at UM that align with both national and European standards for quality in higher education. If you have an example of good QA practice which you would like us to share, please get in touch with us at [gac@um.edu.mt](mailto:gac@um.edu.mt)*