Module Descriptor

Title	Independent Study: Mental Health		
Session	2024/25	**Status**	
Code	NURS11121	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Matthew Reid		

Summary of Module

Independent study offers a flexible and creative option for students wishing to explore an area of Mental Health Practice in more depth. The primary aim of the module is to advance the students' knowledge, understanding and application of contemporary literature in their chosen area. It is intended that students will develop the skills to plan, organise and execute a literature review within a specified time frame and develop their skills of critical analysis, thinking and writing. The module is designed to advance student development in the domain of their chosen pathway. The independent study topic will be selected before the start of the module with the module coordinator. Students will choose a topic relevant to their dissertation.

The above skills acquisition, contributes to the development of the UWS Graduate Attributes: Universal - critical thinking, analytical, inquiring, culturally aware, emotionally intelligent, ethically-minded, culturally aware, collaborative, research-minded and socially responsible. Work-ready - knowledgeable, digitally literate, effective communicator, motivated, potential leader; and Successful - autonomous, incisive, creative, resilient, and daring.

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☐	Online[3] ☒	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London	☐ Online / Distance Learning ☐ Other (specify)	

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

			Paisley ☐		
Terms for Module Delivery	Term 1	☒	Term 2 ☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3 ☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate a critical understanding of the specialised theories, principles and concepts on a topic relevant to their mental health practice.
L2	Plan and execute a critical investigation into the policy guidance and research evidence surrounding the chosen topic.
L3	Synthesise the available literature in order to comprehensively appraise or to support proposals for change in regards to the chosen topic.
L4	Demonstrate the ability to influence change through the production of a paper suitable for publication within a relevant peer reviewed journal.
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** Demonstrate extensive knowledge and understanding of a selected area of mental health practice Integrate and synthesise prior knowledge and understanding of mental health practice. Develop a deeper understanding of your chosen area through critical reading and thinking
Practice: Applied Knowledge and Understanding	**SCQF 11** Analyse and evaluate multiple complex variables to produce a piece of work that shows how it can impact on Mental Health Practice Critically reflect on ones personal and professional development from this period of independent study. Develop a range of cognitive and communication skills to disseminate, present and publish written work
Generic Cognitive skills	**SCQF 11** Retrieve, interpret and synthesise primary and secondary information from a variety of sources including electronic data. Critically reflect, think and write about your chosen area of Practice

Communication, ICT and Numeracy Skills	**SCQF 11** Utilise a range of ICT applications to access, retrieve and write about your chosen area of mental health practice. Demonstrate your ability to write a clear, structured, coherent document that is reflective of critical analysis and synthesis of information.
Autonomy, Accountability and Working with Others	**SCQF 11** Demonstrate the skills of organisation and time management throughout the period of study. Engage with and work with others independently to achieve completion of the learning outcomes.

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. This module involves the student undertaking a period of independent study supported by a tutor in a supervisory capacity. The time frame, objectives and direction of the project are student led and supported by the tutor The module will be guided by social constructivist epistemology, encouraging shared learning and recognising the students previous experience and knowledge and the value this has in a shared learning process. The module materials will be delivered online and will be supported through related skills practice, augmented by preparatory reading and follow up discussion. Discussion within these meetings will shape the content of subsequent online discussion. Peer support will also be encouraged through the development of online discussion boards and a module social media platform.   Prior to commencing the module students should ensure that they have access to the technology and understanding required to access online materials and to participate within online video communication.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Asynchronous Class Activity	12
Independent Study	170
Tutorial / Synchronous Support Activity	18
Please select	

Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Aveyard, H. (2023) Doing a literature review in health and social care: A practical guide. 5th edn. London: Open University Press   NHS England (2014) NHS Improving Quality: First steps to quality improvement: a simple guide to improving services. Available at: https://www.england.nhs.uk/improvement-hub/wp-content/uploads/sites/44/2011/06/service_improvement_guide_2014.pdf (Accessed: 26 February 2023)   Jaidka, K., Khoo, C.S.G and Na, J. C. (2013) Literature review writing: how information is selected and transformed. Aslib Journal of Information Management, 66(3), pp. 303-325. Available at: https://doi.org/10.1108/00012531311330665   Greenhalgh, T. (2019) How to read a paper: the basics of evidence-based medicine. 6th edn. West Sussex: Wiley- Blackwell   Keeling, J. Chapman, H.M and Williams, J.(2013) How to write well; a guide for health and social care students. London. Sage.   Wallace, M. and Wray, M. (2021) Critical reading and writing for postgraduates. 4th edn. London: SAGE
(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.
For the purposes of this module, academic engagement equates to the following:
In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure
Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:
Students are required to attend online tutorials or to evidence engagement with the tutorials through review of the session recordings and contributions to the related online discussion.

Students will be expected to access programme materials at least once every 2 weeks of the taught component.	

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. Students must be able to access and use appropriate ICT equipment to undertake the period of study and to gain access to UWS Virtual learning Environment, student e-mail and internet resources available to all students. The programme is designed to be as accessible as it can be to all practitioners working with mental health and integrated practice outcomes. That it is delivered online and linked strongly with the students workplace activities means that it is open to, and welcoming of, the diversity evident within that workforce. The School of Health and Life Sciences believe that education and participant diversity are central to achieving quality of motivational enhancement skills within a clinical/other work environment. Within the programme, sensitivity, inclusiveness and employability are achieved by: • Provision of a welcoming and supportive culture that promotes accessibility and equal opportunities to prospective participants and participants. • Promotion of confidence and knowledge of participants' rights. • Promotion of respect and knowledge of the diverse needs and rights of participants and their clients. The above aims, supported by staff belief in fairness and equal opportunities, guide content, teaching and learning, assessment and evaluation. Disability disclosure is encouraged throughout recruitment, selection and throughout the duration of this module. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced. To enable the module to be responsive to the demand for equality and diversity, processes and procedures have been subject to Equality Impact Screening and where appropriate Equality Impact Assessment. Evaluation by all key stakeholders throughout the life of the module is also central to meeting our commitments. (N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)
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Supplemental Information

Divisional Programme Board	Mental Health Nursing Midwifery Health
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ Yes ☒ No **If this module is eligible for compensation, there may be cases where compensation is not permitted due to**

	programme accreditation requirements. Please check the associated programme specification for details.
School Assessment Board	Health and Life Sciences
Moderator	Suzanne Thomson
External Examiner	I McGowan
Accreditation Details	N/A
Module Appears in CPD catalogue	☐ Yes ☐ No
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Formative Assessment: Students should submit an outline plan of their chosen area of study for feedback.
Summative (100% weighting)
This assessment involves the student choosing an area of contemporary Practice to study independently. The student is required to conduct a literature review in a subject that will be relevant to their dissertation. The assignment instructions will be detailed in the module handbook and students will be invited to present their written work in the style of a journal article. The option to submit for publication and disseminate work wider is available to all students and this can be discussed with their assigned academic supervisor. Pass grades are as determined by current UWS regulations.
Assessment 2
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.
(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Review/ Article/ Critique/ Paper	☒	☒	☒	☒	☐	100	18

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	When	Who
Revised for AY 24/25	August 24	Matthew Reid