Module Descriptor

Title	Forensic Risk Assessment and Risk Management		
Session	2026/27	**Status**	Published
Code	NURS11136	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Yvonne Murray		

Summary of Module

The aim of this module is to enable students to explore the subject of risk assessment and risk management in relation to forensic patients at each stage of the patient journey.

The students will develop a comprehensive knowledge of and an ability to appraise the different approaches associated with risk assessment and risk management. There is a further expectation that on completion of this module students will have developed an understanding of the skills to carry out various risk assessments under supervision, they will also be capable of employing a number of risk management strategies and be able to report these competently.

The origin of risk assessment tools is explored and the many changes and developments that have occurred over the years is discussed. The topics covered include: Approaches to risk assessment and structured professional judgement; SPJ tools: HCR-20, SARA, RSVP, SAM, SAPROV; Formulation and risk management; Report writing.

This module will develop UWS graduate attributes, such as: critical thinking; effective communicator and daring practitioner.

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	

[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		☐ Other (specify)	
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	Critically analyse the approaches to risk assessment and risk management.
L2	Use specialist skills to participate in a multi-disciplinary meeting focused on one of the key risk assessment tools.
L3	Understand the specialist concepts of risk and psychological models /interventions.
L4	Have the skills to carry out a violence risk assessment, sexual violence risk assessment, domestic violence risk assessment and a stalking risk assessment under supervision.
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** Explore and demonstrate critical understanding of both the theory and practice of risk assessment and risk management of forensic patients.
Practice: Applied Knowledge and Understanding	**SCQF 11** Critically examine the application of knowledge and skills required by professionals during a multi-disciplinary team review. Using a significant range of professional skills apply the principles of risk assessment and risk management to forensic patients.
Generic Cognitive skills	**SCQF 11** Critically assess the links between assessment and implementation of different management strategies. Critically analyse and reflect upon current literature and practice within this subject area to make informed judgements on options for best practice.
Communication, ICT and Numeracy Skills	**SCQF 11** Critically appraise the communication strategies used to share confidential data in a multi-professional context using multiple technologies.
Autonomy, Accountability and Working with Others	**SCQF 11** Develop a reflective analysis of the role in risk assessment and risk management initiatives including the role of other professionals within the multi-disciplinary team and their explicit contribution to a shared approach to improved patient care.

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 is delivered by fully distance learning utilising AULA as the Virtual Learning Environment (VLE). In this mode of delivery, students are learning fully online and are supported by the VLE. On-line students will receive individual and group tutorial support and directed learning via the VLE system. This will be aided by asynchronous online AULA Community feed discussion posts; virtual learning activities; tutorials (on-line or face to face via Microsoft TEAMS); directed wider reading including access to electronic library and e-books. All students will be expected to work through the on-line module materials independently via AULA. This will assist in enhancing skills of communication, presentation, problem-solving and critical reflection.

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)
Lecture / Core Content Delivery	18
Asynchronous Class Activity	6
Independent Study	176
n/a	
n/a	
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Douglas, K.S., Yeomans, M. & Boer, D.P. (2005). Comparative Validity Analysis of Multiple Measures of Violence Risk in a Sample of Criminal Offenders. Criminal Justice and Behavior, 32, 479-510. Hart, S.D. & Cooke, D.J. (2013). Another Look at the (im)precision of Individual Risk Estimates made using Actuarial Risk Assessment Instruments. Behavioural Sciences and the Law, 31, 81-102. Hart, S.D., Sturmey,, P., Logan, C.& McMurran, M. (2011). Forensic Case Formulation. International Journal of Forensic Mental Health, 10, 118-126. Risk Management Authority (2006). Risk Assessment Tools Evaluation Directory (RATED). Risk Management Authority, Scotland.

Fazel, S., Singh, J.P., Doll, H. & Grann, M. (2012). Use of Risk Assessment Instruments to Predict Violence and Antisocial Behaviour in 73 samples involving 24 827 people: Systematic Review and Meta-Analysis. British Medical Journal, 345, e4692.

Douglas, K.S.; Hart, S.D, Webster, C.D. & Belfrage, H. (2013). HCR-20 V3: Assessing Risk for Violence – User Guide. Mental Health, Law and Policy Institute, Canada.

Farrington, D.P., Joliffe, D. & Johnstone, L. (2008). Assessing Violence Risk: A Framework for Practice. www.rmascotland.gov.uk

Logan, C. & Johnstone (Eds.) (2013). Risk Assessment and Management: Clinical Guidelines for Effective Practice. Routledge, New York.

Hart, S.D. & Cooke, D.J. (2013). Another Look at the (im)precision of Individual Risk Estimates made using Actuarial Risk Assessment Instruments. Behavioural Sciences and the Law, 31, 81-102.

(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 attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on Aula. Complete assessments and submit these on time.

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.

Within this module, quality of care, inclusiveness and employability are achieved by:

Provision of a welcoming and supportive culture that promotes accessibility and equal opportunities to students and prospective students

Promotion of confidence and knowledge of their rights as a student and employee

Promotion of respect and knowledge of client diversity, their needs, rights and associated practitioner responsibilities

The above aims are supported by staff belief in fairness and equal opportunities and thus guide the content, teaching and learning, assessment and evaluation.

Anticipatory' and 'reasonable' adjustments are grounded in 'competence standards' – specifically, the core requirements for progression / achievement in placement / module. Anticipatory adjustments have been made and 'reasonable adjustments' can be made available in teaching and learning strategies to promote accessibility of the module. For students who have disclosed a disability, the UWS Disability Service (DS) will assess the individual's strengths and support needs and then forward a Student Support Form to the appropriate DS Co-ordinator who will circulate the form to all of the relevant teaching staff. 'Reasonable adjustments' may include adapted or specialised equipment or further specialist assessment or support (e.g. assessment by an Educational Psychologist, extended time for presentations or assessments). If funding is required, this can be organised by the DS

and funded by the School. Reasonable adjustments, in line with DS recommendations for the assessment of the individual student can be assured. 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. Students should approach the Disability Service as early as possible to discuss support. Details of the service can be found at: www.uws.ac.uk/disabilityservice/
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

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	MHMH L9-11
Moderator	Donna Maguire
External Examiner	L Gilling
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Formative assessment: Using the online AULA Community feed (asynchronus element), students will be presented with a critical statement regarding a live issue present in forensic mental health services (which relates to the learning outcomes). They will be tasked with offering their rebuttal to the statement, supported with robust citation from academic journals. Students will be expected to offer critical comment on at least two other student inputs on the Community feed. They will be provided with feedback with a view to developing their skills and critical thinking linked to the summative assessment. Summative Assessment: Students will write a reflective diary including eight entries - 500 words each week - written in an academic style with a minimum of 4 references in each diary (100% weighting).
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**
Workbook/ Laboratory notebook/ Diary/ Training log/ Learning log	☒	☒	☒	☒	☐	100	0

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%	0 hours

Change Control

What	**When**	**Who**