Module Descriptor

Title	Complex Behaviours		
Session	2026/27	**Status**	Published
Code	NURS11140	**SCQF Level**	11
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**Health and Life Sciences**		
Module Co-ordinator	James Taylor		

Summary of Module

The module will introduce students to a variety of assessment and risk management strategies to deal with problem behaviours in sexual offenders, violent offenders and personality disordered offenders. There is a further expectation that on completion of this module students will have developed the skills to identify key features of offenders and understand the complexity associated with the legal and ethical implications in practice.

The module covers the development of 'personality', definitions and theories of personality disorder (including myths surrounding personality disorder) – developing a shared understanding and universal definition. It also looks at the prevalence of people with personality disorder and diagnosis and assessment methods are presented including people with psychopathic personality disorder. Interventions and risk assessment are introduced, including a focus on legal and ethical issues. The management of personality disorder in the community is explored, incorporating organisational and supervision requirements for those working with complex health needs.

An introduction to sexual offending is offered - including prevalence, aetiology, typologies and impact. Mental disorder and sexual offending is explored.Special groups are considered, such as females, young people, internet and sexual homicide. Violent and aggressive behaviours are also covered in this module, although not as extensively as sexual behaviours.

The learning and teaching strategies on this module contribute to the development of UWS graduate attributes as outlined in "I am UWS" see link: Graduate Attributes (uws.ac.uk)

The aim of this module is to enable students to acquire a comprehensive knowledge of the theory and empirical evidence linked with sexual or violent offending and with personality disordered offenders.

Meets SDG 3,4,10,11 and 16.

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☐	Online[3] ☒	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☒ Online / Distance Learning ☐ 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 literature relating to people with personality disorder and formulate specific hypotheses.
L2	Critically appraise risk assessment and risk management models and appreciate different treatment approaches.
L3	Participate and critically reflect upon a multi-disciplinary meeting focused on clients with PD / Violent and aggressive behaviour or Sex offending.
L4	Understand the issues of relevance to the assessment and management of special groups e.g. internet offenders, adolescents, females.
L5	Be able to demonstrate the application of academic knowledge to their own practice.

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** A critical understanding of the theories and principles of personality disorder, sexual and violent behaviours in forensic mental health services. Extensive and critical knowledge of some specialized areas of treatment for forensic patients.
Practice: Applied Knowledge and Understanding	**SCQF 11** Apply critical knowledge to clinical situations, for example at multi-disciplinary team reviews.

[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

	Plan and execute the analysis and presentation of the findings of a case study.
Generic Cognitive skills	**SCQF 11** Identify and define abstract problems and issues and develop creative responses when applying new academic knowledge to own area of practice Critically analyse the links between diagnoses and treatment and management approaches.
Communication, ICT and Numeracy Skills	**SCQF 11** Communicate effectively and appropriately in speech and writing. Interpret complex secondary materials. Make effective use of information retrieval systems and use information technology applications.
Autonomy, Accountability and Working with Others	**SCQF 11** Work effectively, together with others in groups or teams, taking a leadership role where appropriate. Reflect on leadership style, and ability to contribute to the group processes.

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 is a 30 credit level 11 module. The current position is a that 10 hours per credits is the accepted working norm - thus a 30-credit module is 300hours of notional student study effort. This module is delivered by fully distance learning utilising AULA as the Virtual Learning Environment (VLE). Distance learning students: In this mode of delivery, students are learning fully online and are supported by the VLE. On-line students will receive core module resources; individual and group tutorial support and directed learning via the VLE system. This will be aided by asynchronous online discussion using AULA; 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 take responsibility for their own learning and work through the on-line module materials independently via AULA. This will assist in enhancing skills of communication, presentation, information abstraction and problem-solving, and critical analysis and reflection. Module content reflects societal diversity and a rights-based approach to practice. To promote accessibility, anticipatory adjustments have been made to teaching and learning strategies e.g. availability of electronic copies of lecture materials. Further reasonable adjustments can be made for students who have been assessed as requiring specific adjustments e.g., specialised equipment or software.

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	36
Asynchronous Class Activity	18
Independent Study	246
n/a	
n/a	
n/a	
TOTAL	300

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Bandura, A. & Walters, R. (1963). Social Learning and Personality Development.

Bandura A (1999): Social cognitive theory of personality. In Pervin L, John O (eds), Handbook of personality: Theory and research, 2nd ed. N.Y: Guilford Press, pp 154-196

Craig, L.A., Gannon, T.A. and Dixon, L. (eds.) (2020) The Wiley Handbook of What Works with Sexual Offenders: Contemporary Perspectives in Theory, Assessment, Treatment, and Prevention. Chichester: Wiley-Blackwell. DOI:10.1002/9781119439325

Hare, R.D., & and Neumann, C. S., (2008 Psychopathy as a Clinical and Empirical Construct Annu.Rev. Clin. Psychol. 2008. 4:217–462.

Hare RD. 2003. The Hare Psychopathy Checklist-Revised. Toronto, ON: Multi Health Syst. 2nd ed.

Livesley, W. Larstone, R. (2018) Handbook of Personality Disorders. Theory, Research and Treatment. Guilford Press. https://uws primo.hosted.exlibrisgroup.com/permalink/f/va1p8n/44PAI_ALMA5162774650003931

Linehan MM (1993b): Cognitive-behavioral treatment of borderline personality disorder. New York:Guilford.

Patrick, C.J. (2018) Handbook of Psychopathy. 2nd Edition. Guilford press https://uws-primo.hosted.exlibrisgroup.com/permalink/f/1a10t95/44PAI_ALMA5143939300003931

Tully, R.J., Barbaree, H.E., Gannon, T.A. and Ward, T. (eds.) (2025) Best Practices in Sexual Offender Assessment and Management. Cham: Springer. https://doi.org/10.1007/978-3-031-83135-5

Winters, G.M. and Jeglic, E.L. (2022) Sexual Grooming: Integrating Research, Practice, Prevention, and Policy. Cham: Springer. https://doi.org/10.1007/978-3-031-07222-2

(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:

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

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. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.
(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	Yvonne Murray
External Examiner	L Gilling
Accreditation Details	

Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Summative assessment category 1: Case study - 4,000 words (60%).
Assessment 2
Summative assessment category 2: Annotated bibliographies x10 (40%).
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**
Case study	☐	☒	☒	☒	☒	60	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Review/ Article/ Critique/ Paper	☒	☐	☐	☐	☐	40	0

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**
