Module Descriptor

Title	Managing Mental Health through the CJS		
Session	2026/27	**Status**	Published
Code	NURS11163	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	James Taylor		

Summary of Module

Using a 'pathway' analogy the module follows the possible routes people with mental health problems take as they come into contact with criminal justice services and its processes and procedures. Starting at the point of arrest or first detention, the module will examine each stage of contact a person with mental health problems can have: examining the interviewing and questioning procedures, court attendance and its associated processes, diversion opportunities, committal to custody to prison or secure hospital care, and finally support on release from custody back the community. While much of the focus will be on those who have committed an offence, an examination of how people with mental health problems who are victims and/or witnesses of offences engage with criminal justice services will also be explored. This module also provides an opportunity to explore, compare and contrast how criminal justice systems, nationally and internationally, engage with people with mental health problems.

Additionally, engaging in this module will require the demonstration and/ or development of a range of graduate attributes and skills. The module, delivered via distance learning, fosters collaborative approaches, develops digital literacy and communication skills, and requires a high level of self-motivation. Engagement with learning material and assessment develops analytical and critical thought, but also fosters an inquiring mindset as students explore mental health and criminal justice practices from a cross the globe.

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 module 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 evaluate the processes and practices of criminal justice services when they engage with a person with mental health problems who offends.
L2	Critically appraise the processes and practices of criminal justice services engagement with victims and/ or witnesses with mental health problems.
L3	Identify differences in approaches between the different justice services, locally, nationally and internationally when interacting with people with mental health problems.
L4	Compare, contrast, and reflect upon similarities and differences in criminal justice service practices across international boundaries when they engage with a person with mental health problems.
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 a critical knowledge, understanding and appraisal of how criminal justice systems engage with people with mental health problems.
Practice: Applied Knowledge and Understanding	**SCQF 11** Critically review new developments and the differences in approaches across criminal justice services nationally and internationally.

[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

Generic Cognitive skills	**SCQF 11** Critically analyse and reflect upon current literature and practice within this subject area to make informed judgements on options for best practice. 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** Use a range of advanced skills including academic writing and referencing skills, analysis and interpretation of complex information and appropriate ICT skills to aid dissemination of information.
Autonomy, Accountability and Working with Others	**SCQF 11** Exercise autonomy and initiative in undertaking individual pieces of work. Work with, and take responsibility, for one and others work.

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 distance learning module delivered fully online via AULA as the Virtual Learning Environment (VLE). In this mode of delivery students will take part in a range of on-line student-centred activities with the lecturer and student peers. The content focuses on the various criminal justice services contact points (such as arrest, police custody assessment and interview, court attendance and disposal, incarceration, and imprisonment) a person with mental health problems can have. Content includes but is not limited to, reading, writing, and reflective activities, and requires students to self-complete the learning and teaching materials, and other interactive study tools. These activities will be undertaken as directed by the indicative module timetable to ensure students make satisfactory progress through the module, but students are reminded that at Masters level study they are responsible for their own learning. The learning material includes suggested and recommended reading, audio podcast and videos, and online asynchronous group activities. Students are also required to engage with online discussion forums where students are required to post publicly their responses to questions and activities they are set, provide comments to each other's responses, and engage in wider topic debate. Video conferencing, via Microsoft TEAMS, will be used by teaching staff to provide academic support to students and when required to facilitate further discussion on specific teaching materials/ activities. Further reasonable modifications to leaning and teaching approaches can be made to students who have been identified as requiring specific learning adjustments.	
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	16
Asynchronous Class Activity	24
Independent Study	160
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:

Depart of health (2009) The Bradley Report: Lord Bradley's review of people with mental health problems or learning disabilities in the criminal justice system. Department of Health, London. https://webarchive.nationalarchives.gov.uk/ukgwa/20130107105354/http://www.dh.gov.uk/prod_con sum_dh/groups/dh_digitalassets/documents/digitalasset/dh_098698.pdf

Department of Justice Northern Ireland (2016) Mental health and wellbeing and personality disorder: A guide for criminal justice professionals. Department of Justice https://www.justiceni.gov.uk/publications/mental-health-and-wellbeing-and-personality-disorders-guide-criminal-justice.

Durcan, G. (2016) Mental health and criminal justice: Views from consultations across England and Wales. Centre for Mental Health, London.

Durcan, G., Saunders, A., Gadsby, B. & Hazard A. (2014) The Bradley Report five years on Centre for Mental Health, London. https://www.centreformentalhealth.org.uk/sites/default/files/201809/Centre_for_Mental_Health_MH_and_criminal_justice_PDF.pdf

Fenge, .L, et al (2014) Mental health and the criminal justice system: the role of interagency training to promote practitioner understanding of the diversion agenda. Journal of Social Welfare and Family Law Vol36 Iss 1 http://dx.doi.org/10.1080/09649069.2014.891338

MacPhail, A. & Verdun-Jones, S. (2013) Mental illness and the criminal justice system. Paper prepared for Re-inventing Criminal Justice: The Fifth National Symposium Montreal Canada January 2013 https://icclr.org/wp-content/uploads/2019/06/Mental-Illness-and-the-Criminal-JusticeSystem-Final-VS.pdf?x96127

McConnell, P. & Talbot, J. (2013) Mental health and learning disabilities in the criminal courts: information for magistrates, district judges and court staff. Prison Reform Trust and Rethink Mental Illness. http://www.mhldcc.org.uk/media/493/RMI_PRT_MHLDCC_Sept2013.pdf

Michalski, J. (2016): Mental health issues and the Canadian criminal justice system*, Contemporary Justice Review, DOI:10.1080/10282580.2016.1226817

Pettit, B. et al (2013) At risk, yet dismissed: The criminal victimisation of people with mental health problems. Victim Support and Mind https://www.mind.org.uk/media-a/2113/at-risk-yet-dismissedreport.pdf

(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
Formative Assignment: Engagement with 3 out of 5 online activities linked to key criminal justice service 'pathway/contact' points via Community Feed and provided peer feedback to two peers for each Community Feed submission. Summative Assignment: The assignment is 4000 word essay comparing and contrasting how 2 different criminal justice services, for example, police and prisons, from at least 3 different Countries, engage with people with mental health problems, critically appraising the practices and processes of each of these services. 100% weighting Pass mark in line with university 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**
Essay	☒	☒	☒	☒	☐	100	0

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