Module Descriptor

Title	Realising Recovery in Mental Health		
Session	2026/27	**Status**	Published
Code	NURS08085	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Anthony Butler		

Summary of Module

This module is in the second year of the BSc Mental Health Nursing Programme. Through the involvement in module activities and assessments, students will develop recovery skills and enhance their ability to provide recovery focused care. This module is supported by a strong foundation of contemporary mental health policy and good practice guidance relating to recovery across the lifespan.

The module incorporates models and meaning of recovery; rights, social inclusion and stigma; personal perspectives of recovery; evaluating and promoting recovery in mental health practice, recovery focused care planning, and peer support.

Applied skills will be developed through simulation and assessment, where students will both apply and reflect on the principles of recovery and understand how to care in a recovery focused way negotiating a balance between the art and science of mental health practice.

Formative opportunities will be provided during this module in a variety of mechanisms which may include: feedback on classroom-based activities from academics and/or peers, feedback on performance of nursing skills and procedures, feedback on assessment plans or short pieces of formative work and feedback from wider university support services (e.g. Academic skills team).

This module contributes to the UN Sustainable Development Goals (SDGs) (2023) SDG 1 - No Poverty, SDG 3 - Good Health and Wellbeing, SDG 4 - Quality Education, SDG 8 - Decent Work and Economic Growth, and SDG 10 Reduced Inequalities, whilst also aligning to the graduate attributes of UWS; universal, work-ready and successful.

United Nations (2023) Sustainable Development: The 17 Goals. Available from: https://sdgs.un.org/goals

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	Demonstrate and apply the concept of recovery when assessing and supporting people with mental health needs.
L2	Respond and adapt to individual need when applying recovery focused skills in mental health nursing when planning and evaluating care.
L3	Identify and appraise tools and strategies which promote self-management and inclusion across a range of mental health conditions.
L4	Recognise and respond to how personal perspectives influence recovery and challenge stigma associated with mental ill health.
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 8** Developing a critical understanding of the individual experiences that are associated with the concept of recovery in mental health. In particular, the application of skills associated with structured assessment and planning of care across the lifespan within a variety of social and culture groups. The development of a critical understanding of core concepts around rights, relationships, partnership working and the delivery of compassionate care. An understanding of the professional, ethical, and legal aspects associated with contemporary

[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

	mental health nursing practice. This includes relevant legislation and policy in practice.
Practice: Applied Knowledge and Understanding	**SCQF 8** Critically identify and applied a range of evidence-based therapeutic skills suitable for supporting individuals in identifying and addressing their needs and goals. Applying a range of skills that support self-management and partnership working, promoting recovery and person-centred care. Critical consideration of the application of a trauma-informed approach to care provision in mental health.
Generic Cognitive skills	**SCQF 8** Critically evaluate the evidence-base associated with contemporary mental health nursing, undertaking evaluation of concepts and issues associated with risk, positive approaches to risk, self-management, and resilience in mental health. Discuss critically the concepts of person-centred and compassionate care across the lifespan.
Communication, ICT and Numeracy Skills	**SCQF 8** Evaluate and apply a range of approaches that meet the needs of individuals using a range of communication methods, including consideration of technology enabled care, eHealth, and digitally enabled approach. Apply a range of IT and numeracy skills to interpret data.
Autonomy, Accountability and Working with Others	**SCQF 8** Develop identity and self though autonomy and initiative, demonstrating accountability in through personal reflection and working as part of a team. Use reflective skills to develop a deeper understanding of self-awareness and working with others. Taking responsibility for actions and to understand the actions of others when working with a range of professional, ethical, and legal aspects of contemporary mental health nursing. Demonstrate knowledge and understanding in working in accordance with professional conduct requirements and the professional Code within nursing.

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. You will be taught through a combination of lectures, tutorials, workshops and, if part of this module, guided activity in our clinical skills laboratories. This will be supported by materials hosted on our virtual learning environment. Your time on campus is also designed to support your professional development as you work towards becoming a Registered Nurse. Group work, role play, and presentations help you to develop the communication, teamworking and leadership skills needed for professional practice.

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
Tutorial / Synchronous Support Activity	18
Personal Development Plan	3
Independent Study	161
n/a	
n/a	
TOTAL	200

Indicative Resources

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

IMROC (no date) IMROC Library. Available at: https://imroc.org/resources/imroc-library/ (Accessed: 13 January 2025).

Norman, I. and Ryrie, I. (eds.) (2018) The art and science of mental health nursing: principles and practice. 3rd ed. London: SAGE Publications.

Research into Recovery (no date) Research into Recovery: Supporting recovery-focused mental health services. Available at: https://www.researchintorecovery.com/ (Accessed: 13 January 2025).

SafeWards (no date) SafeWards: Evidence-based interventions for improving the experience of mental health patients. Available at: https://safewards.net/ (Accessed: 13 January 2025).

Scottish Recovery Network (no date) Scottish Recovery Network: Supporting recovery in mental health. Available at: https://scottishrecovery.net/ (Accessed: 13 January 2025).

StarWards (no date) StarWards: Improving mental health care. Available at: https://www.starwards.org.uk/ (Accessed: 13 January 2025).

(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 Nursing and Midwifery Council require that students complete 2300 hours of theoretical preparation. Therefore, there is an expectation that all students attend all scheduled activities associated with the module. This includes on campus and synchronous 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. This module is appropriate for all students. 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. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. In line with the Equality Act 2010 and UWS Refreshed Equality Outcomes 2021 - 2025 Public Sector Equality Duty Mainstreaming and Equality Outcomes Report 2021 (uws.ac.uk) (pp. 37 - 39) the School of Health and Life Sciences encourages the disclosure of support requirements, including disability, at the recruitment stage and throughout the duration of the module. Emphasis is placed on confidentiality of information, the benefits of disclosure, and that no detriment to progress will be experienced. The School will endeavour to make reasonable adjustments to teaching and learning approaches and arrangements for assessment, and (when applicable) periods of placement, where appropriate. All learning materials, activities and scenarios will utilise a diverse range of patients to reflect the diversity of students. Professional programmes have Standards of Proficiency which detail the knowledge, skills and understanding required to be met to permit professional registration to be able to practise safely and effectively in the profession. As an education provider for this professional programme, UWS is not able to adjust these standards. However, we can make reasonable adjustments to assist students in meeting these standards. The Nursing and Midwifery Council (2019) have additional information regarding reasonable adjustments which can be found here: https://www.nmc.org.uk/supporting-information-on-standards-for-student-supervision-and-assessment/student-empowerment/what-to-expect/reasonable-adjustments-if-applicable/
(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 L7-8
Moderator	Niamh Skelly
External Examiner	E Street
Accreditation Details	NMC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
The summative assessment for this module will take the form of an OSCE, during which students will demonstrate their ability to use appropriate assessment skills when supporting individuals in planning their care. Following the OSCE, students will complete a written care plan based on the OSCE experience to showcase and evidence their learning.
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**
Objective Structured Clinical Examinations (OSCEs)	☒	☒	☒	☒	☐	100	1

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%	1 hours

Change Control

What	**When**	**Who**
