Module Descriptor

Title	Managing Mental Health		
Session	2026/27	**Status**	Published
Code	NURS09236	**SCQF Level**	9
Credit Points	40	**ECTS (European Credit Transfer Scheme)**	20
School	**Health and Life Sciences**		
Module Co-ordinator	Marie McCaig		

Summary of Module

This module, which includes a practice-based learning component, will provide the student with the opportunity to care for people with a range of mental health care needs. It will allow the development of critical decision-making skills within a multi-disciplinary team. This will be facilitated within a range of mental health care settings.

The practice element will allow students to demonstrate an increasing degree of autonomy, working towards the equivalent of independence and at times working without direct supervision, where appropriate. Students will be facilitated to take the lead in relation to assessing, planning, implementing and evaluating safe and effective person-centered care, taking cognisance of professional and legislative requirements within mental health care delivery.

Skills to support people in self-management and recovery for a range of mental health issues including people with severe and enduring needs will be developed. The module will equip students to develop, demonstrate and utilise appropriate professional and graduate skills including management and leadership skills. The module will also facilitate the consolidation of the student's ability to make decisions and recommendations related to care load management and the delivery of safe, effective and evidence-based interventions.

Registered Nurses are responsible for managing care and are accountable for the delegation and supervision of care provided by others. They have a key role in inter-professional and multi-agency working and increasingly work in partnership with other service providers. The purpose of this module is to provide students with the knowledge and skills to deliver and manage care within this changing landscape and to develop confidence in decision making and in the prioritisation, delegation and assignment of care working in partnership with service users and carers to provide person-centred recovery focused care in a range of clinical environments.

The content of this module will include principles of effective management of care; group and organisational dynamics; culture and the relationship between skill mix, safety and quality of care. Healthcare economics and the politics of welfare will be examined and improvement methodologies that support safe and effective nursing practice will also be explored.

Skills will be developed through simulation and practice. A detailed mapping tool provides information on the NMC annexes to be covered in this module.

A practice learning experience will provide insight into the challenges of managing care for a specified group of patients. Health improvement methodologies and change management strategies will be explored in simulated experiences on campus and reflection on practice. It

will also allow students to evidence ongoing achievement of the NMC standards of proficiency in a practice setting as directed by the NMC Standards of Assessment in Practice.

Students will have opportunity in placement experience to apply knowledge and understanding of mechanisms of drug interactions and adverse drug reactions to medicines optimisation, medicines administered and clinical practice, (BiNE, LO9 & 10, 11)

Programme threads of Suicide and Self-harm, Learning disability, CAMHs, Dementia, Law and Safeguarding, Digital Health Technology and Trauma will inform module content.

Specific Annex A & B skills for this module are detailed in the programme skills schedule and preload is related to assessment, formulation, care planning and clinical decision making and communication for approaches such as psychoeducation and concordance.

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	Exercise autonomy and initiate effective care provision by managing care for a group of people.
L2	Apply knowledge and skills of therpateutic interventions to provide person-centred care for a people who have a range of complex needs.
L3	Critically analyse and support self-management for people experience mental health issues.
L4	Based on relevant knowledge from health and social science, critically evaluate the delivery of recovery focused, person-centred care, providing constructive feedback.
L5	Demonstrate evidence of acheivement of the required standards of proficiency associated with your professional discipline.

[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

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 9** Understanding the principles of effective management of care including group and organisational dynamics and culture and the relationship between skill mix, safety and quality of care. Critically understanding the relationship between theory and nursing practice in a variety of contemporary mental health care settings.
Practice: Applied Knowledge and Understanding	**SCQF 9** Safely and effectively manage the nursing care of a group of people demonstrating prioritisation,delegatiation and time management skills. Demonstrating the ability to accurately undertake strengths based assessments (including assessment of risk)in a range of care settings using a range of contemporary assessment tools Supporting the management and delivery of safe and effective nursing care, promoting reflection and providing constructive feedback working in partnership with key stakeholders to improve practice. Participating in the assessment, planning, implementation, evaluation and management of people with a range of mental health care needs. This will include people who demonstrate a degree of unpredictability in their care. Working towards completion of the NMC (2018) Standards for Pre-registration Nurse Education.
Generic Cognitive skills	**SCQF 9** Demonstrating knowledge and understanding of the scope of professional and mutli-disciplinary values and practice. Reflecting and evaluating own responses to differing problems & issues with varying levels of complexity. Demonstrating the ability to make safe informed, care management decisions. Developing the analytical skills required for problem solving and decision making that underpins nursing practice, decision making in Teaching and Supervision.
Communication, ICT and Numeracy Skills	**SCQF 9** Effective communication, numeracy and IT skills that supports safe and effective nursing practice. This may include developing and evaluating the use of Care plans Nursing notes Integrated care pathways Multi-disciplinary team meetings Drug administration Relevant risk assessment tools

	Progressively demonstrating increased proficiency in relation to numeracy including, databases, rating scales and the ability to present logical and coherent information using graphs. Digital health TOPOL.
Autonomy, Accountability and Working with Others	**SCQF 9** Contribute to team reflection and supervision activities to promote improvement in practice Appraising the complexities of partnership working with users, carers and other agencies. Utilising initiative in response to the needs of people with mental health care needs within accepted professional boundaries and professional practice limitations. Accountability for personal and professional maintenance. Exercises knowledge and skill in effective delegation and the supervision of others within acceptable practice boundaries. Developing a self confidence and self awareness of strengths that celebrate difference and will enhance employability.

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. A variety of learning and teaching methods will be used to facilitate achievement of the learning outcomes. A flipped classroom approache to teaching and learning include the use of directed independent study which introduces students to key concepts and opens up key areas for further exploration and development. Learning is enhanced through the use of self-reflection, peer evaluation and role rehearsal supported by simulation technology where appropriate. Structured e-learning activities will enable students to prepare for practice and develop their critical understanding. Group-work will be an important aspect of the workshops where students will explore complex and often challenging concepts and rehearse the skills required of a mental health nurse in a safe and supported environment. The learning and teaching strategies on this module contribute to the development of UWS graduate attributes as outlined in I am UWS specifically the completion of the portfolio activities develop skills in critical thinking, self- reflection, collaboration, problem-solving, and communicating effectively. Module hours exceed the norm because of the practice placement element.	
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	20

Tutorial / Synchronous Support Activity	40
Laboratory / Practical Demonstration / Workshop	24
Work-based Learning	360
Asynchronous Class Activity	32
Independent Study	284
TOTAL	760

Indicative Resources

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

Aveyard, H. and Sharp, P. (2023) A Beginners Guide to Evidence Based Practice in Health and Social Care. 4th Ed. London: McGraw Hill Education. [Core text)

Chambers, M., & Barker, P. (2017). Psychiatric and Mental Health Nursing: The Craft of Caring. 3rd Ed. Abington: Routeledge.

Hardy, S., White, J. and Gray, R. (2018) The Health Improvement Profile. A manual to promote physical wellbeing in people with severe mental illness. 2nd Ed. Cumbria: M & K Publishing

Norman, I. and Ryrie, I. (2018) The Art and Science of Mental Health Nursing. 4th Ed. Maidenhead: McGraw Hill. [Core text]

Trenoweth, S. and Moone, N. eds. (2017) Psychosocial Assessment in Mental Health. London: Sage. [Core text]

Wright, K.M. and McKeown, M. eds (2018) Essentials of Mental Health Nursing. 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 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:

100% attendance is expected in this module. If your attendance falls below 80%, you will be contacted, in adherence to the 24/25 UWS Student Attendance and Engagement Procedure, and may be asked to agree a re-engagement support plan.

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: 100% attendance in Practice Placement areas is required by the end of the programme to meet NMC requirements. In this module students may be assessed if at least 70% of the practice learning experience is met.

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.
(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	Matthew Reid
External Examiner	H Thomas
Accreditation Details	NMC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
This outcomes of this module are assessed using some of the principles of the innovative concept of 'patchwork assessment'. This involves continuous formative feedback supported by peer engagement, as described in the HEA Framework for transforming assessment in higher education (2016). Students engage in deep and meaningful feedback with each other and students should have the opportunity to support their peers whilst working in reflective groups. The formative assessment allows students to share 'patches' with other students and their assessors or supervisors in small group discussions to encourage collaborative learning and formative peer feedback.

The summative assessment accounts for 100% of credit weighting and comprises 'patches' relevant to module content submitted individually. Using a structured model, students complete 2 critical reflections (patches) equivalent to 1400 words each, covering the following theme: Applying the principles of person centered care to an activity or therapeutic intervention in mental health care AND A presentation critically reflecting on the principles and processes involved in supporting a client with complex care needs.
Assessment 2
Satisfactory completion of the practice learning experience as evidenced by attainment of the required professional standards. All assessment components must be passed to achieve an overall pass in this module. NMC (2018) SFNME This module contains a pass/fail practice learning component to ensure clinical proficiencies are met in practice. This component carries no credit weighting and will not contribute to the grading of the module, but a pass is essential for module success.
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**
Report of practical/ field/ clinical work	☒	☒	☒	☒	☐	100	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Performance/ Studio work/ Placement/ WBL/ WRL assessment	☐	☐	☐	☐	☒	0	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
Assessment word count reduced	AY 24/25	Betty Scholes
Equality and diversity statement, attendance and engagement statement	07.02.25	Marie McCaig
Change the duration of placement from 9 weeks to 8 weeks.	01.03.25	Marie McCaig