Undergraduate Programme Specification

Session	2026/27	**Last Modified**	23/03/2023
Named Award Title	Grad Cert Personality Disorder		
Award Title for Each Award	Grad Cert Personality Disorder		
Date of Approval	November 2021		
Details of Cohort Applies to			
Awarding Institution	University of the West of Scotland	**Teaching Institution(s)**	University of the West of Scotland
Language of Instruction & Examination		English	
Award Accredited by			
Maximum Period of Registration			
Duration of Study			
Full-time		**Part-time**	1 year
Placement (compulsory)	No		
Mode of Study	☐ Full-time ☒ Part-time		
Campus	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☒ Online / Distance Learning ☐ Other (specify)
School	**Health and Life Sciences**		
Divisional Programme Board	**Mental Health Nursing Midwifery Health**		
Programme Leader	Donna Maguire		

Admissions Criteria
Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

SQA National Qualifications:

Or GCE

Or SQA National Qualifications / Edexcel Foundation

Other Required Qualifications/Experience
A first degree or qualifications at levels 9 or above or qualifications or experience deemed to be equivalent to the SCQF level of a first degree (for example SVQ 4; or considerable experience in working with people with personality disorder and evidence of further learning at an equivalent level).

Applicants may also be considered with other academic, vocational or professional qualifications deemed to be equivalent. These are expected to be available within the student's PDP or equivalent.

Accreditation of Prior Learning will be judged on individual claims made by the student and in conjunction with the University APL/APEL coordinator.

All applicants must have the language and literacy skills to understand and use the written materials utilised in the learning and teaching of the programme and be able to communicate clearly and accurately in spoken and written English. All International students are required to meet English Language requirements outlined by UWS, with the exception of:
• Native Speakers of English (as defined by the UKVI)
• Erasmus students (unless advised otherwise)
• Non-Erasmus students from EU partner institutions (you may provide a statement from your institution confirming English language ability in place of a formal qualification).

If you do not meet the above categories, then you are required to provide proof of your English language ability through a SELT (secure English language test). Minimum requirements are IELTS 6.0 with no skill below 5.5 and should normally be taken no more than two years before applying to UWS.

Further desirable skills pre-application
Previous experience in working with people in mental health services or a relevant area is desirable.

General Overview
This Graduate Certificate in Personality Disorder has been developed to provide a focused, academic qualification in working with the person diagnosed with personality disorder. The programme offers students an opportunity to develop specialised knowledge about the needs of the person with personality disorder in a variety of settings. There has been a significant shift in the current and future provision of care and support for people diagnosed

with personality disorder and those who work with them. This programme provides an opportunity for students to extend their knowledge, understanding and skills to support and meet the needs of the changing experience of the person who is commonly rejected and stigmatised due to their challenging behaviour.

This programme is offered on a part time basis on the Lanarkshire Campus, with a blend of face to face and online learning opportunities. Learning will be facilitated by lecturing staff with a wide range of knowledge about people with personality disorder from diverse perspectives and contributions from experts in health sectors across Scotland.

The programme consists of three modules at SCQF level 9. The modules are: Theory of Personality Disorder; Risk assessment and management approaches and Interventions and strategies. This will provide students from a range of backgrounds including: mental health and adult nurses; allied health professionals; social workers; prison officers and police officers, with an in-depth understanding of the issues involved in working with people who have challenging behaviour/ personality disorder in the current environment. The programme will encourage both staff that already have a first degree as well as those who have other educational preparation; providing both groups with additional specialist knowledge about people with problem behaviours.

The programme will use a blend of learning and teaching strategies (delivered using both distance learning and taught components) on a part time basis. The modules are delivered using a hybrid strategy which includes a mix of face to face provision on the Lanarkshire Campus and online learning. This will provide students with a varied and interesting range of learning opportunities while ensuring that they are supported in their studies. Learning approaches include group discussion and seminars, lectures from experts in the field and enquiry based learning using studies of the people with personality disorder's experiences.

The media will provide a rich source of material for discussions and presentations in small groups. The Virtual Learning Environment (VLE) at UWS will be employed for learning, teaching and assessment. Online materials, handbooks and assessment information will be available via the VLE and discussion boards are also featured in aspects of the programme. This online aspect allows the support materials to be maintained and updated to meet constantly changing learning needs. Communication is also facilitated with students using the VLE and this is particularly important in part time programmes. Personal development planning is incorporated into the programme and students will be encouraged to fully engage with the process of identifying, reflecting and developing goals to address their learning needs.

It is recognised that students who enter this programme may come from different professional and academic backgrounds and the assessment planning for the programme reflects this diversity while providing supportive strategies to facilitate successful outcomes. Therefore module one in the programme will use a progressive approach to assessment with an initial formative assignment to allow feedback to the students before a summative paper is submitted. This strategy is intended to increase student confidence at the start of the programme. The assessments for this programme are varied and include: Peer review, Essay, Case Study, Presentations and Care plans.

Typical Delivery Method

Blended online face to face workshops

Any additional costs

None

Graduate Attributes, Employability & Personal Development Planning
In the current financial climate, the employability aspect of academic courses is a vital component of the learning experience. This programme will provide students with a graduate certificate in a specialised subject area for a variety of workplace settings. Working with people with a personality disorder is an area of expanding, rather than contracting, employment opportunities given the increased focus of the forensic population in the community. At the same time, employment and promotion are increasingly competitive and this programme may provide the student with some advantages in relation to employability.

In accordance with the Personal Development and Planning Policy and Procedure, personal development planning is embedded within each module in the programme to enable students to become aware of their knowledge, skills and abilities and how these have been developed within each module. Students are encouraged to reflect on learning achievements and experiences and the implications these have for their future development.

The learning and assessment undertaken during this module will contribute to the development of the UWS Graduate Attributes: Universal - critical thinking, analytical, inquiring, culturally aware, emotionally intelligent, ethically-minded, collaborative, research-minded and socially responsible; Work-Ready- knowledgeable, digitally literate, effective communicator, motivated, potential leader; and Successful - autonomous, incisive, creative, resilient and daring. Further information on Graduate attributes is available here:- https://www.uws.ac.uk/current-students/your-graduate-attributes/

The UWS Graduate Attributes (Universal, Work-ready and Successful - further information available) align with the three dimensions of the UWS corporate strategy (Academic, Personal and Professional), and recognise that each of these is supported and contextualised by programme-specific key skills and competencies. Through studying on this programme at UWS, graduates will develop attributes across three dimensions which encapsulate the breadth of the learning experience at University level:
• Universal - development of knowledge and understanding of globally relevant content, supporting the development of abilities, skills and behaviours appropriate to the field of personality disorder.
• Work ready - engagement with subject-specific content which aids and supports preparedness for employment in the com ex environment of personality disorder.
• Successful - challenged by academically relevant skills at SCQF level 9, so providing a solid foundation to succeed at this level, and a form to continue academic success into higher levels.

Work Based Learning/Placement Details
None

Attendance and Engagement
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 programme, academic engagement equates to the following:

Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and 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.

Further information on the institutional approach to Equality, Diversity and Inclusion can be accessed at the following link: https://www.uws.ac.uk/about-uws/uws-commitments/equality-diversity-inclusion/

At UWS and within the School of Health and Life Sciences we are committed to advancing and promoting equality and diversity in all of our activities and aim to establish an inclusive culture, free from discrimination and based upon the values of fairness, dignity and respect.

We do this by promoting equality, valuing diversity and communicating the importance of dignity both at work and study. We are committed to enhancing wellbeing; see https://www.uws.ac.uk/current- students/supportingyour-health-wellbeing/ and have the structures, leadership and support in place to embed equality. For further information see https://www.uws.ac.uk/aboutuws/
uws-commitments/equality-diversity-inclusion/

Programme structures and requirements, SCQF level, term, module name and code, credits and awards (Chapter 1, Regulatory Framework)

Learning Outcomes

SCQF LEVEL 7 Learning Outcomes	
Knowledge and Understanding	
A1	
A2	
A3	
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	
B2	
B3	
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	
C2	
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	
D2	
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	
E2	
E3	
E4	
E5	

Level 7 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Level 7 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 7 **Criteria for Progression and Award** *Please refer to UWS Regulatory Framework for related regulations*

SCQF LEVEL 8 Learning Outcomes	
Knowledge and Understanding	
A1	
A2	
A3	
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	
B2	
B3	
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	
C2	
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	
D2	
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	
E2	
E3	
E4	
E5	

Level 8 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	

				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Level 8 Modules

OPTION

SCQF Level	**Module Code**	**Module Title**	**Credit**	**Term**			**Footnotes**
				1	**2**	**3**	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 8 **Criteria for Progression and Award** *Please refer to UWS Regulatory Framework for related regulations*

SCQF LEVEL 9 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Integrate knowledge of the key current and future demographic, political, financial, ethical and moral issues that impact on the wellbeing of the person with personality disorder.
A2	Critically discuss contemporary theories related to personality disorder.
A3	Demonstrate a broad and critical understanding of concepts, models and processes that impact on the current and future wellbeing, care and support of people with personality disorder.
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	Apply critical and analytical skills to a range of policy documents and reports related to people with personality disorder.
B2	Engagement in appraisal of research and the application of evidence based practice.
B3	
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Explore and evaluate the importance of relationships and effective communication with the person with personality disorder and those involved in their care.
C2	Source relevant and contemporary sources of knowledge relevant to people with personality disorder.
C3	Demonstrate the ability to use a range of ICT strategies to enhance and supplement learning, presentations and personal development planning.
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Critically analyse and evaluate ideas, theories and research and apply the results to current issues for people with personality disorder.
D2	Draw on a range of contemporary sources to analyse current practice and future developments in relation to working with people with personality disorder.
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Critically reflect upon and discuss their own and fellow students experiences in working with people with personality disorder.
E2	Critically discuss and examine ethical and professional issues from an integrated and experiential perspective.
E3	

E4	
E5	

Level 9 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
9	NURS09203	Theory of Personality Disorder	20	☒	☐	☐	
9	NURS09202	Risk assessment and management approaches	20	☐	☒	☐	
9	NURS09201	Interventions and strategies	20	☐	☐	☒	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Level 9 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 9
Criteria for Progression and Award
Please refer to UWS Regulatory Framework for related regulations

Those students who achieve 60 credits at SCQF 9 from the three modules that comprise this programme, shall be eligible for the award of Graduate Certificate in Personality Disorder.

SCQF LEVEL 10 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	
A2	
A3	
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	
B2	
B3	
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	
C2	
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	
D2	
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	
E2	
E3	
E4	
E5	

Level 10 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	

				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Level 10 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 10 **Criteria for Award** ***Please refer to UWS Regulatory Framework for related regulations***

Regulations of Assessment
Candidates will be bound by the general assessment regulations of the University as specified in the University Regulatory Framework. An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework. To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

Combined Studies
There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for a Combined Studies award (please see Regulation 1.61). For students studying BA, BAcc, or BD awards the award will be BA Combined Studies. For students studying BEng or BSc awards, the award will be BSc Combined Studies.

Version no: 1

Change/Version Control

What	**When**	**Who**