Module Descriptor

Title	Assessing, Enabling and Empowering		
Session	2024/25	**Status**	
Code	HLTH08007	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Bryan Mitchell		

Summary of Module

This is an exploratory module that adopts a scenario-based learning approach. As part of the module, a variety of health and social care scenarios from a diverse range of services are explored where students hypothetically adopt a role within these scenarios to explore the role of the integrated health and social care teams approach to assist the person using services to develop personal outcomes.

Students will develop their skills in communication and team working in order to empower and enable the person they are supporting. Students will develop their confidence and skills of, assessment, planning, and evaluating person-centred care/support in relation to current evidence. Central to the module will be a focus on promoting well-being, anticipatory care and support for self-management.

Students will develop a respect for diversity through working as part of a team with their fellow students.

This module aims to contribute to the following I am 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, problem solver, effective communicator, motivated, potential leader,

Successful: innovative, creative, imaginative, resilient and daring, driven and transformational.

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) New College Lanarkshire	

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	Understand the importance of ensuring the person is at the centre of the support provided by being able to adopt a personal outcomes approach to support people who require services.
L2	Use appropriate evidence-based solutions to support their decision-making to keep people who require services safe and supported.
L3	Explore the concepts of partnership working and multi-agency working, enablement and empowerment for self-management.
L4	Explore assessment strategies and prioritise tasks/objectives mindful of the person centred principles.
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 Demonstrate knowledge of the principles of safe and effective care in a variety of settings.
Practice: Applied Knowledge and Understanding	SCQF 8 Adopt the principles of evidence based practice in health and social care.

[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

	Describe a variety of collaborative assessment processes in health and social care settings.
	Adhere to the requirements of legislation in relation to working with diverse and/or vulnerable groups.
Generic Cognitive skills	**SCQF 8** Develop a range of problem solving and care delivery skills in response to individual, group and community needs.
Communication, ICT and Numeracy Skills	**SCQF 8** Use a broad range of communication, numerical and IT skills to present their findings on how students can support the delivery of safe and effective care/support. Analyse and use statistical data to support rationales and evidence-based approaches to care/support.
Autonomy, Accountability and Working with Others	**SCQF 8** Adopt professional, legal and ethical principles in the delivery and delegation of safe and effective care/support. Demonstrate an ability to contribute to service provision as an effective member of the care/support team.

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.
Hybrid Delivery will be used for this module.
In a hybrid delivery model students will be exposed to a range of synchronous and asynchronous group and personal activities online or in the classroom. This will be supplemented with a series of online learning units that present students with the core learning content for the module.

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	10
Asynchronous Class Activity	6

Independent Study	158
Personal Development Plan	6
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:
Miller, E. and Barrie, K., 2016. Learning from the Meaningful and Measurable project: Strengthening links between identity action and decision-making. Health Improvement Scotland. Hughes, S., 2012. A Practical Guide to Care Planning in Health and Social Care. Recommended: Burnard, A (Ed) (2011) Key Themes in Health and Social Care. London: Routledge Kemshall, H. And Wilkinson, B. (Eds) (2011) Good Practice in Assessing Risk Current Knowledge, Issues and Approaches. Philadelphia PA: Jessica Kingsley Publishers Koubel G & Bungay, H (Eds) (2009) The Challenge of Person-Centred Care. An Interprofessional Perspective. Hampshire: Palgrave MacMillan. Koubel G & Bungay, H (Eds) (2012) Rights, Risks and Responsibilities. Inter-professional Working in Health and Social Care. Hampshire: Palgrave MacMillan Scottish Social Services Council (SSSC) www.sssc.uk.com Social Care Institute for Excellence (SCIE) www.scie.org.uk In addition to these texts students will be directed to a range of international, national and local information to support the module content and learning outcomes.
(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 regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.
For the purposes of this module, academic engagement equates to the following:
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 your attendance and engagement is lower than expected that is in line with the school policy.

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	Biological Sciences 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	Health
Moderator	A Jack-Waugh
External Examiner	A Prendergast
Accreditation Details	
Module Appears in CPD catalogue	☐ Yes ☒ No
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Group problem solving scenarios. (40% weighting)

Assessment 2
Case Assessment of a Scenario. (60% weighting)

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	☒	☐	☒	☐	☐	40%	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Case Study	☐	☒	☐	☒	☐	60%	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	When	Who