



## Module Descriptor

Title	Person Centredness NEW		
Session	2025/26	Status	Published
Code	HLTH08011	SCQF Level	8
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	Eileen Harkess-Murphy		
<b>Summary of Module</b>			
<p>This exploratory module offers opportunities for students to discover a variety of aspects associated with person-centredness, and to demonstrate and promote a strengths-based approach, one which values individuality and autonomy. Throughout the module, students are encouraged to reflect on and critically analyse their own personal values and beliefs, and how these can influence their personal and professional roles.</p> <p>The module offers an element of experiential learning to develop individuals’ understanding of the challenges that people using services can face. In particular, students will explore hearing and visual impairments, memory impairments, mobility issues and manual dexterity difficulties.</p> <p>This experience provides empathic insight into the everyday challenges that people with a variety of health needs and disabilities may encounter in their day-to-day living. Physical, cognitive, occupational and social development across the lifespan will also be studied in relation to an individual's engagement with and experience of services.</p> <p>This module aims to contribute to the following I am UWS graduate attributes:</p> <p>Universal: Critical Thinker, Inquiring, Emotionally Intelligent, Ethically-Minded, Culturally Aware, Collaborative, Socially Responsible;</p> <p>Work ready: Knowledgeable, Digitally-Literate, Effective Communicator, Motivated, Ambitious;</p> <p>Successful: Autonomous, Creative; Imaginative, Resilient; Driven, Transformational.</p>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input checked="" type="checkbox"/>	<b>Online<sup>3</sup></b> <input type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries		<input type="checkbox"/> Lanarkshire <input checked="" type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input checked="" type="checkbox"/> Other (specify) New College Lanarkshire
<b>Terms for Module Delivery</b>	Term 1 <input type="checkbox"/>	Term 2 <input checked="" type="checkbox"/>	Term 3 <input type="checkbox"/>	
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

Learning Outcomes	
<b>L1</b>	Explore how knowing the ‘self’ can influence a person-centred approach to care / services.
<b>L2</b>	Effectively demonstrate how values and beliefs can impact upon the delivery of person centred care / services
<b>L3</b>	Demonstrate a range of effective communication methods to promote the delivery of person-centred care / services
<b>L4</b>	Demonstrate an understanding of why a biopsychosocial approach is important in the provision of person-centred care / services
<b>L5</b>	

Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 8</b> Exploring the key elements of communication in the delivery of person centred services. Exploring the human experiences of health, illness, suffering, disability, hope and healing and how these can affect individuals. Knowledge of a biopsychosocial model and its relevance to person centred care / services.

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

	Exploring the nature of values in the development of the awareness of self in providing person-centred care / services.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 8</b> Developing skills of knowing the 'self' and person-centredness, through experiential exercises.
<b>Generic Cognitive skills</b>	<b>SCQF 8</b> Evaluating the strategies used to ensure the delivery of person-centred care / services.
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 8</b> Using a range of communication skills to display empathic understanding of person-centred care / services.  Demonstrating the ability to use ICT to effectively present information to peers.
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 8</b> Exercises autonomy and initiative in the delivery of person-centred care / services.  Developing self-knowledge and awareness of self in group settings.  Demonstrating an understanding of the importance of effective interpersonal skills in assessment of peers.

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>	
<p>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.</p> <p>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.</p>	
<b>Learning Activities</b>  During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b>  (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	10
Tutorial / Synchronous Support Activity	16
Asynchronous Class Activity	10
Independent Study	158
Personal Development Plan	6
n/a	

### Indicative Resources

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

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Barnard, A. (2011) Key Themes in Health and Social Care. (Eds). London: Routledge.

Berk, L. E. (2018) Development Through the Lifespan. 7th ed. Boston: Pearson

Jackson, G.A. and Tolson, D. eds., (2019) Textbook of Dementia Care: An Integrated Approach. Routledge.

Kitwood, T., and Brooker, D. (2019). Dementia reconsidered: the person still comes first. 2nd Ed. Maidenhead: Open University Press.

Koubel, G. and Bungay, H. (2009) The Challenge of Person-Centred Care. An Interprofessional Perspective.(Eds) Basingstoke: Palgrave McMillan

Molyneux, C. (2022). Patient-centred care and the biopsychosocial model. Wounds UK, 18(1), pp.69-71. Available at:  
<https://search.ebscohost.com/login.aspx?direct=true&db=cui&AN=156004304&site=ehost-live> (Accessed: 30 March 2023)

NHS Education for Scotland (2021). Dementia – health and social services staff: framework – Promoting Excellence 2021. [Online] Edinburgh: NHS Education Scotland.

NHS Education for Scotland (2021) Spiritual Care Matters. [Online] Edinburgh: NHS Education Scotland.

Rungapadiachy, D. M. (2008) Self Awareness in Health Care. Basingstoke: Palgrave McMillan

In addition to these texts students will be directed to a range of contemporary 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

<b>Divisional Programme Board</b>	<b>Biological Sciences Health</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>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.</b>
<b>School Assessment Board</b>	Health
<b>Moderator</b>	Holly Scott
<b>External Examiner</b>	A Lannie
<b>Accreditation Details</b>	
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	

## Assessment (also refer to Assessment Outcomes Grids below)

### Assessment 1

Poster: (40% weighting)

### Assessment 2

Essay: (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.)

<b>Component 1</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Demonstrations/ Poster presentations/ Exhibitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	40	0

<b>Component 2</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Essay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	60	0

<b>Component 3</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Combined total for all components</b>						100%	0 hours

#### Change Control

<b>What</b>	<b>When</b>	<b>Who</b>