Module Descriptor

Title	Empowering Personhood		
Session	2026/27	**Status**	Published
Code	HLTH08013	**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 exploratory module integrates scenario-based learning with experiential and reflective approaches to develop students' understanding of personhood in health and social care. Building on the principles of person-centredness, the module encourages students to critically examine their own values, beliefs, and communication styles, and how these influence their professional practice.

Students will engage with diverse scenarios that reflect real-world challenges faced by individuals accessing services, adopting roles within integrated health and social care teams to explore collaborative approaches to assessment, planning, and support. The module promotes a strengths-based, biopsychosocial approach, fostering empathy, autonomy, and respect for individuality.

Through discussion forums and experiential activities, students will gain insight into the lived experiences of people with sensory, cognitive, and physical impairments, and develop strategies to empower personhood, promote well-being, and support self-management. The module aims to cultivate emotionally intelligent, ethically-minded practitioners who are equipped to deliver safe, effective, and person-led care.

This module contributes to the development of the following I am UWS graduate attributes:

Universal: Critical thinker, emotionally intelligent, ethically-minded, culturally aware, collaborative, socially responsible.

Work Ready: Knowledgeable, digitally literate, effective communicator, motivated, ambitious.

Successful: Autonomous, creative, imaginative, resilient, driven, 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	Demonstrate collaborative and effective team-working skills within integrated health and social care settings to support the development of personal outcomes for individuals accessing services.
L2	Apply evidence-informed approaches to enable and empower individuals through multi-agency working, promoting self-management and well-being.
L3	Critically reflect on personal values and beliefs, and evaluate how these influence the delivery of personhood-centred care and support.
L4	Utilise a range of communication strategies to promote empathic, respectful, and inclusive interactions that uphold the principles of personhood in diverse care contexts.
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 understanding of the principles of safe, effective, and person-led care across diverse settings. Understand the relevance of a biopsychosocial model in promoting personhood and autonomy.

[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

Practice: Applied Knowledge and Understanding	**SCQF 8** Apply evidence-based approaches to assessment, planning, and evaluation of care/support. Develop skills in knowing the 'self' and recognising the impact of personal values on professional practice. Adhere to legal and ethical frameworks when working with diverse and/or vulnerable groups.
Generic Cognitive skills	**SCQF 8** Critically evaluate strategies that promote empowerment, enablement, and personhood. Demonstrate problem-solving and decision-making skills in response to individual and team-based scenarios.
Communication, ICT and Numeracy Skills	**SCQF 8** Use a broad range of communication methods to promote empathic and person-led care. Use ICT effectively to collaborate and communicate findings with peers and professionals.
Autonomy, Accountability and Working with Others	**SCQF 8** Exercise initiative and autonomy in delivering person-centred care. Demonstrate effective interpersonal and team-working skills in multi-agency contexts. Reflect on personal development and contribute meaningfully to group learning and peer assessment.

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. This module can be delivered as both Face to Face and Hybrid Delivery, depending on Cohort requirements. In the face to face delivery, students will attend weekly/bi-weekly tutorials that explore the module content and scenario based learning. For a hybrid delivery model students will be exposed to a range of synchronous and asynchronous group and personal activities online as well as 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
Personal Development Plan	6
Asynchronous Class Activity	6
Independent Study	158
n/a	
TOTAL	200

Indicative Resources

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

Kitwood, T. & Brooker, D. (2019) – Dementia Reconsidered: The Person Still Comes First. 2nd Ed. Open University Press.

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

Rungapadiachy, D.M. (2008) – Self Awareness in Health Care. Palgrave MacMillan.

Koubel, G. & Bungay, H. (2009) – The Challenge of Person-Centred Care: An Interprofessional Perspective. Palgrave MacMillan.

Hughes, S. (2012) – A Practical Guide to Care Planning in Health and Social Care.

Recommended Resources

O'Donnell, D. & Cook, N.F. (2025) – Exploring Person-centred Practice. Nursing Standard, 40(3), 67–74.

Molyneux, C. (2022) – Patient-centred care and the biopsychosocial model. Wounds UK, 18(1), pp.69–71.

Berk, L.E. (2018) – Development Through the Lifespan. 7th Ed. Pearson.

Miller, E. & Barrie, K. (2016) – Learning from the Meaningful and Measurable Project. Health Improvement Scotland.

Sarala Devi, K.V. & Sethuraman, K.R. (2025) – Role of Biopsychosocial Approach in Health Professions Education.

Scottish Social Services Council (SSSC) Codes of Practice (2024) – Emphasising empowerment, trauma-informed care, and personhood.

NHS England (2024) – Principles for Assessing and Managing Risks Across Integrated Care Systems. Read here.

Social Care Institute for Excellence (SCIE) – Guidance on co-production, strengths-based approaches, and integrated care. SCIE Resources.

(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	Anna Jack-Waugh
External Examiner	R Sanni-Adeniyi
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1
Asynchronous Discussion Forums (50%)
Assessment 2
Recorded Poster Presentation (50%)
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**
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral	☒	☒	☐	☐	☐	50	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Demonstrations/ Poster presentations/ Exhibitions	☐	☐	☒	☒	☐	50	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**