



Module Descriptor

Title	Person-centredness		
Session	2024/25	Status	
Code	NURS08083	SCQF Level	8
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	E Harkess-Murphy		
Summary of Module			
<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. 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.</p> <p>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>As a result, the module will support students to develop a number of characteristics which contribute to the UWS graduate Attributes of;</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>			

Module Delivery Method	On-Campus¹ <input type="checkbox"/>	Hybrid² <input checked="" type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1 <input type="checkbox"/>	Term 2 <input checked="" type="checkbox"/>	Term 3 <input type="checkbox"/>	
Long-thin Delivery over more than one Term	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

Learning Outcomes	
L1	Explore how knowing the ‘self’ can influence a person-centred approach to care / services
L2	Effectively demonstrate how values and beliefs can impact upon the delivery of person-centred care / services
L3	Demonstrate a range of effective communication methods to promote the delivery of person-centred care / services
L4	Demonstrating an understanding of why a biopsychosocial approach is important in the provision of person-centred care / services
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)	<p>SCQF 8</p> <p>Exploring the key elements of communication in the delivery of person-centred services</p> <p>Exploring the human experiences of health, illness, suffering, disability, hope and healing and how these can affect individuals</p> <p>Knowledge of a biopsychosocial model and its relevance to person-centred care / services.</p>

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

	Exploring the nature of values in the development of the awareness of self in providing person-centred care / services.
Practice: Applied Knowledge and Understanding	SCQF 8 Developing skills of knowing the 'self' and person-centredness, through experiential exercises.
Generic Cognitive skills	SCQF 8 Evaluating the strategies used to ensure the delivery of person-centred care / services.
Communication, ICT and Numeracy Skills	SCQF 8 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.
Autonomy, Accountability and Working with Others	SCQF 8 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.

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching	
<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>This is a hybrid module, with both on campus learning and asynchronous learning activities. On-campus learning events focus on providing active and interactive learning, supported by readings, resources and other activities for students to prepare (pre-learning event) and consolidate learning (post-learning event)</p> <p>Asynchronous activities will be provided and designed as supplementary activities to support on campus learning events. These should be associated with learning event preparation or post learning event consolidation. Such activities will not be included within module contact time.</p>	
<p>Learning Activities</p> <p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours</p> <p>(Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Tutorial / Synchronous Support Activity	2
Laboratory / Practical Demonstration / Workshop	16

Asynchronous Class Activity	21
Personal Development Plan	72
Independent Study	89
Please select	
TOTAL	200

Indicative Resources

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

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

Berk, L. E. (2010) Development Through the Lifespan. 5th ed. Boston: Pearson

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

Kitwood, T., (2011). Dementia reconsidered: the person comes first. Adult lives: A life course perspective, 89.

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

NHS Education for Scotland (2011) Promoting Excellence: Dementia Informed practice Level. [Online] Edinburgh: NHS Education Scotland.

NHS Education for Scotland (2009) Spiritual Care Matters. [Online] Edinburgh: NHS Education Scotland.

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

Social Care Institute for Excellence (2009) eLearning: The Open Dementia Programme. [Online] London: SCIE

(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:

The university is committed to providing a supportive learning environment that actively facilitates student success. 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.

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.

Note: Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School.

(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	Please select
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input type="checkbox"/> 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	Mental Health Nursing & Integrated Practice
Moderator	H Scott
External Examiner	G Truscott
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	2.2 updated programme delivery to hybrid.

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Assessment Component 1 - Poster presentation (40% of overall module mark)
Assessment 2
Assessment Component 2 - Essay (2100 words) (60% of overall module mark)
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
Poster Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	40	

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

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

Change Control

What	When	Who