Module Descriptor

Title	Supporting People Facing Loss New		
Session	2026/27	**Status**	Published
Code	HLTH09015	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Elaine Stevens		

Summary of Module

This module is aimed at professionals who support people facing non-bereavement and bereavement losses in a way that meets their needs. The module provides prospective graduates with an in-depth knowledge of loss and grief theories and develops cultural awareness of the impact of loss on a range of people. In doing so the module focuses on enabling students to become autonomous problem solvers who are collaborative practitioners and who are able to develop creative and imagintive solutions in which to support the bereaved.

The impact of specific types of death and the resulting grief responses will be reviewed and the roles of a range of helpers identified.The benefits of a helping approach will be discussed to enable students apply evidence-based solutions to the support of people facing loss regardless of their cultural background.

This module is suitable for health and social care professionals from anywhere in the world as it allows the application of theory to practice regardless of geography or care setting. This enhances global citizenship by providing a critical understanding of loss and grief in health and social care settings across the world. As this module is theoretical in content students do not need to be currently working with people experiencing loss. A workplace supervisor is not required as this a theoretical module.

The content of this module maps onto the enhanced/expert level of the NHS Education for Scotland Palliative and End of Life Care Framework to Support the Learning and Development Needs and Social Service Workforce.

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	Deliberate and evaluate the main theories of loss, grief and bereavement and the recognised risk factors that impact on individual and societal responses to loss.
L2	Appraise the impact of normal and complicated grief responses within individuals and specific groups of society.
L3	Evaluate the role of the caring professional, counsellor and other helpers in providing bereavement support to individuals and groups.
L4	
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 9** Gaining in-depth knowledge of the current main grief theories and how these are set within cultural and societal norms; Understanding of the mediators (determinants) of grief and their provenance; Critical understanding the boundaries and limits of knowledge in relation to loss and the support people experiencing loss may require.

[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 9** Carrying out routine lines of enquiry relating to grief reactions displayed by a range of people; Investigating the professional issues that arise in relation to the cultural and societal context of loss.
Generic Cognitive skills	**SCQF 9** Critically evaluating evidence based solutions in relation to bereavement support issues; Demonstrating judgement in the analysis and application of theory to practice.
Communication, ICT and Numeracy Skills	**SCQF 9** Using of a range of standard applications to process and obtain data; Using Moodle to communicate with the tutor and peers.
Autonomy, Accountability and Working with Others	**SCQF 9** Exercising autonomy and initiative in some activities at a professional level; Showing initiative and independence in promoting best practice in bereavement support; Taking continuing account of own and other's roles, responsibilities and contributions in best practice in supporting people facing loss.

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 is delivered as hybrid learning as well as by full online learning. Hybrid Delivery: 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. Fully online delivery: In a fully online delivery model students will be exposed to a series of online learning units that contain the core learning content for the module. These will require students to take part in a range of asynchronous personal and group learning activities. These will be supplemented with synchronous online learning events.

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: Aoun, S., Breen, L., Howting, D., Rumbold, B., McNamara, B. and Hegney, D. (2015) Who Needs Bereavement Support? A Population Based Survey of Bereavement Risk and Support Need, PLOS ONE. Accessed at: https://doi.org/10.1371/journal.pone.0121101 Doka K, Martin, T (2010) Grieving Beyond Gender: Understanding the Ways Men and Women Mourn. New York, Routledge. Scottish Bereavement Charter Coalition (2020) A Bereavement Charter for Children and Adults in Scotland. Available at: http://www.sad.scot.nhs.uk/bereavement-charter/ Stroebe, M., Schut, H.and van den Bout, J. (Eds) (2012) Complicated Grief and Scientific Foundations for Healthcare Professionals. Abingdon: Routledge. The UK Commission on Bereavement (2022) Bereavement: everyone's business. Available at: https://bereavementcommission.org.uk/ukcb-findings/ Worden, J.W. (2018) Grief Counseling & Grief Therapy – A Handbook for the Mental Health Practitioner (5th Ed). Hove: Brunner-Routledge. 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 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 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	Lloyd Makonese
External Examiner	A Lannie
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Presentation (30% weighting)

Assessment 2
Essay (2800 words - 70% 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**
Presentation	☒	☐	☐	☐	☐	30	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☐	☒	☒	☐	☐	70	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**