Module Descriptor

Title	Supporting People with Long Term Conditions		
Session	2025/26	Status	Published
Code	HLTH09016	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

The World Health Organisation (WHO) (2011) reported that long term conditions cause more deaths than all other causes combined. Many of these diseases are largely preventable through alteration of four main behavioural risks; use of tobacco, lack of physical activity, overuse of alcohol and an unhealthy diet (WHO 2011).

The module will provide students with an in-depth knowledge of long-term conditions and develop a cultural awareness of the impact of the effects of these on a range of people. The module acknowledges the students professional background and will provide a holistic knowledge base for students which will enable them to develop their role in participating in the management of individuals with long term conditions within their societal groups.

The module promotes person and relationship-centred approaches to care, evaluates the trajectories of chronic illness/disease in relation to those areas of illness/disease currently highlighted in international, national, and local policy in health and social care. The role played by models and frameworks for long term condition management will be explored with an emphasis on social care assessment, effective communication, empowering self-care, management, and prevention for individuals with long term conditions. The response of services to acute episode management, communication, and therapeutic interventions; medicines management, health improvement strategies, self-care and self-management, inter-agency working, and end of life care will all be considered and explored, equipping the student with the skills to actively engage in this process.

This module is suitable for a range of health and social care providers and professionals who work with people with long term conditions, regardless of age, diagnosis, place of care or geographical location.

Students undertaking this module will be supported to work towards the "I am UWS" graduate attributes in the following ways:

Exploring Long Term Conditions from an international perspective will develop global citizens that are inquiring and knowledgeable, as well as increasing their cultural awareness.

Critically analysing the role self-management across illness trajectories will enable students to become more resilient and better equipped to develop innovate practice or service developments.

Applying the principles of multi-agency and multi-professional working will enhance analytical thinking, promote creativity and emotional intelligence, and encourage autonomy and collaboration.

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	Critically appraise the effect of living with a long-term condition on the person, their family, and carers.
L2	Demonstrate a systematic knowledge and understanding issues in health and social care provision in relation to supporting people with long term conditions.
L3	Examine the social determinants and the theories of health behaviours that influence people managing their long-term condition/s.
L4	Demonstrate a broad knowledge of emerging self-management techniques that can be utilised to enable self-management of long term conditions.
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** The demonstration of a broad and integrated knowledge of the principal theories and drivers for change in the progression of a long term condition.
Practice: Applied Knowledge and Understanding	**SCQF 9** The interpretation and application of good practice guidelines and techniques related to a long term condition.

[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

Generic Cognitive skills	**SCQF 9**
	Demonstrates the ability to critical analyse and evaluate ideas, theories, issues and needs in relation to managing a long term condition.
Communication, ICT and Numeracy Skills	**SCQF 9**
	The demonstration of a range of communication skills with people in complex situations.
	Communicating with multi-agency teams using multi-agency assessment tools.
Autonomy, Accountability and Working with Others	**SCQF 9**
	The demonstration of independence and responsibility working inpartnership with others.

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:
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)
Tutorial / Synchronous Support Activity	16
Independent Study	158
Asynchronous Class Activity	20
Personal Development Plan	6
n/a	
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:
Bogosian, A. (2020) Living Well with a Long-Term Health Condition: An Evidence-Based Guide to Managing Your Symptoms Oxon: Routledge.
Carrier, J. (2015) Managing long-term conditions and chronic illness in primary care: a guide to good practice (2nd Ed) London: Routledge.
Lloyd, C. E. and Heller, T. (eds.) (2011) Long-Term Conditions: Challenges in Health & Social Care. London: SAGE.
Randall, S. and Ford, H. (eds.) (2011) Long-Term Conditions: a Guide for Nurses and Healthcare Professionals. Chichester: Wiley-Blackwell.
In addition to these texts students will be directed to a wide 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.

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	K Myrissa
Accreditation Details	
Module Appears in CPD catalogue	☐ Yes ☒ No
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Summative Assessment Component 1 Assessment will be based on the students participation in Asynchronous Discussions hosted on the Virtual Learning Environment (40% of total mark).
Assessment 2
Component 2 A case study critically discussing a person with co-morbid long term conditions (60% of total mark 2800 words).
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/	☐	☒	☒	☐	☐	40	0

Debate/ Interview/ Viva voce/ Oral							

Component 2

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