Module Descriptor

Title	Creating the Conditions for Integrated Care		
Session	2026/27	**Status**	Published
Code	NURS11145	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Helen Rainey		

Summary of Module

This module will provide students with the opportunity to explore the conditions for people-centred care and support through an integration lens, through the critical exploration of the key concepts and contexts from a global perspective. This will be further developed through critical analysis of policy, governance and the contemporary discourse around theories, approaches and perspectives to create the conditions for people-centred care and support through an through an integrated care lens.

Through the use of supported cross-sectoral and interprofessional learning, students will explore individual and corporate cultures, values and behaviours that are required to create the conditions for people-centred care and support through an through an integrated care lens.

As a result, the module will support students to extend and enhance a number of characteristics which contribute to the UWS Graduate Attributes of 'UNIVERSAL'-critical thinking, analytical, inquiring, culturally aware, collaborative and research minded 'WORK-READY'- knowledgeable, influential, motivated and ambitious AND 'SUCCESSFUL'-autonomous, and transformational.

The learning from this module will allow students to demonstrate the following Mastersness Skills; Abstraction, Depth of Learning, Complexity and Unpredictability.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☐	☐	☒	☐

[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

Campuses for Module Delivery	☐ Ayr ☐ Dumfries		☐ Lanarkshire ☐ London ☐ Paisley		☒ Online / Distance Learning ☐ Other (specify)	
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 examine the constructs and contexts of people-centred care and support through an integrated care lens from a UK and global perspective.
L2	Critically analyse the contemporary discourse around the theories, policies, approaches and perspectives of people-centred care and support through an integrated care lens.
L3	Explore corporate and individual cultures, values and behaviours in relation to people-centred care and support through an integrated care lens from a global and cross sectoral perspective.
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 11** Demonstrating critical awareness of people-centred care and support through from a global perspective. Understanding the contemporary discourse around the theories, policies, approaches and perspectives of people-centred care and support from a global and cross-sectoral perspective, contextualising this into their own practice.
Practice: Applied Knowledge and Understanding	**SCQF 11** Applying the governance arrangements, theories, approaches and perspectives of people-centred care and support through an integrated care lens to a variety of settings. Synthesis of the key concepts that underpin people-centred care and support from a global and cross-sectoral perspective through an integrated care lens. Developing critical assertiveness skills through improved understanding of cultures, values and behaviours that contribute to people-centred care and support through an integrated care lens.
Generic Cognitive skills	**SCQF 11** Critically reflecting, reviewing and extending knowledge of principles of people centred care and support from a global, cross-sectoral and inter-professional perspective through an integrated care lens.

	Utilising variety of evidence-based resources to contextualise and assist in decision making in the workplace.
Communication, ICT and Numeracy Skills	**SCQF 11** Critically reflecting on own interpersonal and inter-professional communication skills. Developing further library, e-library and online searching and data retrieval skills. Utilising a range of software for example word processing and spreadsheet. Critically reflecting on, identifying and addressing their own learning needs and the needs of others within their workplace.
Autonomy, Accountability and Working with Others	**SCQF 11** Critically reflecting on own values and beliefs and impact on services through interprofessional learning. Critically reflecting on and exploring own collaborative and compassionate leadership, facilitation, influencing and negotiating skills recognising the principles of team working and accountability in their own professional practices . Working effectively with others to provide quality care and support for people and organisations through an integrated care lens.

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. As an approved online module the delivery will equally focus on active and interactive learning, delivered asynchronously and supported by synchronous activities via the Virtual Learning Environment (VLE). Participants are encouraged to take control of their own learning and become self-motivated learners. This approach recognises the wealth of knowledge and richness of experience students will already have at their disposal. Students will be expected to work through the module materials via the VLE, independently. This will assist in enhancing skills of collaboration, communication, presentation, problem-solving and critical reflection of themselves.	
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	6
Personal Development Plan	6

Asynchronous Class Activity	48
Independent Study	140
n/a	
n/a	
TOTAL	200

Indicative Resources

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

There are no essential core reading materials for this module. The following reading list is recommended to support the content of this module and its learning outcomes:

Amelung, V., Stein, V., Goodwin, N., Bolicer, R. Nolte, E. and Suter, E. (2021) Handbook Integrated Care. 2nd edn. London: Springer

Department for Communities and Local Government (2012) Creating the conditions for integration. London: Department for Communities and Local Government

Ham, C., Heenan, D., Longley, M. and Steel, D. (2013) Integrated care in Northern Ireland, Scotland and Wales. Lessons for England. London: The King's Fund.

Miller, R., Brown, H. and Mangan, C. (2016) Integrated Care in Action. London: Jessica Kingsley Publishers

Pears, R & Shields, G. (2022) Cite them Right. The Essential Referencing Guide. 12th edn. London: MacMillan International

Watson, J. (2012) Integrating health and social care from an international perspective. London: The International Longevity Centre.

World Health Organization (2016) Framework on Integrated People-centred Health Service. World Health Organization.

World Health Organization Europe (2016) Integrated Care Models an Overview. Copenhagen: World Health Organization.

Useful Journals

International Journal of Integrated Care

Journal of Integrated Care

Websites

International Foundation for Integrated Care. Available at http://integratedcarefoundation.org/

Scottish Government Website. Available at http://www.gov.scot/Topics/Health

World Health Organisation Portal, Available at http://www.integratedcare4people.org/

Relevant case studies and policy documents relating to this module from a national and international perspective to allow students to contextualise to their own professional practices.

(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:

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 online learning activities in your own time, course-related learning resources, engaging with scheduled live sessions online, 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 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. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

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. Every student should be able to experience the full range of the university's activities. If you have a disability, a long-standing medical condition or a specific learning difficulty such as dyslexia, the Disability Service can help you make the most of your time at UWS.
(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	**Mental Health Nursing Midwifery 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	MHMH L9-11
Moderator	Bryan Mitchell
External Examiner	G Truscott
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessed Asynchronous Discussion Forums (20% of overall module mark).
Assessment 2
Essay (80% 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**
Review/ Article/ Critique/ Paper	☒	☒	☒	☐	☐	20	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☒	☒	☒	☐	☐	80	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**
Some minor changes to the language used with the module overview, learning outcomes and employability PDP sections to make module more inclusive. Learning Activites adapted in line with other core modules in the programmes. EE removed - needs updated Component 2- LO2 ticked	06-02-25	H. Rainey

Throughout document change in language from people-centred integrated care and support to people-centred care and support through an integrated care lens - making the module more inclusive Moderator changed to Bryan Mitchell	22-01-26	Helen Rainey