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Title of Module: Creating the Conditions for Integrated Care

Code: NURS11145	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of 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 integrated care supported 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 integrated care.

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 integrated care and support.

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. For further informatin please see: https://www.qaa.ac.uk/scotland/development-projects/learning-from-international-practice/taughtpostgraduate-student-experience

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
		✓			

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC
Online with mandatory face-to-face learning on Campus

HybridO
Online with optional face-to-face learning on Campus

Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
					✓	

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	✓	Term 2		Term 3	

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Learning Outcomes: (maximum of 5 statements)
On successful completion of this module the student will be able to: L1. Critically examine the constructs and contexts of people-centred integrated care from a UK and global perspective. L2. Critically analyse the contemporary discourse around the theories, policies, approaches and perspectives of people-centred integrated care. L3. Explore corporate and individual cultures, values and behaviours in relation to people-centred integrated care from a global and cross sectoral perspective.

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 Level 11. Demonstrating critical awareness of people-centred integrated care from a global perspective. Understanding the contemporary discourse around the theories, policies, approaches and perspectives of people-centred integrated care from a global and cross-sectoral perspective, contextualising this into their own practice.
Practice: Applied Knowledge and Understanding	SCQF Level 11. Applying the governance arrangements, theories, approaches and perspectives of people-centred integrated care to a variety of settings. Synthesis of the key concepts that underpin people-centred integrated care from a global and cross-sectoral perspective. Developing critical assertiveness skills through improved understanding of cultures, values and behaviours that contribute to people-centred integrated care.
Generic Cognitive skills	SCQF Level 11. Critically reflecting, reviewing and extending knowledge of principles of people centred integrated care from a global, cross-sectoral and inter-professional perspective. Utilising variety of evidence-based resources to contextualise and assist in decision making in the workplace.
Communication, ICT and Numeracy Skills	SCQF Level 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 Level 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 integrated care for people and organisations.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

* Indicates that module descriptor is not published.

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Learning and Teaching
This module is delivered as learning fully online via the Virtual Learning Environment (VLE)and will use a hybrid approach to learning using synchronous and asynchronous activities. Students will take part in a range of online student-centred activities with the lecturer and student peers, via the VLE. They will have access to direct synchronous individual and tutorial support from their tutors and directed learning via the VLE system. This will be aided by asynchronous online discussion boards; virtual learning activities; tutorials; directed wider reading including access to electronic library, e-books and links to external documents, government reports, international and national research, policies and protocols.   Participants will be 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 may 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.   Module content reflects societal diversity and a rights-based approach to policy and practice.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Asynchronous Class Activity	60
Tutorial/Synchronous Support Activity	10
Personal Development Plan	6
Independent Study	124
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	

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
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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)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure

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Supplemental Information

Programme Board	Mental Health, Midwifery & Health
Assessment Results (Pass/Fail)	No

Subject Panel	MHMH SAB - Level 9-11
Moderator	Elaine Gifford
External Examiner	L Macaden
Accreditation Details	
Changes/Version Number	1.05 There have been minor amendments within the descriptor to reflect the module content, Curriculum Framework and following feedback from the Institutional Led Review.

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Assessment: (also refer to Assessment Outcomes Grids below)
Component 1 Assessed Asynchronous Discussion Forums (20%)
Component 2 Essay (80%)
(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Review/ Article/ Critique/ Paper	✓	✓	✓	20	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓	✓	✓	80	0
	Combined Total For All Components			100%	0 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

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Note(s):
1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
   This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

Within the module equality and diversity is at the heart of the module – recognising that this is key to the student experience within the module.

Through the hybrid approach taken within the module that the module is inclusive and supports the belief of fairness and equal opportunities across the teaching and learning, assessment, and evaluation process within the module. This is further supported by any anticipatory adjustments and additional flexibility that is required to ensure accessibility of the module.

All students are encouraged to ensure disclosure disability and any specific individual needs is taken cognisance by the module team.

To ensure the module is responsive to the demand for equality and diversity UWS Equality and Diversity Policy is a key driver in the ethos of teaching and learning processes within the module.

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

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