

Session: 2023/24

Last modified: May 24

Status: Published

Title of Module: Value for People, Professionals, Organisations

Code: NURS11147	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:	Rhoda Macrae		

Summary of Module

Value for People, Professionals and Organisations is a core module in the MSc Leading People-Centred Integrated Care programme.

Utilising policies and theories this module will critically examine the constructs and contexts of effectiveness and efficiency within people-centred integrated care from a global, cross sectoral and interprofessional perspective. In addition it will explore how to improve the quality of services and methods to improve outcomes and demonstrate the impact of services. Students will develop a systematic understanding of using information and data collection tools in order to inform strategic planning and commissioning decisions allowing them to recognise their accountability in decision making.

Alongside exploring and contextualising quality improvement methodologies, students will be enabled to facilitate, evidence and evaluate transformational change within health and care services.

Through contextualising and critically reflecting on their personal learning students will continue to advance their personal knowledge and understanding and develop new skills in relation to promoting effectiveness and efficiency within people-centred integrated care services.

Students will develop UWS graduate attributes including critical, analytical, enquiring thinking and cultural awareness. Students will be research minded, digitally literate, motivated, creative and resilient, leading to success and enhanced work related opportunities.

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
		✓			
<p>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.</p> <p>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</p> <p>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.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

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	Term 4	Term 5	Term 6
	✓				

<p>Learning Outcomes: (maximum of 5 statements)</p> <p>On successful completion of this module the student will be able to:</p> <p>L1. Critically examine the constructs and contexts of effectiveness and efficiency within people centred integrated care.</p> <p>L2. Discuss the importance using evidence to inform and deliver the development and delivery of integrated care services.</p> <p>L3. Critically explore quality improvement methodologies to facilitate changes within health and social care services.</p> <p>L4. Review and analyse a range of methods and tools to inform strategic planning and commissioning decisions within people-centred integrated care.</p>

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 Level 11.</p> <p>Raising critical awareness of the importance of effectiveness and efficiency within people-centred integrated care.</p> <p>Comprehensive understanding of the policies and processes involved in the delivery of effective and efficient people-centred integrated care from a global, cross sectoral and interprofessional perspective.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11.</p> <p>Relating the constructs and concepts of effectiveness and efficiency to a variety of settings, sectors and stakeholders, improving outcomes and demonstrating the impact of services.</p> <p>Synthesis and contextualisation of the key concepts that underpin effectiveness and efficiencies within people-centred integrated care.</p>
Generic Cognitive skills	<p>SCQF Level 11.</p> <p>Critically reflecting, reviewing and extending knowledge of the principles of effective and efficient health and social care services, contextualising to their own area of practice.</p> <p>Using a variety of evidence-based resources that will assist in decision making in the workplace.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 11.</p> <p>Utilising a variety of techniques to promote discourse in relation to the effectiveness and efficiency in integrated care to ensure value for people, professionals and organisations.</p> <p>Developing further library, e-library and online searching and retrieval skills.</p> <p>Utilising a range of software for example word processing and spreadsheet.</p>

Autonomy, Accountability and Working with others	<p>SCQF Level 11.</p> <p>Critically reflecting on own knowledge in relation to effective and efficient services through global, cross sectoral interprofessional learning, recognising own accountability in decision making.</p> <p>Working effectively with others to deliver effective and efficient people-centred integrated care.</p> <p>Critically reflecting on, identifying and addressing their own learning needs and the needs of others within their workplace.</p>
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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	
<p>The learning and teaching has been designed to enhance the master's level attributes of learners and stimulate reflective and critical thinking. It is envisaged that a strong student-centred emphasis will ensure that the teaching process will develop skills that facilitate lifelong learning.</p> <p>Online Learning:</p> <p>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. Discussion and sharing of experiences will be encouraged in order to capitalise on this. Delivery methods used will include module specific eLearning objects, case studies and problem-based learning. Our online learning will also utilise video, podcasts and other creative commons resources from a variety of key organisations worldwide involved in integrated care. Students will take part in a range of on-line student centred activities with the lecturer and student peers, via the VLE. This will assist in enhancing skills of collaboration, communication, presentation, problem-solving and critical reflection of themselves.</p> <p>Every effort will be made by the University to accommodate any additional support needs that students may have that are brought to the attention of the School. Reasonable adjustments will be made for any student assessed as requiring enabling support strategies to be put in place.</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 (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Independent Study	140
Asynchronous Class Activity	48
Tutorial/Synchronous Support Activity	6
Personal Development Plan	6
	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. (2017) Handbook Integrated Care. (Eds) Springer: London.

Glasby, J. (2012) Commissioning for health and wellbeing: an introduction. Bristol: The Policy Press.

Joyce, P. (2015) Strategic Management in the Public Sector. London: Routledge.

Mackie, R. (2013) Managing Scotland's Public Services. Edinburgh: W. green

Marr, B. (2009) Managing and delivering performance. Oxford: Butterworth-Heinemann.

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

Nutley, S., Walter, I. and Davies, H. (2007) Using evidence: How research can inform public services. Bristol: Policy Press

Useful Journals

International Journal of Integrated Care

Journal of Integrated Care

Websites

Information Services Division – Health and Social Care. Available: <http://www.isdscotland.org/Health-Topics/Health-and-Social-Community-Care/Health-and-Social-Care-Integration/>

The Kings Fund – Commissioning and Contracting. Available:

https://www.kingsfund.org.uk/topics/commissioning-and-contracting?gclid=EAlaIqobChMI4daun-LI1gIVQxYbCh0ifA38EAAYAiAAEgl1bvD_BwE

Social Care Institute for Excellence – Organisational change in social care. Available:

<https://www.scie.org.uk/publications/elearning/organisational-change-in-social-care/resource/index.html>

Relevant 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](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: Regular interaction with the University VLE to access learning resources, and completion and submission of the module assessments on time (or at a specified time agreed with the Module coordinator). If submission proves not to be feasible then use of the extenuating circumstances procedure would be expected. See: <https://www.uws.ac.uk/current-students/supporting-your-studies/exams-assessment-appeals/academic-appeals-extenuating-circumstances/>

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Supplemental Information

Programme Board	Mental Health Nursing & IP
Assessment Results (Pass/Fail)	No
Subject Panel	MHN&IP L9-11
Moderator	Helen Rainey
External Examiner	L Macaden
Accreditation Details	
Changes/Version Number	1.07

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Assessment: (also refer to Assessment Outcomes Grids below)
<p>Essay - (100% of overall module mark) Formative assessment Students will attend a face to face or synchronous essay writing workshop which will feed forward to the summative assessment.</p> <p>Summative assessment Critical review of redeveloping a service, looking at an aspect of service delivery and identifying areas for improvement and designing an action plan for improvement</p>
<p>(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.)</p>

Assessment Outcome Grids (Footnote A.)

Component 1						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓	✓	✓	✓	100	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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<p>Note(s):</p> <ol style="list-style-type: none"> More than one assessment method can be used to assess individual learning outcomes. 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

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 the module is inclusive and supports the belief of fairness and equal opportunities across the teaching and learning, assessment, and evaluation processes 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 disclose disability and any specific individual needs is given consideration 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)