Module Descriptor

Title	Value for People, Professionals, Organisations		
Session	2026/27	**Status**	Published
Code	NURS11147	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**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 perspectve. 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 contextualsing quality improvement methodologies, students will be enabled to facilitate, evidence and evaluate transformational change within health and care services.

Through contextualisng 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.

The module is cognisant of the UN SDG 3 =Ensure healthy lives and promote well-being for all at all ages and 4 = Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

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)	

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 effectiveness and efficiency within people centred integrated care.
L2	Discuss the importance using evidence to inform and deliver the development and delivery of integrated care services.
L3	Critically explore quality improvement methodologies to facilitate changes within health and social care services.
L4	Review and analyse a range of methods and tools to inform strategic planning and commissioning decisions within people-centred integrated care.
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** Raising critical awareness of the importance of effectiveness and efficiency within people-centred integrated care. 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.
Practice: Applied Knowledge and Understanding	**SCQF 11**

[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

	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. Synthesis and contextualisation of the key concepts that underpin effectiveness and efficiencies within people-centred integrated care.
Generic Cognitive skills	**SCQF 11** 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. Using a variety of evidence-based resources that will assist in decision making in the workplace.
Communication, ICT and Numeracy Skills	**SCQF 11** 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. Developing further library, e-library and online searching and retrieval skills. Utilising a range of software for example word processing and spreadsheet.
Autonomy, Accountability and Working with Others	**SCQF 11** Critically reflecting on own knowledge in relation to effective and efficient services through global, cross sectoral interprofessional learning, recognising own accountabilty in decision making. Working effectively with others to deliver effective and efficient people-centred integrated care. Critically reflecting on, identifying and addressing their own learning needs and the needs of others within their workplace.

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. 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. Online Learning: 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 wecasts 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.

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.

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:

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

(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:

Regular enagement with the materials on the VLE (Aula) and attendance at learning support sessions

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 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 you have not been attending sessions or completing online activities. 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.

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. At UWS and within the School of Health and Life Sciences we are committed to advancing and promoting equality and diversity in all of our activities and aim to establish an inclusive culture, free from discrimination and based upon the values of fairness, dignity and respect.

(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	Helen Rainey
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
Formative assessment Students will attend a face to face or synchronous essay writing workshop which will feed forward to the summative assessment. 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
Assessment 2
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**
Essay	☒	☒	☒	☒	☐	100	0

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

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**
