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Status: Proposal

<b>Title of Module: Communication for Health and Social Care</b>			
<b>Code: HLTH07001</b>	<b>SCQF Level: 7</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Health and Life Sciences		
<b>Module Co-ordinator:</b>	TBC		
<b>Summary of Module</b>			
<p>This module aims to introduce students to the communication skills that are necessary for working with a variety of people who require services within health and social care settings. Students will gain knowledge of the concepts of verbal and non-verbal communication, active listening, as well as written, and electronic communication skills used within health and social care. Students will gain awareness of the development of a therapeutic relationship with individuals requiring support and explore the importance of being an advocate for individuals requiring health and social care services.</p> <p>The legal perspectives of professional communication within health and social care services together with the importance of communication that promotes collaborative working and continuity of quality service provision will be explored.</p> <p>The components of effective team-working within health and social care will be explored. Through working on group activities, this module will give students an appreciation of how attitudes, values and beliefs influence communication and through this appraise their own communication skills.</p> <p>This module aims to contribute to the following I am UWS graduate attributes:</p> <ul style="list-style-type: none"> <li>• Universal: emotionally intelligent, ethically minded, culturally aware, socially responsible, collaborative.</li> <li>• Work Ready: digitally literate, knowledgeable, effective communicator</li> <li>• Successful: Imaginative, resilient.</li> </ul>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>HybridO</b>	<b>Work-based Learning</b>

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

Campus(es) for Module Delivery						
The module will <b>normally</b> 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	

Learning Outcomes: (maximum of 5 statements)
<p>On successful completion of this module the student will be able to:</p> <p>L1. Describe the importance of a variety of communication methods and skills within the field of health and social care.</p> <p>L2. Discuss the importance of developing a therapeutic relationship for staff working within the field of health and social care.</p> <p>L3. Discuss the importance of communication for team-working, continuity of effective service provision and the legal requirements for communicating within health and social care services.</p>
Employability Skills and Personal Development Planning (PDP) Skills

<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:	
Knowledge and Understanding (Kand U)	SCQF Level 7. A broad knowledge and understanding of the main communication concepts required for professional communication within the field of health and social care.	
Practice: Applied Knowledge and Understanding	SCQF Level 7. Through group activities develop practical communication skills.	
Generic Cognitive skills	SCQF Level 7. Students will explore the importance of legal requirements when communicating within health and social care.	
Communication, ICT and Numeracy Skills	SCQF Level 7. Students will retrieve relevant data and evidence to demonstrate their knowledge and understanding of the importance of communication within health and social care services.	
Autonomy, Accountability and Working with others	SCQF Level 7. Students will recognise their own responsibilities for communicating when working within a group/team.	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\* Indicates that module descriptor is not published.

<b>Learning and Teaching</b>		
Hybrid Delivery will be used for this module. 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.		
<b>Learning</b> During completion of this module, the learning activities	<b>Activities</b>	<b>Student Learning Hours</b> (Normally totalling 200 hours):

undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	6
Tutorial/Synchronous Support Activity	15
Asynchronous Class Activity	15
Personal Development Plan	6
Independent Study	158
	200 Hours Total
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Burnard, A. (ed.) (2011) Key Themes in Health and Social Care. London: Routledge.</p> <p>Moss, B. (2017) Communication Skills in Health and Social Care. 4th edn. London, SAGE</p> <p>Pears, R. &amp; Shields, G. (2022) Cite them Right -the Essential Referencing Guide. 12edn. London: MacMillan Education Ltd</p> <p>In addition to these texts students will be directed to a range of international, national and local information to support the module content and learning outcomes.</p>	
(**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)	
<b>Engagement Requirements</b>	
<p>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: <a href="#">Academic engagement procedure</a></p> <p>Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:</p> <p>There are no Professional, Statutory or Regulatory Body requirements in terms of engagement for this module.</p>	

Supplemental Information

<b>Programme Board</b>	Biological Sciences and Health
<b>Assessment Results (Pass/Fail)</b>	Yes
<b>Subject Panel</b>	Health L7-11
<b>Moderator</b>	TBC
<b>External Examiner</b>	TBC
<b>Accreditation Details</b>	
<b>Changes/Version Number</b>	

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
Summative Assessment Category 1 Written report (2000 words) (100% weighting)
(N.B. (i) <b>Assessment Outcomes Grids</b> 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 <b>indicative schedule</b> 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.)

<b>Component 1</b>						
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>	
Dissertation/ Project report/ Thesis	✓	✓	✓	100	0	
<b>Combined Total For All Components</b>				100%	0 hours	

Footnotes

- A. Referred to within Assessment Section above
- B. Identified in the Learning Outcome Section above

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**

Equality and diversity is at the heart of the module, recognising that this is key to the student experience. Through the hybrid learning approach taken the module is inclusive and supports the belief of fairness and equal opportunities across the teaching, 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)