



## Module Descriptor

|                            |   |   |    |
|----------------------------|---|---|----|
| <b>Title</b>               | First Steps: Collaborative Health/Social Care |   |    |
| <b>Session</b>             | 2024/25                                       | <b>Status</b>                                 |    |
| <b>Code</b>                | HLTH07002                                     | <b>SCQF Level</b>                             | 7  |
| <b>Credit Points</b>       | 20  | <b>ECTS (European Credit Transfer Scheme)</b> | 10 |
| <b>School</b>              | Health and Life Sciences                      |   |    |
| <b>Module Co-ordinator</b> | Maureen Bell                                  |   |    |

### Summary of Module

This module is designed to introduce the student to the vast landscape of the health and social care sector in relation to the organisation of statutory, private and third sector services.

An awareness of the historical and political background of health and social care will be provided which will include how services are funded.

This module will give students the opportunity to explore service provision within their local community.

This module aims to contribute to the following IAM UWS graduate attributes:

Universal: enquiring, socially responsible, research minded

Work Ready: knowledgeable, digitally literate

Successful: autonomous

|                                     |   |  |   |   |
|-------------------------------------|---|--|---|---|
| <b>Module Delivery Method</b>       | <b>On-Campus<sup>1</sup></b><br><input type="checkbox"/>          | <b>Hybrid<sup>2</sup></b><br><input checked="" type="checkbox"/>   | <b>Online<sup>3</sup></b><br><input type="checkbox"/>   | <b>Work -Based Learning<sup>4</sup></b><br><input type="checkbox"/> |
| <b>Campuses for Module Delivery</b> | <input type="checkbox"/> Ayr<br><input type="checkbox"/> Dumfries | <input type="checkbox"/> Lanarkshire<br><input type="checkbox"/> London<br><input checked="" type="checkbox"/> Paisley | <input type="checkbox"/> Online / Distance Learning<br><input type="checkbox"/> Other (specify) |   |

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

|   |                 |                                     |                 |                          |                 |                          |
|---|-----------------|-------------------------------------|-----------------|--------------------------|-----------------|--------------------------|
|   |                 |                                     |                 |                          |                 |                          |
| <b>Terms for Module Delivery</b>                  | Term 1          | <input checked="" type="checkbox"/> | Term 2          | <input type="checkbox"/> | Term 3          | <input type="checkbox"/> |
| <b>Long-thin Delivery over more than one Term</b> | Term 1 – Term 2 | <input type="checkbox"/>            | Term 2 – Term 3 | <input type="checkbox"/> | Term 3 – Term 1 | <input type="checkbox"/> |

| <b>Learning Outcomes</b> |  |
|--------------------------|--|
| <b>L1</b>                | Understand the landscape of the health and social care sector in relation to the organisation of statutory, private and third sector services. |
| <b>L2</b>                | Have an awareness of the historical and political background of health and social care and demonstrate how services are funded                 |
| <b>L3</b>                | Demonstrate understanding of service provision within  |
| <b>L4</b>                |  |
| <b>L5</b>                |  |

| <b>Employability Skills and Personal Development Planning (PDP) Skills</b> |   |
|--|---|
| <b>SCQF Headings</b>   | <b>During completion of this module, there will be an opportunity to achieve core skills in:</b>  |
| <b>Knowledge and Understanding (K and U)</b>                               | <b>SCQF 7</b><br>A broad understanding of the health and social care landscape<br>An awareness of the historical and political background of health and social care will be provided which will include how services are funded.                                      |
| <b>Practice: Applied Knowledge and Understanding</b>                       | <b>SCQF 7</b><br>The opportunity to explore service provision within the student's local community.   |
| <b>Generic Cognitive skills</b>  | <b>SCQF 7</b><br>Able to review literature from a range of sources.   |
| <b>Communication, ICT and Numeracy Skills</b>                              | <b>SCQF 7</b><br>Develop a range of communication and interpersonal skills to enable effective care and professional practice.<br>- Using relevant information technology, source, extract, describe and present relevant data utilizing appropriate numeracy skills. |
| <b>Autonomy, Accountability and Working with Others</b>                    | <b>Please select SCQF Level</b><br>Exercise some initiative and independence in carrying out defined activities at a professional level.  |

| <b>Prerequisites</b> | <b>Module Code</b> | <b>Module Title</b> |
|----------------------|--------------------|---------------------|
|                      | <b>Other</b>       |                     |
| <b>Co-requisites</b> | <b>Module Code</b> | <b>Module Title</b> |

| <b>Learning and Teaching</b> |
|------------------------------|
|------------------------------|

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.

On-campus learning events focus on providing active and interactive learning, supported by readings, resources and other activities for students to prepare (pre-learning event) and consolidate learning (post-learning event)

Asynchronous activities will be provided and designed as supplementary activities to support on campus learning events. These should be associated with learning event preparation or post learning event consolidation. Such activities will not be included within module contact time.

A 20-credit module constitutes 200 hours of total learning and assessment time for the student, or c.13 hours per week over a 15-week term.

| <b>Learning Activities</b>   | <b>Student Learning Hours</b>  |
|--|--|
| During completion of this module, the learning activities 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  | 8  |
| Tutorial / Synchronous Support Activity  | 22   |
| Asynchronous Class Activity  | 18   |
| Personal Development Plan  | 6  |
| Independent Study  | 146  |
| Please select  |  |
| <b>TOTAL</b>   | 200  |

### Indicative Resources

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

Burnard, A., Calabria, V. & Griffiths, L. (ed.) (2023) Key Themes in Health and Social Care 2<sup>nd</sup> edn. London: Routledge

Pears, R. and Shields, G (2022) Cite them right: the essential referencing guide 12th edn. Durham: Pear Tree Books

**(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 regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

**For the purposes of this module, academic engagement equates to the following:**

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 your attendance and engagement is lower than expected that is in line with the school policy.

### 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.

**(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

|   |  |
|---|--|
| <b>Divisional Programme Board</b>       | <b>Biological Sciences Health</b>  |
| <b>Overall Assessment Results</b>       | <input checked="" type="checkbox"/> Pass / Fail <input type="checkbox"/> Graded  |
| <b>Module Eligible for Compensation</b> | <input type="checkbox"/> Yes <input type="checkbox"/> No<br><b>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.</b> |
| <b>School Assessment Board</b>          | Health   |
| <b>Moderator</b>                        |  |
| <b>External Examiner</b>                |  |
| <b>Accreditation Details</b>            |  |
| <b>Module Appears in CPD catalogue</b>  | <input type="checkbox"/> Yes <input type="checkbox"/> No   |
| <b>Changes / Version Number</b>         |  |

### Assessment (also refer to Assessment Outcomes Grids below)

#### Assessment 1

Component 1 – Presentation (100% weighting)

#### Assessment 2

NA

**Assessment 3**

NA

(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 |
|-----------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| Presentation    | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 100%                                |                          |

**Component 2**

| Assessment Type | LO1                      | LO2                      | LO3                      | LO4                      | LO5                      | Weighting of Assessment Element (%) | Timetabled Contact Hours |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| NA              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                     |                          |

**Component 3**

| Assessment Type                          | LO1                      | LO2                      | LO3                      | LO4                      | LO5                      | Weighting of Assessment Element (%) | Timetabled Contact Hours |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| NA                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                     |                          |
| <b>Combined total for all components</b> |                          |                          |                          |                          |                          | 100%                                | hours                    |

**Change Control**

| What | When | Who |
|------|------|-----|
|      |      |     |
|      |      |     |
|      |      |     |
|      |      |     |
|      |      |     |