

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

[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)

University of the West of Scotland

Module Descriptor

Session: 2023/24

Last modified: 18/02/2023 16:17:26

Status: Proposal

Title of Module: Foundations of Health and Social Care			
Code:	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	TBC		

Summary of Module

This module will allow the students to explore the foundations of health and social care for professional practice. The legal, ethical and professional principles for health and social care delivery will be discussed and related to the fundamental care standards within relevant regional areas. Some of the key aspects of this will be: regulatory practice, autonomy and accountability

Aspects of vulnerability, risk and safeguarding across the lifespan will be introduced. This module aims to contribute to the following I am UWS graduate attributes:

- Universal: enquiring, ethically minded, culturally aware and socially responsible
- Work ready: knowledgeable
- Successful: resilient

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	

Learning Outcomes: (maximum of 5 statements)		
<p>On successful completion of this module the student will be able to:</p> <p>L1. Understand the concepts of legal, ethical and professional practice in the context of health and social care</p> <p>L2. Identify the value of fundamental care standards in delivery of health and social care services.</p> <p>L3. Develop an awareness of vulnerability, risk and safeguarding across the lifespan.</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 7.</p> <ul style="list-style-type: none"> - A broad understanding of the relevant legal, ethical and professional practice related to health and social care delivery. - Knowledge of the regional fundamental care standards. - A broad knowledge and understanding of vulnerability, risk and safeguarding across the lifespan will be introduced 	
Practice: Applied Knowledge and Understanding	<p>SCQF Level 7.</p> <ul style="list-style-type: none"> - The ability to use the knowledge and understanding developed to inform own practices within the health and social care sector 	
Generic Cognitive skills	<p>SCQF Level 7.</p> <ul style="list-style-type: none"> - Able to review literature from a range of sources. 	
Communication, ICT and Numeracy Skills	<p>SCQF Level 7.</p> <ul style="list-style-type: none"> - Develop a range of communication and interpersonal skills to enable effective care and professional practice. - Using relevant information technology, source, extract, describe and present relevant data utilizing appropriate numeracy skills. 	
Autonomy, Accountability and Working with others	<p>SCQF Level 7.</p> <ul style="list-style-type: none"> - Demonstrate awareness of personal attitudes, values and beliefs and respect for others 	
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.

Learning and Teaching

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.

Learning	Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:		(Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
	Lecture/Core Content Delivery	9
	Tutorial/Synchronous Support Activity	9
	Asynchronous Class Activity	18
	Personal Development Plan	6
	Independent Study	158
		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:

Burnard, A. (ed.) (2011) Key Themes in Health and Social Care. London: Routledge

Edwards, D. and Best, S (2020) The textbook of health and social care. London: Sage.

Pears, R. & Shields, G. (2022) Cite them Right -the Essential Referencing Guide. 12edn. London: MacMillan Education Ltd

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.

(**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:

There are no Professional, Statutory or Regulatory Body requirements in terms of engagement for this module.

Supplemental Information

Programme Board	Biological Sciences and Health
Assessment Results (Pass/Fail)	Yes
Subject Panel	Health Level 7-11
Moderator	TBC
External Examiner	TBC
Accreditation Details	
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

Summative Assessment Category 1 (2000 words)
Scenario based report (100% weighting)

(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
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

<p>Note(s):</p> <ol style="list-style-type: none"> 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.

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