

# University of the West of Scotland

## Module Descriptor

Session: 2023/24

Last modified: Feb24

Status: Published

**Title of Module: Working in Health and Social Care**

<b>Code: HLTH08003</b>	<b>SCQF Level: 8</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>	Stephen Holmes		

**Summary of Module**

There are a wide range of roles and jobs in health and social care. This module aims to develop knowledgeable health and social care workers by considering a range of topics relevant to contemporary health and social care and how these sit within health and social care systems.

Students will be encouraged and supported to seek temporary (paid or voluntary) work experience within the health and social care sector. However, this is not a requirement for successful completion of the module learning outcomes. Students will be provided with opportunities to reflect upon their transferable skills and attributes (critical thinking; decision-making; team working; effective communication) relevant to the work-based setting during class-based assimilation activities if they are not in employment.

The main aim of this module is to develop students' understanding of and the ability to applying theory in the health and social care work setting. This is a coursework-based module that encourages autonomy in learning through self-directed learning and tutor-led, peer-support.

This will enable students to work toward the UWS graduate attributes of being Universal: inquiring, culturally aware and socially responsible. Work-ready: knowledgeable, motivated & enterprising. Successful: autonomous, imaginative & driven. This module leads students into further study opportunities.

The module is suitable for those currently working or aspiring to work in health and social care and aims to promote global citizenship and graduateness for all students regardless of geography or employment status.

<b>Module Delivery Method</b>					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
			✓		
<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. Outline the underpinning principles of working in health and social care.</p> <p>L2. Demonstrate an understanding of inter-professional team working in health and social care.</p> <p>L3. Apply reflection to health and social care working.</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 (K and U)	<p>SCQF Level 8.</p> <p>Understanding of a limited range of core theories, principles and concepts of issues related to working in health and social care.</p> <p>Detailed knowledge in some areas related to working in health and social care.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 8.</p> <p>Use a range of routine skills, techniques, practices associated with working in health and social care.</p> <p>Carry out routine lines of enquiry, development or investigation into professional development level problems and issues.</p>
Generic Cognitive skills	<p>SCQF Level 8.</p> <p>Undertake analysis, evaluation and/or synthesis of ideas, concepts, information, and issues that are within the common understandings related to working in health and social care.</p> <p>Use a range of approaches to formulate and evaluate evidence-based solutions/responses to defined and/or routine problems and issues related to working in health and social care.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 8.</p> <p>Use a wide range of routine skills and some advanced and specialised skills associated working in health and social care. For example:</p> <p>Convey information to others working in health and social care.</p>

	Use a range of standard ICT applications to process and obtain data to report on the common issues of health and social care work.
Autonomy, Accountability and Working with others	<p>SCQF Level 8.</p> <p>Work in ways that show awareness of own and others' roles in health and social care, responsibilities and contributions when carrying out and evaluating tasks.</p> <p>Work, under guidance, with others to acquire an understanding of current professional practice in health and social care.</p> <p>Manage, under guidance, ethical and professional issues in accordance with current professional and/or ethical codes or practices.</p>

<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>	
This module is delivered as hybrid learning utilising a Virtual Learning Environment(VLE)and on campus tutorials.	
Hybrid learning students will participate in a range of classroom activities supported by the quality assured resources received by online students. Hybrid learning students have access to direct individual and tutorial support from their tutors and will be directed to wider reading, including access to the UWS electronic library and online books.	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	10
Tutorial/Synchronous Support Activity	20
Independent Study	158
Asynchronous Class 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:

Core Year Text: McCormack, B., McCance, T., Bulley, C., Brown, D., McMillan, A., Martin, S. (2020) Fundamentals of Person-centered Care [Electronic book]: Principles & Practice for Healthcare Students. Chichester: Wiley-Blackwell.

Core text for this module.

Peate, I. (2017) Fundamentals of Care [Electronic book]: A Textbook for Health and Social Care Assistants. Chichester: Wiley-Blackwell.

The following books are also considered essential reading:

Glasby, J. (2017) Understanding Health and Social Care (3rd Ed) [Electronic book]. Bristol: Policy Press.

Williams, K. (2012) Reflective Writing [Electronic book]. Basingstoke: Palgrave McMillan.

In addition to these texts students will be directed to a wide 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: Attendance at synchronous sessions (lectures, workshops, tutorials), completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module

### Supplemental Information

<b>Programme Board</b>	Biological Sciences and Health
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	Health L7-11
<b>Moderator</b>	Elaine Stevens
<b>External Examiner</b>	P Anyanwu
<b>Accreditation Details</b>	None
<b>Changes/Version Number</b>	1.03 Equality and engagement statements amended.

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

This module has one assessment component which is 100%  
A reflective journal documenting learning events and their relevance to the development of the student's practice (3000 words)

Students will produce a reflective account of a health and social care case study demonstrating the importance and use of reflective practice. (1000 words)

(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	Timetabled Contact
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				Assessment Element	Hours
Laboratory/ Clinical/ Field notebook	✓	✓	✓	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**

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.

Please refer to the UWS Equality and Diversity Policy at the following link: <http://www.uws.ac.uk/equality/> \t "\_blank"

**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)