

# University of the West of Scotland

## Module Descriptor

Session: 2023/24

Last modified: Feb24

Status: Published

**Title of Module: Fundamentals and Professionalism in Health**

<b>Code: HLTH08004</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

This module will provide a general introduction and basic underpinning of the key concepts and major theories employed within the fields of health and social care. An appreciation of theory in health and social care is paramount because it underpins and guides future health and social care policies and practices. The module will develop students' understanding of the relevance of health and social care today. Students will consider theory and practice in a variety of formats; including the communication needs of a range of service user groups within diverse settings and with colleagues and peers. Students will also be offered opportunities to develop their reflective skills and appraise the development of their own professional skills.

The module is suitable for those new to or planning to work in health and social care and aims to promote global citizenship. Upon completion of the module, the students will be prepared for employment in ever-changing health and social care environments which require lifelong learning and resilience.

The acquisition of UWS graduate attributes (Universal, Work-ready and Successful) is central to the module content. This module particularly helps students to develop skills in ethical mindedness and motivation.

### Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				

#### 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.

#### 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

#### 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.

#### HybridC

Online with mandatory face-to-face learning on Campus

#### HybridO

Online with optional face-to-face learning on Campus

#### Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

### 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	
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**Learning Outcomes: (maximum of 5 statements)**

On successful completion of this module the student will be able to:

- L1. Discuss key concepts and core theories in health and social care.
- L2. Describe key policies and professional standards in health and social care.
- L3. Understand the principles of person-centred care.

**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)	SCQF Level 8. Display knowledge and understanding of the principles of professionalism and how this impacts on care delivery.
Practice: Applied Knowledge and Understanding	SCQF Level 8. Apply the theories of health and social care delivery to person centred care.  Demonstrate the importance of professional relationships and inter-professional team working and how these are applied to care practices.
Generic Cognitive skills	SCQF Level 8. Use a problem-solving approach to demonstrate the changing nature of care delivery and how safe and effective care can be maintained.  Evaluate the implementation of an individualised, values-based approach to the delivery of care.
Communication, ICT and Numeracy Skills	SCQF Level 8. Use a range of information technology applications to convey information to a range of audiences and for a range of purposes.  Display literary skills that enables clear and considered written comparisons to be made within and between healthcare systems and modes of care delivery.
Autonomy, Accountability and Working with others	SCQF Level 8. Demonstrate an element of autonomous thinking and working within a multi-professional team care environment.  Demonstrate the application of legal and ethical principles when caring and supporting people with a ranges of needs.

<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 by hybrid learning utilising a Virtual Learning Environment (VLE).	
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 electronic library and 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

<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>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Core Year Text</p> <p>Year text:</p> <p>McCormack, B., McCance, T., Bulley, C., Brown, D., McMillan, A., Martin, S. (Eds). (2021). Fundamentals of Person-Centred Healthcare Practice [Electronic Book]. Wiley-Blackwell.</p> <p>There is no core text for this module. The following e-books are considered essential reading:</p> <p>Day, J. (2013). Interprofessional Working: An Essential Guide for Health and Social Care Professionals [Electronic Book]. Cengage Learning EMEA.</p> <p>Duncan, P. (2010). Values, Ethics and Healthcare [Electronic Book]. London, Sage.</p> <p>Monrouxe, L.V., and Rees, C.E. (2017). Healthcare Professionalism: Improving Practice through Reflections on Workplace Dilemmas [Electronic Book]. John Wiley &amp; Sons Ltd.</p> <p>Thistlethwaite, J and McKimm, J. (2015). Health Care Professionalism at a Glance [Electroni Book]. Wiley-Blackwell.</p> <p>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.</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)

## 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>	Christopher Mafuva
<b>External Examiner</b>	P Anyanwu
<b>Accreditation Details</b>	
<b>Changes/Version Number</b>	1.03 Moderator added, change to assessment, Equality and engagement statements amended.

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

This module uses two assessment strategies.  
Design an information source suitable for families in relation to person centered care.

Students will produce an essay of their understanding of professionalism, core theories and key policies and professional standards in health and social care. (2000 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 Assessment Element	Timetabled Contact Hours
Presentation			✓	40	0

### Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓	✓		60	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

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)