Module Descriptor

Title	Next Steps: Collaborative Health/Social Care		
Session	2026/27	**Status**	Published
Code	HTLH08010	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Fiona Miller		

Summary of Module

This module explores the background to the development of integrating health and social care services in relation to associated political, social and economic determinants. Aspects of effective health and social care provision which focusses on preventative, anticipatory care that improves the health and well-being of individuals, families and communities will be explored. The ethical, moral and legal aspects of a person-centred approach to service provision and integrated working are explored. Aspects of effective relationships with people who require services their families, carers and co-workers from different disciplines will be examined. The essential key elements of effective and efficient provision of an integrative person centred health and social care service including aspects of culture change and quality improvement will be outlined. This module aims to contribute to the following I am UWS graduate attributes: Universal: Inquiring, critical thinker, analytical, culturally aware, and research minded, Work Ready: Knowledgeable, digitally literate and motivated, Successful: Autonomous driven and resilient.

Module Delivery Method	**On-Campus**[1] ☐	**Hybrid**[2] ☒	**Online**[3] ☐	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☒ London ☒ Paisley	☐ Online / Distance Learning ☒ Other (specify)	

[1] 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.

[2] 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.

[3] 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.

[4] 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

					New College Lanarkshire	
Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate an understanding of effective integrated health and social care provision which focusses on preventative, anticipatory care that improves the health and well-being of individuals, families and communities.
L2	Critically evaluate the concept and value base of an integrated, person-centred service.
L3	Demonstrate knowledge of the essential key elements required for the development and delivery of safe, effective and efficient collaborative person-centred health and social care services.
L4	
L5	

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)	**SCQF 8** A broad knowledge and understanding of the scope, main areas and boundaries of integrated health and social care provision.
Practice: Applied Knowledge and Understanding	**SCQF 8** Identify and analyse problems and issues of integrated health and social care provision in practice. Critically evaluate the implementation of an integrated, person-centred approach to health and social care provision.
Generic Cognitive skills	**SCQF 8** Students will develop skills in using relevant information from a range of sources to adequately support decision-making.
Communication, ICT and Numeracy Skills	**SCQF 8** Use of internet and library searches to obtain information. Interpretation of numerical and graphically presented data.
Autonomy, Accountability and Working with Others	**SCQF 8** Evaluate and value contributions of all stakeholders within an integrative, person-centred health and social care service.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching

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.

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 During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	15
Tutorial / Synchronous Support Activity	15
Personal Development Plan	6
Asynchronous Class Activity	6
Independent Study	158
n/a	
TOTAL	200

Indicative Resources

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

Burnard, A. (ed.) (2023) Key Themes in Health and Social Care. 2nd Ed. London: Routledge.

Health and Social Care Alliance Scotland (2024) The House of Care Model. Available at: https://www.alliance-scotland.org.uk/past-work-and-projects/scotlands-house-of-care/the-house-of-care-model/ accessed (13 November 2024).

McCormack, B., McCsnce, T., Bulley, C., Brown, D., McMillan, A. and Martin, S. (eds.) (2021) Fundamentals of person-centred healthcare practice. Chichester: Wiley-Blackwell.

Miller, R., Brown, H., Mangan, C (2016) Integrated Care in Action. London: Jessica Kingsley

Publishers.

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

London: MacMillan Education.

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)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, 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. 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.
(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

Divisional Programme Board	**Biological Sciences Health**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **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.**
School Assessment Board	Health
Moderator	Eileen Harkess-Murphy
External Examiner	G Bachi
Accreditation Details	

Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Information Leaflet: 30% of the module mark.
Assessment 2
Case Study Report: 70% f the module mark (2000 words).
Assessment 3
(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**
Design/ Diagram/ Drawing/ Photograph/ Sketch	☐	☐	☒	☐	☐	30	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Case study	☒	☒	☐	☐	☐	70	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	**When**	**Who**
LOs Assessment Module Coordinator Change	Nov 2024	E Stevens

Reading list & EE	Jan 2026	R Freeburn