

**Session: 2022/23**

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<b>Title of Module: Integrating Health and Social Care</b>			
<b>Code: NURS08037</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>	Elaine Gifford		
<b>Summary of Module</b>			
<p>This module explores the background to the development of integrated 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. Models of integration that identify the roles, relationships and responsibilities of partners within an integrated health and social care service will be explored. The ethical, moral and legal aspects of a person-centred approach to service provision and integrated working are explored including aspects of adult protection, rights and responsibilities and codes of conduct. Aspects of effective relationships with people who require services their families, carers and co-workers from different disciplines will be examined.</p> <p>The essential key elements of effective and efficient provision of a seamless person-centred health and social care service including aspects of culture change and quality improvement will be outlined.</p> <p>This module aims to contribute to the following I am UWS graduate attributes:</p> <p><b>UNIVERSAL</b></p> <ul style="list-style-type: none"> <li>Inquiring, critical thinker, analytical, culturally aware, and research minded</li> </ul> <p><b>WORK-READY:</b></p> <ul style="list-style-type: none"> <li>Knowledgeable, digitally literate and motivated</li> </ul> <p><b>SUCCESSFUL:</b></p> <ul style="list-style-type: none"> <li>Autonomous driven and resilient</li> </ul>			

<b>Module Delivery Method</b>					
<b>Face-ToFace</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>HybridO</b>	<b>Work-based Learning</b>
			✓		

**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
	✓	

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

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

- L1. Demonstrate a broad knowledge of the development of integrated health and social care services and the associated political, social and economic determinants.
- L2. Demonstrate an ability to differentiate between the roles, relationships and responsibilities of partners within an integrated health and social care service.
- L3. Demonstrate a critical understanding of the concept and value base of an integrated, personcentred service
- L4. Demonstrate knowledge of the essential key elements required for the effective provision of seamless, person-centred health and social care services.

**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 Level 8. A broad knowledge and understanding of the scope, main areas and boundaries of health and social care provision.	
Practice: Applied Knowledge and Understanding	SCQF Level 8. Identify and analyse problems and issues of integrated health and social care provision in practice.  Critically evaluate the implementation of a person-centred approach to health and social care provision.	
Generic Cognitive skills	SCQF Level 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 Level 8. Use of internet and library searches to obtain information Interpretation of numerical and graphically presented data	
Autonomy, Accountability and Working with others	SCQF Level 8. Evaluate and value one's own and others' roles, responsibilities and contributions within an integrated, person-centred health and social care service.	
<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>	
A hybrid approach to learning and teaching using on-campus and asynchronous activities will be used in this module. Weekly timetabled sessions will consist of a variety of teaching methods including: on-campus lectures, workshops, groupwork and networking/academic support sessions.	
<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	12
Tutorial/Synchronous Support Activity	24
Personal Development Plan	6

Independent Study	80
Asynchronous Class Activity	78
	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>Burnard, A (Ed) (2011) Key Themes in Health and Social Care. London. Routledge.</p> <p>Ham,C., Heenan, D., Longley, M and Steel, D (2013) Integrated Care in Northern Ireland, Scotland and Wales. Lessons for England. London: The Kings Fund</p> <p>Miller, R., Brown, H., Mangan, C (2016) Integrated Care in Action. London. Jessica Kingsley Publishers.</p> <p>Pears, R &amp; Shields, G. (2019) Cite them Right. the Essential Referencing Guide. London MacMillan Education Ltd</p> <p>Relevant codes of practice Relevant National policies and strategies</p> <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)</p>	
<b>Engagement Requirements</b>	
<p>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: <a href="#">Academic engagement procedure</a></p>	

## Supplemental Information

<b>Programme Board</b>	Mental Health, Midwifery and Health
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	MHM&H L7-8
<b>Moderator</b>	Eileen Harkess-Murphy
<b>External Examiner</b>	G Truscott

<b>Accreditation Details</b>	
<b>Version Number</b>	2.10

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
Assessment Component 1 Essay on the background to the development of integrated health and social care services. (30% weighting)
Assessment Component 2  Summative assessment Essay focusing on effective health and social care service provision.(70% weighting)
(N.B. (i) <b>Assessment Outcomes Grids</b> 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 <b>indicative schedule</b> 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.)

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>	
Essay	✓				30	0	
<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>	
Essay		✓	✓	✓	70	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**

Equality and diversity is at the heart of the module, recognising that this is key to the student experience. Through the hybrid learning approach taken the module is inclusive and supports the belief of fairness and equal opportunities across the teaching, 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](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)