Module Descriptor

Title	Contemporary Issues in Health & Social Care New		
Session	2026/27	**Status**	Published
Code	HLTH09002	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Christopher Mafuva		

Summary of Module

The purpose of this module is to provide the student with a broad knowledge and understanding of current contemporary issues within health and social care both nationally and internationally, recognising how these may change depending on the current situation. Some key issues that will be addressed include long term- conditions, promoting wellbeing, technology, co-production and self-directed support; globalisation and sustainability in health and social care and the sectors response to global health concerns. The module explores The UN (2015) Sustainable development goal 3: Ensure healthy lives and promote well-being for all ages.

This module aims to encourage critical appraisal of existing evidence including strategies and policies for contemporary health and social care provision, from both a national and international perspective.

This module will allow students to explore, discuss and debate contemporary subject areas taking an integrated approach to the included topics and consider the implications of this provision across the sector while also informing their own practices.

As a result, the module will support students to develop a number of characteristics which contribute to the UWS Graduate Attributes of 'UNIVERSAL'-critical thinking, analytical, inquiring, culturally aware, emotionally intelligent, ethically-minded, collaborative,, research minded and socially responsible; 'WORK-READY'- knowledgeable, digitally literate, effective communicator, motivated, potential leader; AND 'SUCCESSFUL'- autonomous, incisive, creative, resilient and daring.

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) 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	Develop a broad knowledge and understanding of the contemporary health and social care issues that affect the population nationally and internationally.
L2	Critically appraise key concepts, relevant to contemporary issues within health and social care, in relation to the current evidence base.
L3	Critically evaluate current strategies and policies relevant to contemporary issues within health and social care.
L4	Demonstrate an integrated understanding of how contemporary issues will inform the student's practice within their chosen field in health and social care.
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 9** Understanding of the contemporary issues within health and social and care as demonstrated by the use of current strategies and policies. Awareness and understanding of contemporary issues with emphasis on up to date specialised knowledge.
Practice: Applied Knowledge and Understanding	**SCQF 9** Appraise national and international strategies related to fields of practice within health and social care

[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

Generic Cognitive skills	**SCQF 9** Students will be encouraged to undertake critical analysis using information from a range of sources.
Communication, ICT and Numeracy Skills	**SCQF 9** Demonstrate a range of effective communication techniques which takes account of team working and presenting an argument in a professional and non- confrontational way. Use of Internet and library searches to obtain data. Interpretation of numerical and graphically presented data.
Autonomy, Accountability and Working with Others	**SCQF 9** Working effectively with others in groups and teams and take self responsibility while integrating with the work of others.

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. On-campus learning events focus on providing active and interactive learning, supported by readings, resources and other activities for students to prepare (pre-learning event) and consolidate learning (post-learning event) Asynchronous activities will be provided and designed as activities to support on campus learning events. These should be associated with learning event preparation or post learning event consolidation. Such activities will not be included within module contact time. A 20-credit module constitutes 200 hours of total learning and assessment time for the student, or c.13 hours per week over a 15-week term.	
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	12
Tutorial / Synchronous Support Activity	24
Personal Development Plan	12
Asynchronous Class Activity	60
Independent Study	92
n/a	
TOTAL	200

Indicative Resources

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

There are no essential core reading materials for this module. The following reading list is recommended to support the content of this module and its learning outcomes:

Glasby, J. (2017) Understanding Health and Social Care 3rd edn, Cambridge: Policy Press.

Glasby, J. and Dickinson, H. (2014) Partnership Working in Health and Social Care: What Is Integrated Care and How Can We Deliver It? 2nd edn, Cambridge: Policy Press.

Loeffler, E., Power, G., Bovaird, T. and Hine-Hughes, F. (2013) Co-production of health and Wellbeing in Scotland. (Eds) Birmingham: Governance International.

Marmot, M. (2015) The Health Gap. The Challenge of an Unequal World. London: Bloomsbury

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

Pears, R & Shields, G. (2022) Cite them Right. The Essential Referencing Guide. 12th ed. London: MacMillan International.

(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:

You are expected to attend all timetabled sessions. We understand that due to illness or unforeseen circumstances you may miss the occasional session and you should inform the lecturer taking the session. If your attendance falls below 80% and you have not contacted us we will contact you to invite you to meet and discuss any support required and agree an action plan to support catching up material you have missed.

All students are expected to engage with material on the module Virtual Learning site such as pre and post class support material, formative assessment and summative assessment.

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	Louise Ritchie
External Examiner	R Sanni-Adeniyi
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Individual Presentation (30% of overall module mark).
Assessment 2
Assessment Component 2 Written assignment (70% of overall module mark).
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**
Presentation	☐	☒	☐	☐	☐	30	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☒	☐	☒	☒	☐	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
Updated to reflect 2025-2026 disability statement	05-02-25	E. Gifford
New MC; C Mafuva	jan 2026	R Freeburn