Module Descriptor

Title	The Context of Integration New		
Session	2026/27	**Status**	Published
Code	HLTH09003	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Helen Rainey		

Summary of Module

This module will provide students with the opportunity to explore the context around the current discourse in relation to the delivery of integrated care and support.

Key concepts and contexts from a national and international perspective will be explored. This will be further developed through critical analysis of policy and the contemporary discourse around theories, approaches, and perspectives for the delivery of integrated care and support.

The students will examine the provision of integrated care and support in their local area highlighting the benefits and challenges in service provision.

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, ethically-minded, culturally aware, collaborative, research minded and socially responsible; 'WORK-READY'-knowledgeable, digitally literate, effective communicator, motivated, enterprising; AND 'SUCCESSFUL'- autonomous, innovative, creative, imaginative, resilient and transformational.

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

[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

			☒ Paisley		☒ 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	Explore the current discourse and political context in the delivery of integrated care and support from a national and international perspective.
L2	Critically review theories, approaches, and perspectives in the delivery of integrated care and support.
L3	Examine the provision of integrated care and support within their local area.
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 9** Understanding of the current discourse and political context in the delivery of integrated care and support. Awareness and understanding of current discourse around integrated care and support from a national and international perspective.
Practice: Applied Knowledge and Understanding	**SCQF 9** Appraising theories, approaches, and perspectives in the delivery of integrated care and support. Explore the provision of integrated care and support within their local area.
Generic Cognitive skills	**SCQF 9** Students will be encouraged to critically identify and utilize information from a range of sources.
Communication, ICT and Numeracy Skills	**SCQF 9** Use of technology to support the development of an online presentation. Use of Internet and library searches to obtain data. Interpretating of numerical and graphically presented data.
Autonomy, Accountability and Working with Others	**SCQF 9** Demonstrating a clear understanding of the one's own and others' roles, responsibilities and contributions in delivering integrated services. Working effectively with others to provide quality integrated care for people and organisations.

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 supplementary 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	18
Personal Development Plan	12
Asynchronous Class Activity	6
Independent Study	152
n/a	
TOTAL	200

Indicative Resources

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

Amelung, V., Stein, V., Goodwin, N., Bolicer, R. Nolte, E. and Suter, E. (2021) Handbook Integrated Care. 2nd edn. London: Springer.

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.

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

Pears, R. and Shields, G. (2019) Cite then right, the essential referencing guide. 11th ed. London: Macmillan study skills.

Watson, J. (2012) Integrating health and social care from an international perspective. London: The International Longevity Centre.

WHO Europe (2016) Integrated care models: an Overview. Copenhagen: WHO.
(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	Bryan Mitchell
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
Webinar Presentation (100%)
Assessment 2
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	☒	☒	☒	☐	☐	100	0

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

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**
Additional campuses for module delivery added.	04-12-24	H Rainey
Divisional Board and SAB updated. Additional information added in Equality and Diversity sction from UWS website	06-02-25	H Rainey

Module delivery changed to hybrid and online delivery added Hours chaged to correspond with other programme modules In attendance and engagement section – reference to Aula changed to module Virtual Learning site.	22-01-26	H Rainey