



## Module Descriptor

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|--|---|---|---|
| <b>Title</b>   | Professionalism in Health and Social Care |   |   |
| <b>Session</b>   | 2024/25                                   | <b>Status</b>                                 |   |
| <b>Code</b>  | NURS09227                                 | <b>SCQF Level</b>                             | 9 |
| <b>Credit Points</b>   | 10  | <b>ECTS (European Credit Transfer Scheme)</b> | 5 |
| <b>School</b>  | Health and Life Sciences                  |   |   |
| <b>Module Co-ordinator</b>   | C Mafuva                                  |   |   |
| <b>Summary of Module</b>   |   |   |   |
| <p>To work effectively and efficiently in health and social care the worker requires to understand how such services are organised and delivered in order to meet the needs of service users. In addition health and social care personnel need to possess a recognised skill set to allow them to provide high quality and compassionate person-centred care.</p> <p>This module is suitable for students who currently work or aspire to work in a health and social care role where a professional qualification is not required.</p> <p>This module acts as a springboard into the others in the programme which look at specific illnesses and healthcare issues. This modules sets the scene for this by providing insight into how health and social care is delivered at a national and local levels. Key concepts which underpin health and social care delivery, such as person-centred care; inter-professional working, equality and diversity and ethically sound care will be reviewed. The professional values, attributes and behaviours required of health and social care personnel will be explored in relation to compassion and emotional intelligence.</p> <p>As part of the Professional Health Studies programme this module aims to help students to become graduates who are emotionally intelligent, culturally aware, ethically minded, collaborative, socially responsible, autonomous and resilient. Such attributes will have a direct impact on the quality of care they provide and enable them to further their carer in health and social care.</p> <p>This module is fully theoretical and does not have any placements.</p> |   |   |   |

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| <b>Module Delivery Method</b>                     | <b>On-Campus<sup>1</sup></b><br><input type="checkbox"/>          | <b>Hybrid<sup>2</sup></b><br><input checked="" type="checkbox"/>  | <b>Online<sup>3</sup></b><br><input checked="" type="checkbox"/>   | <b>Work -Based Learning<sup>4</sup></b><br><input type="checkbox"/> |
| <b>Campuses for Module Delivery</b>               | <input type="checkbox"/> Ayr<br><input type="checkbox"/> Dumfries | <input type="checkbox"/> Lanarkshire<br><input checked="" type="checkbox"/> London<br><input checked="" type="checkbox"/> Paisley | <input checked="" type="checkbox"/> Online / Distance Learning<br><input type="checkbox"/> Other (specify) |   |
| <b>Terms for Module Delivery</b>                  | Term 1<br><input checked="" type="checkbox"/>                     | Term 2<br><input type="checkbox"/>  | Term 3<br><input type="checkbox"/>   |   |
| <b>Long-thin Delivery over more than one Term</b> | Term 1 – Term 2<br><input type="checkbox"/>                       | Term 2 – Term 3<br><input type="checkbox"/>   | Term 3 – Term 1<br><input type="checkbox"/>  |   |

| <b>Learning Outcomes</b> |  |
|--------------------------|--|
| <b>L1</b>                | Demonstrate how health or social care services are organised and delivered nationally and locally.   |
| <b>L2</b>                | Critically discuss the professional issues within contemporary health and social care.   |
| <b>L3</b>                | Identify the knowledge, skills and attributes that health and social care workers need to possess to work effectively and efficiently in the sector. |
| <b>L4</b>                |  |
| <b>L5</b>                |  |

| <b>Employability Skills and Personal Development Planning (PDP) Skills</b> |  |
|--|--|
| <b>SCQF Headings</b>   | <b>During completion of this module, there will be an opportunity to achieve core skills in:</b>   |
| <b>Knowledge and Understanding (K and U)</b>                               | <b>SCQF 9</b><br>Demonstrating an understanding of the evidence base that underpins the provision of health and social care.   |
| <b>Practice: Applied Knowledge and Understanding</b>                       | <b>SCQF 9</b><br>Utilising a range of interpersonal skills to influence and promote evidence based practice in person-centred care;<br>Utilising knowledge to contribute to and challenge suboptimal care practices. |
| <b>Generic Cognitive skills</b>  | <b>SCQF 9</b>  |

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

|   |   |
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|   | Critically analysing and evaluating current research and information to support best practice in health and social care.                            |
| <b>Communication, ICT and Numeracy Skills</b>           | <b>SCQF 9</b><br>Utilising IT and web searching skills to support the development new knowledge about health and social care.                       |
| <b>Autonomy, Accountability and Working with Others</b> | <b>SCQF 9</b><br>Understanding of how autonomy, accountability and working with others affect the quality of person-centred health and social care. |

| Prerequisites | Module Code  | Module Title |
|---------------|--------------|--------------|
|               | <b>Other</b> |              |
| Co-requisites | Module Code  | Module Title |

| <b>Learning and Teaching</b>  |  |
|---|--|
| <p>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.</p> <p>This module may be delivered as a hybrid learning module.</p> <p>Hybrid learning students will participate in a range of synchronous and asynchronous activities supported by the quality assured resources and the current VLE.</p> |  |
| <b>Learning Activities</b>  | <b>Student Learning Hours</b>  |
| During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:  | (Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Lecture / Core Content Delivery   | 12   |
| Tutorial / Synchronous Support Activity   | 12   |
| Personal Development Plan   | 6  |
| Independent Study   | 70   |
| Please select   |  |
| Please select   |  |
| <b>TOTAL</b>  | <b>100</b>   |

| <b>Indicative Resources</b>  |
|--|
| <p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>Barnard, A. (ed) (2011) Key Themes in Health and Social Care: A Companion to Learning. London, Routledge.</p> <p>Glasby, J. (2017). Understanding Health and Social Care 3rd Edition. Bristol: Policy Press.</p> <p>Sanderson, H. and Lewis, J. (2012) A Practical Guide to Delivering Personalisation: Person-centred Practice in Health and Social Care. London, Jessica Kingsley.</p> <p>Seedhouse, D. (2009) Ethics: The Heart of Healthcare. Chichester, Wiley Blackwell.</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.

**(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 regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

**For the purposes of this module, academic engagement equates to the following:**

Attendance at synchronous sessions (lectures, workshops, and tutorials), completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module.

### 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

|   |   |
|---|---|
| <b>Divisional Programme Board</b>       | <b>Biological Sciences Health</b>   |
| <b>Overall Assessment Results</b>       | <input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded   |
| <b>Module Eligible for Compensation</b> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><b>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.</b> |
| <b>School Assessment Board</b>          | Health  |
| <b>Moderator</b>                        | E Stevens   |
| <b>External Examiner</b>                | L Galloway  |
| <b>Accreditation Details</b>            | N/a   |
| <b>Module Appears in CPD catalogue</b>  | <input type="checkbox"/> Yes <input type="checkbox"/> No  |
| <b>Changes / Version Number</b>         |   |

**Assessment (also refer to Assessment Outcomes Grids below)****Assessment 1**

This module is formatively assessed by individual learning activities that are embedded within each of the learning units. This may be achieved through discussion or structured activities in the class room and remotely via the module VLE.

The summative assessment for this module has one category of assessment and is worth 100% of the assessment total.

Category 1: Poster – 100% (equiv of 2000 words)

Each student will develop a poster which focuses on the organisational and professional issues of providing person-centred care.

**Assessment 2**

n/a

**Assessment 3**

n/a

(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 |
|--|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| Demonstrations/<br>Posterpresentations/<br>Exhibitions | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 100                                 | 0                        |

**Component 2**

| Assessment Type | LO1                      | LO2                      | LO3                      | LO4                      | LO5                      | Weighting of Assessment Element (%) | Timetabled Contact Hours |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
|                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                     |                          |

**Component 3**

| Assessment Type                          | LO1                      | LO2                      | LO3                      | LO4                      | LO5                      | Weighting of Assessment Element (%) | Timetabled Contact Hours |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                     |                          |
| <b>Combined total for all components</b> |                          |                          |                          |                          |                          | 100%                                | hours                    |

**Change Control**

| What | When | Who |
|------|------|-----|
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