



Postgraduate Programme Specification

Session	2025/26	Last Modified	
Named Award Title	MSc Leading People-Centred Integrated Care		
Award Title for Each Award	MSc Leading People-Centred Integrated Care PG Cert Leading People-Centred Integrated Care PG Dip Leading People-Centred Integrated Care		
Date of Approval	November 2021		
Details of Cohort Applies to	All cohort		
Awarding Institution	University of the West of Scotland	Teaching Institution(s)	University of the West of Scotland
Language of Instruction & Examination		English	
Award Accredited by			
Maximum Period of Registration			
Duration of Study			
Full-time		Part-time	3 years
Placement (compulsory)	No		
Mode of Study	☐ Full-time ☒ Part-time		
Campus	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☒ Online / Distance Learning ☐ Other (specify)
School	Health and Life Sciences		
Divisional Programme Board	Mental Health Nursing Midwifery Health		
Programme Leader	Helen Rainey		

Admissions Criteria

Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

Appropriate Undergraduate Qualifications:

Applicants will typically possess a degree or equivalent. In the absence of a degree, where entry requirements do not conform to the general entry requirements, other evidence can be considered on an individual basis in line with Regulations 2.13 – 2.36 (Recognition of Prior Learning – RPL / Recognition of Credit).

Applicants should normally possess an appropriate undergraduate degree in, for example but not exclusively, health, social sciences or business related field

Other Required Qualifications/Experience

This programme will be open to people with an undergraduate degree who are involved in planning, commissioning or providing care and support across health, social care, housing, independent and third sectors, and for those who have a role in education, regulation, inspection or assuring the quality of services and practice, or staff within this field who have considerable experience but do not have an undergraduate degree in line with UWS Regulatory Framework.

Students with existing Level 11 credit in a relevant area will be reviewed on an individual basis in line with the RPL framework.

Applicants must provide an extended written application letter demonstrating that they have sufficient professional or practice based experience to undertake their chosen study. Applicants must be able to draw from relevant current management or practice experience in order to meet the programme's assessment requirements.

A recent employers or academic reference is required to support the application.

For International students who do not have English as their first language, an International English Language Testing System (IELTS) score of 6 or above (5.5 in each component) or TOEFL (America Test of English as Foreign Language) of iBT 80 are acceptable as evidence of proficiency in English. The English language test should be current, that is, passed no more than 2 years prior to the date of admission onto the programme. A more extensive list of UWS accepted language qualifications is available at: <http://www.uws.ac.uk/english-language/>

Further desirable skills pre-application

A level of skills and experience in Information Communication Technology sufficient to engage positively with online material, both in teaching and assessment. For example, students will be expected to complete the online module 'Head Start', an introductory module to Masters level study.

General Overview

The MSc Leading People-Centred Integrated Care programme is designed to provide a progressive pathway of Masters level study for staff working in the cross-sectoral field of health and social care, planning, commissioning or providing care and support across health, social care, housing, independent and third sectors, and for those who have a role in education, regulation, inspection or assuring the quality of services and practice. . The programme will empower and enable them to contextualise, develop and lead services to promote and enhance quality of care and improve outcomes for people, professional and organisations, through an integration lens. The programme is designed for practitioners of all experience levels, including early career practitioners.

The Public Bodies (Joint Working) (Scotland) Act (2014) and the World Health Organisations (2012) Strengthening a Component Workforce, position the integration of health and social services as the principal means of transforming the delivery of health services. This is in response to the global challenge associated with the changing demographics and the burden of chronic disease. From a national and international perspective there is a recognised shift towards preventative, person-centred care and support, valuing the role that all members of staff, people using the service, carers, families and communities play in the implementation and delivery of services. These principles will be at the centre of MSc Leading People-Centred Integrated Care and will be addressed through the following programme aims:

1. Critically explore the concept of outcomes based, people-centred care from an individual, communities, service, organisational, and international perspective, through an integration lens.
2. Develop a critical awareness of the important role of contextual, cultural and socio-economic factors in improving population health and wellbeing outcomes.
3. Apply systematic and strategic thinking skills in planning, designing, implementing, and evaluating people centred care through an integration lens.
4. Demonstrate a critical understanding of compassionate, creative, and courageous leadership behaviours required to support transformational change and improve outcomes with people.

The programme aims are embedded within the modular themes and align themselves closely to the five strategies identified within the Framework on Integrated People-centred Health Services (WHO 2016) and the 9 Pillars of Integrated Care (International Foundation for Integrated Care 2020).

A key feature is the focus on building on students' existing knowledge and skills in order that they continue to develop both academically, personally and professionally utilising active learning strategies. This supports the concept of lifelong and career-long learning. The programme team recognise the shared and asset based learning that will take place between the international diversity and the cross sectoral and inter-professional roles represented by the students that this programme will attract has been recognised. This will be in addition to the impact on the cultural appreciation and shifts that are required to ensure the delivery of person-centred services through an integration lens. This will be supported with the use of Appreciative Inquiry to support transformational change.

The programme will consist of core and option modules set within a framework of interrelated themes which will include relevant policies, communication, leadership and change management. These all play a key role in the development of people centred-integrated services and rather than being individual modules these will be common cross cutting themes throughout the core programme modules.

The programme will be delivered through a range of modules and supports achievement of UWS Curriculum Framework (2023) by offering flexible e-learning environments and technologies to facilitate the development of cognitive skills that will enhance professional practice and development.

Further, all modules and assessments within the programme reflect and take cognisance of all the concepts of Mastersness (Scottish Higher Education Enhancement Committee (SHECC) (2013). These facets of Mastersness are equally relevant to academic and

professional development and will be related to both theory and practice throughout the programme and complimenting the I am UWS Graduate Skills.

The integration of health and social care is an evolving model of service delivery, both from a national and international perspective. With this in mind, the delivery and ongoing development of the MSc Leading People-centred Integrated Care is supported by colleagues within the university and by relevant external organisations. It is developed and supported in alignment with the established BA (Hons) Integrated Health and Social Care programme.

Typical Delivery Method

The programme has recruitment in Term 1 and 2.

As an approved online programme the delivery will equally focus on active and interactive learning, delivered asynchronously and supported by synchronous activities via the Virtual Learning Environment (VLE).

Participants are encouraged to take control of their own learning and become self-motivated learners. This approach recognises the wealth of knowledge and richness of experience students will already have at their disposal. Students will be expected to work through the module materials via the VLE, independently. This will assist in enhancing skills of collaboration, communication, presentation, problem-solving and critical reflection of themselves.

Any additional costs

None

Graduate Attributes, Employability & Personal Development Planning

Graduate Attributes

UWS Graduate Attributes aim to prepare graduates who will be Universal, Work ready and Successful. Therefore through studying the MSc Leading People-centred Integrated Care programme at UWS, students will develop attributes across three dimensions which encapsulate the breadth of the learning experience at University level, i.e., Academic; Personal; and Professional.

The graduate attributes are at the heart of the MSc Leading People-centred Integrated Care programme being promoted within all modules and to encourage positive outcomes and destinations for our students on completion of this Masters programme. The promotion of the 'I AM UWS' graduate attributes strengthens this focus with the aim that graduates from this programme are 'work ready and able to contribute both locally and internationally'.

UWS Graduate Attributes clearly align with the three corporate drivers of Student Success, Research and Enterprise, and Global Engagement from the refreshed strategy, which are translated in the graduate attributes model as Universal, Work-ready and Successful (UWS). These overarching statements are then aligned with the three dimensions of Academic, Personal and Professional with recognition that each of these are supported and contextualised by programme-specific key skills and competencies.

UWS graduates are:

Universal - globally relevant with comprehensively applicable abilities, skills and behaviours.

Work ready - dynamic and prepared for employment in complex, ever-changing environments which require lifelong learning and resilience.

Successful - as a UWS graduate with a solid foundation on which to continue succeeding and realising my potential, across various contexts.

This programme recognises the importance of the UWS graduate attributes and is designed to develop graduates with in depth knowledge of contemporary health and social care, through an integration lens, within a national and international context (WORK READY and UNIVERSAL). The programme will enhance the students' future careers by creating opportunities and challenges for students to understand and evaluate professional issues to support transformational person-centred and compassionate health and social care services (WORK READY and SUCCESSFUL). The programme will develop students' analytical knowledge and critical thinking skills to lead and develop the delivery of person-centred services within a variety of health and social care environments (SUCCESSFUL and UNIVERSAL).

Student success is at the heart of the programme. The programme team will support students to achieve success and encourage them to develop proactive attitude towards their professional development, allowing them to build a successful career (UNIVERSAL, WORK READY and SUCCESSFUL).

Employability

One of the goals of the UWS Corporate Strategy is ensuring that all graduates from UWS will be work-ready and able to contribute at both a local and global level. This will be a key ethos of the MSc Leading People-Centred Integrated Care programme, which will value the opportunity to reflect and learn from the 'real world' of the workplace as an essential component of the programme. Personal and professional experiences will enhance and enrich the programme and will provide the opportunity to continue to develop academically, personally and professionally utilising active learning strategies. This supports the concept of lifelong and career-long learning recognising that gaining a postgraduate qualification can lead to a variety of career opportunities and destinations within the evolving and diverse sector of integration.

Through utilisation of Appreciative Inquiry and a shared community of learning within the MSc Leading People-Centred Integrated Care programme, students will develop an appreciation, understanding and respect for the different professional, sectoral, organisational and international cultures and enhanced leadership and influencing skills. This will enable the students to be adaptable, responsive and change agents within their area of practice or sphere of influence.

Personal Development Planning

Students enrolled at the University of the West of Scotland shall, through engagement with the Personal Development Planning (PDP) process, become aware of their knowledge, skills and abilities and how they might develop them through personal development planning and as lifelong/career long learners. The University of the West of Scotland policy for the integration of PDP is implemented throughout this programme of study albeit that this may already be an established process within some of the students' current professional requirements.

Following completion of the MSc Leading People-Centred Integrated Care, students can progress to further study through completion of PhD or Professional Doctorate studies.

Work Based Learning/Placement Details

It is anticipated that the teaching, learning and assessment strategy will allow students to contextualise learning to current and / or future professional employment within the field of health and social care.

Attendance and Engagement

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 programme, academic engagement equates to the following:

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with online learning activities in your own time, course-related learning resources, engaging with scheduled live sessions online, and with timely completion and submission of assessments along with contact with module coordinators and programme lead.

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 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. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

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, the modules within this programme 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.

Equality and diversity is at the heart of MSc Leading People-centred Integrated Care programme - recognising that this is key to the student experience.

Through the teaching and learning approach taken in the programme it is inclusion and supports the belief of fairness and equal opportunities across the teaching, learning, assessment and evaluation processes within the programme. This is further supported by any anticipatory adjustments and additional flexibility that is required to ensure accessibility to the programme.

All students are encouraged to ensure disclosure of disability and any specific individual needs are taken cognisance of by the programme and individual module teams.

To ensure the programme 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 programme.

Programme structures and requirements, SCQF level, term, module name and code, credits and awards ([Chapter 1, Regulatory Framework](#))

Learning Outcomes

SCQF LEVEL 11 - Postgraduate Certificate (PgCert)	
Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrates critical knowledge relating to the constructs and complexities associated with leading people-centred services from a global, cross sectoral and inter-professional perspective, through an integration lens.
A2	Develop a critical understanding of the contemporary discourse in relation to models of integration from a global perspective and the principles and boundaries associated with these in practice.
A3	Demonstrate a critical understanding of the cultural diversity associated with enabling and empowering the delivery of people-centred services from a global, cross-sectoral and inter-professional perspective.
A4	Develop a critical knowledge and understanding of the concept of transforming an outcomes-based service focusing on reducing health inequalities global, cross sectoral and inter-professional perspective.
A5	Demonstrate a critical understanding of the contemporary discourse around contemporary global health topics.
Practice - Applied Knowledge and Understanding	
B1	Develop a critical understanding of the unpredictability of the cultures, trends and behaviours of people involved in the delivery of people-centred services from an individual, service, organisational, community and international perspective.
B2	Explore and demonstrate qualities to lead change and do things differently within people-centred services through compassion, creativity, courage and flexibility focusing on a personal outcomes approach and team working.
B3	Critically reflect on the practice of self and others to enhance professional self-judgement and the development of enhanced communication, leadership and team working skills.
B4	Critically apply the conditions necessary to facilitate empowerment and engagement of people.
B5	Critically evaluate one's own values and beliefs and their impact on policy, strategy and practice.
Communication, ICT and Numeracy Skills	
C1	Communicate, using appropriate methods, with a range of audiences who have different levels of knowledge and expertise.
C2	Use a wide variety of ICT skills to support and enhance people-centred services through an integration lens.
C3	Work constructively with others to progress one's own learning in relation to people-centred services and to critically reflect on these through an integration lens..
C4	
C5	

Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Critically analyse, evaluate, synthesise and contextualise the principles at the forefront of the delivery of people-centred services through creating the conditions necessary for successful implementation.
D2	Critically review, consolidate and extend knowledge, leadership skills, practices and thinking within the practice of people-centred services through an integration lens..
D3	Critically reflect on one's own views, perspectives, practice and experience using rational argument and evidence based principles in order to develop professionally, engaging and empowering others.
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Critically review one's own knowledge of professional autonomy, accountability, regulation, legal and ethical issues through an integration lens.
E2	Demonstrate the ability to make autonomous decisions and be able to function confidently as a member of a team or organisation.
E3	Critically analyse the appropriate utilisation of the professional frameworks and the full spectrum of other appropriate practices to allow the development of an appreciation and respect of differing professional, sectoral, organisational and international cultures.
E4	
E5	

Postgraduate Certificate (PgCert) Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
11	NURS11145	Creating the Conditions for Integrated Care	20	☒	☐	☐	
11	NURS11144	Leading and Transforming Together	20	☐	☒	☐	
11	NURS11146	People and communities	20	☐	☐	☒	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Postgraduate Certificate (PgCert) Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	

				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 11- Postgraduate Certificate (PgCert)

Criteria for Award

Please refer to [UWS Regulatory Framework](#) for related regulations

Students who successfully complete the three core modules (total of 60 credits at SCQF level 11) will be eligible to exit with the PG Cert Leading People-Centred Integrated Care.

SCQF LEVEL 11 - Postgraduate Diploma (PgDip) Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrate a critical understanding of contemporary theory, principles and concepts in relation to research design and methods, contextualising within own area of practice.
A2	Integrate a detailed knowledge of the principles to support the value for people, professionals and organisations.
A3	Demonstrate an in-depth knowledge of research and / or quality improvement methodologies and health economics to improve personal and system outcomes.
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	Use innovation and creativity in application of knowledge, understanding and practices in relation to gathering, generating and disseminating knowledge.
B2	Application and synthesis of knowledge of research which demonstrates an understanding of evidence based policy and practice related to people-centred care, through an integration lens..
B3	Critically evaluate complex issues demonstrated through rational argument which then delivers best practice impacting on people-centred care through an integration lens..
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Demonstrate critical thinking, writing and communication skills with peers, senior colleagues and others.
C2	Demonstrate appropriate use and evaluation of ICT and numeracy skills as considered appropriate to advanced leadership, management or practice roles.
C3	Identify relevant information and categorise in order of significance, communicating important information effectively and timeously.
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Develop original and creative responses to complex situations.
D2	Synthesise information from the evidence base/research to respond to complex problems and issues.
D3	Justify the individual's role in practice, consultancy and the development of inter-professional policy and strategy within people-centred practice.
D4	Rationalise alternative views and perspectives within a wide range of topical and controversial issues relating to people-centred practice, through an integration lens.
D5	
Autonomy, Accountability and Working with Others	
E1	Exercise substantial autonomy, responsibility and innovation in all professional activities.

E2	Critically evaluate advanced skills contextualised to own professional practice in people-centred care and leadership contributions to practice, policy and strategy, through an integration lens.
E3	Critically analyse and synthesise the utilisation of frameworks and practice standards in people-centred services which may lead to change in outcomes.
E4	
E5	

Postgraduate Diploma (PgDip) Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
11	NURS11147	Value for People, Professionals, Organisations	20	☒	☐	☐	
11	MIDW11003	Research for Health & Social Care	20	☐	☒	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Postgraduate Diploma (PgDip) Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
11	NURS11064	Delivering Compassionate Care	20	☐	☐	☒	
11	NURS11094	Frailty in Later Life	20	☐	☐	☒	
11	NURS11151	Assessment of Capacity	20	☐	☐	☒	
11	NURS11012	Independent Study (HSCE)	20	☒	☐	☐	
11	NURS11129	Introduction to eHealth	20	☒	☐	☐	
11	NURS11049	Quality Improvement in Health Care	20	☒	☐	☐	
Footnotes for Option Modules							
Although students will have other modules in Term 1 and 2 the students can choose an option module across all terms, if desired.							

Level 11- Postgraduate Diploma (PgDip)

Criteria for Award

Please refer to [UWS Regulatory Framework](#) for related regulations

Successful completion of the two core modules and option module(s), in addition to the PG Cert of 60 Credits at SCQF Level 11, provides a minimum of 120 credits at SCQF Level 11, the student will be eligible to exit at this point with a minimum of 120 credits SCQF Level 11, with the award of PGDip Leading People-centred Integrated Care.

Students who require to conclude their postgraduate study without successful completion of the module grouping specified for the exit award of PG Cert Leading People-centred Integrated Care, may be eligible to exit with a PG Cert Integrated Care. To exit with this award, students will have accrued a minimum of 60 credits at SCQF Level 11 from a combination of modules at PG Cert and PGDip within this programme. This award ensures that a student will gain a PG Cert exit award which demonstrates graduate attributes at PG Cert level.

Distinction will be awarded to awards of PGDip in line with UWS Regulatory Framework.

SCQF LEVEL 11 – Masters	
Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate a detailed critical knowledge that covers and integrates most, if not all, of the main aspects of research methodology utilised within health and social care.
A2	Critically analyse concepts of theory, systems and practice and the influence of these concepts on a wide range of issues related to person-centred services, through an integration lens.
A3	Critically appraise the contextualisation of global strategy and policy and strategic developments in relation to person-centred services, through an integration lens.
A4	Critically debate a variety of mechanisms used in strategic development and project management, appraising relevant individual and organisational factors involved in person-centred services, through an integration lens.
A5	
Practice - Applied Knowledge and Understanding	
B1	Demonstrate originality and creativity in the choice of topic related to person-centred services, through an integration lens, methodology used and development of a research project or research proposal.
B2	Utilise knowledge and understanding of contemporary research related to chosen topic, to contribute to the body of knowledge at the forefront of the student's area of professional practice.
B3	
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Utilise a range of advanced communication methods and numeracy skills to support and enhance research and professional practice.
C2	Design the presentation of information for dissemination across the appropriate levels and areas of the professional audience and organisational contexts.
C3	Evidence of advanced ICT skills in extensive online database searching and utilisation of a range of ICT software to support writing of the dissertation.
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Critically review, analyse, synthesise and contextualise a range of research theories which will support a change of policy strategy or impact on practice.
D2	Demonstrate originality and creativity in defining new and abstract problems which identify gaps in care or require solutions through the research evidence base.
D3	Critically appraise and evaluate research and other forms of evidence to ensure only best evidence is used to support changes or developments in policy and practice.
D4	
D5	
Autonomy, Accountability and Working with Others	

E1	Critically demonstrate substantial autonomy and initiative in professional practice and research activities.
E2	Demonstrate synthesis and application of effective accountability and leadership to make significant contributions to policy and strategy at a local level, national level and global level where appropriate.
E3	Manage complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices.
E4	
E5	

Masters Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
11	NURS11010	MSc Dissertation (HLS)	60	☒	☒	☒	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Masters Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 11- Masters

Criteria for Award

Please refer to [UWS Regulatory Framework](#) for related regulations

Successful completion of the PG Cert of 60 credits at SCQF Level 11, in addition to the PG Dip of 60 Credits at SCQF Level 11, and successful completion of the MSc Dissertation

Distinction will be awarded in line with UWS Regulatory Framework.

Candidates will be bound by the general assessment regulations of the University as specified in the [University Regulatory Framework](#).

To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School.

For students studying at Level 11, they will normally be eligible for an exit award of PgCert / PgDip / Masters in Combined Studies.

Change/Version Control

[illegible]