



Undergraduate Programme Specification

Session	2024/25	Last Modified	
Named Award Title	BA (Hons) Integrated Health and Social Care Single		
Award Title for Each Award	BA (Hons) Integrated Health and Social Care BA Integrated Health and Social Care Dip HE Integrated Health and Social Care		
Date of Approval	November 2021		
Details of Cohort Applies to	L8 Cohort September 2022 onwards		
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	3 years	Part-time	6 years
Placement (compulsory)	NA		
Mode of Study	<input checked="" type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time		
Campus	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)
School	Health and Life Sciences		
Divisional Programme Board	Mental Health Nursing Midwifery Health		
Programme Leader	E. Gifford		

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:

SQA National Qualifications:

Relevant HNC qualification or equivalent for L8 entry
Relevant HND qualification or equivalent for L9 entry

Or GCE**Or SQA National Qualifications / Edexcel Foundation****Other Required Qualifications/Experience**

UWS awards are delivered and assessed in English. Regulation 2.6 stipulates that all applicants shall be expected to provide evidence of proficiency in the English language.

Further desirable skills pre-application**General Overview**

The BA (Hons) Integrated Health and Social Care is designed to provide an academic pathway for staff working, or aspiring to work within the health and social care sector, across the statutory, private, third and voluntary sectors. This programme is innovative, current and contemporary reflecting the changing environment within health and social care, since the introduction of the Public Bodies (Joint Working) (Scotland) Act (2014).

The programme responds to the changes and challenges across the health and social sector particularly in relation to the changing demographics and integration of services. It recognises that the shift in services both from a national and international perspective, is moving towards prevention, person-centeredness, enablement and empowerment of individuals and support at home, valuing the role that all members of staff play in the implementation and delivery of better integrated services. The programme aims to develop the skills required within the changing landscape of health and social care, enabling students to support the most vulnerable in society through the delivery of person-centred, evidence based practice which can make a difference to the communities they serve.

This is an articulated degree with the students joining Level 8 or Level 9 of the programme with a relevant HNC for Level 8 entry and a relevant HND or equivalent qualification for Level 9 entry, with induction being used to support students in their transition from college to university. The degree can be delivered as full time or part time. Full time students entering the programme at Level 8 will complete the Honours degree in 3 years with part time students taking 6 years. Full time students entering the programme at Level 9 will complete the Honours degree in 2 years with part time students taking 4 years. Part time students will join the full time students for classes in the modules they are studying.

The educational focus of the programme is on students building on existing knowledge and skills in order that they continue to develop both academically, personally and professionally. This supports the concept of lifelong and career-long learning. The programme strives to deliver a student-centred and personalised experience. It brings together students from various backgrounds and experiences who often lack confidence in their own capabilities particularly in relation to their academic ability. The programme team support and encourage

confidence, recognising individual's strengths and weaknesses through shared learning between students and staff.

There is a clear work related element to the programme. This recognises the value and importance of linking theory and practice within an integrated service. For students currently in relevant employment, either in a paid or a voluntary role, the work-related element of the programme will be undertaken in the student's own work-place. For the students who are not employed they will have a responsibility to gain employment or voluntary work within the health and social care sector prior to commencement of their programme. This will not only provide them with work related experience but will also enhance their employability skills on completion of the programme.

On completion of the programme, graduates will be equipped for further study on a variety of academic and professional pathways. There are a number of post-graduate opportunities within the University of the West of Scotland which would be available to the graduates.

The ethos of the BA (Hons) Integrated Health and Social Care is to deliver a student-centred approach which ensures alignment with the Curriculum Framework (UWS 2021), and meets the requirements of UWS Strategy 2025 (UWS 2020). The programme team also take cognisance that internationalisation of the curriculum enhances learning by opening up new areas of enquiry to students and this has been considered during the programme development. Programme, level and individual module outcomes are based on subject-specific skills identified within QAA (2019) Subject Benchmark Statement for Health Studies as well as transferrable skills in line with graduate skills for the 21st century and UWS graduate attributes (QAA 2011, UWS 2018).

Teaching and Learning

To enable student-centred delivery the programme team work closely with students encouraging them, where possible, to be co-producers within the learning and teaching that takes place. This also helps to promote and nurture confidence within the students who often lack confidence in their own abilities.

To further the student-centred approach all modules within the programme are delivered using a hybrid approach. This allows flexibility within the teaching and learning recognising the personal complexities and challenges that many of the students face. Materials will be accessible 24 hours per day, via the Virtual Learning Environment (VLE) enabling students to access and revisit materials as frequently as desired. This ability for students to schedule their own learning at a pace that suits them, can assist in making learning effective, and students are able to personalise and individualise the way they engage with core materials. This approach fosters creativity, acknowledging that students have a range of learning styles and so learn in different ways. The use of face to face sessions enhances this further and ensures that there is regular student / staff contact. This again recognises individuality in learning styles and that some students may prefer contact with staff to encourage and facilitate their learning. As the face to face session follows the e-learning, it provides students with the opportunity to reflect prior to classroom engagement, which can help encourage discussion and enhances the shared components of their learning.

To further enhance the learning and teaching provision the integration of university wide services are an integral part of the programme. This includes the involvement of the Library service staff and Careers and Skills Centre staff. They are also involved as co-producers within the programme, as their input is seen as integral to the programme with regular contact with students within the classroom also being planned by the programme team.

The programme will expose the student to a range of resources and technologies which will directly support the delivery of modules in a Hybrid learning format as well as provide opportunities to engage with others both synchronously and asynchronously, including Microsoft Teams, UWS VLE and e-books. Where appropriate, students' learning is supported through the use of national learning resources.

The programme team recognise that the integration of health and social care services is a dynamic ongoing process. This requires the team to ensure that all materials are up-to-date and evidence based. The evolving nature of integration within practice also provides an opportunity for shared learning between students and staff. Some students are currently working within integrated services and have a clear understanding of the vision for service provision, while other workplaces are less engaged. The process of shared learning encourages staff learning from the student's experiences, which provides further opportunities to promote confidence amongst the students.

Assessment

The approaches taken to assessment and the associated marking criteria are detailed in the assessment section of module descriptors and are in line with the principles of UWS Regulatory Framework (2023-24) and UWS Assessment Handbook (2023-24). A variety of formative and summative assessment methods are utilised including: essays, presentations, debates, practical assessments and portfolio building.

Formative feedback is used in the modules to clarify what students are supposed to be learning through constructive feedback. This allows early interventions to be implemented to aid in improving individual students' academic performance. It also allows students to practice utilising the range of digital technologies that they will encounter through programme participation, as well as testing the capacity of the University systems.

Summative assessments are designed to meet and demonstrate the achievement of the required SCQF level learning outcomes. Detailed assessment guidance and marking criteria are provided to support the conduct of summative assessment. All written assessments are managed through Turnitin, providing students with the opportunity to utilise this tool as a resource to assist with referencing skills and reduce the risk of plagiarism. The value of students learning from their own work environment is also recognised within the assessments. Within individual modules, where appropriate, students will be encouraged to explore how their learning will inform their own practice.

Where appropriate, assessments will be flexible, in line with the requirements of the Equality Act (2010). Additional assessment support mechanisms will be available to all students. This includes access to the Academic Skills Advisors, who provide academic advice, guidance and resources to help students develop and enhance their academic skills (such as academic writing skills, referencing and self-reflection). In addition, the Disability Service can provide support for students with specific physical, mental and/or learning disability. This support is determined by assessment of need, and designed to meet specific challenges. Students with disabilities will therefore be encouraged to engage in the assessment process as soon as possible prior to and/or commencement of their studies, in order that individual arrangements can be put in place for the duration of their programme of study. (For further information see 'Equality and Diversity' section.)

Finally, the programme's assessment strategy will be designed to ensure assessment feedback complies with the requirements of the UWS Assessment Handbook (2023-24), chapter 5.4. Assessment feedback will be issued within three weeks. To ensure feedback is

constructive and useful in promoting learning and enabling improvement, feedback will be derived from the detailed marking criteria and rubrics developed for each assessment component, and will be issued electronically.

Typical Delivery Method

Full-time students will typically be given weekly online reading tasks to prepare them for on campus tutorial sessions. On campus sessions will consist of 36 hours of student face to face contact across the 12 weeks of learning for each module, which will be organised by the module coordinator.

Any additional costs

Some assessments involve the production of a poster and students will need to pay for this.

Graduate Attributes, Employability & Personal Development Planning

Graduate attributes are at the heart of the BA (Hons) Integrated Health and Social Care programme with graduate attributes promoted within all modules and to encourage positive outcomes and destinations for our students on completion of the degree. The promotion of the UWS (2018) '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 align with the three corporate drivers of Learning and Teaching, Distictive Research and Innovation, and shaping our Communities and Societies. These 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 underpinning attributes occupying relevant cells within the framework; whilst attributes have been assigned to specific cells of the grid, there is recognition that each of these are supported and contextualised by programme-specific key skills and competencies.

The UWS Graduate Attributes were created to reflect the diverse nature of our institution and to allow for customisation and adaptation by different Schools, subject areas, programmes and levels of study, in addition to use by professional services and the Students' Association in supporting extra-curricular based experiences.

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 integrated health and social care at a local level and in a global 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 ensure safe, effective person-centered and compassionate integrated health and social care services (WORK READY and SUCCESSFUL). The programme will develop students' analytical knowledge and critical thinking skills for employment 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).

Specific information in relation to employment follows from these graduate skills below:

Employability

The opportunity to experience the 'real world' of the workplace is an essential component of the BA (Hons) Integrated Health and Social Care. The programme team recognise the value of learning from opportunities within the workplace to assist students in becoming more prepared for employment within the rapidly changing field of health and social care. The scope of experiences within health and social care services is vast and varied. Currently the majority of students enrolled on the programme are already employed as support workers or relief support workers within statutory, private and charitable organisations. Students enrolling on the BA (Hons) Integrated Health and Social Care are also a diverse group, from wider access routes into education who require employment to fund their studies, and contribute to their family's livelihoods. These work experiences enhance and enrich the programme and anecdotally the students in employment have a clear focus on the direction that they wish to take in their future career.

Students who are not currently employed within a relevant health and social care service will be encouraged to seek a volunteering role. The University of the West of Scotland as an organisation recognises the value of volunteering rewarding students who volunteer with the UWS Volunteer Recognition Award. In addition, students who volunteer often demonstrate an increase in their confidence, whilst also gaining insight and experience that is focussed on their chosen career path.

Students on this programme will be equipped with the skills of reflection and critical thinking, as well as skills in finding evidence-based solutions, to justify the care and support that they provide within health and social care. Person-centredness and values based approaches to care and support are at the heart of this programme, and from these students develop skills in advocacy, as well as self-awareness and an unequivocal respect for diversity. These attributes are actively sought by NHS Scotland and the Scottish Social Services Council. The focus on quality improvement, leadership and management within SCQF Level 9 of the BA (Hons) Integrated Health and Social Care addresses the Commission on the Future of Public Services (Scottish Government 2011) recommendations of moving towards services that are preventative, anticipatory and focussed on improving the 'quality of life and outcomes for people', through 'using all available resources'.

The Honours level of this degree will enhance the opportunities for employment for this group of students. UWS Careers and Skills staff have strong links within the BA (Hons) Integrated Health and Social Care programme. An Honours degree route widens the opportunities available to graduates from the programme and develops skills and attributes that enhance their employability. An Honours degree is the accepted level for the vast majority of competitive entry graduate positions within the UK, including local government, NHS management training schemes and civil service posts.

Personal Development Planning

Within the School of Health and Life Sciences, all modules and programmes endorse a learner-centred approach which supports and enables the student to take responsibility for

the planning and development of their own learning and career development. PDP is embedded within all modules and the overall programme with clearly articulated links to module learning outcomes, Subject Benchmarks for Health Studies (QAA 2019) and the SCQF (2015) level descriptors.

As each student progresses through the programme, they have opportunities to engage in PDP through timetabled and other modular activities. These activities are designed to help students recognise and evidence their development of skills such as academic writing, critical discussion and analytical thinking. By identifying a 'holistic' approach to PDP students are helped to see the link between theory and practice.

The opportunity to engage in a process of PDP, including support and guidance in the development of a reflective approach to PDP activities is supported through the implementation of the School's Personal Tutoring System.

Work Based Learning/Placement Details

Within the programme there are three modules that involve work related learning. The purpose of these modules is to allow the student to discover and value their own role within the workplace that they are currently employed in, or volunteered. In addition, these modules provide opportunities for the student to explore and contextualise their learning and develop their networks within the workplace. Central to these modules is personal reflection (QAA Subject Statement for Health Studies 2019) and personal development of graduate skills (UWS 2018).

Within SCQF Level 9 and 10 of the programme the work related learning modules give students the opportunity to focus on their personal skills and the attributes required for future employment. UWS Careers and Skills Centre staff are essential and valued members of the programme team who, within the Work Related Learning 2 module, direct the students in CV writing as well as other job searching and employability skills. Within the Work Related Learning 3 module UWS Careers and Skills staff build on the student's skills from Level 9 to develop their graduate skills further through workplace projects and personal development planning.

Overall the School of Health and Life Science's approach to supporting student PDP is an essential component of its sustainability for lifelong learning and continuing and professional development. It facilitates the development of graduate attributes and employability and is fundamentally about empowering students, building realistic aspirations and motivating learners to enhanced achievement.

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:

Students are expected to attend all timetabled sessions. We understand that due to illness or unforeseen circumstances the occasional session may be missed and students should inform the lecturer taking the session. If attendance falls below 80% and the student has not contacted us we will contact the student to invite them to meet and discuss any support required and agree an action plan to support catching up material that has been missed. All students are expected to engage with material on AULA sites 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.

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

Learning Outcomes

SCQF LEVEL 7	
Learning Outcomes	
Knowledge and Understanding	
A1	NA
A2	NA
A3	NA
A4	NA
A5	NA
Practice - Applied Knowledge and Understanding	
B1	NA
B2	NA
B3	NA
B4	NA
B5	NA
Communication, ICT and Numeracy Skills	
C1	NA
C2	NA
C3	NA
C4	NA
C5	NA
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	NA
D2	NA
D3	NA
D4	NA
D5	NA
Autonomy, Accountability and Working with Others	
E1	NA
E2	NA
E3	NA
E4	NA
E5	NA

Level 7 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
NA				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NA				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NA				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NA				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NA				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NA				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Core Modules							

Level 7 Modules**OPTION**

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
NA				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NA				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NA				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NA				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NA				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NA				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Option Modules							

Level 7**Criteria for Progression and Award**

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

NA

SCQF LEVEL 8	
Learning Outcomes	
Knowledge and Understanding	
A1	Understand how social, political and economic forces influence health and social welfare and recognise the responsibility of those employed within health and social care provision to develop appropriate and effective partnerships with the people who require a service, their carers and families and enable them to access resources and support needed.
A2	Understand the concept of inequalities, current issues and associated policies within health and social welfare and appreciate the implications for health and social care provision across all sectors.
A3	Demonstrate an awareness of ethical, legal and professional aspects of practice across the health and social sector in relation to one's own roles and responsibilities and scope of practice.
A4	Explore the concepts of enablement and empowerment to support people who require services.
A5	NA
Practice - Applied Knowledge and Understanding	
B1	Develop and maintain professional relationships through the use of appropriate communication and interpersonal skills in a variety of settings
B2	Adapt practice in the provision of health and social care services across the sector to meet individuals differing physical, social, psychological and emotional requirements in accordance with local policies and national guidelines.
B3	Critically analyse incidents and situations in practice, appraise one's own performance and associated level of knowledge and skill, identify learning and development needs and set appropriate learning goals and action plans.
B4	Utilise appropriate knowledge to assess the health and social care requirements of people who require a service, to discuss their requirements, identify all possible options with them, their carers and families and to evaluate the outcomes following any interventions made.
B5	NA
Communication, ICT and Numeracy Skills	
C1	Demonstrate a variety of communication techniques, which demonstrates respect, dignity and compassion in the delivery of a person-centred service along with interactions with carers, families and colleagues
C2	Demonstrate clear literacy skills recognising the relevance and importance of written communication in accordance with national guidelines and local policy.
C3	Demonstrate clear numeracy skills through accessing, accurately interpreting and utilising information and statistical data from a variety of sources to support and inform one's practice.
C4	Use a range of information technology skills to convey complex information to a range of audiences and for a range of purposes.
C5	Search, interpret, extract and present information using relevant information technology.

Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Participate in a problem solving approach to health and social care across the sector, utilising a range of approaches to formulate evidence based solutions.
D2	Contribute to and comprehend a variety of communication skills and methods for the presentation and evaluation of arguments, information and ideas.
D3	Demonstrate logical and systematic thinking and an ability to draw reasoned conclusions and sustainable judgements.
D4	Gather, analyse and evaluate evidence from practice and identify and achieve learning goals benefitting personal and professional development
D5	Evaluate the implementation of an individualised, outcomes based approach to the delivery of health and social care across the sector.
Autonomy, Accountability and Working with Others	
E1	Value and demonstrate a commitment to providing effective services across the health and social care sector to the benefit of the people who require a service, their carers, families and communities, respecting diversity and individuality.
E2	Demonstrate professionalism and integrity with the people who require the service, carers, families and colleagues and adhere to relevant codes of practice, recognising their own limitations
E3	Recognise the value and importance of their own self-awareness when working and engaging with others, demonstrating respect, dignity and compassion
E4	Engage in team working and collaborate with others to assess, plan, implement and evaluate the health care and social welfare requirements of people who require a service within a variety of situations and a defined scope of practice.
E5	NA

Level 8 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
8	NURS08041	Assessment and Enablement	20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	HLTH 08001	Evidence, Research and Academic Skills	20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	NURS08037	Integrating Health and Social Care	20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	NURS08038	Person-centredness	20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	NURS08040	Work related Learning 1	20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	NURS08036	Dimensions of Health and Social Welfare	20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Footnotes for Core Modules

These modules will not be taught in session 2024-25 and will only be used for assessment only purposes

Level 8 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
NA				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NA				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NA				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NA				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NA				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NA				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Option Modules							

Level 8

Criteria for Progression and Award

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

On completion of Level 8 and in accordance with UWS Regulatory Framework students can progress to Level 9.

If students choose to exit at this stage and have passed 120 credit points at SCQF L8 from the core modules within the programme specification, are eligible for the award of Diploma in Higher Education Integrated Health and Social Care.

SCQF LEVEL 9	
Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Critically appraise knowledge and understanding of the theory and research that informs management and leadership principles within health and social care across the sector.
A2	Demonstrate a critical knowledge of the principles associated with service improvement across the health and social care integration agenda.
A3	Demonstrate a critical understanding of the concepts, information and techniques relevant to research in order to evaluate the evidence base for practice.
A4	Critically review contemporary issues within health and social care from a national and international perspective.
A5	NA
Practice - Applied Knowledge and Understanding	
B1	Critically appraise the management of personal interactions and leadership principles and identify possible areas for improvement associated with the challenges of integrated practice.
B2	Assess and critically analyse specific aspects of health and social care provision across the sector and develop possible strategies for improvement based on current research evidence, national guidelines and local policy.
B3	Critically evaluate a range of evidence and substantiate the relevance, or otherwise, of its application within practice.
B4	Appraise national and international strategies related to fields of practice within health and social care.
B5	NA
Communication, ICT and Numeracy Skills	
C1	Demonstrate a range of effective communication techniques which takes account of teamworking, management roles, leadership development and service improvement strategies.
C2	Use a range of advanced and specialised skills to promote safe and effective professional communication.
C3	Use a wide range of IT applications to enhance professional development and lifelong learning
C4	Critically analyse and interpret numerical and graphical information necessary to inform practice.
C5	NA
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Undertake and apply critical analysis, evaluation and synthesis to a range of information sources in order to assist with and develop practice.
D2	Recognise the value of and utilise learning from their own work-related experiences to inform their own and other's practice.
D3	Being self-directed, appraise one's own performance and identify and address their own and other's learning needs.

D4	Evaluate how knowledge of contemporary issues within health and social care will inform their own integrated practice.
D5	NA
Autonomy, Accountability and Working with Others	
E1	Exercise autonomy and accountability within their sphere of integrated practice across the health and social care sector while accepting responsibility and accountability for one's own actions in decision-making.
E2	Demonstrate leadership skills and strategies to promote effective management and delivery of a quality service.
E3	Critically reflect on and effectively direct one's own continuous learning and development in line with ongoing service demands including career development.
E4	Make informed judgments on the current contemporary issues affecting the population from a national and international perspective within health and social care
E5	NA

Level 9 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
9	NURS09167	Contemporary Issues in Health & Social Care	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	NURS09002	Critical Research Appraisal	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	NURS09222	Quality and Leadership	40	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9	NURS09237	The Context of Integration	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9	NURS09169	Work related learning 2	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
NA	NA	NA		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Core Modules							

Level 9 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Option Modules							

Level 9**Criteria for Progression and Award**

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

On completion of Level 9 and in accordance with UWS Regulatory Framework students can progress to Level 10.

If students choose to exit at this stage and have passed all Level 9 modules they can exit and will be eligible for the award of BA Integrated Health and Social Care or BA Integrated Health and Social Care with Distinction in line with UWS Regulatory Framework.

Exceptionally, where 340 credit has been achieved AND a core module has been failed AND this results in the named award being unachievable, option to continue towards the award of BA Combined Studies by selecting once only, a single module from the School's L9 module portfolio (as advised by the Programme Leader) will be permitted. This option will be subject to module cost.

SCQF LEVEL 10

Learning Outcomes (Maximum of 5 per heading)

Knowledge and Understanding

A1	Demonstrates a wide and integrated knowledge of the key aspects of health and social care service provision across sector
A2	Critical understanding of the principles, theories and concepts across the health and social care sector
A3	Demonstrates a broad and detailed understanding of how their own individual learning will influence their practice and the teaching of others.
A4	Detailed understanding of other specialisms related to their own particular field of interest.
A5	Critical understanding of the ways in which their chosen field of interest is applied to health and social care provision across the sector

Practice - Applied Knowledge and Understanding

B1	Applies a wide range of professional skills, practices and materials that are associated with health and social provision across the sector.
B2	Through critical investigation identifies and implements relevant practices within their chosen field.
B3	An applied knowledge of the context in which their chosen field is relevant to health and social care provision to families, wider networks and colleagues across the sector.
B4	NA
B5	NA

Communication, ICT and Numeracy Skills

C1	Use a wide range of skills to communicate with peers, colleagues and specialists on a professional level.
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C2	Present information about specialised topics to informed audiences.
C3	Use a range of ICT applications to support and enhance work at this level and adjust features to suit purpose.
C4	Interpret, use and evaluate a wide range of numerical and graphical data to set and achieve goals/targets.
C5	NA
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Critically identify, define, conceptualise and analyse complex issues across the health and social care sector.
D2	Offer professional insights, interpretations and solutions to issues across the health and social care sector.
D3	Demonstrate some originality and creativity in dealing with issues across the health and social care sector.
D4	Critically review and consolidate knowledge, skills, practices and thinking across the health and social care sector.
D5	Make judgements where data/information is limited or comes from a range of sources.
Autonomy, Accountability and Working with Others	
E1	Exercise autonomy and initiative for their own learning in their chosen specialism, demonstrating how this will improve service provision for people who use the service, their families and wider networks.
E2	Critically review their own needs in relation to career development and progression
E3	Clearly demonstrates an established confidence and awareness of their own value and worth, recognising their own roles and responsibilities and that of others' in relation to providing integrated service provision
E4	Work with others to bring about a development, new thinking or positive change.
E5	NA

Level 10 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
10	MIDW10011	Supporting Families	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	NURS10024	The Honours Dissertation	40	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Long thin module
10	NURS10029	Work-related Learning 3	20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Long thin module
10	NURS10010	Effective Teaching in Practice	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Core Modules							

Level 10 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Footnotes for Option Modules

The students will select a 20 credit option module from the University portfolio of Level 9 and 10 modules subject to eligibility and availability.

Level 10

Criteria for Award

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

On completion of Level 10 and in accordance with UWS Regulatory Framework, students who have successfully passed all the required modules will be eligible to exit with a BA (Hons) Integrated Health and Social Care.

Regulations of Assessment

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

An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the 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.

Combined Studies

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. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for a Combined Studies award (please see Regulation 1.61).

For students studying BA, BAcc, or BD awards the award will be BA Combined Studies.

