



Course Handbook

MSc Transforming Integrated Health and Social Care
2020/2021

Course Leader: Dr Jean Duckworth
School of Community Health and Midwifery



Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and **MUST** not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

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1. Welcome to the course

Welcome to the University of Central Lancashire (UCLan) and your course, MSc Transforming Integrated Health and Social Care. In this Handbook you will find information about the course, its educational focus, the tutors and the facilities available to help you to succeed.

The course sits within the School of Community Health and Midwifery, which means that it has the support of this School and follows the rules and procedures of the School. The School publishes a Student Handbook that is updated in September each year. Please read the School Student Handbook alongside this Course Handbook as it contains important information about the procedures relevant to students in the School of Community Health and Midwifery.

The Head of your School is Dr Deborah Kenny and her welcome to the School is in the Student Handbook of the School of Community Health and Midwifery which is available in the course area on e-Learn (Blackboard). The Student Handbook explains the mission statement of the School and the staffing structure.

We sincerely hope the course fulfils your expectations and that your time with us will prove to be an enjoyable experience.

1.1 Rationale, aims and learning outcomes of the course

The course has been directly tailored to address the pressing need to confront contemporary issues in relation to the integration of health and social care. In 2013 the organisations responsible for managing NHS and Public Health budgets radically changed, recognising that the co-ordination of care for patients with complex needs and long-term illness was poor (The Kings Fund 2011). An important aspect of these changes is in the call for 'more integrated models of care – from 'virtual' integration through shared protocols to integrated teams and in some cases shared budgets and organizational integration (Ham et al 2011). Whilst there is no single model of care co-ordination, evidence from Singh and Ham (2005), Powell Davies et al (2008) and Kodner (2009) suggests that a multi-component approach is likely to achieve better results (Kings Fund 2015).

The course seeks to explore the inherent challenges in transforming health and social care policy and practice and is suitable for those individuals who hold strategic positions within organisations as well as individual health and social care professionals who wish to learn more about how to enhance care.

On successful completion of the course students will be awarded MSc Transforming Integrated Health and Social Care. The specific aims of the programme are as follows:

- To provide an opportunity for health and care professionals to undertake a critical evaluation of underlying theory, practice and research in health and social care.
- To provide a forum to share knowledge and experience; to debate methodological and contemporary issues and enhance practice within a collaborative on-line learning community.

- To enable critique of the conceptual analysis and practical application of transforming integrated health and social care.
- To develop critically reflective leaders, practitioners, managers or researchers who can contribute to the transformation of integrated health and social care at an advanced level and provide leadership in its planning, development and critical evaluation.

Programme Outcomes

The learning outcomes for the MSc Transforming Integrated Health and Social Care and the exit awards of Postgraduate Certificate and Postgraduate Diploma are as follows:

Postgraduate Certificate: Transforming Integrated Health and Social Care

Knowledge and Understanding

- Critically evaluate tensions and challenge surrounding integrated health and social care
- Demonstrate originality in the use of forms of knowledge to create new insights and solutions for problems in integrated health and social care
- Critically debate contemporary themes within integrated health and social care
- Critically discuss the methods, evidence base and outcomes of research and scholarly activity

Subject Specific Skills

- Critically evaluate differing theoretical frameworks and explore their uses and relevance in transforming integrated health and social care
- Exercise initiative in searching for and critically utilising appropriate research materials and facilities including web based materials
- Effectively use systematic methods to critically evaluate and apply existing knowledge in practice and in the creation of new knowledge to enhance future practice in the transformation of health and social care
- Skilfully utilise appropriate language and critical terms in verbal and written communication
- Actively contribute to the developing knowledge base in integrated health and social care and understand the skills required for scholarly dissemination

Thinking Skills

- Be active autonomous learners, able to participate in student centred and student led activities throughout their period of study
- Demonstrate curiosity and creativity and be critical about challenges to contemporary knowledge and practice
- Effectively use professionally appropriate analytical skills
- Be self-evaluative and demonstrate reflective skill in order to enhance practice

Other Skills

- Take responsibility for own professional development
- Achieve set objectives in the course
- Make positive contributions to team activities
- Develop advanced skills in information technology

- Reflect on learning and professional practice
- Facilitate innovative and good practice in research
- Design and deliver high quality services

Postgraduate Diploma; Transforming Integrated Health and Social Care

Knowledge and Understanding

- Critically evaluate tensions and challenge surrounding integrated health and social care
- Demonstrate originality in the use of forms of knowledge to create new insights and solutions for problems in integrated health and social care
- Critically debate contemporary themes within integrated health and social care care
- Critically discuss the methods, evidence base and outcomes of research and scholarly activity
- Evaluate and justify different theoretical and practical approaches and their relevance in integrated health and social care.

Subject Specific Skills

- Critically evaluate differing theoretical frameworks and explore their uses and relevance in transforming integrated health and social care
- Exercise initiative in searching for and critically utilising appropriate research materials and facilities including web based materials
- Effectively use systematic methods to critically evaluate and apply existing knowledge in practice and in the creation of new knowledge to enhance future practice in the transformation of health and social care
- Function as an advanced, reflective, self-regulated and ethical researcher
- Demonstrate creative and innovative approaches utilising critical reflection in the application of specialised and new knowledge in integrated health and social care
- Skilfully utilise appropriate language and critical terms in verbal and written communication
- Actively contribute to the developing knowledge base in integrated health and social care and understand the skills required for scholarly dissemination

Thinking Skills

- Be active autonomous learners, able to participate in student centred and student led activities throughout their period of study
- Demonstrate curiosity and creativity and be critical about challenges to contemporary knowledge and practice
- Effectively use professionally appropriate analytical skills
- Exhibit increased critical autonomy and conceptual and methodological sophistication in both oral and written work
- Be self-evaluative and demonstrate reflective skill in order to enhance practice

Other Skills

- Take responsibility for own professional development
- Achieve set objectives in the course
- Make positive contributions to team activities

- Develop advanced skills in information technology
- Reflect on learning and professional practice
- Facilitate innovative and good practice in research
- Design and deliver high quality services

MSc: Transforming Integrated Health and Social Care

Knowledge and Understanding

- Critically evaluate tensions and challenge surrounding integrated health and social care
- Demonstrate originality in the use of forms of knowledge to create new insights and solutions for problems in integrated health and social care
- Critically debate contemporary themes within integrated health and social care
- Critically discuss the methods, evidence base and outcomes of research and scholarly activity
- Critically appraise own creativity, initiative and personal responsibility and action plan for continued educational and professional improvement
- Evaluate and justify different theoretical and practical approaches and their relevance in integrated health and social care.
- Review and apply the techniques of research and scholarly enquiry in order to create and interpret new knowledge in the discipline

Subject Specific Skills

- Critically evaluate differing theoretical frameworks and explore their uses and relevance to transforming integrated health and social care
- Exercise initiative in searching for and critically utilising appropriate research materials and facilities including web based materials
- Effectively use systematic methods to critically evaluate and apply existing knowledge in practice and in the creation of new knowledge to enhance future practice in the transformation of integrated health and social care
- Function as an advanced, reflective, self-regulated and ethical researcher
- Demonstrate creative and innovative approaches utilising critical reflection in the application of specialised and new knowledge in integrated health and social care
- Skilfully utilise appropriate language and critical terms in verbal and written communication
- Actively contribute to the developing knowledge base in integrated health *and social care and understand the skills required for scholarly dissemination*

Thinking Skills

- Be active autonomous learners, able to participate in student centred and student led activities throughout their period of study
- Demonstrate curiosity and creativity and be critical about challenges to contemporary knowledge and practice
- Effectively use professionally appropriate analytical skills
- Exhibit increased critical autonomy and conceptual and methodological sophistication in both oral and written work
- Be self-evaluative and demonstrate reflective skill in order to enhance practice
- Organise and articulate complex ideas through analysis, synthesis and evaluation in a coherent and creative style appropriate to postgraduate work

Other Skills

- Take responsibility for own professional development
- Achieve set objectives in the course
- Make positive contributions to team activities
- Develop advanced skills in information technology
- Reflect on learning and professional practice
- Facilitate innovative and good practice in research
- Design and deliver high quality services
- Demonstrate expertise and vision within their field through a piece of independent work
- Demonstrate a capacity to manage competing demands on time, including self-directed project work

1.2 Course Team

The course leader, Jean Duckworth, is responsible for the management of your course. Please contact Jean if you have any general queries about the course or if you are unclear about who to contact for a specific issue.

Each module has a module leader who is responsible for that module. Please contact your module leader for any module-specific or assignment-related questions. Every student is also assigned an academic advisor.

Some staff work part-time and some days your tutors may work from their home office. Hence it is normally best to contact tutors via email in the first instance. If you wish to speak with your tutor please contact them to arrange a convenient time for an online meeting or telephone call.

Name	Email	Telephone	Skype
Jean Duckworth (Course leader)	jeduckworth@uclan.ac.uk	0044 1772893710	Jean.Duckworth
Hazel Partington (Module Leader)	hpartington@uclan.ac.uk	0044 1772895558	Hazel.partington
Phil O'Hare (Module Leader)	PO-Hare@uclan.ac.uk	0044 1772893414	
Anne Milston	AMMilston@uclan.ac.uk	0044 1772 895485	
Graeme Toby (Module Leader)	GWToby@uclan.ac.uk	0044 1772 893787	

1.3 Expertise of staff

Your tutors are qualified to teach in higher education and hold a Postgraduate Certificate in Education (or equivalent). They are also Fellows of the Higher Education Academy (<https://www.heacademy.ac.uk/professional-recognition>). Your core team of tutors are those listed below but there will be additional input from specialists in the university on specific topics as needed.

Jean Duckworth has a background in law, medical ethics and homeopathy and currently teaches across a number of modules including research, ethics and leadership modules. For her PhD Jean used a phenomenological approach to investigate the philosophy and practice of midwife homeopaths. Jean is also involved in a range of external activities associated with the legal and ethical conduct of practitioners and researchers.

Hazel Partington has a particular interest in practice and practitioner development. Hazel completed a a Professional Doctorate in Education with a focus on the influence of online masters level study on the professional lives of healthcare practitioners.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, providing insight and direction to enable you to realise your potential.



1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Allen Building

Medicine
Dentistry
telephone: 01772 895566
email: AllenHub@uclan.ac.uk

Harris Building

Lancashire Law School
Humanities and the Social Sciences
Centre for Excellence in Learning and Teaching
telephone: 01772 891996/891997
email: HarrisHub@uclan.ac.uk

Foster Building

Forensic and Applied Sciences
Pharmacy and Biomedical Sciences
Psychology
Physical Sciences
telephone: 01772 891990/891991
email: FosterHub@uclan.ac.uk

Computing and Technology Building

Art, Design and Fashion
Computing
Journalism, Media and Performance
Engineering
telephone: 01772 891994/891995
email: CandTHub@uclan.ac.uk

Greenbank Building

Sport and Wellbeing
Management
Business
telephone: 01772 891992/891993
email: GreenbankHub@uclan.ac.uk

Brook Building

Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
telephone: 01772 891992/891993
email: BrookHub@uclan.ac.uk



1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

We normally try to answer emails within 3 working days but some of your tutors work part-time and hence it may take longer to receive a reply. Tutors will inform you of their normal working days and when they will be taking leave.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

The name of the External Examiner is Dr Jennifer Loke, Lecturer at the University of Hull.



2. Structure of the course

2.1 Overall structure

The course is offered on a part-time basis only. The standard length of the course is 3 years, however it may be possible to complete the course over 4-5 years. If this is something you wish to explore then please speak to your academic advisor or the course leader about options. The course is divided into a number of modules, 6 of which are worth 20 credits each and the dissertation is 60 credits, making a total of 180 credits. Students usually study three modules in year one, three in year two and the 60 credit dissertation in year three. The first year modules contain 2 core modules which must be taken and one optional module, whereas in the second year there is one compulsory module (Introduction to Postgraduate Research) and two optional single modules. In the final year students undertake a 60 credit dissertation module. The optional modules are chosen from across the Shell Framework and must be approved by course leader. The availability of the option modules may vary depending on student numbers and staff availability.

YEAR	MODULES	CREDITS	CUMULATIVE TOTAL
1	2 compulsory modules 1 option module	3 X 20 credits	60 credits
2	1 compulsory module 2 option modules	60 credits	120 credits
3	1 x 60 credit compulsory dissertation module	60 credits	180 credits

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

Year 1

Semester 1	Semester 2
SW4707 Leadership for Innovation and Integration	NU4084 Transforming Integrated Health and Social Care
Plus one option module from: Any Level 7 modules/CPD element selected from the designated Shell Framework	

The availability of the option modules will vary depending on student numbers and staff availability.

Year Two

Semester 1	Semester 2
	NU4025 Introduction to Postgraduate Research
Plus two option modules from: Any Level 7 modules/CPD element selected from the designated Shell Framework	

The availability of the option modules will vary depending on student numbers and staff availability.

Year Three

Semester 1	Semester 2
NU4053 Dissertation	

Year available	Aims of the Module	Core/optional
1	SW4707 Leadership for Innovation and Integration The aim of this module is to provide a critical exploration of the contemporary issues that impact upon leadership and innovation in the context of integrated services in health, social work and social care. It will update students' knowledge in relation to major theoretical perspectives and ethical debates, current research findings and evidence based practice in the field of leadership. The importance of innovation to meeting new challenges to health and social care is explored, including building new forms of relationships with service users, their supports and communities. The aim is to promote the development of effective leadership in health, social work and social care.	COMP
1	NU4084 Transforming Integrated Health and Social Care This module aims to provide opportunities to examine the, context, drivers and practical implications of the provision of an Integrated Health and Social Care system or service. Through examination of working models and exploration of contemporary issues, students will critically analyse the opportunities, challenges and benefits of Integrated Health and Social Care.	COMP
2	NU4025 Introduction to Postgraduate Research The module presents a broad overview of the principles of research beginning with ethical, epistemological and theoretical perspectives, and moving through qualitative and quantitative research designs,	COMP

	analysis and synthesis. Students will focus on the evidence relevant to one particular topic in their speciality, exploring the philosophical and theoretical underpinnings of this evidence and the impact of research design on knowledge generated.	
3	NU4053 Dissertation	COMP



2.3 Course requirements

All compulsory modules must be passed to enable you to gain your final award. Students must also demonstrate English language and writing skills at GCSE English (Grade C or above) or IELTS 6.5

2.3 Module Registration Options

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

If you intend to apply for the Professional Doctorate in Health at UCLan you must achieve an overall 60% across the PG Diploma or Masters course. It is also worth noting that the Professional Doctorate requires that you study HP4006 Research ethics and governance and NU4086 Applying Methods in Healthcare. You will need to take account of this requirement when choosing your 2nd year modules.

2.4 Study Time

2.4.1 Weekly timetable

A timetable will be available once you have enrolled onto the programme, through the Student Portal.

2.4.2 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve (so 20 credits will equal 200 notional learning hours) – this includes attendance at online sessions and time spent in private study. Each module pack will contain information about the number of online sessions and expected activities.



2.4.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:

Jean Duckworth on JEDuckworth@uclan.ac.uk.

In addition to regular use of materials on eLearn/Blackboard you are asked to access the materials at least once per week and to contribute to the discussion boards, chat rooms and on-line tutorials. Participation in both live (two-way) and message board discussions will enhance the learning experience on this course and students are expected to take an active

role in discussion groups.

If you are not able to attend a scheduled online session, you are asked to email the module leader and copy your email to Jean Duckworth, the Course Leader (jeduckworth@uclan.ac.uk). This process enables us to offer support to you when you need it. If you do not communicate with your module or course leaders advising them of your absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

3. Approaches to teaching and learning

The QAA (2008) suggest that holders of a Master level qualification will be able to deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data... demonstrate self-direction and originality in tackling and solving problems...continue to advance their knowledge and understanding and make decision in complex and unpredictable situations. This means that you will be expected to tackle complex issues and discuss them with your fellow students, to take responsibility for your own learning and develop the independent learning ability required for continuing professional development. The QAA also requires that the student develops a comprehensive understanding of methods used in research and enquiry, and you will be expected to develop the skills needed to critically evaluate current research and advanced scholarship without bias.

The University has an established Learning and Teaching strategy that shapes the delivery of the programme which endeavours to develop your ability to learn and change as a person not just acquire new knowledge. We aim to foster a learning climate in which we will all develop as individuals and as part of a group. You will develop the ability to evaluate both the course material and your own evolving understanding. An essential part of this process is developing the ability to reflect on the meaning and implications of various theories and models proposed to help understand health, wellbeing and the nature of sustainability.

This unique e-learning programme uses tutorial workshops in which students are required to take an active, and in many cases a leading role. You will learn through interacting with lecturers and other course members, attending on-line tutorials and interactive sessions, but also through your own personal development. Bringing learning to the forefront of what we, the lecturers and you the students do, facilitates a mutually supportive learning relationship.

Learning will mainly be achieved by way of structured directed study and debate through discussion with other students using online discussion tools within the virtual 'managed on-line learning environment', eLearn. The idea of an electronic tutorial in this context involves the undertaking of various learning activities, using the internet, over a period of time.

Each module has a series of units. Each unit includes questions that have provided the main focus for study and for discussion. This will enable consideration of relevant theoretical perspectives and thus enhance application to practice.

The course is designed for individuals who bring a variety of expertise and life experiences and we encourage you to use your own experience to assist the learning process. The diversity of experience enables the use of a variety of approaches to learning and teaching, particularly the use of problem-based learning, experiential learning, web-based learning, seminars, debate and other informal, interactive methods. These approaches are further enhanced by the commitment to shared learning. We emphasise learning by experiencing,

engaging in an educational process that encourages active involvement with your own learning. Students are encouraged to accept increasing responsibility and active ownership of learning as they progress through their award pathway. The award structure and learning strategies are designed to encourage this development. The overall aim is to encourage you to develop self-learning and self- assessment capabilities and take responsibility for your own commitment to on-going learning.

Over the years your tutors at UCLan have made increasing use of online teaching materials and most of your learning materials will be made available on eLearn. Although the focus and direction of your study will be provided electronically, there is still an important role for printed material. In certain modules we may recommend that you purchase books where they provide an integrated overview of a subject. Seeking information using information technology is a transferable skill i.e. it is useful in many different professional and employment situations. You will develop further skills in searching and accessing databases on your course and this skill is an integral part of the course.

(Quality Assurance Agency for Higher Education (QAA) (2008) The framework for higher education qualifications in England, Wales and Northern Ireland [online] last accessed 18th July at URL www.qaa.ac.uk)

3.2 Study skills

Students will start the course with a range of experience in study skills, in the use of academic sources online and in academic writing. We provide extra learning materials using eLearn on the skills needed to search for academic papers, for academic writing and for referencing. Your academic advisor is here to guide you so please ask.

Support in study skills is also available through WISER and you can access their resources via eLearn or by linking to:

WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>

LIS https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id= 25 1

Study Skills - 'Ask Your Librarian'

https://www.uclan.ac.uk/students/support/study/it_library_trainer.php

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as "My lecturer says I need a wider variety of sources in my references, what do I do?"

"I need to find research articles, where do I start?"

"How do I find the Journal of ...?"

"How do I use RefWorks?"

Students are expected to use good "netiquette" at all times, this includes:

- Checking the discussion frequently, responding appropriately and on subject.
- Not capitalising words unless to highlight a point or for titles.
- Being professional and careful with your online interaction; not forwarding someone else's message without their permission.
- Taking care with humour which can be misunderstood without face-to-face cues.



3.3 Learning resources

3.3.1 Learning and Information Services (LIS)

The best place to start when exploring the Library resources available to you is;

- Your 'Subject Guide' can be found in the [Library Resources](#)
- Your 'My Library' tab in the [Student Portal](#)
- [Library search](#)

Information about the services LIS offer can be found in the Student Handbook, however a FAQ guide is available by going to <https://www.uclan.ac.uk/students/faq/>

Our college librarian is:

Michael Hargreaves mhargreaves@uclan.ac.uk
College Librarian 01772 892127

Links to relevant resources can be found by going to

http://www.uclan.ac.uk/students/study/library/nursing_guide.php

http://www.uclan.ac.uk/students/study/library/midwifery_guide.php

http://www.uclan.ac.uk/students/study/library/medicine_guide.php

http://www.uclan.ac.uk/students/study/library/Social_Work_guide.php

Other subject areas may also be relevant to your study and resources for these may be found by clicking on this link

http://www.uclan.ac.uk/students/study/library/subject_search.php and using the drop down list of subject areas.

Information on the use of these resources will be provided within the modules.

3.3.2 Electronic Resources

Course materials will be made available in Blackboard and reading lists for further reading will be provided. You may choose to buy some of these books, and others are available online or chapters are available through google books.

3.4 Personal development planning

Personal development planning (PDP) is a structured and supported process that will support your learning by helping you to reflect upon your learning, performance and achievement and to plan for your personal and professional development. The policy of the QAA (2009) is for universities to integrate PDP into courses to help students to develop the ability to reflect and thus to plan their learning.

Taking responsibility for your own self development and learning needs is fundamental to the course. The modules studied within your course will help you develop skills that form part of your continuing personal and professional development and life-long learning. These key skills include: self-awareness, reflection and reflective practice, communication skills, team working,

problem solving skills, information technology, presentation skills, writing skills and numeracy.

The course uses Personal Action Plans for you to evaluate and develop your skills and this will be discussed with your academic advisor. The School Student Handbook discusses PDP and useful information on PDP can be found on the “Student Office” which may be accessed through eLearn.

(Quality Assurance Agency for Higher Education (2009) Personal development planning: guidance for institutional policy and practice in higher education [online] last accessed 18th July 2015 at URL www.qaa.ac.uk)



3.5 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

It’s your future: take charge of it!

[Careers](#) offers a range of support for you including:-

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

Your choice of option modules may impact upon your employability in certain ways. For example, if you wish to become more involved in research you may find it beneficial to take the research module options. If you are, or may be, in a position of leadership then the leadership module may be most helpful. You will have scheduled opportunities to speak with your academic advisor and the module tutors about the best options for you.

4. Student Support

Information on the support available is at: <https://www.uclan.ac.uk/students/>

[The 'i'](#) is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Portable Financial Credits, (continuing students only,

Printing and Printer Credit, UCLan Cards, the 'i' shop and UCLan Financial Support Bursary (first year students only).



4.1 Academic Advisors

An academic advisor will be allocated to you in the first week of the course. Your academic advisor will contact you within the first two weeks of the course and you should reply as soon as possible. An academic advisor offers general academic support and advice and you will meet on-line at least twice a year. Your academic advisor will support you throughout the three years of the course and help you develop your study skills as well as monitoring your progress through the course. The academic advisor is there to support your study but also discuss any other issues which affect your studying. Contact is primarily through e-mail. You can also access us via phone and Skype using the contact information provided.

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk

Support for students with specific learning needs/disabilities is discussed in the School Handbook which gives the contact details for the School Disability Co-ordinators. Disability Information for Students can be found here: https://www.uclan.ac.uk/students/health/disability_services.php

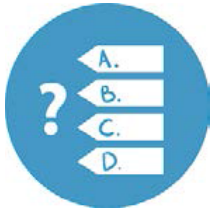
The Academic School Lead for Disability is Colette Eaton. She can be contacted on +44 (0) 1772 895108 and by email CEaton@uclan.ac.uk.

4.3 Students Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: <http://www.uclansu.co.uk/>

5. Assessment

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.



5.1 Assessment Strategy

The Assessment policies and procedures of the School of Community Health and Midwifery are explained in the School Student Handbook. The School operates a standard policy for the marking and moderating of student work and the publication of results. Courses in the School follow these guidelines in all circumstances. All work is marked according to the School Guide to Academic Standards and the Grades for Assessed work. M level modules use the Level 7 mark sheet.

The School operates a standard system of penalties that apply if the word limit for a theory assessment is exceeded. Please refer to the School Student Handbook for this information.

The pass mark for assignments is 50%. If you fail to achieve a mark of 50% then you will be granted a second attempt but if you are successful at the second attempt, the overall grade for the assessment is capped at 50%. Second attempts are normally due about 6 weeks after the date of the Assessment board. Please read your module guidelines carefully.

Students come to this course with different experiences and expectations about the marks they achieve for assignments. Remember that for a Masters degree an average mark (from all 9 modules) of 60-69% is granted award with merit and over 70% is award with distinction. Only a very few students will achieve a mark of over 70%. Marking at Masters level follows strict criteria so marks over 50% can be considered a good start early in the course.

Assessments are described as formative or summative. The aim of a formative assessment, such as a class presentation is for you to work towards the skills needed to achieve the learning outcomes of the module. Formative assessments allow the tutors to give you feedback on your progress. The summative assessment is the final submission which is graded. You will have the opportunity to submit a draft of your assessment or parts for your module tutor to comment on.

5.2 Notification of assignments and examination arrangements

The requirements for individual assessments are contained within the module information pack available on eLearn at the commencement of the module. Students should submit work via Turnitin in the module area on eLearn by midnight UK time on the submission day (unless notified otherwise). Marking criteria for level 7 work is available in the course area on eLearn.

5.3 Referencing

Please refer to the School of Community Health and Midwifery referencing guidelines. The school uses APA 6th edition referencing.

5.4 Confidential material

If you refer to clinical practice in teaching sessions, discussion boards or written assessments you are bound by the Code of Conduct of your professional body (where relevant). You have a personal responsibility to ensure that you do not breach the confidentiality of patients in any way, and also that you respect the privacy of individuals, including professional colleagues and of organisations.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-

Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

5.6 How do I know that my assessed work had been marked fairly?

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades but can act as 'critical friends' and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

We ask that students on a course appoint a course representative. A course representative is a student who represents their fellow students' views and

opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year in September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the [Students' Union](#) website or by emailing: coursereps@uclan.ac.uk.

School Presidents meanwhile are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who is your School President or more about the role visit the [Students' Union website](#) or email: coursereps@uclan.ac.uk

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Meetings will be facilitated using guidelines and a record of the meeting will be provided with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;

- Any other issues raised by students or staff.

Each September we ask that the course elect a course representative. On-line meetings are held each semester with the course leaders. Minutes of the meetings are made available to students as are any actions taken as a result of the discussions.

8. Appendices

8.1 Programme Specification

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

1. Awarding Institution / Body	UCLan
2. Teaching Institution and Location of Delivery	UCLan
3. University School/Centre	School of Community Health and Midwifery
4. External Accreditation	None
5. Title of Final Award	MSc Transforming Integrated Health and Social Care
6. Modes of Attendance offered	E-Learning
7. UCAS Code	N/A
8. Relevant Subject Benchmarking Group(s)	<ul style="list-style-type: none">• QAA Masters Degree Characteristics (2015) http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2977#.VvqQD4Ws9FU
9. Other external influences	None
10. Date of production/revision of this form	May 2016
11. Aims of the Programme	<p>MSc Transforming Integrated Health and Social Care provides an opportunity for health and social care professionals to undertake a critical evaluation of underlying theory, practice and research in integrated health and social care.</p> <p>It provides a forum to share knowledge and experience; to debate methodological and contemporary issues and enhance practice within a collaborative on-line learning community. The course offers an opportunity for critique of the conceptual analysis and practical application of transforming integrated health and social care.</p> <p>To develop critically reflective leaders, practitioners, managers or researchers who can contribute to transforming integrated health and social care at an advanced level and provide leadership in its planning, development and critical evaluation.</p>

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

Successful students will be able to:

A1: Critically evaluate tensions and challenge surrounding integrated health and social care

A2: Demonstrate originality in the use of forms of knowledge to create new insights and solutions for problems in integrated health and social care

A3: Critically debate contemporary themes within integrated health and social care

A4: Critically discuss the methods, evidence base and outcomes of research and scholarly activity

A5: Critically appraise own creativity, initiative and personal responsibility and action plan for continued educational and professional improvement

A6: Evaluate and justify different theoretical and practical approaches and their relevance in integrated health and social care.

A7: Review and apply the techniques of research and scholarly enquiry in order to create and interpret new knowledge in the discipline

Teaching and Learning Methods

Postgraduate study requires an emphasis upon both formal and informal methods of learning and the promotion of independence in the planning and organisation of learning.

The emphasis within the programme will be upon the creation of a challenging yet facilitative learning environment supporting the rapid transition to a student-led approach, which is considered essential to facilitate the development of an autonomous and proactive learner.

As mature professionals, students have much to contribute to the learning process and it is believed that an interactive and creative experience will enable them to explore and innovate within their own personal learning. This type of learning experience will support and facilitate development of strategies to creatively and critically explore, deconstruct, debate and reconstruct a conceptual understanding of integrated health and social care and of their interconnections and interdependencies. In addition, through the use of examples drawn from real-life situations, the practical application of this understanding is explored with creative and evidence-based approaches to problem solving. This requires breadth of study, with critical analysis, reflexivity and synthesis of information from a broad array of disciplines, as well as depth of study, and careful attention to detail in specific scenarios

Teaching and formative learning strategies will include: e-learning materials available on-line; guided reading and study available on-line; on-going discussion via asynchronous discussion boards, live seminars and group discussions in virtual classrooms on-line, one to one tutorials on-line, group work and presentations.

Scheduled opportunities which provide the student with feedback about their progress towards meeting the module learning outcomes will be provided through synchronous learning, online discussion groups, email and tutorials.

Assessment methods

Depending on choice of optional modules, assessment will include: written assignments, critical reflective account, short answer questions, project work, oral presentation of research proposal, preparation of papers for Research Ethics Committee, development of a research tool, development of teaching materials, analytical report, learning contracts plus thesis.

B. Subject-specific skills

Successful students will be able to:

B1: Critically evaluate differing theoretical frameworks and explore their uses and relevance to transforming integrated health and social care

B2: Exercise initiative in searching for and critically utilising appropriate research materials and facilities including web based materials

B3: Effectively use systematic methods to critically evaluate and apply existing knowledge in practice and in the creation of new knowledge to enhance future practice in the transformation of integrated health and social care

B4: Function as an advanced, reflective, self-regulated and ethical researcher

B5: Demonstrate creative and innovative approaches utilising critical reflection in the application of specialised and new knowledge in integrated health and social care

B6: Skilfully utilise appropriate language and critical terms in verbal and written communication

B7: Actively contribute to the developing knowledge base in integrated health and social care and understand the skills required for scholarly dissemination

Teaching and Learning Methods

Postgraduate study requires an emphasis upon both formal and informal methods of learning and the promotion of independence in the planning and organisation of learning. The emphasis within the programme will be upon the creation of a challenging yet facilitative learning environment supporting the rapid transition to a student-led approach, which is considered essential to facilitate the development of an autonomous and proactive learner. As mature professionals, students have much to contribute to the learning process and it is believed that an interactive and creative experience will enable them to explore and innovate within their own personal learning. This type of learning experience will support and facilitate development of strategies to creatively and critically explore, deconstruct, debate and reconstruct a conceptual understanding of integrated health and social care and of their interconnections and interdependencies. In addition, through the use of examples drawn from real-life situations, the practical application of this understanding is explored with creative and evidence-based approaches to problem solving. This requires breadth of study, with critical analysis, reflexivity and synthesis of information from a broad array of disciplines, as well as depth of study, and careful attention to detail in specific scenarios.

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C. Thinking Skills

Successful students will be able to:

C1: Be active autonomous learners, able to participate in student centred and student led activities throughout their period of study

C2: Demonstrate curiosity and creativity and be critical about challenges to contemporary knowledge and practice

C3: Effectively use professionally appropriate analytical skills

C4: Exhibit increased critical autonomy and conceptual and methodological sophistication in both oral and written work

C5: Be self-evaluative and demonstrate reflective skill in order to enhance practice

C6: Organise and articulate complex ideas through analysis, synthesis and evaluation in a coherent and creative style appropriate to postgraduate work

Teaching and Learning Methods

Postgraduate study requires an emphasis upon both formal and informal methods of learning and the promotion of independence in the planning and organisation of learning. The emphasis within the programme will be upon the creation of a challenging yet facilitative learning environment supporting the rapid transition to a student-led approach, which is considered essential to facilitate the development of an autonomous and proactive learner. As mature professionals, students have much to contribute to the learning process and it is believed that an interactive and creative experience will enable them to explore and innovate

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Assessment methods

Depending on choice of optional modules, assessment will include: written assignments, critical reflective account, short answer questions, project work, oral presentation of research proposal, preparation of papers for Research Ethics Committee, development of a research tool, development of teaching materials, analytical report, learning contracts plus thesis.

D. Other skills relevant to employability and personal development

Graduate education builds on and extends current knowledge and skills and facilitates the delivery of improved health care and contribution to the wider debates in complementary medicine. This enhances the professional's ability to:

D1: Take responsibility for own professional development

D2: Achieve set objectives in the course

D3: Make positive contributions to team activities

D4: Develop advanced skills in information technology

D5: Reflect on learning and professional practice

D6: Facilitate innovative and good practice in research

D7: Design and deliver high quality services

D8: Demonstrate expertise and vision within their field through a piece of independent work

D9: Demonstrate a capacity to manage competing demands on time, including self-directed project work

Teaching and Learning Methods

Postgraduate study requires an emphasis upon both formal and informal methods of learning and the promotion of independence in the planning and organisation of learning.

The emphasis within the programme will be upon the creation of a challenging yet facilitative learning environment supporting the rapid transition to a student-led approach, which is considered essential to facilitate the development of an autonomous and proactive learner.

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Depending on choice of optional modules, assessment will include: written assignments, critical reflective account, short answer questions, project work, oral presentation of research proposal, preparation of papers for Research Ethics Committee, development of a research tool, development of teaching materials, analytical report, learning contracts plus thesis.

13. Programme Structures*

14. Awards and Credits*

Level	Module Code	Module Title	Credit rating	
Level 7		COMPULSORY MODULES		
	SW4707	Leadership for Innovation and Integration	20	PG Cert Transforming Integrated Health and Social Care requires 60 credits at Level 7
	NU4084	Transforming Integrated Health and Social Care	20	PGDip Transforming Integrated Health and Social Care requires 120 credits at Level 7
	NU4025	Introduction to Post-graduate Research	20	
	NU4053	Dissertation	60	MSc Transforming Integrated Health and Social Care requires 180 credits at Level 7
		OPTIONAL MODULES		
		60 credits of level 7 modules/CPD element selected from the designated Shell Framework as agreed by the Course Leader.	60	

15. Personal Development Planning

Personal development planning (PDP) (QAA, 2009) is a structured process which supports learning by reflection on learning, performance and achievement. The School of Health actively supports PDP and provides learning materials. This develops skills which form part of continuing personal and professional development and key skills developed in the modules include: self-awareness, reflection and reflective practice, communication skills, team working, problem solving skills, information technology, presentation skills, writing skills and numeracy.

Quality Assurance Agency for Higher Education (2009) *Personal development planning: guidance for institutional policy and practice in higher education* [online] last accessed 12 Sept 2010 at URL www.qaa.ac.uk

16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information. Students will be informed of their personal minimum entry criteria in their offer letter.

A recognised British honours degree of 2.2 or above, or its equivalent, in a relevant subject from an approved institution of higher education.

Non-standard applicants are welcome. Recognition of Prior and Work Based Learning in accordance with University regulations may be available. You are advised to contact the course leader.

English language and writing skills at GCSE English (Grade C or above) or IELTS 6.5

17. Key sources of information about the programme

- School of Community Health and Midwifery website
- UCLan course pages.

	Shell Framework (attached) as agreed by the Course Leader																	
	Year Three																	
	NU4053	Dissertation	COMP	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes															
				Thinking Skills						Other skills relevant to employability and personal development									
				C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7	D8	D9	
LEVEL 7	Year One																		
	SW4707 OR	Leadership for Innovation or Integration	COMP	✓	✓	✓		✓		✓	✓		✓	✓					
	NU4084	Transforming Integrated Health and Social Care	COMP	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓			
	20 credits Level 7 module/CPD element selected from the designated Shell Framework (attached) as agreed by the Course Leader		O																
	Year Two																		
	NU4025	Introduction to Postgraduate Research	COMP	✓	✓	✓	✓				✓	✓		✓		✓			

40 credits level 7 modules/CPD element selected from the designated Shell Framework (attached) as agreed by the Course Leader		O															
Year Three																	
NU4053	Dissertation	COMP	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓

19. LEARNING OUTCOMES FOR EXIT AWARDS:

Learning outcomes for the award of: Postgraduate Certificate: Transforming Integrated Health and Social Care

Knowledge and Understanding

- Critically evaluate tensions and challenge surrounding integrated health and social care
- Demonstrate originality in the use of forms of knowledge to create new insights and solutions for problems in integrated health and social care
- Critically debate contemporary themes within integrated health and social care
- Critically discuss the methods, evidence base and outcomes of research and scholarly activity

Subject Specific Skills

- Critically evaluate differing theoretical frameworks and explore their uses and relevance in transforming integrated health and social care
- Exercise initiative in searching for and critically utilising appropriate research materials and facilities including web based materials
- Effectively use systematic methods to critically evaluate and apply existing knowledge in practice and in the creation of new knowledge to enhance future practice in the transformation of health and social care
- Skilfully utilise appropriate language and critical terms in verbal and written communication
- Actively contribute to the developing knowledge base in integrated health and social care and understand the skills required for scholarly dissemination

Thinking Skills

- Be active autonomous learners, able to participate in student centred and student led activities throughout their period of study
- Demonstrate curiosity and creativity and be critical about challenges to contemporary knowledge and practice
- Effectively use professionally appropriate analytical skills
- Be self-evaluative and demonstrate reflective skill in order to enhance practice

Other Skills

- Take responsibility for own professional development
- Achieve set objectives in the course
- Make positive contributions to team activities
- Develop advanced skills in information technology
- Reflect on learning and professional practice
- Facilitate innovative and good practice in research
- Design and deliver high quality services

Learning outcomes for the award of: Postgraduate Diploma; Transforming Integrated Health and Social Care

Knowledge and Understanding

- Critically evaluate tensions and challenge surrounding integrated health and social care
- Demonstrate originality in the use of forms of knowledge to create new insights and solutions for problems in integrated health and social care
- Critically debate contemporary themes within integrated health and social care care
- Critically discuss the methods, evidence base and outcomes of research and scholarly activity
- Evaluate and justify different theoretical and practical approaches and their relevance in integrated health and social care.

Subject Specific Skills

- Critically evaluate differing theoretical frameworks and explore their uses and relevance in transforming integrated health and social care
- Exercise initiative in searching for and critically utilising appropriate research materials and facilities including web based materials
- Effectively use systematic methods to critically evaluate and apply existing knowledge in practice and in the creation of new knowledge to enhance future practice in the transformation of health and social care
- Function as an advanced, reflective, self-regulated and ethical researcher
- Demonstrate creative and innovative approaches utilising critical reflection in the application of specialised and new knowledge in integrated health and social care
- Skilfully utilise appropriate language and critical terms in verbal and written communication
- Actively contribute to the developing knowledge base in integrated health and social care and understand the skills required for scholarly dissemination

Thinking Skills

- Be active autonomous learners, able to participate in student centred and student led activities throughout their period of study
- Demonstrate curiosity and creativity and be critical about challenges to contemporary knowledge and practice
- Effectively use professionally appropriate analytical skills
- Exhibit increased critical autonomy and conceptual and methodological sophistication in both oral and written work
- Be self-evaluative and demonstrate reflective skill in order to enhance practice

Other Skills

- Take responsibility for own professional development
- Achieve set objectives in the course
- Make positive contributions to team activities
- Develop advanced skills in information technology
- Reflect on learning and professional practice
- Facilitate innovative and good practice in research
- Design and deliver high quality services