Programme Specification

MSc in Integrative Health and Social Care

Incorporating the awards of:
- Postgraduate Certificate in Integrative Health and Social Care
- Postgraduate Certificate in End of Life Care
- Postgraduate Certificate in Partnerships in Dementia Care
- Postgraduate Certificate in Leadership and Management in Health and Social Care
- Postgraduate Certificate in Public Health
- Postgraduate Certificate in Sexual Health
- Postgraduate Certificate in Health Education
- Postgraduate Certificate in Emergency Care
- Postgraduate Diploma in Integrative Health and Social Care

Whether you’re starting out, moving up or starting again
WE’RE READY WHEN YOU ARE.
Table of contents

SECTION ONE: GENERAL INFORMATION ................................................................. 3
Programme Title .................................................................................................. 3
Award title and interim awards ........................................................................ 3
Interim awards ................................................................................................... 3
Mode of Study ..................................................................................................... 3
Programme start date/review date ................................................................... 3
Awarding Institution .......................................................................................... 3
Faculty Managing the Programme .................................................................... 3
Institution(s) Delivering the Programme/Joint Honours Subject .................... 3
Relevant external subject benchmark statement(s) ......................................... 3
External Accreditation ......................................................................................... 3
JACS Code(s) ...................................................................................................... 4

SECTION TWO: OVERVIEW AND PROGRAMME AIMS ............................................. 4
Overview ............................................................................................................. 4
Key Features of the Programme ........................................................................ 6
Programme Aims for MSc in Integrative Health and Social Care .................. 8

SECTION THREE: PROGRAMME LEARNING OUTCOMES ..................................... 8
Knowledge and Understanding ......................................................................... 9
Intellectual Skills ................................................................................................. 9
Practical / Subject Specific Skills ..................................................................... 9
Transferable Skills ............................................................................................ 10

SECTION FOUR: PROGRAMME STRUCTURE .......................................................... 12
Structure and Curriculum .................................................................................. 12
Named Postgraduate Certificates (60 Credits) .................................................. 13
Stages in the MSc Integrative Health and Social Care Programme ................ 13
Typical Study Plans and Transitioning ............................................................. 15
Intake Points and module learning design types ................................................................. 17
MSc Integrative Health and Social Care – Typical Pattern of Delivery .................................. 18
Personal Development Planning (PDP) .................................................................................. 21
SECTION FIVE: PROGRAMME DELIVERY ........................................................................ 23
Online Teaching and Learning Methods ............................................................................. 23
Assessment ............................................................................................................................ 25
General Approach ................................................................................................................ 25
SECTION SIX: ADMISSIONS ............................................................................................ 27
Process .................................................................................................................................. 27
Entry Requirements .............................................................................................................. 27
Criteria .................................................................................................................................. 27
SECTION SEVEN: STUDENT SUPPORT AND GUIDANCE ............................................ 28
Student Support .................................................................................................................... 28
Programme Leadership ........................................................................................................ 29
Development and Delivery Team .......................................................................................... 30
The Student Voice .................................................................................................................. 31
SECTION EIGHT: POST PROGRAMME OPPORTUNITIES .................................................. 31
SECTION NINE: EMPLOYER LINKS .................................................................................. 32
SECTION ONE: GENERAL INFORMATION

Programme Title
MSc in Integrative Health and Social Care

Award title and interim awards
Master of Science in Integrative Health and Social Care

Interim awards:
- Postgraduate Diploma in Integrative Health and Social Care
- Postgraduate Certificate in Integrative Health and Social Care
- Postgraduate Certificate in End of Life Care
- Postgraduate Certificate in Partnerships in Dementia Care
- Postgraduate Certificate in Leadership and Management in Health and Social Care
- Postgraduate Certificate in Public Health
- Postgraduate Certificate in Sexual Health
- Postgraduate Certificate in Health Education
- Postgraduate Certificate in Emergency Care

Mode of Study
Part-time, Online Distance learning

Programme start date/review date
Start date: September 2014
Period of Validation: Indefinite

Awarding Institution
University of Derby

Faculty Managing the Programme
University of Derby Online Learning (UDOL)

Institution Delivering the Programme/Joint Honours Subject
University of Derby

Relevant External Subject Benchmark Statement(s)
- QAA Masters degree, characteristics (2010)
- QAA Statement of common purpose for subject benchmarks statements for Health and Social Care (2004)
- QAA Benchmarks (2004) offer a set of key characteristics which together make up the profile of a master’s degree. The QAA Characteristics for Masters Degree, consultation document on Subject Benchmarks for Health and Social Care and Code of practice for the assurance of academic quality and standards in higher education, Section 2: Collaborative provision and flexible and distributed learning (including e-learning) - Amplified version (2010) have been referred to.

In addition to the formal benchmarks for postgraduate education; the programme has been mapped to the Department of Health (2010) advanced level nursing: a position statement nationally agreed elements of advanced practice.

External Accreditation
None
SECTION TWO: OVERVIEW AND PROGRAMME AIMS

Overview

The MSc in Integrative Health and Social Care is suitable for a wide range of professionals involved in the provision and delivery of a changing and expanding health and social care agenda. Increasingly, practitioners are being called upon to lead change within their organisation on both clinical and strategic fronts. Consultation with key partners, stakeholders and students has highlighted the demand for flexible, interprofessional, postgraduate programmes such as this.

This programme will:

- Extend and progress the knowledge and skills you already have and how you may apply them to your own individual Health and Social Care setting.

- Enable you to assess and support the impact your actions will have on the future of integrative practice, developing an advanced professional approach to integrative care

- Provide an opportunity to respond to emerging career pathways allowing you to tailor your learning needs in a flexible and creative way.

As a programme team we are aware that health and social care professionals are required to have a wide range of specific and transferable skills and this programme offers you the diversity and flexibility that will help you develop these skills.

The MSc in Integrative Health and Social Care reflects the changing requirements within the health and social care arena that expects skilled and flexible professionals to adapt and lead developments in their own specific area of practice. The National Health Service (NHS) Liberating the NHS: Developing the Healthcare Workforce (2012) requires a workforce that is adaptable and flexible, health professionals who are competent and capable and operate within the NHS values and behaviours.

One of the seven principles contained within the Department of Health's (2010) "A vision for adult social care: Capable communities and active citizens” calls for partnership working to ensure care and support delivered in a partnership between individuals, communities, the voluntary and private sectors, the NHS and councils.

Integrative Care is a worldwide trend in health care reforms and new organisational arrangements focusing on more coordinated and integrated forms of care provision. Integrative care may be seen as a response to the fragmented delivery of health and social services an acknowledged problem in many health systems.

Integrated care covers a complex and comprehensive field and there are many different approaches to and definitions of the concept. This is highlighted in the Kings Fund...
Integrative Care Summary by Curry and Ham (2010) which was prepared in the light of increased interest in integrative care arising out of the work of the National Health Service (NHS) future reform (2010).

The World Health Organisation (WHO) (2002) gives the following definition: Integrated care is a concept bringing together inputs, delivery, management and organization of services related to diagnosis, treatment, care, rehabilitation and health promotion. Integration is a means to improve services in relation to access, quality, user satisfaction and efficiency.

The focus of this programme encapsulates this principle in ensuring a developed workforce with a secure knowledge and skills base in Integrative care fit for the 21st Century.

This programme reflects the academic benchmarks for students in health and social care to meet defined standards in knowledge, practice and application of ethical principles. (Statement of common purpose for subject benchmark statements for the health and social care professions, QAA 2006)

The flexibility that is offered within this award will allow you to devise a coherent programme of study, guided by a specialist Academic team consisting of Academic Leads, Associate Academics and Online Learner advisors who will support both your individual aspirations and also reflect your work-based requirements. This will enable you to negotiate a bespoke diet of education provision to meet your needs as an individual and as an agent of change within your organisation. Individual modules within the programme may address the development of your professional skills and knowledge, management and leadership skills, skills in teaching and mentoring and research skills. Flexibility is the key characteristic of the MSc in Integrative Health & Social Care in terms of Programme flexibility, Study Flexibility and utilisation of chosen tools and devices. The following diagram illustrates this:
Key Features of the Programme

- To reflect the complexity of advanced practice in Integrative Health & Social Care, recognising the clinical and leadership aspects that enable autonomous working.

- To create a flexible and student-centred programme of study that meets professional and personal development needs.

- To respond to the workforce requirements for health and social care professionals who can work at an advanced practice level.

The programme provides the opportunity to study an MSc in Integrative Health and Social care that covers core areas of End of Life Care, Partnerships in Dementia Care, Leadership and Management in Health and Social Care, Public Health, Sexual Health, Health Education and Emergency Care. The curriculum is designed to provide a structured and cohesive focus on the core areas along with the advanced aspects of integrative health and social care practice in the twenty first century. Acknowledging the inherent difficulties of defining Advanced Practice, this programme proposes Advanced Practice to include the following characteristics:

*Autonomous working using high level decision-making and effective problem-solving activities influenced by specialist knowledge in order to improve practice*
Professionals within healthcare are facing both challenges and opportunities that require innovation and the need to work interprofessionally. This programme will be intellectually challenging and enable NHS Trusts, International markets and other organisations to develop a workforce that can deliver effective healthcare, inter-agency working, policy development, strategic intentions as well as an integrative way of working. All of this is with a view to ensuring that patient, client, family and community benefit as a result of these interventions.

In recognition of National policy objectives the Local Education and Training Boards (LETB) and regional objectives Local Education and Training Committees (LETC) the programme addresses the learning for the following areas:

- Inter-professional skills (Addressed in the title)
- Public Health agenda
- Care of the elderly
- Health and social care
- Leadership and Management in Social Care
- And opportunities for district nursing


The aim is to encourage a range of professions to engage in education whilst recognising that most students will also be in full-time employment. Thus, flexibility of study has been an important consideration. This is important for a number of reasons:-

- Personal and Professional Development is a key driver in the design of this programme recognising the requirements of both professional and political bodies that influence health and social care nationally and internationally
- In recognising the expanding roles and the need for advanced practitioners nationally and internationally, this programme enhances the provision by offering the potential for flexibility of learning opportunity and access.
- Provide an educational framework that responds to contemporary and future challenges for advanced Integrative health and social care practice.
- Create autonomous and self-directed learners who are able to sustain and advance their specialist knowledge to meet their personal, professional and service requirements.
- Develop students’ critical thinking, analytic and appraisal skills to enable them to make innovative use of evidence-based practice for high level decision-making and problem-solving for advanced Integrative practice.
- Enhance students’ knowledge and understanding necessary for improving practice within the context of Integrative working.

The programme has been developed and informed by the following aspirations:
The MSc in Integrative Health and Social Care has been developed to provide a flexible and progressive route of study within Health & social care from Registered Professional through to Professional Doctorate.

The MSc in Integrative Health and Social Care award responds to a wide variety of National and International stakeholder requirements which range from governmental, professional and registering bodies, employers, commercial, voluntary sectors and the service user.

The MSc in Integrative Health and Social Care award has been guided by, the institutions and UDOL’S values, strategies and plans.

The development of the MSc in Integrative Health and Social Care is an innovative pedagogical initiative which aims to enhance the delivery mode, processes and procedures used to deliver online postgraduate education at the University of Derby. This includes recognition that stakeholders require postgraduate provision to be modular rather than an award based programme of study.

Programme Aims for MSc in Integrative Health and Social Care

- To provide a varied portfolio, guided by the Academic Team to undertake a specific approved study route through the programme
- To develop health and social care practitioners to act as agents of change
- To provide flexible routes of study reflecting individual learning needs.
- To develop a critical understanding of the issues and debates relevant to integrative health and social care in order to contribute to the development of a subject area, field or profession.
- To promote critical reflection, independent study and digital scholarship for continued lifelong learning

Programme Aims for PG Cert. Named Awards

- To develop health and social care practitioners to act as agents of change
- To develop a critical understanding of the issues and debates relevant to integrative health and social care in order to contribute to the development of a subject area, field or profession.
- To promote critical reflection and digital scholarship for continued lifelong learning

SECTION THREE: PROGRAMME LEARNING OUTCOMES

Programme Learning Outcomes for MSc in Integrative Health and Social Care

The Learning Outcomes for the MSc in Integrative Health & Social Care are designed to achieve the appropriate M level 7 within the Framework for Higher Education Qualification (FHEQ 2008).
The programme learning outcomes below, reflect the essence of awards that make up the MSc in Integrative Health and Social Care, thus it is important to recognise that the individual named PG Certificates are also informed by these generic learning outcomes.

Addressing the requirements of the Masters programme will be achieved through a staged achievement of the following learning outcomes, culminating in mastery of skills through an Independent Project in a chosen field of study. Progression through the stages of the programme (PG Cert/Dip/MSc) will be achieved in consultation with the Academic Team.

Knowledge and Understanding

Postgraduate Certificate
1. Critically analyse evaluate and apply the available current literature concerning the knowledge base of integrative health and social care.

Postgraduate Diploma
In addition to the above learning outcome:
2. Further develop and refine the art of critical reflection and understand its importance in providing a quality integrative service in terms of care delivery.

Master of Science
In addition to the above Learning Outcomes:
3. Demonstrate creativity and originality in the application of advanced knowledge together with a practical understanding of how established techniques of research/enquiry are used to create and interpret knowledge.

Intellectual Skills

Postgraduate Certificate
1. Engage with scholarly material and apply it to their field of practice.
2. Reflect critically on current practice and evaluate its effectiveness.
3. Evaluate, and synthesise learning and demonstrate the application of such into practice.
4. Engage in critical enquiry and research and apply it to their field of practice.
5. Debate integrative care across disciplines and contexts.

Postgraduate Diploma and Master of Science
In addition to the above Learning outcomes:
6. Further enhance intellectual skills within the context of integrative health and social care and continuing professional development.

Practical / Subject Specific Skills

Postgraduate Certificate
1. Retrieve, source and select information including digital information regarding integrative health and social care from a variety of health or social care sources.

2. Critically appraise and interpret policies and legislative documents relevant to integrative health and social care applicable to their own context.

3. Critically review the different aspects of evidence based practice and how to implement them effectively within an integrative health or social care setting.

4. Critically analyse your learning needs and professional role in relation to safe and effective practice in an integrative health or social care setting.

5. Manage complex issues in an organised and creative manner, make justifiable judgements in the absence of complete data, and communicate conclusions clearly to health and social care colleagues, including clients and communities.

6. Promote inclusivity using an awareness of diversity in integrative health and social care contexts.

Postgraduate Diploma and Master of Science

7. Act as a change agent in a specific area of practice and to health and social care generally, in relation to the delivery of expert and creative approaches to care, educational enhancement and the development of strategies for evaluation and research.

Transferable Skills

Postgraduate Certificate, Postgraduate Diploma and Master of Science

1. Articulate and communicate ideas effectively including written, verbal and non-verbal forms, working effectively with others to exhibit social responsibility.

2. Critically reflect on practice and evaluate its effectiveness.

3. Retrieve information efficiently and effectively analysing data in multiple forms and justifying the appropriate use of technology.

4. Be able to use a comprehensive range of sources in any media, including appropriate sources of specialised information (e.g. archive, data sets, special collections, colleagues and contacts in research networks).

5. Implement evidence based practice.

6. Critically evaluate service delivery systems and underpinning policies.

7. Propose and promote innovative developments applying critical thinking to problem solving.

8. Employ advanced reflective practice to develop as an independent learner throughout scholarly activity and autonomous practice.

9. Identify and develop personal attributes to allow them to continually challenge hierarchical and organisational boundaries, through using evidence-based practice and independent learning.
10. Further develop collaborative, collegiate relationships with both professional and lay colleagues by understanding the central tenets of mutual respect, trust and interdependency within changing boundaries of practice in a variety of settings.

11. Demonstrate effective performance within team environments and the ability to recognise and utilise individuals’ contributions in group processes and to negotiate and persuade or influence others.

12. Ability to recognise and plan for continuous professional development activities.

13. Have a critical and systematic approach to keeping up to date using the most appropriate tools and resources (e.g. really simple syndication (RSS) Mailing lists).

14. Be able to source independently with confidence across information sources in any medium (e.g. print electronic).

Programme Learning Outcomes for PG. Cert Named Awards

Knowledge and Understanding

1. Critically analyse, evaluate and apply the available current literature concerning the knowledge base of integrative health and social care.

Intellectual Skills

1. Engage with scholarly material and apply it to their field of practice.

2. Reflect critically on current practice and evaluate its effectiveness.

3. Evaluate, and synthesise learning and demonstrate the application of such into practice.

4. Engage in critical enquiry and research and apply it to their field of practice.

5. Debate integrative care across disciplines and contexts.

Practical / Subject Specific Skills

1. Retrieve, source and select information including digital Information regarding Integrative health and social care from a variety of health or social care sources.

2. Critically appraise and interpret policies and legislative documents relevant to Integrative health and social care applicable to their own context.

3. Critically review the different aspects of evidence based practice and how to implement them effectively within an Integrative health or social care setting.

4. Critically analyse your learning needs and professional role in relation to safe and effective practice in an Integrative health or social care setting.

5. Manage complex issues in an organised and creative manner, make justifiable judgements in the absence of complete data, and communicate conclusions clearly to health and social care colleagues, including clients and communities.

6. Promote inclusivity using an awareness of diversity in Integrative health and social care contexts.
Transferable Skills

1. Articulate and communicate ideas effectively including written, verbal and non-verbal forms, working effectively with others to exhibit social responsibility.

2. Critically reflect on practice and evaluate its effectiveness.

3. Retrieve information efficiently and effectively analysing data in multiple forms and justifying the appropriate use of technology.

4. Be able to use a comprehensive range of sources in any media, including appropriate sources of specialised information (e.g. archive, data sets, special collections, colleagues and contacts in research networks).

5. Implement evidence based practice.

6. Critically evaluate service delivery systems and underpinning policies.

7. Propose and promote innovative developments applying critical thinking to problem solving.

8. Employ advanced reflective practice to develop as an independent learner throughout scholarly activity and autonomous practice.

9. Identify and develop personal attributes to allow them to continually challenge hierarchical and organisational boundaries, through using evidence-based practice and independent learning.

10. Further develop collaborative, collegiate relationships with both professional and lay colleagues by understanding the central tenets of mutual respect, trust and interdependency within changing boundaries of practice in a variety of settings.

11. Demonstrate effective performance within team environments and the ability to recognise and utilise individuals’ contributions in group processes and to negotiate and persuade or influence others.

12. Ability to recognise and plan for continuous professional development activities.

13. Have a critical and systematic approach to keeping up to date using the most appropriate tools and resources (e.g. really simple syndication (RSS) Mailing lists).

14. Be able to source independently with confidence across information sources in any medium (e.g. print electronic).

SECTION FOUR: PROGRAMME STRUCTURE

Structure and Curriculum

The MSc in Integrative Health & Social Care has been designed to provide a flexible programme of study whilst still retaining the integrity of the health and social care agenda. Due to the variety of modules available and the way in which they are delivered it is crucial that you negotiate any module choice with your Academic team. The defined Learning Outcomes will be used as a template for your programme of study to ensure all the
appropriate outcomes are met. Together with your Academic team you will be guided to devise a programme of study that not only meets your aspirations but also draws on the range and combination of modules to ensure the academic integrity of your award. The following will provide you with an understanding of the MSc in Integrative Health and Social Care programme structure. Please see the number of credits and timeframes below that you will need to study for each stage of this programme.

Each 20 credit single module requires 200 hours of individual effort over a 10 week study period (roughly equating to 20 hours per week) and there are 3 entry points autumn, spring and summer.

Modules are free standing in terms of content, teaching and assessment. Detailed information regarding the recommended study requirements is located within the individual module specifications. Your choice of pathway and delivery schedule will preclude module choices. The viability of modules (low student enrolment numbers) may prevent a specific module or pathway from being offered.

**Named Postgraduate Certificates (60 Credits)**

There is an opportunity to access seven bespoke Postgraduate Certificates identified below. All students must complete the Core 20 credit module “Advanced Integrative Practice” and then 2 prescribed 20 credit modules for the specific award.

Postgraduate Certificate in End of Life Care
Postgraduate Certificate in Partnerships in Dementia Care
Postgraduate Certificate in Leadership and Management in Health and Social Care
Postgraduate Certificate in Public Health
Postgraduate Certificate in Sexual Health
Postgraduate Certificate in Health Education
Postgraduate Certificate in Emergency Care

Should you wish to progress to Diploma or full MSc stage the above named PG Cert credits will be acknowledged but will not be identified in their final exit award i.e., awards will be Postgraduate Diploma in Integrative Health and Social Care and MSc in Integrative Health and Social Care respectively.

**Stages in the MSc Integrative Health and Social Care Programme**

Those who elect to follow the generic award will normally complete 2 core modules and 4, 20 credit option modules (which may be selected from any of the available PG Cert. awards) as well as a 60 credit core Independent Project to complete the full MSc Integrative Health and Social Care
Postgraduate Certificate in Integrative Health and Social Care (60 credit exit award)

To exit with a Postgraduate Certificate, you will pursue a programme of three 20 credit modules (1 core and 2 options).

Core module “Advanced Integrative Practice”.

“Advanced Integrative Practice” is the recommended introductory module for students accessing the programme. This module addresses three key constructs of the programme: a) The key concepts of integrative care from a national and international perspective; increasingly, practitioners are being called upon to lead change within their organisation on both clinical and strategic fronts. b) The development of academic, digital and information literacy skills for the digital age. c) Within this core module it is our intention to encapsulate the essence of what Masters level education means in Health & Social Care. There will be a direct link to the key constructs of Advanced Practice which for this programme means “Autonomous working using high level decision-making and effective problem-solving activities influenced by specialist knowledge in order to improve practice”

A further 2 modules (40 credits) are selected from a menu of all modules offered across the provision to complete the exit award PG Cert in Integrative Health & Social Care. Due to the wide variety of option modules available, choice will be determined in consultation with the academic team to ensure academic credence. This strict requirement for academic counselling will be an essential component prior to any student accessing option modules.

Postgraduate Diploma in Integrative Health and Social Care (60 credits exit award)

For the Postgraduate Diploma Stage, you will pursue a further three 20 credit modules (1 core and 2 options).

The core module “Research Methods in Integrative Health and Social Care” (20 credits) is taken usually after 60 credits (postgraduate certificate) have been achieved; this ensures coverage of the underpinning academic research concepts to maximise opportunities for success within the Independent Project module. Research methodologies (incorporating the new digital, social and ethical landscape) and literature review provide a focus on the sustainable development of autonomous practitioners in areas of decision making, problem solving, autonomous practice and critical thinking to improve values based care.

A further 2 modules (40 credits) are selected from a menu of all modules offered across the provision to complete the exit award PG Dip Integrative Health & Social Care. Due to the wide variety of option modules available, choice will be determined in consultation with the academic team to ensure academic credence. This strict requirement for academic counselling will be an essential component prior to any student accessing option modules.

Master of Science in Health and Social Care Studies

For the Masters Stage, you will undertake an Independent Project 60 credits equivalent to 3, 20 credit modules over a period of 1 year to complete your MSc. You will be able to choose the type of project most appropriate for your working arena; these include work-based Project, conference paper, poster presentation or dissertation. Discussion with your Academic Team regarding project choice is very important to ensure all objectives for this stage of the award are met.
**Accelerated Study Route**

Due to the wide variety of option modules available, students wishing to take more than one module at any entry point will be required to discuss their preferences with the academic team to ensure academic credence. This strict requirement for academic counselling will be an essential component prior to any student accessing option modules.

The flexibility of modules offered within this programme will be subject to sequencing of modules (i.e. Autumn/Spring/Summer semester) and professional requirements.

**Typical Study Plans and Transitioning**

It is possible for you to commence with a Postgraduate Certificate programme of study later transitioning to the MSc in Integrative Health and Social Care. Equally it is possible for you to commence on the MSc Integrative Health and Social Care programme at the start of your studies. The following diagram demonstrates these two study plans.
Postgraduate Certificates - Typical Pattern of Delivery

The Postgraduate Certificate short courses commence in either Autumn, Spring or Summer each year according to a set study pattern, should you wish to commence with a specific PG Cert. Please ensure that you are clear about the trimester in which the programme starts. You will typically study one module at a time; however, an accelerated study pattern may be possible and should be discussed at application.
Intake Points and module learning design types

When viewed holistically the programme contains a combination of all the learning design types that specifically reflect the nature of online learning. These are identified in module specifications as:

- Self-paced, supported online learning (S)
- Collaborative online learning (C)
- Portfolio-based, reflective online learning (R)

In some cases the learning design types are combined, for example self-paced supported with significant collaborative activity (SC) or Self-paced supported with significant reflective activity (SR)

A description of each learning design type can be found in Section 5: Programme Delivery

You can see in the tables below the abbreviations placed beside individual modules identifying the learning design type used.

Note that there are several tables below indicating the intake points for each PG Cert please pay special attention to these start points as only certain PG Certs are available at specific intake points.

### Autumn Start

<table>
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<tr>
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<th>PG Cert End of Life Care</th>
<th>PG Cert Partnerships in Dementia Care</th>
<th>PG Cert Leadership and Management</th>
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<tbody>
<tr>
<td>Autumn Prescribed Modules</td>
<td>Advanced integrative Practice (core) (SR)</td>
<td>Social Consequences of Dementia Care (R)</td>
<td>Leadership in Health and Social Care (SR)</td>
</tr>
<tr>
<td>Spring End of Life Care (SC)</td>
<td>Social Consequences of Dementia Care (R)</td>
<td>Leadership in Health and Social Care (SR)</td>
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<tr>
<td>Summer Palliative Care in End of Life (S)</td>
<td>Partnerships in Dementia Care (SC)</td>
<td>Management for an Integrative Health and Social Care Workforce (SR)</td>
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### Spring Start

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<th>PG Cert Health Education</th>
<th>PG Cert Public Health</th>
<th>PG Cert Sexual Health</th>
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<tr>
<td>Spring Prescribed Modules</td>
<td>Advanced integrative Practice (core) (SR)</td>
<td>Sexual Health (S)</td>
<td>Sexual Health (S)</td>
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<tr>
<td>Summer Interprofessional Education and Learning (SR)</td>
<td>Public Health: UK and International Perspectives (S)</td>
<td>Sexual Health (S)</td>
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<td>Autumn Mentoring and Coaching in Practice (SR)</td>
<td>Health Promotion and Behaviour Change for Health and Social Care Professions (R)</td>
<td>Sexual Health (S)</td>
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### Summer Start

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<th>Season</th>
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<td>Summer</td>
<td>Advanced integrative Practice (core) (SR)</td>
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<td></td>
<td>Prescribed Modules</td>
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<td>Autumn</td>
<td>Assessment and Resuscitation in Emergency Care (S)</td>
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<td>Spring</td>
<td>Advanced Professional Practice in Emergency Care (R)</td>
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### MSc Integrative Health and Social Care – Typical Pattern of Delivery

There are 3 entry points autumn, spring and summer for the MSc Integrative Health and Social Care programme.

Please note that there are a limited range of option modules available during 2014/5

#### Autumn Start

**YR1 (2014/5 only)**

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<th>Core and option modules</th>
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<tr>
<td><strong>Autumn</strong></td>
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<tr>
<td>Advanced integrative Practice (core) (SR)</td>
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<tr>
<td><strong>Spring (Options)</strong></td>
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<tr>
<td>End of Life Care(SC)</td>
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<tr>
<td>Social Consequences of Dementia Care (R)</td>
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<td>Leadership in Health and Social Care (SR)</td>
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<td><strong>Summer (Options)</strong></td>
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<tr>
<td>Palliative Care in End of Life (S)</td>
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<tr>
<td>Partnerships in Dementia Care (SC)</td>
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<td>Management for an Integrative Health and Social Care Workforce (SR)</td>
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<td>Negotiated Module (S)</td>
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**YR1 (2015/16 onwards)**

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<td><strong>Autumn (Options)</strong></td>
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<td>Mentorin and Coaching in Practice (SR)</td>
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<td>Health Promotion and Behaviour Change for Health and Social Care Professions (R)</td>
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<tr>
<td>Assessment and Resuscitation in Emergency Care (S)</td>
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<tr>
<td>Ethical and Legal Issues in Health Care Policy and Practice (S)</td>
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<td>Therapeutics and Diagnostic Reasoning (S)</td>
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<tr>
<td><strong>Spring (Options)</strong></td>
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<tr>
<td>End of Life Care(SC)</td>
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<tr>
<td>Social Consequences of Dementia Care (R)</td>
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<td>Leadership in Health and Social Care (SR)</td>
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<tr>
<td>Advanced Professional Practice in Emergency Care (R)</td>
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## Core and option modules

### YR2 (2015/16 onwards)

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<td>Interprofessional Education and Learning (SR)</td>
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<td>Public Health: UK and International Perspectives (S)</td>
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<td>Negotiated Module (S)</td>
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<td>Mentoring and Coaching in Practice (SR)</td>
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<td>Health Promotion and Behaviour Change for Health and Social Care Professions (R)</td>
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<td>Assessment and Resuscitation in Emergency Care (S)</td>
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<td>Ethical and Legal Issues in Health Care Policy and Practice (S)</td>
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<td>Therapeutic and Diagnostic Reasoning (S)</td>
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### Core and option modules

#### Spring (Options)

- End of Life Care (SC)
- Social Consequences of Dementia Care (R)
- Leadership in Health and Social Care (SR)
- Advanced Professional Practice in Emergency Care (R)

#### Summer (Options)

- Palliative Care in End of Life (S)
- Partnerships in Dementia Care (SC)
- Management for an Integrative Health and Social Care Workforce (SR)
- Interprofessional Education and Learning (SR)
- Public Health: UK and International Perspectives (S)
- Sexual Health (S)
- Negotiated Module (S)

#### Autumn

- Research Methods in Integrative Health and Social Care (core) (S)

#### Autumn (Options)

- Mentoring and Coaching in Practice (SR)
- Health Promotion and Behaviour Change for Health and Social Care Professions (R)
- Assessment and Resuscitation in Emergency Care (S)
- Ethical and Legal Issues in Health Care Policy and Practice (S)
- Therapeutic and Diagnostic Reasoning (S)

### YR3 (2015/16 onwards)

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<th>Autumn</th>
<th>Independent Project (core) (S)</th>
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<td>Independent Project (core) (S)</td>
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### Summer Start

**YR1 (2014 onwards)**

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<td>Advanced integrative Practice (core) (SR)</td>
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<td>End of Life Care (SC)</td>
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**Personal Development Planning (PDP)**

For this programme we have acknowledged the Higher Education Academy (HEA) (2012) definition of Personal Development Planning.

*PDP is defined as 'a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development'.
PDP embraces a range of approaches to learning that connect planning (an individual's goals and intentions for learning or achievement), doing (aligning actions to intentions), recording (thoughts, ideas, experiences, in order to understand and evidence the process and results of learning) and reflection (reviewing and evaluating experiences and the results of learning).*

The MSc in Integrative Health and Social Care is built upon the philosophy of Personal Development Planning and is underpinned by the expectation that you will reflect on your own learning and become increasingly autonomous as you progress through your studies. This will be in both your role as a learner but also in your subject/profession.

Opportunities for PDP are included in the programme in the following ways:
- The application of learning materials to current practice within health and social care
- The use of critical reflection within modules.
- Option module selection will be undertaken following academic team guidance ensuring a programme of study that reflects both the personal and professional requirements of PDP. Students will be encouraged to include reflection of their learning within their relevant professional portfolios.
- PDP is not restricted to portfolio development but is integral within modules as part of individual personal and professional development
- Students undertaking this programme, or modules within it, as part of Learning beyond Registration (East Midlands) or as party of Local Education and Training Board (LETB), should have already considered their learning needs and those of your workplace, reflecting on how this will inform their development.

Reference to guidance from your professional body should be considered alongside PDP requirements for this programme.

The programme team regard the integration of PDP into the programme as an essential requirement towards supporting student-centred learning.

During the programme, you are directed to activities that assist you in developing your career plan, your use of tools and technologies and your academic scholarship. The types of activities you encounter will be appropriate for the module (and learning design type) you are studying. This approach will give you the opportunity to develop and demonstrate new skills within your module and as you progress through your programme.

Drawing on the model and range of graduate skills identified by Jackson et al (2013), these are grouped and mapped against each learning design type to ensure that you have the opportunity to develop all of them within their programme.

PDP elements will be integrated throughout the programme by:
- The use of an initial skills diagnosis and links to additional self-study resources.
- The use of a microsite called ‘Personal Development Planning for the Digital Age’. This microsite will contain a range of learning objects that address digital literacy, digital scholarship and graduate employment skills, all of these skills being considered transferable - from study to employment and vice versa. The learning objects can used in several ways:
  - You may be directed to carry out tasks which have been written into the authored materials.
  - Your tutor may request or advise you to study specific skills to improve your understanding of a work related concept, develop a specific digital literacy or enhance a specific scholarship skill. Your tutor will look for the development of these skills within the module.
  - You may proactively engage with the microsite to develop the skills independently.
  - The attributes are mapped against each learning design type to ensure you have the opportunity to develop all of them within the programme.
To support the understanding and development of these skills you will be offered a skills diagnosis opportunity at the beginning of your programme. From this you will be directed to a range of resources to help you to develop your own competencies. Link: [https://udol-induction-diagnostics.derby.ac.uk/udol-induction-diagnostics/start/index.php](https://udol-induction-diagnostics.derby.ac.uk/udol-induction-diagnostics/start/index.php)

You are also able to network with peers at the programme level as well as the module level, many of whom are health & social care professionals globally located, hence interaction and collaborative work offers excellent networking opportunities.

**SECTION FIVE: PROGRAMME DELIVERY**

**Online Teaching and Learning Methods**

In accordance with the philosophy of our programme and the Academic Framework of UDOL, the delivery of the MSc in Integrative Health & Social Care programme offers both variety and flexibility and assures the learning and assessment activities are relevant and of value to your future professional practice.
The development of skills in critical reflection and evaluation are essential to academic and professional competence and in developing questioning graduates with the ability for autonomous practice within their sphere of expertise. These skills, and specific knowledge from individual modules, will be developed as you progress through the programme.

UDOL - Health & Social Care is committed to preparing you to work inter-professionally. During the programme you will be actively encouraged to value the need for, and benefits of working within an inter-professional framework to provide a holistic approach to person centred care.

The delivery is completely online responding to the need of your working and family commitments.

In some modules you will be encouraged to bring your online learning into work-based situations and will be provided with opportunities to apply your academic studies to real-life situations. As autonomous learners you will be expected to participate fully in experiential, individualised and self-directed learning and teaching. You will have the opportunity to draw on your professional experiences in the choice of studies and assessments undertaken.

All students are required to comply with research governance and ethics principles whilst undertaking their programme of study. This is of particular importance when conducting research involving other people e.g. for module assessments or for your Independent project or Negotiated Module. Information on these principles can be found on the University web site at www.derby.ac.uk/research/ethics

You are also required to ensure that you have ethical permission in place from your place of work and comply with any national or International standards.

This programme is underpinned by the University of Derby Online Learning’s Academic Framework. This framework outlines the teaching and learning approach taken within modules delivered through the online mode. Modules within the MSc in Integrative Health & Social Care use the “Self-paced, Supported Online Learning” learning design, the “Collaborative Online Learning” design and the “Reflective Online Learning” design.

The key features of self-paced, supported online learning are:

- You can work through the module at your own pace, with a tutor and peer group to call on for support, with a set of optional tasks to undertake to support your learning and with explicitly identified formative assessment activities about which you receive online feedback and guidance from your online tutor.
- You are provided with a set number of units of learning content. Content can be textual; can include video and audio material, screencasts or presentations with voiceovers.
- Each unit of content contains optional tasks for you to undertake to apply or ‘process’ the content. These activities will include suggestions for postings you could make in the community space for the module.
- Each module contains explicitly identified formative assessment activity that you can undertake and for which you can expect to receive feedback from your tutor.
- You may be provided with the opportunity to participate in a set number of live classroom sessions during the module (and recordings of these sessions will be made available to everyone on the module).

The key features of collaborative online learning are:
At a set point or points within the module, you are required to participate in online collaborative activity with a small group of your peers which contributes towards your final assessment for the module.

A primary responsibility of the tutor will be to facilitate the assessed collaborative activity.

The collaborative activity will take place within a private space for each group within the module’s ‘Community space’ on Blackboard.

You are provided with a set number of units of learning content. Content can be textual; can include video and audio material, screencasts or presentations with voiceovers.

Some of the units of content contain optional tasks for you to undertake to apply or ‘process’ the content.

There will be a community space / discussion area for the module which is the primary space for you to receive support from tutors and peers.

The community space / discussion area will be lead and managed by online tutors.

You may be provided with the opportunity to participate in a set number of live classroom sessions during the module (and recordings of these sessions will be made available to everyone on the module).

The key features of reflective online learning are:

- As you work through the module, you are set activities that require you to contribute to a ‘portfolio’ of work or continuous reflections which contribute to your final assessment for the module.
- The portfolio or collection of reflections (which may be a blog or journal) can be used to assess knowledge, to assess reflective skills (such as analysis, synthesis or evaluation, often higher level skills) or to assess development over a period of time.
- You are provided with a set number of units of learning content. Content can be textual; can include video and audio material, presentations with voiceovers.
- There will be a community space / discussion area for the module which is the primary space for you to receive support from tutors and peers.
- The community space / discussion area will be lead and managed by online tutors.
- A primary responsibility of the tutor will be to facilitate and provide formative feedback on the production and development of your portfolio of work.
- You may be provided with the opportunity to participate in a set number of live classroom sessions during the module (and recordings of these sessions will be made available to everyone on the module).

A common approach is for regular activities to be set based on the content of an online unit and then you are provided with the opportunity to discuss this work in online discussions. Feedback may be in groups or to you individually.

More detail on the University of Derby Online Learning's Academic Framework (which has been approved by the University’s Academic Board) can be found at: [http://www.derbyonlinelearning.co.uk/content1.asp?MenuID=3641&courseId=UDO7714](http://www.derbyonlinelearning.co.uk/content1.asp?MenuID=3641&courseId=UDO7714)

**Assessment**

**General Approach**

The emphasis of this MSc in Integrative Health and Social Care is for you to produce assessed work that will be topical, innovative and current to reflect your working practices. Thus assessments have been designed to be flexible and innovative facilitating inter-professional learning and allowing you to produce work relevant to your own workplace.
In all modules there is a formative piece of assessment. These have been designed to be part of the overall assessment to provide you with important feedback on which to build and structure the final piece of work.

Underpinning UDOL’s assessment strategy is the need for practitioners qualifying with specific awards to be fit for purpose and fit for practice. The forms of assessment have therefore been driven by the needs of practice as directed by stakeholders, partners and specialists in the field. As a programme team we have endeavoured to provide diversity in the assessment types to ensure that we are catering for the variety of learning styles.

Similarly, the methods of assessment for each module will be designed to test the learning outcomes of the module. Each module specification outlines the assessment you will undertake. Our approach to assessment assures:

- Each assessment has value and relevance to practice and/or the award
- Academic rigour to test and achieve the module/programme learning outcomes and application to learning
- Ensures the academic credibility of the programme.

Modules are typically assessed through one or more coursework assignments. Depending on the nature of a given coursework assignment, you will be given the assignment specification at the beginning of the module for hand-in at the end of the module. Normally, you receive feedback on coursework within three weeks of submission or completion. Modules also provide ample opportunities for formative feedback to guide you in your learning.

Coursework assignments may involve essays, reports, projects, creating artefacts or displays answering or reflecting on questions, or various combinations of these submitted as a portfolio of work. Coursework assignments may be individual or collaborative (ie, involve group work). Some may be based entirely on material covered in online units or others may require independent research.

Assignments will be submitted in line with the University’s requirement for the electronic submission of all assessment tasks.

The assessment strategy takes into account the different learning needs of online students and the following principles also inform our approach:

- To include a range of assessment types, with these being viewed holistically, within and across a programme structure.

- To ensure that you are well-informed in advance of a module of the assessed online activity.

- To ensure that at the very beginning of a module you are made very clearly aware of the specific, assessed, activities or online participation that will be required of you and of the assessment criteria involved.

- To take a well-planned approach to the initiation of new or unusual assessment activity, paying attention to the need for clear instructions and opportunities to undertake low-risk preparatory activities to support familiarity with the technology involved or the development of new skills.

- To ensure that sufficient time is allowed within modules where there are multiple assessment types for you to grasp the different approaches to assessment.
Assessments for all modules have been designed to be inclusive for all students. Further detail on the University of Derby Online Learning’s approach to assessment can be found within our Academic Framework.

Formative activity is a core part of the ongoing teaching learning and assessment strategy. Details about formative assessment and feedback can be found within our Academic Framework.

This programme operates within the University’s Regulatory Framework and conforms to its regulations on assessment. However, because of the nature of the programme, which focuses on the practice, rules of confidentiality will be adhered to, throughout the assessments. Confidentiality includes names of individuals, staff and patients/service users; addresses of individuals and identifying numbers including dates of birth or unit numbers. A breach of confidentiality results in a fail grade being awarded.

All assessments are internally moderated and externally moderated by an External Examiner. The Assessment Board considers the performance of students on the MSc in Integrative Health & Social Care and determines awards to be ratified by Academic Board. The Board will normally meet three times a year (February, June and September) in order to consider the academic performance of students.

SECTION SIX: ADMISSIONS

Process

Within the context of the University’s Mission Statement, equal opportunities and the Admissions policy, the programme aims to attract a wide range of applicants.

We welcome and encourage applications from people of all ages as long as they can be considered adequately prepared to succeed on the programme. All applicants must satisfy the entry criteria but also be suitably prepared to achieve the aims and objectives of the programme.

The primary function of the admissions process is to ensure that there are grounds for believing that you are adequately prepared and will successfully complete the programme of study leading to the intended award.

Entry Requirements

Standard Entry Criteria

Students will:
1. Normally have 2 years post Graduate experience in an appropriate subject or equivalent academic credits. Standard University APL regulations will apply.
2. Will normally be currently in employment in an arena which will enable the achievement of the individual module learning outcomes eg, voluntary, public, private, community, acute health and social care arenas.
3. Students will adhere to the University of Derby Equality and Diversity policy and will be required to sign up to the University Professional Conduct and Suitability policy.

International / European Students

Entry criteria:
1. Students will normally have 2 years post Graduate experience in an appropriate subject or equivalent academic credits. Standard University APL regulations will apply.

2. Will normally be in current employment in an arena which will enable the achievement of the individual module learning outcomes eg, voluntary, public, private, community, acute health and social care arenas.

3. Students will adhere to the University of Derby Equality and Diversity policy and will be required to sign up to the University Professional Conduct and Suitability policy.

Normally your qualification will need to be mapped to the UK equivalent registration to ensure that you are entering the programme with at least 120 academic credits at level 6. It is your responsibility to contact the National Academic Recognition Information Centre (NARIC) organisation who will map the qualifications. NARIC: http://www.naric.org.uk/

It is essential that on application you submit the following:

a) Qualification evidence awarded in your country
b) Transcripts of all relevant education/training
c) NARIC evidence
d) International English Language Testing System (IELTS) with a score of 7 in all areas

IELTS: http://www.ielts.org/default.aspx

Non-standard Entrants

If your qualifications do not match the criteria above, you are a ‘non-standard’ entrant and you may be required to submit evidence of your work experience and counselled before being offered a place to ensure that you have the necessary capacity for critical awareness and reflection.

Applicants who wish to apply for Advanced Standing and/or block credit will be assessed according to the University’s recognition of Prior Learning (APL) Regulatory Framework. The flexible approach to APL ensures students may enter at PG Cert or Diploma levels.

For applicants for whom English is not a first language, the minimum English language qualifications acceptable is IELTS level 7.

SECTION SEVEN: STUDENT SUPPORT AND GUIDANCE

Student Support

UDOL’s learning and Teaching Strategy does not disadvantage students with additional needs. Students experiencing difficulty or who have specific needs will be advised to use the University Central Support systems. Students in employment will already benefit from work place support systems, but are fully informed of and have access to all services available through the University of Derby.

There is an Online Student Orientation which serves the purpose of highlighting the particular needs of online study and prepares you for the online learning environment. This orientation is available to you before formal entry to the programme and is accessible to you throughout your studies.
You will have access to an Online Student Portal, this will be the main source of information and access to your studies throughout your programme, it directs you to appropriate support guidance and prepares you for the online study and online learning environment.

A number of support mechanisms are available through the portal and via direct contact:
- Academic Leads provide programme and academic guidance;
- Your Online Learner Advisor provides advice and guidance on administrative and pastoral support issues;
- Your Online Learner Advisor or Academic Lead is able to refer you to central University services designed to support your academic and personal development within the programme i.e. technical support, library services, careers or student wellbeing;
- Associate Academics (Module Tutors) provide module support and guidance.
- More details of Online Student Support are discussed within the University of Derby Online Learning's Academic Framework.

There are many ways in which to access support during your studies either for tutorial support or general programme related matters. A table depicting the students' journey and support mechanisms available is shown below.

**Student journey and responsibility diagram**

Further detail of the supporting teams is identified below.

**Programme Leadership**

The MSc in Integrative Health and Social Care has a clearly identified management structure to support you throughout your studies which includes:
Senior Academic Manager
The Senior Academic Manager is responsible to the strategic implementation of the academic framework and driving academic decisions about the portfolio.

Academic Manager
The Academic Manager manages a range of programmes at a cross subject level and drives the coherence, consistency and online student experience across the UDOL portfolio.

Academic Lead (Formerly Senior Online Tutor)
The Academic Lead is a subject specialist equivalent to a programme leader. However, the Academic Lead also takes line management responsibility for the online tutors.

Online Learner Advisors
The Online Learner Advisors provide the bridge between you and the academic team. Their primary focus is on student pastoral care and guidance.

Enquiry and Sales Advisors
The Enquiry and Sales Advisors are often your first contact with the University of Derby Online Learning. Their primary focus is to provide initial information and guidance in preparation to make an application.

Content and Commissioning Team
The content and commissioning team consists of a manager and web developers. This team coordinates the actions of authors and guides them in the preparation of academic learning materials. Details of this role and guidance materials can be viewed in the Academic Framework – The Content Development Process.

It is essential given the complexity and flexibility of choices and potential options that student support is robust. To ensure this occurs, it is envisaged that there will be close communication between all the members of the UDOL team and wider University teams, with the Academic Lead of the MSc in Integrative Health and Social Care acting as a conduit between these support mechanisms. The success of the programme recognises the importance of academic counselling in guiding you the student through the range of options available. Rigorous academic counselling will ensure the appropriateness of module choice for you.

Development and Delivery Team
You will also have access to the appropriate Associate academics (Formerly online tutors) for tutorial support on individual module-related matters. Methods of contact will be advised in the module information.

An international workforce constitutes the Development and Delivery team who are highly experienced in both the sector and in teaching in higher education throughout the world. Many are members of the Higher Education Academy (HEA) most have Masters’ degrees. Many have Doctorate level credence are exceptionally well published and have international credence in their field.

The teaching team is composed of Associate Academics and Module Authors that perform their duties under guidance from the Academic Lead and the Content and Commissioning Team.

Associate Academics (formerly Online Tutors)
These are subject specialists within modules. An Associate Academic manages the student experience within a module, encourages engagement and provides support. The Associate Academics also responsible for marking formative and summative assessments and providing feedback to students.

Module Author

The module learning content is front loaded and prepared in advance of delivery. Internationally renowned module authors are appointed for their specialist knowledge in the subject area and their ability to visualise the learning process within the module. The module author is guided by the Content and Commissioning Team’s appointed project manager.

The Student Voice

Whilst we develop academically robust programmes we constantly update and assess the appropriateness of the curriculum via a series of methods. Students play an integral part in these processes. For this diverse and flexible programme it is crucial we learn from your experience.

As online students use Blackboard/Course Resources as the medium for learning and collaboration, the Academic Lead is in the position to view the majority communications that take place between the tutor and students, and also between students themselves as part of group work and feedback on activities. This gives the Academic Lead the opportunity to pick up initial concerns and gauge if there are any potential problems both with the Associate Academic and the students on a particular module. This allows UDOL to monitor the student voice in an unobtrusive way and has allowed us since inception to make changes during the delivery of modules to improve the student experience. The tutor constantly monitors the frequently asked questions forum in each module and responds to your e-mails in a timely manner.

We additionally ask for student representation for our the programme committee to represent the student group. The students’ voice provides an opportunity for the student group to comment on the delivery and learning within the programme and inform the quality and professional standards of their studies. Through the student representatives we will seek formalised feedback on the delivery of each module. The programme team also value informal comments/opinions as to the relevance of the programme in developing professional practice. Consequently the students’ views are important to us and the identification of a representative to convey the views of the student group is essential to the success and ongoing development of the programme.

Students will also be asked to complete a module evaluation that provides feedback after completion of each module. These will be reviewed by the associate academic and feedback reported to Academic leaders and to the programme committee. Students may also be asked to complete other on-line surveys by the academic team at different stages in their studies.

The role of student representative is not extensive and requires interaction with UDOL typically three times a year- to inform the programme committee meetings. The representative is also required to gather student comment and provide feedback on the outcomes from each meeting.

SECTION EIGHT: POST PROGRAMME OPPORTUNITIES

Whilst undertaking this programme you will already be employed in a variety of health and social care settings locally, nationally or internationally. However the knowledge and skills
gained from studying this programme will enhance your ability to develop your career and/or enrich your professional practice. Furthermore the programme may enhance your academic ambitions which may include progressing on to doctoral studies.

SECTION NINE: EMPLOYER LINKS

A variety of bodies and stakeholders have assisted in the development of this programme ranging from previous current and potential students, employers including the National Health Service, Postgraduate leaders & managers across the University of Derby Online Learning and the Faculty of Education Health & Sciences, Professional groups drawn from across the sector and External Academics.

The MSc in Integrative Health and Social Care is the result of these very thorough and informative discussions and seeks to deliver to stakeholders, students and employers, the flexibility they seek. NHS Commissioners have made it clear they will not fund study of full awards but rather part-time and modular study in addition taking into account the consideration of the need for Continued Professional Development of the workforce. Therefore it is apparent that there is a need for a flexible approach to provide the opportunity for you to work towards an academic award.

One of the seven principles contained within the Department of Health’s “A vision for adult social care: Capable communities and active citizens ”, 2010, calls for partnership working to ensure care and support delivered in a partnership between individuals, communities, the voluntary and private sectors, the NHS and councils.

External consultation with employers from across the whole range of postgraduate provision in UDOL will continue as the Framework develops and progresses, involving the new organisations such as social enterprises, foundation trusts, private and voluntary organisations. Close partnership working with local Education Training Boards (LETBs) commenced in the consultation process will also be required to ensure responsive provision.

UDOL also benefits from links with international partners who work with us to enhance the programme for the benefit of both UK and international students.