Module Descriptor

Title	Principles of Public Health		
Session	2025/26	**Status**	Published
Code	BIOL11035	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Stuart Telfer		

Summary of Module

This core module will provide students with a foundational understanding of public health principles, concepts, and frameworks. It introduces students to the historical evolution, contemporary challenges, and future directions of public health, emphasising its interdisciplinary nature and its role in addressing complex health issues at global, national, and local levels.

The module serves as a gateway to understanding the broader discipline of public health, engaging students with specialised areas such as epidemiology, health economics, health policy, and global health. By exploring the social, environmental, economic, and political determinants of health and inequalities, students will gain critical insights into how public health initiatives are designed, implemented, and evaluated.

This module is essential for equipping students with the knowledge and skills to critically analyse public health systems and approaches, laying a robust foundation for both academic and professional advancement in the field. Importantly, it places public health, and its associated approaches, within a wider framework of health and social care, and population-based approaches to improving health outcomes.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☐	☐	☐
Campuses for Module Delivery	☐ Ayr	☒ Lanarkshire	☐ Online / Distance Learning	

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	☐ Dumfries		☐ London ☐ Paisley		☐ Other (specify)	
Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Critically examine a range of public health approaches and their role in improving population health
L2	Demonstrate a critical understanding of the role of epidemiology in understanding patterns of disease, assessing population health, and informing public health interventions.
L3	Critically analyse the wider determinants of health and wellbeing, exploring the role of health policy in addresssing these.
L4	Systematically review and evaluate the effectiveness of health improvement interventions designed to improve health and wellbeing
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** Critically exploring both the policy and practice context of health inequalities and appraisal of the cross sectoral responses to improve health and tackle inequalities
Practice: Applied Knowledge and Understanding	**SCQF 11** Critically examining the application of knowledge and skills required by healthcare professionals to contribute to the health improvement agenda. Apply the principles of epidemiological theory to the health care environment.
Generic Cognitive skills	**SCQF 11** Analysing the links between policy and strategy and implementation of local, national and/or international public health initiatives
Communication, ICT and Numeracy Skills	**SCQF 11** Critically appraising health and social care communication strategies used to enhance wellbeing at individual, family and community levels
Autonomy, Accountability and Working with Others	**SCQF 11** Reflecting analytically on own role and those of health and social care providers across statutory and third sector services contributing significantly to the delivery of health improvement and public health practice.

	Commenting critically on partnership working between public health, health improvement and third sector organisations

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. This is a 20 credit module, totalling 200hrs of learning. It will be delivered via face-to-face learning sessions such as tutorials and lectures. Several asynchronous sessions will be provided to consolidate learning.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	18
Tutorial / Synchronous Support Activity	18
Asynchronous Class Activity	20
Personal Development Plan	6
Independent Study	138
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: By that is meant the resources noted here offer broad understanding of the materials and concepts which are part of this module. However, given the demands of that content, students will require to access contemporary journal publications and credible knowledge repositories to obtain critical knowledge and insights into multiple sources of credible data Bhopal RS, (2016) Concepts of Epidemiology: Integrating the Ideas. Theories, Principles, and Methods of Epidemiology. 3rd edn. Oxford University Press Scriven, A.,Morgan, G., Woodall, J. (2023) Ewles and Simnett's Promoting Health: A Practical Guide, 8th Edition ISBN 9780323881869 Our World in Data https://ourworldindata.org Organisation for Economic Development and Cooperation (OECD) Insights and context to inform policies and global dialogue. [Avaliable at: https://www.oecd.org/en/publications/reports.html?orderBy=mostRelevant&page=0

Public Health Scotland Population Health Profiles [Available at: https://publichealthscotland.scot/population-health/

UK Health Security Agency https://www.gov.uk/government/organisations/uk-health-security-agency

UK Office for Health Improvement and Disparities https://www.gov.uk/government/organisations/office-for-health-improvement-and-disparities

World Health Organisation (WHO) (2024) World health statistics 2024: monitoring health for the SDGs, sustainable development goals [Available at: https://www.who.int/publications/i/item/9789240094703

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** Attendance for face to face, on campus lectures.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Biological Sciences Health**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Biology
Moderator	Lynsay Mathews

External Examiner	P Anyanwu
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Student Presentation: The student will develop a presentation outlining a public health issue, a critique of the epidemiological data associated with the issue, and a critical insight into appropriate public health approaches able to tackle it
Assessment 2
Essay: Students will produce a critical report: targetting the same issue in component one, students will write a critique of the global, national & local policy position regarding the issue, as well as critically evaluate two interventions adopted to address the issue
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☒	☒	☐	☐	☐	50	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☐	☐	☒	☒	☐	50	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	**When**	**Who**

new module	2025	Stuart Telfer