



## 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		
<b>Summary of Module</b>			
<p>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.</p>			
<p>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.</p>			
<p>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.</p>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input checked="" type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input type="checkbox"/>	<b>Online<sup>3</sup></b> <input type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr	<input checked="" type="checkbox"/> Lanarkshire	<input type="checkbox"/> Online / Distance Learning	

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

	<input type="checkbox"/> Dumfries		<input type="checkbox"/> London <input type="checkbox"/> Paisley		<input type="checkbox"/> Other (specify)	
<b>Terms for Module Delivery</b>	Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

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

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 11</b> Critically exploring both the policy and practice context of health inequalities and appraisal of the cross sectoral responses to improve health and tackle inequalities
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 11</b> 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.
<b>Generic Cognitive skills</b>	<b>SCQF 11</b> Analysing the links between policy and strategy and implementation of local, national and/or international public health initiatives
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 11</b> Critically appraising health and social care communication strategies used to enhance wellbeing at individual, family and community levels
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 11</b> 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
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Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching	
<p>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.</p> <p>This module is delivered using a combination of blended and online learning reflecting a hybrid approach (including international students) via face-to-face delivery as well as by fully distance learning via the Virtual Learning Environment (VLE).</p> <p>Online delivery: In this mode of delivery students are learning fully online and take part in a range of on-line student-centred activities with the lecturer and student peers, via the VLE. Distance learning students have access to direct individual and tutorial support from their tutors and directed learning via the VLE system. This will be aided by asynchronous online VLE discussion boards; virtual learning activities; tutorials (online synchronous); directed wider reading including access to electronic library, e-books and links to external documents, government reports, international and national research, policies and protocols.</p> <p>Hybrid delivery: In this mode of delivery students will attend classes and take part in a range of face-to-face student-centred activities with the lecturer and class peers. The module materials will be those utilised by fully online students to ensure parity of experience. These students will have access to direct individual and tutorial support from their tutors and will be directed to wider reading, including access to electronic library, books and links to external documents, government reports, international and national research, policies and protocols. This will be aided by discussion, classroom activities and tutorials. They will also have access to the VLE as a mechanism for communication, resources and dissemination of information (see Learning Activities below).</p>	
Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(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	
<b>TOTAL</b>	<b>200</b>

Indicative Resources
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**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:**

Where students are under licence from UKVI they must comply with those attendance regulations. Where students undertake the module as part of a programme with requirements from a Professional, Statutory or Regulatory Body these will be outlined in the appropriate programme handbook.

### **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

<b>Divisional Programme Board</b>	<b>Biological Sciences Health</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>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.</b>
<b>School Assessment Board</b>	Biology
<b>Moderator</b>	Lynsay Mathews
<b>External Examiner</b>	P Anyanwu
<b>Accreditation Details</b>	
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50	0

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Essay	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	50	0

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	0 hours

Change Control

What	When	Who
new module	2025	Stuart Telfer