Module Descriptor

Title	People and Communities		
Session	2026/27	**Status**	Published
Code	NURS11146	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Rhoda Macrae		

Summary of Module

This module will provide the students with the opportunity to explore the contemporary discourse around global population health topics. This will be further developed through demonstrating a critical understanding of the methods and mechanisms of working with communities in relation to health inequalities and reaching vulnerable groups from a crosssectoral perspective.

Through the use of supported cross-sectoral and interprofessional learning students will engage with systematic and robust approaches to working with people and communities, focusing on personal outcomes, co-production and an asset-based approach to services, contextualising this in their own field of practice. This will include the exploration of engagement and empowerment and technology-enabled care.

As a result, the module will support students to extend and enhance a number of characteristics that contribute to the UWS Graduate Attributes of 'UNIVERSAL'-critical thinking, analytical, culturally aware and research-minded 'WORK-READY'- knowledgable and influential AND 'SUCCESSFUL'- autonomous and transformational.

The learning from this module will allow students to demonstrate the following Mastersness Skills – Abstraction, Depth, Complexity and Unpredictability See: https://www.qaa.ac.uk/scotland/development-projects/learning-from-internationalpractice/taught-postgraduate-student-experience.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☐	☐	☒	

[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

						☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries		☐ Lanarkshire ☐ London ☐ Paisley		☒ Online / Distance Learning ☐ 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 explore and engage with contemporary discourse around global population health topics.
L2	Critical understanding of the methods and mechanisms of working with communities in relation to health inequalities acknowledging the complexities associated with this from a global, cross sectoral and inter-professional perspective.
L3	Demonstrate engagement with systematic and robust approaches to working with individuals focusing on a personal outcomes approach.
L4	Explore and examine the role integrated services play in the delivering services for people and communities.
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** Raising critical awareness of contemporary discourse around global population health topics. Critical understanding of the methods and mechanisms of working with groups within communities in relation to health inequalities from a global, cross sectoral and inter-professional perspective.
Practice: Applied Knowledge and Understanding	**SCQF 11** Raising critical awareness of contemporary discourse around global population health topics. Critical understanding of the methods and mechanisms of working with groups within communities in relation to health inequalities from a global, cross sectoral and inter-professional perspective.
Generic Cognitive skills	**SCQF 11** Critically reflecting, reviewing and extending knowledge of principles of working with people and communities from a global and cross sectoral perspective.Making use of a variety of evidence-based resources that may assist in decision making in the workplace.
Communication, ICT and Numeracy Skills	**SCQF 11**

	Critically reflecting on your own interpersonal and inter-professional communication skills. Developing further library, e-library and online searching and retrieval skills. Utilising a range of software for example word processing and spreadsheet usage skills.
Autonomy, Accountability and Working with Others	**SCQF 11** Critical reflection on own values and beliefs and their impact on people and communities through global, cross sectoral and interprofessional learning. Working effectively with others to provide quality integrated care for people and communities. Critically reflecting on, identifying and addressing their own learning needs and the needs of others within their workplace.

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. As an approved online module the delivery will equally focus on active and interactive learning, delivered asynchronously and supported by synchronous activities via the Virtual Learning Environment (VLE). Participants are encouraged to take control of their own learning and become self-motivated learners. This approach recognises the wealth of knowledge and richness of experience students will already have at their disposal. Students will be expected to work through the module materials via the VLE, independently. This will assist in enhancing skills of collaboration, communication, presentation, problem-solving and critical reflection of themselves.	
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)
Tutorial / Synchronous Support Activity	10
Personal Development Plan	6
Asynchronous Class Activity	48
Independent Study	136
n/a	
n/a	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Amelung, V., Stein, V., Goodwin, N., Bolicer, R. Nolte, E. and Suter, E. (2017) Handbook Integrated Care. (Eds). London: Springer.

Miller, R., Brown, H. and Mangan, C. (2016) Integrated Care in Action. London: Jessica Kingsley Publishers.

Pears, R & Shields, G. (2022) Cite them Right: The Essential Referencing Guide 12th edn. London: Bloobsbury Academic

World Health Organisation (2016) Global diffusion of eHealth: Making universal health coverage achievable. Geneva: World Health Organisation

Useful Journals:

International Journal of Integrated Care

Journal of Integrated Care

(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 attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with online learning activities in your own time, course-related learning resources, engaging with scheduled live sessions online, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

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

Every student should be able to experience the full range of the university's activities. If you have a disability, a long-standing medical condition or a specific learning difficulty such as dyslexia, the Disability Service can help you make the most of your time at UWS.
(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	**Mental Health Nursing Midwifery 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	MHMH L9-11
Moderator	Helen Rainey
External Examiner	G Truscott
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Presenting a Webinar utilising multi media (100%) In relation to a global population health topic.
Assessment 2
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	☒	☒	☒	☒	☐	100	0

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		

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
Indicative resources updated. Disability statement updated to reflect 2025-26 statement	05-02-25	E. Gifford