

Session: 2022/23

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Title of Module: People and communities			
Code: NURS11146	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Elaine Gifford		
Summary of Module			
<p>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 cross-sectoral perspective.</p> <p>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.</p> <p>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.</p> <p>The learning from this module will allow students to demonstrate the following Mastersness Skills – Abstraction, Depth, Complexity and Unpredictability</p> <p>See: https://www.qaa.ac.uk/scotland/development-projects/learning-from-international-practice/taught-postgraduate-student-experience</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
		✓			
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered “blended” if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
					✓	
Term(s) for Module Delivery						
(Provided viable student numbers permit).						
Term 1		Term 2		Term 3		✓

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Learning Outcomes: (maximum of 5 statements)	
<p>On successful completion of this module the student will be able to:</p> <p>L1. Critically explore and engage with contemporary discourse around global population health topics.</p> <p>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.</p> <p>L3. Demonstrate engagement with systematic and robust approaches to working with individuals focusing on a personal outcomes approach.</p> <p>L4. Explore and examine the role integrated services play in the delivering services for people and communities</p>	
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)	<p>SCQF Level 11.</p> <p>Raising critical awareness of contemporary discourse around global population health topics.</p> <p>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.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11.</p> <p>Applying the methods and mechanisms of working with groups within communities in relation to health inequalities global, cross sectoral and inter-professional perspective.</p> <p>Synthesis of the key concepts that underpin approaches to working with people and communities, focusing on personal outcomes, co-production and an asset based approach to services.</p>
Generic Cognitive skills	<p>SCQF Level 11.</p> <p>Critically reflecting, reviewing and extending knowledge of principles of working with people and communities from a global and cross sectoral perspective..</p>

	Making use of a variety of evidence-based resources that may assist in decision making in the workplace.	
Communication, ICT and Numeracy Skills	<p>SCQF Level 11. Critically reflecting on your own interpersonal and inter-professional communication skills.</p> <p>Developing further library, e-library and online searching and retrieval skills.</p> <p>Utilising a range of software for example word processing and spreadsheet usage skills.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 11. Critical reflection on own values and beliefs and their impact on people and communities through global, cross sectoral and interprofessional learning.</p> <p>Working effectively with others to provide quality integrated care for people and communities.</p> <p>Critically reflecting on, identifying and addressing their own learning needs and the needs of others within their workplace.</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

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Learning and Teaching
<p>This module is delivered as fully distance learning via the Virtual Learning Environment (VLE). Students will take part in a range of on-line student centred activities with the lecturer and student peers, via the VLE. They will have access to direct synchronous individual and tutorial support from their tutors and directed learning via the VLE system. This will be aided by asynchronous online discussion boards; virtual learning activities; tutorials; 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>Participants will be 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 may 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.</p> <p>Module content reflects societal diversity and a rights-based approach to policy and practice. To promote accessibility, anticipatory adjustments have been made to teaching and learning strategies eg availability of electronic copies of lecture materials. Further reasonable adjustments can be made for students who have been assessed as requiring specific adjustments eg, specialised equipment for studying.</p>

The learning activities for both on-line and face-to-face delivery are outlined in the next section.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Independent Study	140
Asynchronous Class Activity	48
Tutorial/Synchronous Support Activity	6
Personal Development Plan	6
	200 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

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

There are no essential core reading materials for this module. The following reading list is recommended to support the content of this module and its learning outcomes:

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

Cook, A. and Miller, E (2012) Talking points. Personal outcomes approach. Edinburgh: Joint Improvement Team.

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

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

Websites

International Foundation for Integrated Care. Available at <http://integratedcarefoundation.org/>
World Health Organisation Portal, Available at <http://www.integratedcare4people.org/>

Relevant policy documents relating to this module from a national and international perspective to allow students to contextualise to their own professional practices.

Marmot, M. (2016) The Health Gap: The Challenge of an Unequal World. London, Bloomsbury

Bartley, M (2016) Health inequality: an introduction to theories, concepts and methods. Polity Press

(**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)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

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Supplemental Information

Programme Board	Mental Health, Midwifery and Health
Assessment Results (Pass/Fail)	No
Subject Panel	MHM&H L9-11
Moderator	Helen Rainey
External Examiner	L Macaden
Accreditation Details	
Version Number	1.08

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Assessment: (also refer to Assessment Outcomes Grids below)

Formative assessment
Students will attend a face to face or synchronous creating your webinar workshop which will feed forward to the summative assessment.

Summative assessment
Presenting a Webinar utilising multi media (100%)
In relation to a global population health topic.

(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation	✓	✓	✓	✓	100	0
Combined Total For All Components					100%	0 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

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Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

Equality and diversity is at the heart of the module – recognising that this is key to the student experience within the module.

Through the hybrid approach taken the module is inclusive and supports the belief of fairness and equal opportunities across the teaching and learning, assessment, and evaluation processes within the module. This is further supported by any anticipatory adjustments and additional flexibility that is required to ensure accessibility of the module.

All students are encouraged to disclose disability and any specific individual needs is given consideration by the module team.

To ensure the module is responsive to the demand for equality and diversity UWS Equality and Diversity Policy is a key driver in the ethos of teaching and learning processes within the module

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)