Module Descriptor

Title	NMC Responding to Public Health Challenges		
Session	2026/27	**Status**	Published
Code	NURS11150	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Elizabeth Rooney		

Summary of Module

The impact of the Pandemic has left up to 100 million people in extreme poverty. (The Lancet, 2022). Unacceptable inequalities in health still exist across societal groups (EU Commission, 2014; NHS Scotland, 2020; Scottish Government, 2018a), with some developed countries experiencing notable differences in life expectancy between poor and affluent areas of as much as 17 years (OECD, 2018).

This module will explore the policy context and its intended impact (Scottish Government, 2018a; WHO, 2017), developed across sectors to address, improve health and tackle health inequalities (Walker & John, 2012; WHO, 2017). It will allow an insight into some of the measures used in determining trends and patterns in population health, including epidemiology and health statistics, as well as a number of contemporary approaches in addressing health concerns (Hosseinpoor, Bergen, and Schlotheuber, 2015).

Students will be introduced to public health theory and practice, and work towards adopting a systematic approach to developing health improvement interventions using the processes underpinned by public health and health promotion specialists. Students will also explore the methods by which these interventions can be planned, managed, and evaluated, in order to develop the maximum impact and benefit for organisations and stakeholders (Corcoran, 2013).

Syllabus Overview:

Determinants of health

Health inequalities and equity

Policy context; public and social policy

Epidemiology

Health needs assessment

Health improvement, policy, methodologies, models (e.g. Beattie's, Downie, Fyffe &Tannahill, Precede-Proceed, Transtheoretical model) and initiatives.

Cultural competence

The above skills acquisition, contributes to the development of the UWS Graduate Attributes: Universal - critical thinking, analytical, inquiring, culturally aware, emotionally intelligent, ethically-minded, culturally aware, collaborative, research-minded and socially responsible; Work-Ready -knowledgeable, digitally literate, effective communicator, motivated, potential leader; and Successful -autonomous, incisive, creative, resilient and daring.

This module will be delivered in formats aligned with the specific needs of each SCPHN pathway. For the Occupational Health Nursing (OHN) Programme, this module will be delivered entirely through distance learning, allowing students to engage with content online in a flexible and accessible manner. For the Health Visiting (HV) and School Nursing (SN) Programme, this module will be delivered using a blended/hybrid approach, combining face-to-face teaching sessions with online learning materials. This model supports interactive learning and peer engagement while accommodating diverse learning styles and professional commitments.

Module Delivery Method	**On-Campus**[1] ☒	**Hybrid**[2] ☒	**Online**[3] ☒	**Work -Based Learning**[4] ☐
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 examine the range of theories and models, which underpin contemporary health improvementand public health practice.
L2	Demonstrate a critical understanding of the concepts, principles and methods of utilising epidemiologicaland other health data to underpin health needs assessment.
L3	Analyse the major determinants of health and critically evaluate global, national and local policy initiativesfor improving public health.
L4	Systematically review and evaluate the effectiveness of health improvement interventions whichcontribute to enhancing the health and social wellbeing of individuals, families and communities.
L5	

Employability Skills and Personal Development Planning (PDP) Skills

[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

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 byhealthcare 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 providersacross statutory and third sector services contributing significantly to the deliveryof 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 module is delivered via on campus and hybrid delivery as well as by fully distance learning utilising the Virtual Learning Environment (VLE). Hybrid delivery: In this mode of delivery, students will attend classes and take part in a range of face-to-face/synchronous student-centred activities with the lecturer and class peers. The materials presented during the classes will be those utilised by fully online students to ensure parity of experience. Taught students have access to direct individual and tutorial support from their lecturers and will be directed to wider reading, including access to an electronic library and books. They will also have access to the VLE as a mechanism for communication and dissemination of information. Distance learning students: In this mode of delivery, students are learning fully online and are supported by the VLE. Online students will receive core module resources; individual and group tutorial support and directed learning via the VLE system. This will be aided by asynchronous online VLE discussion boards; virtual learning activities; tutorials (online / face

to face via MST Teams); directed wider reading including access to electronic library and e-books.

All students will be expected to work through the online module materials independently via the VLE. This will assist in enhancing skills of communication, presentation, problem-solving, and critical reflection.

Module content reflects societal diversity and a rights-based approach to practice. To promote accessibility, anticipatory adjustments have been made to teaching and learning strategies e.g. availability of electronic copies of lecture materials. Further reasonable adjustments can be made for students who have been assessed as requiring specific adjustments e.g., specialised equipment for studying e.g., specialised software.

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
Personal Development Plan	6
Asynchronous Class Activity	20
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:

Core text:

Bhopal, R. S. (2016) Concepts of Epidemiology: Integrating the Ideas, Theories, Principles and Methods ofEpidemiology. 3rd ed. Oxford: Oxford University Press.

Institute for Government (2018) Understanding the economic impact of Brexit. Institute for Government: London

Marmot, M., Allen, J., Goldblatt, P., Herd, E. and Morrison, J (2021) Build Back Fairer: The Covid-19 MarmotReview. The Pandemic, Socioeconomic and Health Inequalities in England. London: Institute of Health Equity

OECD/European Commission (2024), Health at a Glance: Europe 2024: State of Health in the EU Cycle, OECD Publishing, Paris. Available at: https://doi.org/10.1787/b3704e14-en. (Accessed 13/1/26)

Scottish Government (2018a) Public Health Priorities for Scotland. Scottish Government: Edinburgh

WHO (2017) National Health Inequality Monitoring. https://iris.who.int/bitstream/handle/10665/255652/9789241512183-eng.pdf

(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:** 100% attendance is expected in this module. If your attendance falls below 80%, you will be contacted, in adherence to the 24/25 UWS Student Attendance and Engagement Procedure, and may be asked to agree a re-engagement support plan. Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: 100% attendance in Practice Placement areas is required by the end of the programme to meet NMC requirements. In this module students may be assessed if at least 70% of the practice learning experience is met.

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. This module is appropriate for all students. 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. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. In line with the Equality Act 2010 and UWS Refreshed Equality Outcomes 2021 - 2025 Public Sector Equality Duty Mainstreaming and Equality Outcomes Report 2021 (uws.ac.uk) (pp. 37 - 39) the School of Health and Life Sciences encourages the disclosure of support requirements, including disability, at the recruitment stage and throughout the duration of the module. Emphasis is placed on confidentiality of information, the benefits of disclosure, and that no detriment to progress will be experienced. The School will endeavour to make reasonable adjustments to teaching and learning approaches and arrangements for assessment, and (when applicable) periods of placement, where appropriate. All learning materials, activities and scenarios will utilise a diverse range of patients to reflect the diversity of students. Professional programmes have Standards of Proficiency which detail the knowledge, skills and understanding required to be met to permit professional registration to be able to practise safely and effectively in the profession. As an education provider for this professional programme, UWS is not able to adjust these standards. However, we can make reasonable adjustments to assist students in meeting these standards.
(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	**Adult Nursing Community 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	Community and Health
Moderator	Fiona Smith
External Examiner	M Duncan
Accreditation Details	NMC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessment within this module will focus entirely on a single summative component, which will account for 100% of the final grade. This approach ensures a comprehensive evaluation of student learning while aligning with the Nursing and Midwifery Council (NMC) Quality Assurance Framework for Nursing and Education (2013, updated 2017). In line with this framework and the University of the West of Scotland (UWS) regulatory framework 25/26, students must achieve a minimum pass mark of 50% in order to successfully complete the module. The summative assessment consists of a substantial written report that addresses all module learning outcomes. Students will be required to select a significant contemporary health issue and develop a critical and evidence-based analysis of this issue. The written report will involve: • A comprehensive critical evaluation of global, national, and local policy initiatives developed in response to the chosen health issue. • A discussion of the impact of these policies on healthcare practice, service provision, and health outcomes, supported by current research and policy evidence. • Consideration of the sociocultural, ethical, and political factors that shape health policy responses. • Application of academic literacy skills, including the integration of relevant literature, appropriate academic writing, and the use of a structured, logical approach to argument and analysis. Formative opportunities will also be built into the module to support students in preparing for this assessment. These will include structured feedback on draft work, peer discussion and review within the Virtual Learning Environment, and tutor-led guidance sessions designed to provide feed-forward strategies for improvement.
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
Report of practical/ field/ clinical work	☒	☒	☒	☒	☐	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
Update for QAA Desktop	April 2025	Debbie Waddell
Update as per desktop review version 2	Jan 2026	Elizabeth Rooney