



Module Descriptor

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| Title | Health and Society | | |
| Session | 2024/25 | Status | |
| Code | NURS11158 | SCQF Level | 11 |
| Credit Points | 20 | ECTS (European Credit Transfer Scheme) | 10 |
| School | Health and Life Sciences | | |
| Module Co-ordinator | A Quigley | | |

Summary of Module

This module is shared between adult and mental health fields. It reflects the changing landscape of health and social care and encourages students to reflect on the changing role of the nurse and nursing in the mixed economy of welfare provision.

The module is designed to facilitate the students understanding of values-based practice across the life course and to demonstrate the proficiencies required to deliver compassionate, person-centred care within a range of health and social care settings.

Following a 4 week theory block, students commence a 9 week practice learning experience where they will have the opportunity to deliver care working alongside a range of health and social care professionals to address health inequalities and support people at all stages of life and in a variety of care settings. Students will encourage people to make informed choices about how to manage health challenges and improve their quality of life.

Skills developed on this module include a range of communication strategies, assessment, care planning and evaluation of care. Skills will be developed through simulation and practice. A detailed mapping tool provides information on the NMC annexes to be covered in this module.

Academic support and development will be offered as part of the Tutorial/Synchronous Support activity and Personal Development Planning.

Programme threads of Suicide and Self Harm, Learning Disability, CAMHS, Dementia, Law and Safeguarding, Digital Health Technology, Palliative and End of Life Care, Compassion and Trauma will inform the module content.

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| Module Delivery Method | On-Campus¹ <input type="checkbox"/> | Hybrid² <input checked="" type="checkbox"/> | Online³ <input type="checkbox"/> | Work -Based Learning⁴ <input type="checkbox"/> |
| Campuses for Module Delivery | <input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries | <input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley | <input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify) | |
| Terms for Module Delivery | Term 1 <input type="checkbox"/> | Term 2 <input checked="" type="checkbox"/> | Term 3 <input type="checkbox"/> | |
| Long-thin Delivery over more than one Term | Term 1 – Term 2 <input type="checkbox"/> | Term 2 – Term 3 <input type="checkbox"/> | Term 3 – Term 1 <input type="checkbox"/> | |

| Learning Outcomes | |
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| L1 | Demonstrate a critical understanding of the determinants of health across the lifespan. |
| L2 | Demonstrate a detailed understanding of the socio-political factors influencing the delivery of health and social care across the lifespan. |
| L3 | Identify and discuss the nurses role in health improvement and health promotion strategies based on local, national and international targets. |
| L4 | Critically reflect on the professional attitudes, values and communication strategies within therapeutic relationships. |
| L5 | Demonstrate evidence of achievement of the required standards of proficiency associated with your professional discipline. |

| Employability Skills and Personal Development Planning (PDP) Skills | |
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| 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 11</p> <p>Demonstrating critical knowledge and understanding of the dimensions of health and the determinants of health in the delivery of health and social care.</p> <p>Demonstrating a critical knowledge of evidence based approaches to improve and promote health across local, national and international settings.</p> |

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

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| Practice: Applied Knowledge and Understanding | <p>SCQF 11</p> <p>Demonstrating an ability to perform a wide range of essential nursing skills.</p> <p>Demonstrating a sound knowledge and understanding of the evidence base which underpins nursing practice.</p> <p>Demonstrating a sound knowledge of factors that influence health and well-being across the lifespan.</p> <p>Demonstrating a critical understanding of evidence based approaches to improve and promote health from self to society.</p> <p>Demonstrating a critical understanding of the collaborative approaches available in the delivery of health and social care across different settings.</p> <p>Demonstrating an in depth knowledge of key legislation when working with diverse and / or vulnerable groups.</p> |
| Generic Cognitive skills | <p>SCQF 11</p> <p>Critically analysing and synthesising theory regarding interpersonal communication and reflective practice.</p> <p>Identifying, conceptualising and consolidating the knowledge and skills required to enable safe and effective nursing practice in the delivery of health and social care.</p> |
| Communication, ICT and Numeracy Skills | <p>SCQF 11</p> <p>Demonstrating the development of a range of professional and therapeutic communication and interpersonal skills.</p> <p>Demonstrating effective communication, using a variety of approaches to a range of audiences, including clients, peers and other professionals across settings.</p> <p>Demonstrating a critical understanding of the use and adoption of a wide range of technologies across theoretical and practice settings.</p> |
| Autonomy, Accountability and Working with Others | <p>SCQF 11</p> <p>Demonstrating a critical awareness of personal attitudes, values and beliefs whilst respecting those of others.</p> <p>Practicing responsibly within the professional, legal and ethical frameworks which underpin nursing practice in relation to working with diverse populations and/or groups.</p> <p>Practicing in ways which foster critical reflection on own and others' roles and responsibilities across health and social care settings.</p> <p>Working towards achievement of professional standards</p> |

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

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| 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. |

A variety of learning and teaching methods will be used to facilitate achievement of the learning outcomes. Modified lectures introduce students to key concepts and open up key areas for further exploration and development. Learning is enhanced through the use of self-reflection, peer evaluation and role rehearsal supported by simulation technology where appropriate. Extensive and structured e-learning activities will enable students to prepare for practice and develop their critical understanding. Group-work will be an important aspect of the workshops where students will rehearse the skills required of a nurse in a safe and supported environment.

In addition, students will be required to carry out independent learning

The learning and teaching strategies on this module contribute to the development of UWS graduate attributes as outlined in "I am UWS" see link:

<https://www.uws.ac.uk/current-students/your-graduate-attributes>. Specifically, the "I am UWS" graduate attributes focused upon in this module are self-reflection, ethically mindedness, cultural awareness, effective communication and social responsibility.

| Learning Activities | Student Learning Hours |
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| 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 | 12 |
| Tutorial / Synchronous Support Activity | 24 |
| Work-based Learning | 360 |
| Asynchronous Class Activity | 20 |
| Personal Development Plan | 4 |
| Independent Study | 140 |
| TOTAL | 560 |

Indicative Resources

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

Ewles, L. Simnett, I (2017) Promoting Health: a practical Guide. 7th ed. Edinburgh: Bailliere Tindall.

Giddens, A. and Sutton, P.W. (2017) Sociology. 8th Ed. Oxford: Blackwell Publishing Ltd.

Green, J. and Tones, K. (2019) Health Promotion. Planning and strategies. 4th ed. London: Sage Publications Ltd.

Moss, B. (2017) Communication Skills in Health and Social Care. 4th ed. London: Sage Publications.

Pears, R. and Shields, G. (2019) Cite Them Right: the essential referencing guide. 11th Ed. London: Red Globe Press / Macmillan International Higher Education.

Sigelman, C. and Rider, E. (2018) Life-Span Human Development. 9th ed. Boston: Cengage Learning.

(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:

Students are deemed to be academically engaged if they are engage with synchronous teaching sessions as well as asynchronous workshops/groupwork and e-learning materials on the VLE. Engagement with the assessment process is also required and these should be submitted on time.

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](#).

For students who have disclosed a disability, the UWS Disability Service (DS) will assess the individual's strengths and support needs and then forward a Student Support Form to the appropriate DS Co-ordinator who will circulate the form to all of the relevant teaching staff. 'Reasonable adjustments' may include adapted or specialised clinical equipment (e.g. electronic stethoscope) or further specialist assessment or support (e.g. assessment by an Educational Psychologist, extended time for presentations or assessments). If funding is required, this can be organised by the DS and funded by the School. Reasonable adjustments, in line with DS recommendations for the assessment of the individual student can be assured.

This module has a practice element and takes account of the Nursing and Midwifery Council's statement on reasonable adjustments (NMC 2019) (<https://www.nmc.org.uk/globalassets/sitedocuments/eandd/reasonableadjustments-policy.pdf>).

In particular section 23:

"The (Equality)Act 2010 makes it clear that it is not discriminatory to apply competence standards (which include our Code, our revalidation and our education standards) to a disabled person. As a professional regulator responsible for protecting the public, it would not be right for us to adjust these standards. However, we can make reasonable adjustments to assist nurses, midwives and nursing associates in meeting our 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

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| Divisional Programme Board | Mental Health Nursing Midwifery Health |
| Overall Assessment Results | <input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded |
| Module Eligible for Compensation | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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 | |

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| Moderator | V Crispin |
| External Examiner | N Hallet |
| Accreditation Details | |
| Module Appears in CPD catalogue | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Changes / Version Number | |

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| Assessment (also refer to Assessment Outcomes Grids below) |
| Assessment 1 |
| <p>Summative Assessment:</p> <p>Students to select a contemporary issue involving the provision and delivery of health and social care. Within a vlog or blog students should critically discuss the individual and social factors pertaining to the issue and outline health and social care strategies designed to address the chosen issue.</p> <p>The assessment is a vlog or blog and represents 100% of module mark.</p> |
| Assessment 2 |
| <p>Successful completion of a practice learning experience as evidenced by portfolio completion is achieved at a pass. In accordance with NMC (2018) no compensation is permitted across theory and practice, therefore all components of assessment must achieve a pass for an overall pass mark to be awarded.</p> <p>Each component of assessment must be passed. This is to comply with NMC Standards for Nursing and Midwifery Education (2018). This is an exception to the UWS regulatory framework.</p> |
| Assessment 3 |
| <p>(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.</p> <p>(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.)</p> |

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| Component 1 | | | | | | | |
| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
| Essay or Vlog | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 100 | |

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| Component 2 | | | | | | | |
| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
| Placement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 100 | |

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| Component 3 |
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| 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% | hours |

Change Control

| What | When | Who |
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