

Title of Module: Health and Society			
Code: NURS11158	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:	Angela 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 the student to reflect on the changing role of the nurse and nursing in the mixed economy of welfare provision.

Furthermore it 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

Students will undertake a practice learning experience during this module where they will work 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. They will encourage people to make informed choices about how to manage challenges and improve their quality of life.

- This module begins with an 4 week theory module followed by a 9 week practice learning experience where students will have the opportunity to deliver person-centred, compassionate care within a range of health and social care settings.
- Skills developed on this module include development 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.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				

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.

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

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.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

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
	✓	

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

- 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

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>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>	
Practice: Knowledge and Understanding	Applied	<p>SCQF Level 11.</p> <p>SCQF Level 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 Level 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 Level 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 Level 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>	
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.

Learning and Teaching	
<p>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 mental health nurse in a safe and supported environment.</p> <p>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.</p>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	12
Tutorial/Synchronous Support Activity	16
Laboratory/Practical Demonstration/Workshop	20
Work Based Learning/Placement	360
Asynchronous Class Activity	18
Personal Development Plan	4
Independent Study	140
	570 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:

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

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](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: 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.

Supplemental Information

Programme Board	Mental Health Nursing & IP
Assessment Results (Pass/Fail)	No
Subject Panel	MHN&IP L9-11
Moderator	Vivianne Crispin
External Examiner	J Turner
Accreditation Details	
Changes/Version Number	1.03 Module coordinator name removed, new name confirmed. Practice placement attendance requirement for assessment changed to 70% Change the wording of attendance requirements. Updated reference list. Contact hours updated

Assessment: (also refer to Assessment Outcomes Grids below)

Formative Assessment:

The student will engage with module outcomes and will design an online storyboard relevant to the health and social care agenda and participate in peer feedback.

Summative Assessment:

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.

The assessment is a vlog or blog and represents 100% of module mark.

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. 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.

(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)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Creative output/ Audiotapes/ Videotapes/ Games/ Simulations	✓	✓	✓	✓		100	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Performance/ Studio work/ Placement/ WBL/ WRL assessment					✓	0	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

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

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, coloured overlays) 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

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)