Module Descriptor

Title	Advancing Public Health Nursing		
Session	2026/27	**Status**	Published
Code	NURS11165	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Laura Hampson		

Summary of Module

This module provides students with the opportunity to further advance their leadership skills and abilities to collate and analyse data sources relating to individual, community, and population public health. The approach in this module is one of acknowledging policy and ethical frameworks and exploring the PHN's role as an influencer of strategic organisational policy and practice development.

Students gain the opportunity to demonstrate how they manage data to support their judgements, decision-making, and evidence-based practice, and how they use advanced IT skills to support planning, the management of resources, commissioning, and the development of business cases aimed at improving public health in the context of supporting legislation and policy. The module is underpinned by leadership theories, which support the PHN to take a leadership role in quality assurance and quality improvement agendas, and to facilitate coproduced interventions to protect and promote the health and wellbeing of communities. The promotion and protection of human rights/children's rights/ and a social-justice agenda continue to be upheld.

There is a focus on managing risks within a legislative framework, and understanding preparedness as a concept, as these are fundamental to the PHN role. Planning for risks associated with the environment will be explored; including those caused by the climate and pollution, pandemics and other emergencies. The development of associated skills, identified within this module, enable students, as PHNs, to create resilient workplaces, and support the building of resilient populations and communities.

This module embraces the concept of Mastersness described in the QAA Scotland (2013) 'Facets of Mastersness' toolkit. Students are encouraged to reflect on learning achievements, experiences, and the implications these have for their future development. Further, the module embraces the three overarching UWS Graduate Attributes that state that our students on graduation will be Universal, Work-ready and Successful. This includes being critical, analytical, and inquiring with cultural awareness. Students will be research minded, digitally literate, motivated, creative, and resilient, leading to success and enhanced work-related opportunities.

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 synthesise and evaluate diverse data sources to inform strategic decision-making in individual, community, and population health, demonstrating advanced leadership in policy and practice development.
L2	Critically analyse evidence-based strategies informed by current legislation and policy and use digital literacy and IT skills to design effective interventions that address unmet population health needs.
L3	Critically appraise the strategic leadership role of the Public Health Nurse in relation to their role in quality assurance and improvement.
L4	Demonstrate understanding of risk management strategies consistent with current public health practice and legislation in responding to organisational emergency situations or challenges.
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:**

[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

Knowledge and Understanding (K and U)	**SCQF 11** Demonstrate a critical understanding of community and population health needs, policy, and service development including operational and strategic work within the legal, regulatory, and governance requirements. Critical appraisal of public health research, recognise and monitor trends in Public Health outcomes and interpret a variety of data relevant to the SCPHN role.
Practice: Applied Knowledge and Understanding	**SCQF 11** Use advanced communication skills to communicate simple and complex Public Health information to improve Public Health outcomes. Synthesise, interpret, and apply research findings from a range of sources to evaluate early success measures and the impact on population outcomes. Synthesize and apply knowledge from research evaluation, audit, and global innovation that leads to health improvement.
Generic Cognitive skills	**SCQF 11** Critically analyse and evaluate information from a range of sources to make professional judgments and decisions within complex and changing environments. Synthesise knowledge from a range of sources to propose and develop creative, evidence-based, and culturally appropriate responses to improving Public Health. Critically analyse models, evidence, and concepts to plan, conduct and evaluate population-level interventions and address specific public health issues. Be able to identify a trend or a need for improvement in Public Health
Communication, ICT and Numeracy Skills	**SCQF 11** Use a variety of formats to communicate to a range of audiences with different needs and experiences. Lead discussions and collaborate on the development of services. Use a wide variety of communication techniques to lead discussions and influence change with peers and stakeholders. Use a wide variety of ICT information to assess and share relevant research, data and information.
Autonomy, Accountability and Working with Others	**SCQF 11** Critically reflect upon research, data, policy, and practice ensuring that practice reflects contemporary evidence. Evaluate the efficacy of service provision by a variety of means. Evaluate community health needs through community profiling.

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.

A range of teaching and learning strategies will be used to support student learning and to enable the achievement of module learning outcomes. Together, these strategies will reflect the Curriculum Framework (UWS, 2022). A hybrid / Distance leanring online approach will be taken, meaning there will be on-campus, active and collaborative learning activities that can be accessed digitally by those unable to attend in person. The Virtual Learning Environment (VLE) will be used to deliver core content (pre-recorded lecture material / guided self-study) and will also support further collaborative learning strategies.

Student-centred, authentic learning experiences will be the focus and may include, for example, small group work, peer discussion, case studies, simulation, problem-based learning. Students will have options for creative and collaborative projects. Guest speakers from practice and subject specialists will be involved where appropriate.

Work-based learning is a key component of learning within this module. Students will participate in work-based learning within their own area of practice and continue to build on their knowledge and understanding of their professional role with the application of theoretical knowledge into the clinical realm. This work-based learning is supported in the clinical field with a Practice Assessor and a Practice Supervisor.

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
Work-based Learning	80
Asynchronous Class Activity	6
Independent Study	78
n/a	
TOTAL	200

Indicative Resources

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

Barr, J. and Downing, L. (2022) Leadership in Health care. 5th edn: London: SAGE.

Fullan, M. (2020) Leading in a Culture of Change. 2nd edn. Hoboken: Jossey-Bass.

Goppee, N. (2022) Leading and Managing Healthcare. London: SAGE.

Holland, A, Phillips, K., Moseley, M. Joomun, L. (2023) Fundamentals for Public Health Practice. London: SAGE

Northouse, P. (2021) Leadership, Theory and Practice. 9th edn. Western Michigan: SAGE.

(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:** A range of learning and teaching strategies will be used to support student learning, enabling the achievement of module learning outcomes. A Hybrid approach (UWS Curriculum Framework, 2022) will be applied, reflecting a flexible student-centred philosophy, where authentic and inclusive learning activities are used for the delivery of module content, using the UWS Virtual Learning Platform, with the opportunity for students to attend Campus for optional collaborative learning opportunities. Students will be required to participate in collaborative, curricular co-creational learning opportunities, with their peer group and academic staff for the duration of the module. This includes activities such as; critical discussion groups, case study and scenario-based problem solving, case reviews, and group workshops. Work-based learning is a key component of learning within this module. Students will participate in work-based learning within their own area of practice and continue to build on their knowledge and understanding of their professional role. This work-based learning is supported in the clinical field with a Practice Assessor and a Practice Supervisor.

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. s
(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	Elizabeth Rooney
External Examiner	M Fish
Accreditation Details	NMC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Service development proposal (2800 words) with a Viva Voce 100% weighting of the final module mark
Assessment 2
Work Based Learning Portfolio: assessed against NMC (2022) Standards of Proficiency For Specialist Community Public Health Nurses. Pass / Fail
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**
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral	☒	☒	☒	☒	☐	100	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Performance/ Studio work/ Placement/ WBL/ WRL assessment	☒	☒	☒	☒	☐	0	0

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