Module Descriptor

Title	Principles of Public Health Nursing		
Session	2026/27	**Status**	Published
Code	NURS11169	**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

Specialist Community Public Health Nurses (SCPHNs) are at the forefront of public health; addressing the determinants of health, tackling health inequalities, and working in partnership to promote and protect the health and wellbeing of populations (NMC, 2022). This module prepares SCPHNs to fulfil this public health role.

Students develop a critical understanding of the theories, concepts, principles, and models underpinning SCPHN practice, and develop a critical insight into the policy and legislative context that underpins and drives their role. Students critically explore optimum health as a human right; identifying this as a broad and positive concept that emphasises not only a person's physical health, but also their mental and social wellbeing.

A range of creative teaching, learning and assessment strategies enable students to appraise the assets, resources and health needs of individuals, families, communities, and populations. Students have the opportunity to explore human life course development and appraise the impact of the wider determinants of health. The module enables students to propose ethical, strengths-based, and person-centred programmes of care that take a salutogenic approach and promote social justice. Authentic learning experiences within the work environment support theory / practice integration and facilitate the achievement of aligned NMC standards of proficiency (NMC, 2022).

All students engage with learning to support partial achievement of UNICEF Baby Friendly Initiative learning outcomes.

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	Demonstrate a critical understanding of the policy and legislative context underpinning the specified field of Specialist Community Public Health Nursing.
L2	Critically evaluate and apply theoretical concepts and principles underpinning the specified field of Specialist Community Public Health Nursing.
L3	Demonstrate a critical understanding of human life course development and the factors that influence this
L4	Critically assess and collaboratively design ethical and socially-just programmes of care suitable to meet the health needs of individuals, families, communities, and populations.
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:**
Knowledge and Understanding (K and U)	**SCQF 11** Demonstrate a critical understanding of the theories, concepts, principles, models, values and beliefs underpinning the specified field of Specialist Community Public Health Nursing.

[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

	Demonstrate a critical understanding of the legislation and policy that underpins and drives the specified field of Specialist Community Public Health Nursing. Critical appraisal of the impact of the wider determinants of health on human life course development.
Practice: Applied Knowledge and Understanding	**SCQF 11** Synthesise, interpret and apply research and information from a range of sources to assess health needs and propose ethical and sociallyjust programmes of care that promote health and wellbeing across the life course. Critically appraise the assets and resources of individuals, families and communities, and empower people to connect effectively with these to promote their health and wellbeing. Use advanced communication skills to cultivate a person-centred culture, and work in partnership using a strengths-based approach to empower individuals, families, communities and populations to achieve optimum health.
Generic Cognitive skills	**SCQF 11** Critically analyse and evaluate information from a range of sources to make professional judgements 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 identified need.
Communication, ICT and Numeracy Skills	**SCQF 11** Communicate, using advanced skills and appropriate methods, to a range of audiences with different levels of knowledge / expertise. Use a wide range of ICT to access 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. Practice in ways that draw on critical refection on own and others' roles and responsibilities. Demonstrate autonomy and initiative, identifying and addressing own learning needs.

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 / 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. Synchronous online sessions will provide active and collaborative activities which encourage student led learning. Synchronous online sessions will capitalise on the latest digital technology with interactive workshops and tutorials.

Work- based learning is a key component of this module and will be undertaken within the student's own current clinical role. Learning will be supervised and supported by an experienced clinical supervisor identified by the student at the point of admission. WBL activities relevant to the module learning outcomes will be signposted to students, supporting development of knowledge, understanding and skills development and allowing contextualisation and consolidation of university-based learning to further underpin module learning outcomes.

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	90
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:

Bennett, C. and Lillyman, S. (eds) (2020) Promoting Health and Wellbeing For Nursing and Healthcare Students. Banbury: Lantern Publishing

Cole, M. (ed) (2023) Education, Equality and Human Rights Issues of Gender, 'Race',

Cowley, S. and Whittaker, K. (eds) (2021) Community Public Health in Policy and Practice A Source Book. Missouri: Elsevier

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

McCormack, B., McCance, T., Bulley, C., Brown, D., McMillan, A. and Martin, S. (2021)

Fundamentals of Person-Centred Healthcare Practice. Oxford: Wiley Blackwell

(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:

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

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.

(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	Debbie Waddell
External Examiner	M Fish
Accreditation Details	NMC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	3

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Case Study (3,200 words) 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**
Case study	☒	☒	☒	☒	☐	100	0

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

Placement/ WBL/ WRL assessment							

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
Moderator updated Term updated to be delivered twice	March 2026	Debbie Waddell