



Module Descriptor

Title	Community Health & Social Care		
Session	2025/26	Status	Published
Code	NURS07043	SCQF Level	7
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	Stewart Kerr		

Summary of Module

This module reflects the changing landscape of health and social care and encourages students to reflect on the changing roles of health and social care professionals in the mixed economy of welfare provision. Students on the undergraduate pre-registration nursing programmes undertake a placement during this module that provides exposure to a wide range of health and social care environments. They will experience working with a range of health and social care professionals to address health inequalities and support people at all stages of life and in all care settings to make informed choices about how to manage challenges and improve their quality of life. Students will also continue to develop their communication skills to provide information and to work with people to promote healthy behaviours and manage distress.

The module begins with a period of campus based and online sessions. During this time module students will explore the dimensions and determinants of health across the lifespan. This will include an appreciation of the influence of environmental, cultural and sociopolitical factors. The module will also explore local, national and global public health issues. Students will be given the opportunity to examine these factors in relation to a specific community.

The content of this module will include Dimensions and Determinants of Health; Concepts of Community and Community Health; Health Inequalities and Policies and Strategies to reduce inequalities; the role of the nurse as health promoter and local national and global health priorities.

Skills will be developed through simulation and practice. A detailed mapping tool provides information for nursing students on the NMC annexes to be covered in this module. Preload content will include group facilitation, mental health first aid, health determinants, engagement principles.

A 6 week practice learning experience will provide insight into the issues explored in the module. It will also allow nursing students to evidence ongoing achievement of the NMC standards of proficiency in a practice setting as directed by the NMC Standards of Assessment in Practice

Students will have opportunity in placement experience to demonstrate knowledge, understanding and application of basic pharmacology to medicines administered and clinical practice, (BiNE, LO9 & 10)

Programme Threads of Older adults and Dementia, Suicide and Self-harm, Law and safeguarding, and caring for people living with Learning Disabilities will inform module content.

Module Delivery Method	On-Campus¹ ☒	Hybrid² ☐	Online³ ☐	Work -Based Learning⁴ ☐
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	Describe the dimensions and determinants of health across the lifespan.
L2	Identify the socio-political factors influencing the delivery of health and social care.
L3	Discuss public health issues and strategies based on local, national and international targets
L4	Demonstrate evidence of on-going development toward achievement of the relevant professional standards.
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 7 Demonstrating knowledge of factors influencing health and well-being in relation to the individual, family and community. Knowledge of epidemiology and the wider dimensions and determinants of health, illness and wellbeing and applying this to an understanding of global patterns of health outcomes. Understanding of the social influences, health literacy, cultural factors and lifestyle choices influencing health within communities. Developing understanding of local, national and global health strategies.

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

Practice: Applied Knowledge and Understanding	SCQF 7 Exploring a range of healthcare and support provision within communities. Working effectively with a range of healthcare professionals Using appropriate communication skills and strengths based approaches to support and enable people to make informed choices about their care.
Generic Cognitive skills	SCQF 7 Demonstrating effective research skills to facilitate understanding of healthcare needs of individuals and communities.
Communication, ICT and Numeracy Skills	SCQF 7 Demonstrating appropriate communication and interpersonal skills to enable effective care and professional practice. Interpreting demographic and epidemiological data.
Autonomy, Accountability and Working with Others	SCQF 7 Demonstrating awareness of personal attitudes, values and beliefs and respect for others. Working collaboratively with a range of service users, healthcare professionals and services. Demonstrating an understanding of personal responsibility for professional conduct in accordance with professional standards.

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. Students will begin this module with a two week period of campus based theory sessions followed by PLE for a further 6 weeks. The flipped classroom approach will be taken with core content delivered either online or through short campus based lectures followed up by workshops or tutorials in small groups to encourage student participation and deeper learning. Students will also have workshops where skills that contribute to effective care delivery can be enhanced through simulated practice in skills laboratories or other simulation suites. An element of practice allows the student to further develop these skills in a range of clinical environments before returning to campus for a review of learning.	
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	20
Laboratory / Practical Demonstration / Workshop	14

Tutorial / Synchronous Support Activity	14
Personal Development Plan	8
Asynchronous Class Activity	24
Independent Study	120
TOTAL	200

Indicative Resources

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

Bougham J, Smith A (2013) Compassion, Caring and Communication: Skills for Nursing Practice Oxon: Routledge

Ewles, L. Simnett, I (2017) Promoting Health, Practical Guide, (7th Edition) Edinburgh: Baillierre Tindall

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

Hjelm, J.R. (2010) The Dimensions of Health – Conceptual Models, Sudbury, Jones and Bartlett Publishers

Matiti, M., Bailey, L. (2020) Dignity in Healthcare: A Practical Approach for Nurses and Midwives. 2nd ed. Taylor and Francis

Naidoo, J. and Wills, J. (2016) Public Health and Health Promotion. (4th edition) Lada: Balliere Tindall [Core text]

(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:

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	Mental Health Nursing Midwifery 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	MHMH L7-8
Moderator	Fiona Alexander-Ware
External Examiner	E Street
Accreditation Details	
Module Appears in CPD catalogue	☒ Yes ☐ No
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Students are required to undertake and submit a community health and social care profile (2000 words) outlining the demographic of the practice locality, service provision and the key socio-political factors influencing health.

Assessment 2

Satisfactory completion of the practice learning experience as evidenced by attainment of the required professional standards.

All assessment components must be passed to achieve an overall pass for this module, NMC (2018) SFNME 5.16 indicates that no compensation of assessment across theory and practice learning is permitted.

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
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
Equality and diversity statement, attendance statement.	07.02.25	MMcCaig