Module Descriptor

Title	Community Health & Social Care		
Session	2026/27	**Status**	Published
Code	NURS07043	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Angela Quigley		

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.

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 including local national and global health priorities.

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 ☐	

[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

Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Identify the different roles and professionalisms within the health and social care landscape.
L2	Describe the dimensions and determinants of health across the lifespan.
L3	Identify the socio-political factors influencing the delivery of health and social care.
L4	Discuss public health issues and strategies based on local, national and international targets.
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.
Practice: Applied Knowledge and Understanding	**SCQF 7** Exploring a range of healthcare and support provision within communities. Using appropriate communication skills and strengths-based approaches to understand how to support and enable people to make informed choices about their care. Working effectively with other students in a classroom setting applying health and social care knowledge.
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 with peers to prepare for 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 other students and peers.

	Demonstrating a foundational understanding of personal responsibility of professional conduct.

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. 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. The learning and teaching strategies applied to this module contribute towards the development of UWS graduate attributes as outlined in "I am UWS" See link: https://www.uws.ac.uk/current-students/your-graduateattributes/ Specifically 'UNIVERSAL'- culturally aware, collaborative and socially responsible; 'WORK-READY' effective communicator, motivated, and ambitious; AND 'SUCCESSFUL'- creative and resilient.	
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
Tutorial / Synchronous Support Activity	16
Independent Study	164
n/a	
n/a	
n/a	
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 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:

Engagement with all classes and asynchronous activities associated with the module is required.

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	**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	Kath Limond
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 will choose to submit either an Essay or a Report.
Assessment 2
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**
Coursework	☒	☒	☒	☒	☐	100	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐	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

Major amendment to content to remove practice placement activity and realigned to learning hours to support new Cert HE Healthcare Practice progamme.	06.06.25	A Quigley
Moderator Update	Feb 2026	A Quigley