Module Descriptor

Title	Community Health and Social Care		
Session	2024/25	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-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	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.

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[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

| | 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.

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.

| **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:** 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. 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 for nursing students takes account of the Nursing and Midwifery

Council's statement on reasonable adjustments (NMC 2019)

(https://www.nmc.org.uk/globalassets/sitedocuments/eandd/reasonable-adjustments-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

(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	MHNMH L7-8
Moderator	tbc
External Examiner	Emma Street - Emma.Street@edgehill.ac.uk
Accreditation Details	
Module Appears in CPD catalogue	☒ Yes ☐ No
Changes / Version Number	

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
	☒	☒	☒	☐	☐	100	

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☒	☐	0	

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	When	Who