

# University of the West of Scotland

## Module Descriptor

Session: 2023/24

Last modified: May 24

Status: Published

**Title of Module: Contemporary and Global Issues in Health**

<b>Code: HLTH08005</b>	<b>SCQF Level: 8</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Health and Life Sciences		
<b>Module Co-ordinator:</b>	Christopher Mafuva		

### Summary of Module

Current challenges in global health are complex. In a world of ever-increasing change, the challenges require multifaceted interagency co-operation and solutions that involve governments, non-profit agencies, private companies, and foundations.

This module will introduce terms and concepts that underpin global health. Students will explore contemporary issues such as determinants of health, health and globalisation; governance and global factors; risk; wealth and poverty; war and conflict, inequality and health systems. Students will develop an understanding of how connected we are in today's world.

The module will present a global perspective on issues and debates using examples that are current in health and social care (e.g. COVID-19 pandemic; healthcare costs and coverage).

This will enable students to work toward the UWS graduate attributes of being Universal: inquiring, culturally aware and socially responsible. Work-ready: knowledgeable, an effective communicator and enterprising. Successful: autonomous, resilient and transformational. This module leads students into further study opportunities.

The module is suitable for those currently working or aspiring to work in health and social care and aims to promote global citizenship and graduateness for all students regardless of geography or employment status.

### Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				

#### Face-To-Face

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

#### Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

#### Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

#### HybridC

Online with mandatory face-to-face learning on Campus

#### HybridO

Online with optional face-to-face learning on Campus

#### Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery						
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
				✓		

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	✓	Term 2		Term 3	

Learning Outcomes: (maximum of 5 statements)
<p>On successful completion of this module the student will be able to:</p> <p>L1. Demonstrate understanding of the concept of global health.</p> <p>L2. Demonstrate awareness of the impact of social, environmental, and cultural factors on health.</p> <p>L3. Explain the nature and distribution of key global, national, and local public health issues.</p>

Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF Level 8.</p> <p>Understanding of a limited range of core theories, principles and concepts of issues in contemporary and global issues in health.</p> <p>Detailed knowledge in some areas of global health.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 8.</p> <p>Use a range of routine skills, techniques, practices associated with contemporary and global issues in health.</p> <p>Carry out routine lines of enquiry, development or investigation into professional development problems and issues at global, national and local levels.</p>
Generic Cognitive skills	<p>SCQF Level 8.</p> <p>Undertake analysis, evaluation and/or synthesis of ideas, concepts, information and issues that are within the common understandings of contemporary and global health issues.</p> <p>Use a range of approaches to formulate and critically evaluate evidence-based solutions/responses to defined and/or routine problems and issues in global healthcare.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 8.</p> <p>Use a range of routine skills and some advanced and specialised skills associated with the field of global health issues. For example:</p> <p>Use a range of standard ICT applications to process and obtain data.</p>

	Use and evaluate numerical and graphical data to measure progress and achieve goals/targets.
Autonomy, Accountability and Working with others	<p>SCQF Level 8.</p> <p>Practise in ways that show awareness of own and others' roles, responsibilities and contributions to global health when carrying out and evaluating tasks.</p> <p>Work, under guidance, with others to acquire an understanding of current professional practice in global health.</p> <p>Manage, under guidance, ethical and professional issues in accordance with current professional and/or ethical codes or practices.</p>

<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\* Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
This module is delivered by blended learning utilising a Virtual Learning Environment (VLE).	
Blended learning students will participate in a range of classroom activities supported by the quality assured resources received by online students. Blended learning students have access to direct individual and tutorial support from their tutors and will be directed to wider reading, including access to the UWS electronic library and online books.	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	10
Tutorial/Synchronous Support Activity	20
Asynchronous Class Activity	6
Personal Development Plan	6
Independent Study	158
	200 Hours Total

<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Core Year Text: McCormack, B., McCance, T., Bulley, C., Brown, D., McMillan, A., Martin, S. (2020) Fundamentals of Person-centered Care [Electronic book]: Principles &amp; Practice for Healthcare Students. Chichester: Wiley-Blackwell.</p> <p>Core text for this module:</p> <p>Warwick-Booth, L., Cross, R (2018) Global Health Studies: A Social Determinants Perspective [Electronic book]. Policy Press. Cambridge.</p> <p>In addition the following are considered essential reading:</p> <p>Sethia, B., Kumar, P. (2018) Essentials of Global Health [Electronic book]. Poland: Elsevier.</p>

Walraven, G. (2013) Health and Poverty [Electronic book] Taylor and Francis. Hoboken.

In addition to these texts students will be directed to a wide range of international, national and local information to support the module content and learning outcomes.

(\*\*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)

### Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: Attendance at synchronous sessions (lectures, workshops, and tutorials), completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module.

### Supplemental Information

<b>Programme Board</b>	Biological Sciences and Health
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	Health L7-11
<b>Moderator</b>	Christopher Mafuva
<b>External Examiner</b>	P Anyanwu
<b>Accreditation Details</b>	None
<b>Changes/Version Number</b>	1.04 MC updated

### Assessment: (also refer to Assessment Outcomes Grids below)

This module has one component of assessment which accounts for 100% of the module mark.

Students will take part in a series spiraled written academic discussions(3000 words)which consider contemporary issues in global health.

(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 Handbook.)

### Assessment Outcome Grids (Footnote A.)

#### Component 1

<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral	✓	✓	✓	100	0

**Combined Total For All Components**

100%

0 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).  
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

**Equality and Diversity**

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. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)