

Session: 2022/23

Last modified: 04/03/2022 14:18:35

<b>Title of Module: Dimensions of Health and Social Welfare</b>			
<b>Code: NURS08036</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>	Bryan Mitchell		
<b>Summary of Module</b>			
<p>This is an exploratory module that examines the individual concepts of health and social care where an emphasis is made on highlighting the nature and scale of health and social inequalities.</p> <p>Across the module, some of the topics that tend to be included are; the history of health inequalities; social stratification; poverty; race and gender; and societal norms, attitudes, beliefs and values.</p> <p>Students will be encouraged to explore an area that they are passionate about in relation to health and social inequality, identifying both the national and local actions that are in place to support it.</p> <p>The module embraces the UWS Graduate Attributes which align to the three areas of Universal, Work-ready and Successful (UWS). These overarching statements are then aligned with the three dimensions of Academic, Personal and Professional.</p> <p>We believe that this module supports the student to develop the following UWS Graduate Attributes:</p> <p>Universal – Critical Thinker, Inquiring, Ethically-minded and Research-Minded          Work ready – Knowledgeable, Digitally Literate, Effective Communicator, and Ambitious          Successful – Autonomous, Innovative, Creative, Resilient and Driven</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>HybridO</b>	<b>Work-based Learning</b>
			✓		
<p><b>Face-To-Face</b> Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p><b>Blended</b> 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</p> <p><b>Fully Online</b> 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.</p> <p><b>HybridC</b> Online with mandatory face-to-face learning on Campus</p> <p><b>HybridO</b> Online with optional face-to-face learning on Campus</p> <p><b>Work-based Learning</b> Learning activities where the main location for the learning experience is in the workplace.</p>					

<b>Campus(es) for Module Delivery</b>
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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:
✓						
<b>Term(s) for Module Delivery</b>						
(Provided viable student numbers permit).						
Term 1		Term 2	✓	Term 3		

<b>Learning Outcomes: (maximum of 5 statements)</b>	
<p>On successful completion of this module the student will be able to:</p> <p>L1. Demonstrate an awareness of the nature and scale of health and social inequalities across the UK and explore how race, gender and social class play a role in this</p> <p>L2. Examine the individual concepts of health and social welfare and demonstrate an understanding of the relationship between social structure and ill health</p> <p>L3. Discuss the impact that norms, attitudes, beliefs and/or values across society have on health inequalities</p> <p>L4. Examine a range of health and social inequalities and explore the societal actions used both nationally and locally to address them</p>	
<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<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)	SCQF Level 8. Students will gain a broad knowledge and understanding of concepts of health and social welfare in contemporary society.
Practice: Applied Knowledge and Understanding	SCQF Level 8. Use knowledge and understanding to inform analysis of issues associated with inequalities in health and social welfare for specific individuals, groups and communities.
Generic Cognitive skills	SCQF Level 8. Critically evaluate political and economic measures to reduce inequality.
Communication, ICT and Numeracy Skills	SCQF Level 8. Use relevant statistical evidence to support discussion and analysis of issues associated health and social welfare.
Autonomy, Accountability and Working with others	SCQF Level 8. Take responsibility for preparing to competently participate in seminar discussion to the benefit of other members of the group.  Appreciate the need for effective collaboration between disciplines to meet the health and social care needs of individuals, client groups and communities.
<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>	
<p>A hybrid learning approach is adopted to this module. Content is provided on a weekly basis where students are supported throughout the E:Learning journey with bi-weekly drop in session. There is additionally synchronous activities that support the E:learning materials such as workshops. E-learning materials are varied including videos, Sways and interactive activities. Guidance is provided on all of these methods prior to use.</p>	
<p><b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	9
Independent Study	80
Personal Development Plan	12
Asynchronous Class Activity	72
Tutorial/Synchronous Support Activity	24
Laboratory/Practical Demonstration/Workshop	6
	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: There are no essential core reading materials for this module. The following reading list is recommended to support the content of this module and its learning outcomes:</p> <p>Browne, K. (2011) An Introduction to Sociology. Cambridge: Polity Press</p> <p>Barnard, A. (Ed) (2011) Key themes in Health and Social Care. Abingdon: Routledge</p> <p>Giddens, A. and Sutton, P.W., (2017). Essential concepts in sociology. John Wiley &amp; Sons.</p> <p>Glasby, J., (2017). Understanding health and social care. Policy Press.</p> <p>Hartley, D. (2010) Understanding human needs: social issues, policy and practice. Bristol: Policy</p>	

Hills, J., Sefton, T. And Stewart, K. (2009) Towards a more equal society? Poverty, inequality and policy since 1997. Bristol: Policy

Hjelm, J.R. (2010) The dimensions of health: conceptual models. London: Jones and Bartlett

Marmot, M. And Wilkinson, R.G. (Eds) (2006) Social determinants of health. Oxford: Oxford University Press

McKendrick JH, Mooney G, Dickie J & Kelly P (2011) Poverty in Scotland: Towards a More equal Scotland. London: Child Poverty Action Group.

Sigelman, C.K. and Rider, E.A., (2014) Life-span human development. Cengage Learning.

Townsend, P. (1992) Inequalities in Health: The Black Report. 2nd Edition. Harmondsworth: Penguin

WHO (2008) Closing the gap in a generation: health equity through action on the social determinants of health. Geneva: WHO

(\*\*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](#)

## Supplemental Information

<b>Programme Board</b>	Mental Health Nursing & IP
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	MHN&IP L7-8
<b>Moderator</b>	K Cahill
<b>External Examiner</b>	K Truscott
<b>Accreditation Details</b>	
<b>Version Number</b>	3.08

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

Seminar Presentation (40%)

Essay (2000 words) (60%).

(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.)

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>	
Presentation	✓				40	0	
<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>	
Essay		✓	✓	✓	60	0	
<b>Combined Total For All Components</b>					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

Equality and diversity is at the heart of the module – recognising that this is key to the student experience within the module.

Through the hybrid approach taken the module is inclusive and supports the belief of fairness and equal opportunities across the teaching and learning, assessment, and evaluation processes within the module. This is further supported by any anticipatory adjustments and additional flexibility that is required to ensure accessibility of the module.

All students are encouraged to disclose disability and any specific individual needs is given consideration by the module team.

To ensure the module is responsive to the demand for equality and diversity UWS Equality and Diversity Policy is a key driver in the ethos of teaching and learning processes within the module

[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)