University of the West of Scotland

Module Descriptor

Session: 2023/24
Last modified: 12/04/2022 12:06:23
Status: Published

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided

Title of Module: Building Healthy Communities

Code: NURS08056	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 30	ECTS: 15 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Amanda Hobbs		

Summary of Module

The focus of this module is to consider the application and evaluation of strategies to address public health priorities at a community level. Central to this is the understanding of the impact of inequality on groups and communities that experience discrimination and exclusion (social, political and economic).

The role of health and social care and third sector organisations will be examined including multi-sector partnerships, promoting community engagement, recognising diversity, promoting inclusivity and advancing equality of opportunity.

Community-centred approaches to health promotion will be explored in the context of health inequality including the immediate physical environment, social connectivity, deprivation, access to services and social capital.

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.

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)

On successful completion of this module the student will be able to:

L1 – Discuss the role of health and social care professionals in reducing health inequalities.

L2 - Examine health issues and promotion strategies at a community level - considering environmental, social, economic factors to address health inequalities in marginalised groups.

L3 - Evaluate the impact of contemporary approaches to improving public health on the public health agenda in Scotland and internationally.

L4. Discuss the need for an inclusive approach when planning and delivering community-centred approaches to public health.

L5. Demonstrate evidence of ongoing achievement of the relevant professional standards.

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 Level 8. Explore current public health concerns, including modifiable risk factors, and the impact on self, individuals and communities across a life course. Demonstrate an understanding of the principles and concepts of health improvement, promotion, education, prevention, protection and empowerment. Investigate contemporary behavioural change methods and skills. Critically appraise the public health improvement agenda at local, national and international levels.
Practice: Applied Knowledge and Understanding	SCQF Level 8. Apply a range of the principal skills, techniques and practices relating to health behavioural change methodologies. Demonstrate creativity in the application of knowledge, understanding and practice.
Generic Cognitive skills	SCQF Level 8. Critical appraisal and evaluation including evidenced-based solutions. Planning and evaluating health promotion activities according to individual needs.
Communication, ICT and Numeracy Skills	SCQF Level 8. Convey effective communication and negotiation skills to plan, implement and evaluate health and well-being activities with a range of individuals at university, work and in the wider community. Effective use of ICT to explore evidence based resources to support and inform health interventions. Analyse and evaluate activities using a range of numerical and graphical data.
Autonomy, Accountability and Working with others	SCQF Level 8. Assess, plan, implement and evaluate an independent health promotion activity. Practice in ways which draw on critical reflection on own and others roles and responsibilities.

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

* Indicates that module descriptor is not published.

Learning and Teaching

Students work collaboratively in small groups in this module developing skills in teamwork and collaboration. The use of peer review, project work and feedback on skills development encourages self-reflection and the ability to accept and provide constructive feedback.
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.

Module hours exceed the norm because of the practice learning element.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	12
Tutorial/Synchronous Support Activity	24
Laboratory/Practical Demonstration/Workshop	12
Work Based Learning/Placement	280
Asynchronous Class Activity	40
Independent Study	52
Personal Development Plan	4
	440 Hours Total

Indicative Resources: (eg. Core text, journals, internet access)

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

Communities Channel Scotland (2022) Welcome to Communities Chanel Scotland. Available at http://www.communityscot.org.uk/ (accessed 17 March 2022)

Evans, D., Coutsaftiki, D., and Fathers, C.P. (2017) Health Promotion and Public Health for Nursing Students.
3rd ed. London: SAGE

Hubley, J., Copeman, J., and Woodall, J. (2020) Practical Health Promotion. 3rd ed. London: Polity Press

Naidoo, J. and Wills, J. (2016) Foundations for Health Promotion. 4th ed. London: Elsevier

Public Health Scotland (2021) Live in vibrant, healthy and safe places and communities. Available at https://www.publichealthscotland.scot/our-areas-of-work/improving-our-health-and-wellbeing/scotlands-publichealth-priorities/live-in-vibrant-healthy-and-safe-places-and-communities/(accessed 17 March 2022)

Scottish Government (2018) Scotland's public health priorities Available at: https://www.gov.scot/publications/scotlands-public-health-priorities (accessed 17 March 2022)

Pears, R. and Shields, G. (2019) Cite them right: the essential referencing guide. 11th ed. London: Red Globe Press.

(**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: 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.

Supplemental Information

Programme Board	Adult Nursing & Healthcare
Assessment Results (Pass/Fail)	No
Subject Panel	BSc Pre-registration Adult Nursing Programme
Moderator	Amanda Carson
External Examiner	G Cox
Accreditation Details	
Changes/Version Number	2.03 Indicative resources updated Assessment: Remove reference to Community Health and Social Care report (reasons: practical issues; students directly accessing Part 2 and transferring students will not have done this assessment. Summative report wording more generic to take into account hybrid teaching and current restrictions in accessing community service e.g. schools/community centres, etc.

Assessment: (also refer to Assessment Outcomes Grids below)

ILO 1, 2. 3 & 4 will be assessed using a 2500 word report. Pass mark 40%

ILO 5 is assessed by successful completion of practice placement as evidenced by Practice Assessment Document.

(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

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Report of practical/ field/ clinical work	✓	✓	✓	✓		100	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Performance/ Studio work/ Placement/ WBL/ WRL assessment					✓	0	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

This module is appropriate for all students. 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 a student has disclosed specific requirements.

This module has a practice element and takes account of the Nursing and Midwifery Council's statement on reasonable adjustments (NMC 2019) (https://www.nmc.org.uk/globalassets/sitedocuments/eandd/reasonableadjustments-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".

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)