

Module Descriptor

Title	Building Healthy Communities		
Session	2024/25	Status	Published
Code	NURS08056	SCQF Level	8
Credit Points	30	ECTS (European Credit Transfer Scheme)	15
School	Health and Life Sciences		
Module Co-ordinator	Samantha Bannerman		
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 the 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	On-Campus¹ <input checked="" type="checkbox"/>	Hybrid² <input type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input checked="" type="checkbox"/> Ayr <input checked="" type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	

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

Terms for Module Delivery	Term 1	<input type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
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)	<p>SCQF 8</p> <p>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.</p> <p>Investigate contemporary behavioural change methods and skills.</p> <p>Critically appraise the public health improvement agenda at local, national and international levels.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF 8</p> <p>Apply a range of the principal skills, techniques and practices relating to health behavioural change methodologies.</p> <p>Demonstrate creativity in the application of knowledge, understanding and practice.</p>
Generic Cognitive skills	<p>Please select SCQF Level</p> <p>Critical appraisal and evaluation including evidenced-based solutions.</p> <p>Planning and evaluating health promotion activities according to individual needs.</p>
Communication, ICT and Numeracy Skills	<p>Please select SCQF Level</p> <p>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.</p> <p>Effective use of ICT to explore evidence based resources to support and inform health interventions.</p>

	Analyse and evaluate activities using a range of numerical and graphical data
Autonomy, Accountability and Working with Others	SCQF 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.

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching	
<p>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.</p> <p>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.</p> <p>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.</p>	
Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(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
Asynchronous Class Activity	40
Independent Study	52
Practice-based Learning	280
Personal Development Planning	4
TOTAL	424

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

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Communities Channel Scotland (2022) Welcome to Communities Channel 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)

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:

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.

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](#).

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.

(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	Adult Nursing Community Health
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	BSc Pre-registration Adult Nursing Programme
Moderator	Amanda Carson
External Examiner	G. Cox
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input type="checkbox"/> No
Changes / Version Number	2.04

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

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

Assessment 2

ILO 5 is assessed by successful completion of practice placement as evidenced by submission of Practice Assessment Document. (Pass or Fail Grade)

Assessment 3

N/A

(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
Written Summative Report	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100%	0

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Practice Learning Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	100%	0

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	hours

Change Control

What	When	Who