Module Descriptor

Title	Building Healthy Communities		
Session	2026/27	**Status**	Suspended
Code	NURS08056	**SCQF Level**	8
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**Health and Life Sciences**		
Module Co-ordinator	Connstance Farrell		

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-Campus[1]** ☐	**Hybrid[2]** ☒	**Online[3]** ☐	**Work -Based Learning[4]** ☐
Campuses for Module Delivery	☒ Ayr ☒ Dumfries	☒ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ 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	☐	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	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 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 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 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 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 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
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. 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.

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	12
Tutorial / Synchronous Support Activity	24
Laboratory / Practical Demonstration / Workshop	12
Personal Development Plan	4
Practice-based Learning	280
Asynchronous Class Activity	40
Independent Study	48
TOTAL	420

Indicative Resources
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: 7 February 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 (2018) Scotland's public health priorities. Available at https://www.gov.scot/publications/scotlands-public-health-priorities/pages/4/ (Accessed: 7 February 2025)

Pears, R. and Shields, G. (2022) Cite them right: the essential referencing guide. 12th Edn. London: Bloomsbury Academic

(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 attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

100% attendance is expected in this module. If your attendance falls below 80%, you will be contacted, in adherence to the 24/25 UWS Student Attendance and Engagement Procedure, and may be asked to agree a re-engagement support plan.

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.

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.

This module is appropriate for all students. 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. 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 appropriate.

All learning materials, activities and scenarios will utilise a diverse range of patients to reflect the diversity of students.

Professional programmes have Standards of Proficiency which detail the knowledge, skills and understanding required to be met to permit professional registration to be able to practise safely and effectively in the profession. As an education provider for this professional

programme, UWS is not able to adjust these standards. However, we can make reasonable adjustments to assist students in meeting these 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	**Adult Nursing Community 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	Pre-registration Adult Nursing
Moderator	Tamsin MacBride
External Examiner	R Armstrong
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	3

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.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**
Report of practical/ field/ clinical work	☒	☒	☒	☒	☐	100	0

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Performance/ Studio work/ Placement/ WBL/ WRL assessment	☐	☐	☐	☐	☒	0	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	When	Who