Module Descriptor

Title	Diversity and Inclusion in Healthcare		
Session	2026/27	**Status**	Published
Code	NURS08078	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Jennifer Mack		

Summary of Module

This module will faciliate students to understand the importance of diversity and inclusion policies and practices within nursing, health and social care. Students will engage in class, group and independent learning activities covering such topics as marginalised groups, protected characterstics, intersectionality and caring for people with neurodivergency and dementia.

Students will develop an understanding of the health challenges faced by marginalised groups and the role of the nurse in promoting access to appropriate care and the health and wellbeing for these marginalised groups. This will include reviewing psychological impact and ethical principles in relation to care provision for individuals from these marginalised groups, including the role of third sector organisations. As part of this module, students will complete Part 2 of 'Discover Dementia' which further develops achieving skilled level of the Promoting Excellence Framework. This will include exploring the conditions from an acute and chronic perspective and considering the physical, mental and social impacts the condition may cause.

This module will also enhance the students' understanding of the role of socio-political, economic and cultural influences on healthcare provision and its possible impact on the health of marginalised groups.

Key ethical and legal principles that relate to nursing practice will be explored in this module. This will include relevant Acts of Parliament, ethical dilemmas in nursing and consideration of contemporary health and/or social care topics.

Formative opportunities will be provided during this module in a variety of mechanisms which may include: feedback on classroom-based activities from academics and/or peers, feedback on performance of nursing skills and procedures, feedback on assessment plans or short pieces of formative work and feedback from wider university support services (e.g. Academic skills team).

Educate students to understand the evidence base around the concept of marginalised groups including inequalities and the role of the nurse. An examination of the drivers and influences on healthcare provision for marginalised groups including the concept of care ethics in relation to access to health and social care in third sector organisations. This module contributes to the UN Sustainable Development Goals (SDGs) (2023) SDG-1 No Poverty, SDG 3 Good Health and Wellbeing, SDG - 4 Quality Education, SDG-5 Gender Equality, SDG-10 Reduced Indequalities and SDG-16 Peace Justice and Strong Institutions, whilst also aligning to the graduate attributes of UWS; universal, work-ready and successful.

United Nations (2023) Sustainable Development: The 17 Goals. Available from: https://sdgs.un.org/goals

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)	

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 evidence-base around the concept of marginalised groups and inequalities in health for people from these groups.
L2	Examine the role of the nurse in supporting people within marginalised groups.
L3	Examine the drivers and influences on healthcare provision for marginalised groups.
L4	Discuss the concepts of care ethics in relation to access to health and social care and the role of third sector organisations.
L5	

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** Knowledge and understanding of marginalised groups, protected characteristics and intersectionality. Knowledge and understanding of barriers to healthcare provision for those in marginalised groups, and the role of the nurse in supporting

[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

	access to healthcare and promoting health and wellbeing within marginalised groups. Knowledge and understanding of the socio-political and economic drivers which influence health care, as well as cultural aspects which can be influence health literacy and behaviours within marginalised groups. Knowledge and understanding of psychological impact and influences towards and within marginalised groups and the use of trauma informed care in supporting those within these groups. Knowledge and developing understanding of the ethics and laws related to marginalised groups, their access to healthcare and the role of the nurse in navigating ethical and legal dilemmas.
Practice: Applied Knowledge and Understanding	**SCQF 8** Application of knowledge and understanding in relation to access to healthcare provision for those from marginalised groups as related in case studies. Application of knowledge and understanding in relation to the nurses role supporting access to healthcare and promoting health and wellbeing for those from marginalised groups as related in case studies. Application of knowledge and understanding on ethical and legal dilemmasin relation to marginalised groups through class debates. Application of knowledge and understanding in relation to use of trauma informed care for marginalised groups, practiced within a classroom setting.
Generic Cognitive skills	**SCQF 8** Demonstrate investigative problem solving and decision-making skills. Interpretation of data from research publications, government reports and recognised Non-Government Organisation reports. Analysis of evidence and making recommendation for care based upon that analysis, eg in relation to trauma informed care, accessing healthcare, promoting health and wellbeing, ethical and/or legal dilemmas.
Communication, ICT and Numeracy Skills	**SCQF 8** Engage with a range of technologies to enhance independent learning. Develop a range of communication and interpersonal skills, with a variety of stakeholders e.g. student peers, lecturers, guest speakers, and variety of situations eg during classes, scenario based communication skills practice, group work and debates. Use a range of numerical skills in relation to interpreting data from research and reports. Understanding of terminology linked to professional communication and diversity and inclusive healthcare.
Autonomy, Accountability and Working with Others	**SCQF 8** Developing self-confidence and self-efficacy. Developing professional accountability and an appreciation of their role within the wider multi-disciplinary team, that includes patients and their families.

	Introduction to their role in supporting access to healthcare and promoting health and wellbeing for all individuals and communities.

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.

You will be taught through a combination of lectures, tutorials, workshops and, if part of this module, guided activity in our clinical skills laboratories. This will be supported by materials hosted on our virtual learning environment. Your time on campus is also designed to support your professional development as you work towards becoming a Registered Nurse. Group work, role play, and presentations help you to develop the communication, teamworking and leadership skills needed for professional practice.

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	18
Tutorial / Synchronous Support Activity	18
Personal Development Plan	3
Independent Study	161
n/a	
n/a	
TOTAL	200

Indicative Resources

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

Wild, K. & McGrath, M. (2019) Public Health and Health Promotion for Nurses: at a glance. Hoboken: John Wiley & Sons.

Allan, H. T., Traynor, M., Kelly, D. & Smith, P. (2016) Understanding Sociology in Nursing. London: SAGE Publications.

Gross, R. D. & Kinnison, N. (2017) Psychology for Nurses and Health Professionals. 2nd edn. Routledge.

Nursing and Midwifery Council (NMC) (2018) The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates. Available at https://www.nmc.org.uk/standards/code/ (Accessed: 07 January 2025).

Griffith, R. & Tengnah, C. (2023) Law and Professional Issues in Nursing. 6th edn. London: Learning Matters.

Buka, P. (2020) Essential Law and Ethics in Nursing: patients, rights and decision making. 2nd edn. London: CRC Press.

Avery, G. (2016) Law and Ethics in Nursing and Healthcare: An Introduction. 2nd edn. London: SAGE Publications.

Ahmed, A. & Rogers, M. (eds). (2016) Working with Marginalised Groups: From Policy to Practice. London: Palgrave.

(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:

The Nursing and Midwifery Council require that students complete 2300 hours of theoretical preparation. Therefore, there is an expectation that all students attend all scheduled activities associated with the module. This includes on campus and synchronous online activities.

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.

The Nursing and Midwifery Council (2019) have additional information regarding reasonable adjustments which can be found here: https://www.nmc.org.uk/supporting-information-on-standards-for-student-supervision-and-assessment/student-empowerment/what-to-expect/reasonable-adjustments-if-applicable/

(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	Amanda Hobbs
External Examiner	D Gallimore
Accreditation Details	NMC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Writen - case study based upon someone the student has cared for in a clinical setting with reflection on ethical/legal issues as discussed in class.
Assessment 2
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**
Case study	☒	☒	☒	☒	☐	100	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

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