Module Descriptor

Title	Adult Nursing: Promoting Health & Wellbeing		
Session	2026/27	**Status**	Published
Code	NURS08079	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Nicole Clocherty		

Summary of Module

This level 8 modules, builds upon The Context of Modern Nursing and Values in Care modules from level 7. Students will explore key concepts in relation to promoting health and wellbeing in their role as nursing students and future registrants.

The module will explore personal health and wellbeing in relation to being a Registered Nurse, as required by the NMC. This shall also include understanding steps to maintain personal resilience and wellbeing as both a nursing student and registrant.

Students will develop an understanding of the key concepts of health, the determinants of health and health inequalities.They will consider their role as a health promoter and current policy drivers and theories around health promotion. Students will understand the nurses' role in relation to screening programmes and how health promotion can apply to most patient groups, including those living with a long-term condition (be that physical or mental health). In addition, students will appreciate how taking a person-centred and compassionate approach to care provision influences patient wellbeing.

Students will develop understanding of epidemiology, including current trends and how epidemiological data can be used in relation to targeting interventions.They will revisit sociology to consider socio-political and economic factors influencing health and wellbeing and how culture influences health behaviours. In addition, students will explore psychological concepts around behaviour change models, trauma informed practice and the impact of adverse childhood experiences. Students will develop understanding around key concepts of child safeguarding, adult safeguarding, gender-based violence, living with addiction and living with self-harm/suicidial ideation and how these may present in nursing practice.

The use of technology to promote health and wellbeing will also be explored within this module, with students developing an understanding of how they may use technology in their practice for this purpose.

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 and promote global citizenship and the impact of the social determinants of health and to promote well-being for everyone. Nurses are on the front line of health care, providing direct care to patients, performing health screenings, administering medications, and educating people about disease prevention. This module contributes to the

UN Sustainable Development Goals (SDGs) (2023) SDG 3 Good Health and Wellbeing, SDG - 4 Quality Education, and SDG-10 Reduced Indequalities, 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-based around the concept of health, the determinants of health and key drivers that promote health and wellbeing.
L2	Examine the nurses role in maintaining their own health and wellbeing and promoting it for others.
L3	Discuss health promotion theories and their application to practice.
L4	Discuss the use of technology in promoting health and wellbeing.
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 health, the factors that influence health and the role of the nurse in health promotion. Knowledge and understanding of epidemiology, sociology and psychology in relation to

[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

	health promotion. Knowledge and understanding of key concepts relating to vulnerable groups and how they may present in clinical practice. Knowledge of how technology can be used to promote health and wellbeing.
Practice: Applied Knowledge and Understanding	**SCQF 8** Applied knowledge and understanding of health promotion techniques that relate to authentic clinical practice. Applied knowlegde of how to care for specified vulnerable groups and where additional support can be gained.
Generic Cognitive skills	**SCQF 8** Sourcing and critiquing evidence from a range of sources. Interpretation of data from a range of sources. Problem solving and using creativity in the pursuit of health promotion. Recognising ways to maitain own health and wellbeing.
Communication, ICT and Numeracy Skills	**SCQF 8** Utilising a range of ICT skills to source data to support learning. Communication skills and techniques that can be used to faciliate health promotion and for challenging conversations. Developing professional communication skills when working with peers. Numeracy skills when reviewing epidemiological and other data in relation to health and disease trends.
Autonomy, Accountability and Working with Others	**SCQF 8** Demonstrate responsibility for personal learning and development. Work with others to undertake educational activites which link to future role as a Registrant. Demonstrate autonomy when undertaking learning and teaching activites.

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. Public Health Scotland (2025) Homepage. Available at: https://publichealthscotland.scot (Accessed: 11 January 2025). Naidoo, J. and Wills, J. (2016) Foundations for Health Promotion. 4th Ed. London: Elsevier. Dahlgren, G. and Whitehead, M. (2021) The Dahlgren-Whitehead model of health determinants: 30 years on and still chasing rainbows,Public Health,Volume 199,2021,Pages 20-24,ISSN 0033-3506 The Scottish Health Survey (2023). Available at: https://www.gov.scot/collections/scottish-health-survey/ Population Health Directorate (Scottish Government) : https://www.gov.scot/about/how-government-is-run/directorates/population-health/
(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	Samantha Bannerman
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
Creative/Oral - students will design a resource that can be used to promote health and wellbeing, using a range of relevant evidence to underpin their work.
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**
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral	☒	☒	☒	☒	☐	100	0.5

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%	0.5 hours

Change Control

What	**When**	**Who**
