



## Module Descriptor

<b>Title</b>	PS: Building Healthy Communities		
<b>Session</b>	2025/26	<b>Status</b>	Published
<b>Code</b>	PARA08002	<b>SCQF Level</b>	8
<b>Credit Points</b>	30	<b>ECTS (European Credit Transfer Scheme)</b>	15
<b>School</b>	Health and Life Sciences		
<b>Module Co-ordinator</b>	Julie McLaren		
<b>Summary of Module</b>			
<p>Paramedics are in a prime position to promote healthy behaviours and public health with their patients. They can optimise their time (which is often limited) with their patient to provide strategies, referrals and interventions to support them with health promotion. Paramedics are distinctive, in that, they often start the patient journey within their own environment and surroundings giving them a unique insight into the environment in which they live. This also gives them an opportunity to identify if their patient lives within a marginalised group and/or be vulnerable to health inequalities.</p> <p>During this module students will learn about their role as a paramedic in more detail considering their extended role within the community and the impact, they can have on their patients from a healthy behaviour perspective.</p> <p>With the help of this module students will demonstrate an understanding of health behaviours and linked modifiable health risks (mental, physical, environmental and social) and consider the affect these might have on being able to successfully promote health in communities and empower others to change their behaviours. Students will also evaluate health inequalities in a variety of populations including marginalised groups and consider their role in bridging these gaps and improve health and access to healthcare.</p> <p>The module will teach students about appropriate referral pathways that can be utilised to support patients in their journey as well as encouraging them to consider safeguarding and public protection challenges that they and their patients may be faced with.</p>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input checked="" type="checkbox"/>	<b>Online<sup>3</sup></b> <input type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
<b>Terms for Module Delivery</b>	Term 1 <input type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input checked="" type="checkbox"/>	
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

<b>Learning Outcomes</b>	
<b>L1</b>	Critically discuss the role of health and social care services in reducing inequalities
<b>L2</b>	Evaluate the impact of contemporary approaches to improving public health on the public health agenda locally, in Scotland and internationally
<b>L3</b>	Apply health promotion and behavioural change skills to support individuals, families and carers to manage health and well-being
<b>L4</b>	Demonstrate awareness and understanding of people's diversity in the context of health agendas in Scotland
<b>L5</b>	

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<p><b>SCQF 8</b></p> <p>Exploring current public health concerns, including modifiable risk factors and the impact on self, individuals and communities across a life course</p> <p>Demonstrating an understanding of the principles and concepts of health improvement, promotion, education, prevention, protection and empowerment</p> <p>Investigating contemporary behavioural change methods and skills</p> <p>Critically appraising the public health improvement agenda at local, national and international levels</p>

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

<b>Practice: Applied Knowledge and Understanding</b>	<p><b>SCQF 8</b></p> <p>Applying a range of principle skills, techniques and practices relating to health behavioural change methodologies.</p> <p>Demonstrating creativity in the application of knowledge, understanding and practice</p>
<b>Generic Cognitive skills</b>	<p><b>SCQF 8</b></p> <p>Critically appraising and evaluating including identifying evidence based solutions</p> <p>Planning and evaluating health promotion activities according to individual need</p>
<b>Communication, ICT and Numeracy Skills</b>	<p><b>SCQF 8</b></p> <p>Conveying 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>Effectively using ICT to explore evidence based resources to support and inform health interventions</p> <p>Analysing and evaluating activities using a range of numerical and graphical data</p>
<b>Autonomy, Accountability and Working with Others</b>	<p><b>SCQF 8</b></p> <p>Assessing, planning, implementing and evaluating an independent health promotion activity</p> <p>Practicing in ways which draw in critical reflection on own and others roles and responsibilities</p>

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>
<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 will work collaboratively in small groups on this module developing skills in teamwork, interdependency and relationship building. The use of project work, reflection and peer reviewing will encourage self-regulation, shared decision making and effective communication.</p> <p>The learning and teaching strategies applied to this module contribute towards the development of UWS Graduate Attributes:</p> <p>Universal – Culturally aware, Collaborative, Socially responsible</p> <p>Work Ready – Problem solver, Effective communication, Knowledgeable</p> <p>Successful – Innovative, Creative, Resilient</p>

<b>Learning Activities</b>	<b>Student Learning Hours</b>
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
Laboratory / Practical Demonstration / Workshop	12
Asynchronous Class Activity	30
Independent Study	246
n/a	
n/a	
<b>TOTAL</b>	<b>300</b>

<b>Indicative Resources</b>
<p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>Hubley, J., Copeman, J. and Woodall, J., 2021. Practical health promotion. John Wiley &amp; Sons.</p> <p>Naidoo, J. and Wills, J., 2009. Foundations for Health Promotion E-Book: Foundations for Health Promotion E-Book. Elsevier Health Sciences.</p> <p>Thompson, S.R. (2023). The Essential Guide to Public Health and Health Promotion (2nd ed.). Routledge. <a href="https://doi.org/10.4324/9781003411321">https://doi.org/10.4324/9781003411321</a></p> <p>Public Health Scotland (2021) Health Inequalities [online] Available at: <a href="https://www.healthscotland.scot/health-inequalities">https://www.healthscotland.scot/health-inequalities</a></p> <p>NHS Education Scotland (2023) AHP Public Health [online] Available at: <a href="https://www.nes.scot.nhs.uk/our-work/ahp-public-health/">https://www.nes.scot.nhs.uk/our-work/ahp-public-health/</a></p> <p>National Institute for Care and Health Excellence (NICE) (2024) Nice and health inequalities [online] Available at: <a href="https://www.nice.org.uk/about/what-we-do/nice-and-health-inequalities">https://www.nice.org.uk/about/what-we-do/nice-and-health-inequalities</a></p> <p>Scottish Government (2018) Scotland’s public health priorities [online] Available at: <a href="https://www.gov.scot/publications/scotlands-public-health-priorities/">https://www.gov.scot/publications/scotlands-public-health-priorities/</a></p>
<p><b>(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)</b></p>

<b>Attendance and Engagement Requirements</b>
<p><b>In line with the <a href="#">Student Attendance and Engagement Procedure</a>, 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.</b></p> <p><b>For the purposes of this module, academic engagement equates to the following:</b></p> <p>Students are expected to attend 100% of module sessions and complete all assigned asynchronous content. Students who fail to achieve a minimum of 80% attendance will not be eligible for assessment.</p>

**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**

<b>Divisional Programme Board</b>	<b>Biological Sciences Health</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>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.</b>
<b>School Assessment Board</b>	Health
<b>Moderator</b>	Lindsey Stubbs
<b>External Examiner</b>	M Willis
<b>Accreditation Details</b>	HPCP
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	1.04

**Assessment (also refer to Assessment Outcomes Grids below)****Assessment 1**

Students will work in small groups to design, develop and present a health promotion activity for a patient group within the community.

**Assessment 2**

Students will submit a reflective account detailing their role within their presentation group as well as the successes and challenges of this activity

**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.)

<b>Component 1</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Presentation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	60	0.5

<b>Component 2</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Essay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	40	0

<b>Component 3</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Combined total for all components</b>						100%	0.5 hours

#### **Change Control**

<b>What</b>	<b>When</b>	<b>Who</b>
Module Co-ordinator	August 2023	Julie McLaren
Learning Activities and Learning Hours	August 2023	Julie McLaren
Summative Assessment	August 2023	Julie McLaren