Module Descriptor

Title	Public Health & Health Promotion		
Session	2026/27	**Status**	Published
Code	PARA08007	**SCQF Level**	8
Credit Points	10	**ECTS (European Credit Transfer Scheme)**	5
School	**Health and Life Sciences**		
Module Co-ordinator	Julie McLaren		

Summary of Module

This online module will explore the role of the modern paramedic in understanding the local, national, and international influences of public health policy and health promotion activity on reducing health inequalities.

Through a series of asyncronous tasks and learning activities, students will demonstrate a critical understanding of the responsibilities of the paramedic in educating patients to improve health literacy, providing a holistic approach to supporting health & social care.

Syllabus:

1. Health Promotion
2. Health Inequalities
3. Determinants of Health
4. Health Education/Literacy
5. National/Worldwide Public Health
6. Notifiable Disease

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☐	☐	☒	☐

[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

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	Critically discuss the role of the paramedic in health promotion, health education and preventing ill health.
L2	Evaluate the impact of contemporary approaches to improving public health on the public health agenda locally, nationally and internationally.
L3	Apply health promotion and behavioural change skills to empower and enable individuals (including service users and colleagues) to play a part in managing their own health.
L4	Demonstrate a critical understanding of the principles of Equality, Diversity, and Inclusion, and their impact upon service users experience of health & social care.
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** Demonstrate an understanding of current issues within public health across local, national, and international contexts. Demonstrate an insightful understanding of the key concepts of health inequalities, health promotion, and health literacy within holistic, person-centred prehospital care. Understand the concept of notifiable diseases and appropriate reporting processes if encountered in clinical practice.
Practice: Applied Knowledge and Understanding	**SCQF 8** Apply knowledge of the core concepts of health promotion, health inequalities, and determinants of health in the creation of patient educational resources. Understand the application of healthcare pathways in promoting a realistic approach to medicine within the context of pre-hospital care.
Generic Cognitive skills	**SCQF 8** Demonstrate a critical analysis of the literature associated with the core module concepts within the context of modern prehospital care. Understand the application of evidence-based practice to developing person-centred approaches to the core concepts within the module material.

Communication, ICT and Numeracy Skills	**SCQF 8** Communicate complex healthcare related information including graphical and/or numerical data in a clear and concise manner. Utilise ICT to develop accessible, evidence-based resources aimed at a range of patient groups.
Autonomy, Accountability and Working with Others	**SCQF 8** Utilise own autonomy in engagement with asynchronous learning activities. Show awareness of the role of the modern paramedic in health promotion and addressing health inequalities.

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. Teaching on this module combines interactive lectures, tutorial and self-paced activities to support learners to develop knowledge and understanding the role of health promotion in paramedic science. The learning and teaching strategies applied to this module contribute towards the development of UWS Graduate Attributes: Universal – Culturally aware, Collaborative, Socially responsible Work Ready – Problem solver, Effective communication, Knowledgeable Successful – Innovative, Creative, 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	18
Asynchronous Class Activity	8
Independent Study	74
n/a	
n/a	
n/a	
TOTAL	100

Indicative Resources

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

Hubley, J., Copeman, J. and Woodall, J., 2021. Practical health promotion. John Wiley & Sons.

Naidoo, J. and Wills, J., 2009. Foundations for Health Promotion E-Book: Foundations for Health Promotion E-Book. Elsevier Health Sciences.

Thompson, S.R. (2023). The Essential Guide to Public Health and Health Promotion (2nd ed.). Routledge. https://doi.org/10.4324/9781003411321

Public Health Scotland (2021) Health Inequalities [online] Available at: https://www.healthscotland.scot/health-inequalities

NHS Education Scotland (2023) AHP Public Health [online] Available at: https://www.nes.scot.nhs.uk/our-work/ahp-public-health/

National Institute for Care and Health Excellence (NICE) (2024) Nice and health inequalities [online] Available at: https://www.nice.org.uk/about/what-we-do/nice-and-health inequalities

Scottish Government (2018) Scotland's public health priorities [online] Available at: https://www.gov.scot/publications/scotlands-public-health-priorities/

(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:

Students are expected to attend 100% of taught online sessions completing all assigned asynchronous content and coursework.

Students who fail to achieve a minimum of 80% engagement will not be eligible for assessment.

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.

(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	**Biological Sciences 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	Health
Moderator	Lindsey Stubbs
External Examiner	P Burke
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Health promotion resource presentation - 100%. Students will develop a learning resource aimed at a specifc patient group addressing a known health inequality or contemporary healthcare issue. This will be submitted as a 10 minute recorded presentation.
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**
Presentation	☒	☒	☒	☒	☐	100	0.17

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%	0.17 hours

Change Control

What	When	Who