Module Descriptor

Title	Nursing and Public Health		
Session	2026/27	**Status**	Published
Code	NURS09249	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Laura Hampson		

Summary of Module

This module equips nursing students with foundational knowledge and skills in public health, emphasizing the interconnectedness of population health, nursing practice, and determinants of health. Students will explore core public health principles such as disease causation, epidemiology, and population health assessment, focusing on how these concepts inform nursing interventions. Central to the module is an examination of social determinants of health and their role in perpetuating health inequalities, both in Scotland and globally.

A key component of the module is the exploration of health promotion theory, including its application across diverse environments, life stages, and cultural contexts. Students will critically assess the nurse's role in addressing health inequalities and promoting wellbeing through evidence-based, person-centered strategies.

The module bridges theory and practice, culminating in the creation of a tailored health promotion resource. This practical project encourages students to address a specific public health need by applying public health principles, recognizing social determinants of health, and using creative and accessible methods. This experiential approach ensures students are prepared to make meaningful contributions to public health nursing in their future nursing roles.

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) TNE Bangladesh	
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	Explain the principles of public health, including disease causation, epidemiology, and assessing health needs across populations, demonstrating understanding of appropriate nursing practice.
L2	Critically analyse the impact of social determinants of health on health inequalities, with reference to both Scottish and international populations.
L3	Design an evidence-informed health promotion resource that addresses the health needs of a specific population, showing application of relevant theory and practice.
L4	Evaluate the nurse's role in promoting health and addressing inequalities across the lifespan.
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 9** Explain the principles of public health, including disease causation, epidemiology, and social determinants of health, and their application to nursing practice.
Practice: Applied Knowledge and Understanding	**SCQF 9** Design an evidence-informed health promotion resource tailored to a specific population and public health need.
Generic Cognitive skills	**SCQF 9** Critically evaluate the impact of social determinants of health on inequalities and the nurse's role in addressing these.
Communication, ICT and Numeracy Skills	**SCQF 9** Interpret epidemiological data and effectively communicate public health information through written and practical outputs.
Autonomy, Accountability and Working with Others	**SCQF 9** Demonstrate autonomy and accountability in designing and reflecting on health promotion strategies while considering interdisciplinary collaboration.

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 within this module uses a range of interactive approaches to support students in developing understanding of public health concepts and their application to practice. Micro lectures introduce key ideas and theoretical perspectives, which are then explored further through small group work and case study discussion to encourage collaborative learning and critical engagement with public health issues. Students also engage with creative methods to apply their learning, including the design of health promotion materials such as posters, leaflets and digital resources, enabling them to translate public health knowledge into accessible and practical communication strategies.

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	8
Tutorial / Synchronous Support Activity	28
Personal Development Plan	10
Independent Study	154
n/a	
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Braveman, P. (2023) Social Determinants of Health and Health Disparities. Oxford University Press. Edelman, C. and Kudzma, E. (2022) Health Promotion Throughout The Life Span. 10th edn. S.L.: Elsevier - Health Science.* Eiser, D., Congreve, E., Crummey, C. and Catalano, A. (2022). Health Inequalities in Scotland: Trends in the socio-economic determinants of health in Scotland. Stanhope, M. and Lancaster, J. (2021). Foundations for population health in community/public health nursing. 6th edn. S.L.: Elsevier - Health Science.
(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 all timetabled classes and scheduled meetings with academic staff. International students must comply with UK Home Office Visa and Immigration (UKVI) requirements for on-campus activities.

Attendance at every class or meeting is recorded and forms part of the student's attendance monitoring record. Failure to meet the attendance requirements as outlined by UKVI may affect the status of a student's visa. A lack of engagement could lead to the loss of visa sponsorship.

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 where appropriate. All learning materials, activities and scenarios will utilise a diverse range of patients to reflect the diversity of students.
(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	Community and Health
Moderator	Nick Fuller
External Examiner	N Blythe
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**

Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Practical - Creative Output Students will create a practical, evidence-based health promotion resource. The resource could be a poster, leaflet, video or any other medium used to communicate public health advice to the public.
Assessment 2
Assignment - Report A 2000-word report accompanying the health promotion resource.
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**
Creative output/ Audiotapes/ Videotapes/ Games/ Simulations	☒	☐	☒	☐	☐	40	3

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Report of practical/ field/ clinical work	☒	☒	☒	☒	☐	60	0

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

Change Control

What	When	Who