Module Descriptor

Title	Improving Population Health		
Session	2026/27	**Status**	Published
Code	HLTH10003	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Christopher Mafuva		

Summary of Module

Significant improvements in UK and European health status in terms of the major diseases of cancer, heart disease and stroke have occured, although these improvement have not been experienced by everyone. Unacceptable inequalities in health still exist across societal groups and in developing countries challenges in improving population health often remain unaddressed.

Recent global and national policies have highlighted the importance of the distinctive contribution that health and social care practitioners make to improving public health. However, they stress the need for this contribution to be much more focussed and targeted to meet the health needs of individuals, families and communities, and in particular the vulnerable and excluded.

In responding to these proposals it is necessary for global practitioners to work across geographical and professional boundaries to empower consumers to increase control over their own health and well-being; and ensure that they are fully involved in this decision making process. Thus this module would be suitable to a wide range of health and social care professionals.

As well as being introduced to the evolution of global public health theory and practice, students will work toward adopting a systematic approach to developing health improvement interventions using the processes underpinned by public health and health promotion specialists.

This module maps as a core element of our I am UWS Graduate Attributes in terms of critical thinking and collaborative practice which enable students to be universal, workready and successful.

This is a fully theoretical module. As such no placement supervisor is required.

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) New College Lanarkshire	

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 examine the range of theories underpinning contemporary public health practice from across the world.
L2	Analyse and evaluate the wider determinants of health and international, national and local policy developments to improve health status.
L3	Critically appraise and demonstrate the skills and theoretical components inherent within the effective delivery of a health improving intervention.
L4	Critically analyse a range of relevant literature in effectively supporting a strategy aimed at improving or promoting health as well as evaluating its effectiveness.
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 10** Demonstrating a critical understanding of theories underpinning contemporary public health practice from a global persepctive. Critically evaluate global public health approaches and activity.
Practice: Applied Knowledge and Understanding	**SCQF 10** Using skills inherent in the effective delivery of current public health activity in differnt geographical locations. Researching and critically reviewing relevant literature to support health.

[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

Generic Cognitive skills	**SCQF 10** Demonstrating a clear understanding of the difference between poor and effective public health interventions at international, nationl or local levels. Critically analysing and evaluating ideas and concepts used within health promotion activity. Identifying health promotion issues within multiple settings.
Communication, ICT and Numeracy Skills	**SCQF 10** Using advanced and specialised skills in the formation of a health improvement proposal. Using a range of ICT to support learning and presentation of knowledge.
Autonomy, Accountability and Working with Others	**SCQF 10** Considering complex ethical and professional issues involved in public health across the world. Reflecting upon individual responsibility and involvement in public health. Working together to appraise current practice and evidence.

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. This module may be delivered as a hybrid learning and fully online. Hybrid Delivery: In a hybrid delivery model students will be exposed to a range of synchronous and asynchronous group and personal activities online or in the classroom. This will be supplemented with a series of online learning units that present students with the core learning content for the module. Fully online delivery: In a fully online delivery model students will be exposed to a series of online learning units that contain the core learning content for the module. These will require students to take part in a range of asynchronous personal and group learning activities. These will be supplemented with synchronous online learning events.	
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	20
Tutorial / Synchronous Support Activity	10

Personal Development Plan	6
Asynchronous Class Activity	6
Independent Study	158
n/a	
TOTAL	200

Indicative Resources

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

There is no core text for this module. All are considered recommended reading.

Green, J., Tones, K.,Cross, R., Woodall, J. (2015) Health Promotion; planning and strategies (3rd Edition), Los Angeles: Sage.

Lenard, P.T. and Straehle, C. (eds.) (2012). Health inequalities and global justice (online). Edinburgh: Edinburgh University Press.

Naidoo, J and Wills, J. (2010) Public Health and Health Promotion: Developing Practice 3rd. Edn. London: Bailliere Tindall.

Walker P, John, M (2012) From Public Health to Wellbeing, London: Palgrave Macmillan.

(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:

Attendance at synchronous sessions (lectures, workshops, and tutorials), completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module.

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

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	Elaine Stevens
External Examiner	J Coe
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Students will develop a poster. This is worth 30% of the overall module assessment and is the equivalent of 1250 words.
Assessment 2
Students will present a critical essay. This will be 3000 words in length and be worth 70% of the module mark.
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**
Demonstrations/ Poster presentations/ Exhibitions	☐	☒	☒	☐	☐	30	0

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

Essay	☒	☐	☐	☒	☐	70	0

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**