University of the West of Scotland
Module Descriptor

Session: 2022/23

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Title of Module: Improving Population Health L10

Code: NURS10028	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of 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

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓	✓			

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC
Online with mandatory face-to-face learning on Campus

HybridO
Online with optional face-to-face learning on Campus

Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓				✓	✓	

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1		Term 2	✓	Term 3	✓

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

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.

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 Level 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 Level 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 improvement strategies.
Generic Cognitive skills	SCQF Level 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 Level 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 Level 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.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching
This module may be delivered as a hybrid learning module and fully online.
Hybrid learning students will participate in a range of synchronous and asynchronous activities supported by the quality assured resources and the current VLE. Students who are learning fully online are also supported by the VLE and will receive: Core quality assured module resources; individual and group tutorial support and directed learning via the VLE system. This will be aided by synchronous online classroom sessions, asynchronous discussion boards; directed wider reading including access to electronic library and e-books.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 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
Asynchronous Class Activity	6
Independent Study	158
Personal Development Plan	6
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)
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), Sage
Naidoo, J and Wills, J (2005) Public Health and Health Promotion: Developing Practice 2nd. Edn. London,

Bailliere Tindall.

Scottish Government (2008) Equally Well: Report of the Ministerial Task Force on Health Inequalities. The Stationary Office Edinburgh.

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

In addition to these texts students will be directed to a wide range of international, national and local information to support the module content and learning outcomes.

(**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)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: Attendance at synchronous sessions (lectures, workshops, and tutorials), completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module.

Supplemental Information

Programme Board	Biological Sciences and Health
Assessment Results (Pass/Fail)	No
Subject Panel	Health L7-11
Moderator	Eddy Awire
External Examiner	P Anyanwu
Accreditation Details	
Changes/Version Number	1.09 online learning added to reflect hybrid delivery assessment description annotated to removed excess description. Equality and diversity statement added Attendance statement added Teaching and learning hours updated

Assessment: (also refer to Assessment Outcomes Grids below)

This module is formatively assessed by group discussion on the content of the individual and group learning activities that are embedded within each of the learning units. This may be achieved in face to face discussion in the classroom or by discussion remotely managed via the module VLE.

Category 1
Students will develop a poster. This is worth 30% of the overall module assessment and is the equivalent of 1250 words.

Category 2
Students will present a critical essay. This will be 3000 words in length and be worth 70% of the module mark.

(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Demonstrations/ Poster presentations/ Exhibitions		✓	✓		30	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓			✓	70	0
Combined Total For All Components					100%	0 hours

Footnotes
A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):
1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
   This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

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.

Please refer to the UWS Equality and Diversity Policy at the following link: UWS Equality and Diversity Policy

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)