



## Module Descriptor

<b>Title</b>	Improving Population Health L10		
<b>Session</b>	2024/25	<b>Status</b>	
<b>Code</b>	NURS10028	<b>SCQF Level</b>	10
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	Health and Life Sciences		
<b>Module Co-ordinator</b>	C Mafuva		
<b>Summary of Module</b>			
<p>Significant improvements in UK and European health status in terms of the major diseases of cancer, heart disease and stroke have occurred, although these improvements 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>This is a fully theoretical module. As such no placement supervisor is required.</p>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input checked="" 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 type="checkbox"/> Lanarkshire <input checked="" type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
<b>Terms for Module Delivery</b>	Term 1 <input type="checkbox"/>	Term 2 <input checked="" type="checkbox"/>	Term 3 <input 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 examine the range of theories underpinning contemporary public health practice from across the world
<b>L2</b>	Analyse and evaluate the wider determinants of health and international, national and local policy developments to improve health status
<b>L3</b>	Critically appraise and demonstrate the skills and theoretical components inherent within the effective delivery of a health improving intervention
<b>L4</b>	Critically analyse a range of relevant literature in effectively supporting a strategy aimed at improving or promoting health as well as evaluating its effectiveness.
<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>	<b>SCQF 10</b> Demonstrating a critical understanding of theories underpinning contemporary public health practice from a global perspective. Critically evaluate global public health approaches and activity.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 10</b> Using skills inherent in the effective delivery of current public health activity in different geographical locations. Researching and critically reviewing relevant literature to support health

<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

	improvement strategies.
<b>Generic Cognitive skills</b>	<p><b>SCQF 10</b></p> <p>Demonstrating a clear understanding of the difference between poor and effective public health interventions at international, national or local levels.</p> <p>Critically analysing and evaluating ideas and concepts used within health promotion activity</p> <p>Identifying health promotion issues within multiple settings</p>
<b>Communication, ICT and Numeracy Skills</b>	<p><b>SCQF 10</b></p> <p>Using advanced and specialised skills in the formation of a health improvement proposal.</p> <p>Using a range of ICT to support learning and presentation of knowledge.</p>
<b>Autonomy, Accountability and Working with Others</b>	<p><b>SCQF 10</b></p> <p>Considering complex ethical and professional issues involved in public health across the world.</p> <p>Reflecting upon individual responsibility and involvement in public health.</p> <p>Working together to appraise current practice and evidence.</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>	
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.	
<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	20
Tutorial / Synchronous Support Activity	10
Personal Development Plan	6
Asynchronous Class Activity	6
Independent Study	158
Please select	
<b>TOTAL</b>	<b>200</b>

<b>Indicative Resources</b>
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**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

**(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 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.

**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**

<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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>If this module is eligible for compensation, there may be cases where compensation is not permitted due to</b>

	<b>programme accreditation requirements. Please check the associated programme specification for details.</b>
<b>School Assessment Board</b>	Health
<b>Moderator</b>	TBC
<b>External Examiner</b>	P Anyanwu
<b>Accreditation Details</b>	N/a
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Changes / Version Number</b>	

<b>Assessment (also refer to Assessment Outcomes Grids below)</b>
<b>Assessment 1</b>
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.
<b>Assessment 2</b>
Students will present a critical essay. This will be 3000 words in length and be worth 70% of the module mark.
<b>Assessment 3</b>
(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>
Demonstrations/ Posterpresentations/ Exhibitions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30	0

<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"/>	70	0

<b>Component 3</b>
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Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Combined total for all components</b>						100%	0 hours

### Change Control

What	When	Who