



## MODULE SPECIFICATION

Part 1: Information			
Module Title	Public and Preventative Health and Wellbeing		
Module Code	UZWY3W-30-2		2
For implementation from	April 2018		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Health and Applied Sciences	Field	Acute and Critical Care Adult Nursing
Department	Nursing and Midwifery		
Contributes towards	FdSc Nursing Associate		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p><i>On completion of this module the Trainee Nursing Associate will be able to within the context of health inequalities, the management of long term conditions and in support of local and national public health initiatives, examine the role of the nursing associate in preventative interventions, health promotion and maximising health outcomes and benefits. (NHS HEE 2016).</i></p> <p>Links to Domain <b>3 Delivering care</b></p> <p><b>Syllabus content</b></p> <ul style="list-style-type: none"> <li>• Concepts of health and ill-health</li> <li>• Socioeconomic factors</li> <li>• Determinants of health</li> <li>• Societal impact</li> <li>• Behaviour and lifestyle choices</li> <li>• Life course development</li> <li>• Definitions and factors affecting public health</li> <li>• Population health</li> <li>• Public health priorities</li> <li>• Concordance</li> <li>• Mental health and wellbeing</li> <li>• Health and wellbeing promotion</li> <li>• Maximising health outcomes</li> </ul>

<b>Part 3: Assessment</b>		
<p>Formative assessment is the development of an artefact (e.g. poster, game, handout or leaflet) equivalent to 1000 words which must relate to a public health issue prevalent in the students locality.</p> <p>The assessment will be a 3000 word reflection on the development and implementation of the artefact including a perspective from the intended audience. The students will also identify how they would evaluate the effectiveness of the artefact. Students will need to explain why preventative health strategies are not always successful</p>		
Identify final timetabled piece of assessment (component and element)	<b>Component A</b>	
<b>% weighting between components A and B</b> (Standard modules only)	<b>A:</b> <b>100%</b>	<b>B:</b> 
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. 3000 word assignment	100%	
<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. 3000 word assignment	100%	
<b>Part 4: Teaching and Learning Methods</b>		
Learning Outcomes	<p>On successful completion of this module the trainee nursing associate will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss the influence of psycho-social, economic and behavioural factors on the health, wellbeing and illness of individuals, families and communities (Component A).</li> <li>• Understand the impact of diverse perspectives on healthcare (Component A).</li> <li>• Discuss the concept of public, preventative health and wellbeing (Component A).</li> <li>• Develop an understanding of health improvement strategies and its impact on society and healthcare delivery (Component A).</li> <li>• Identify national strategies for preventative health and wellbeing (Component A).</li> <li>• Understand public health perspectives and the impact this has on concordance (Component A).</li> <li>• Evaluate the implementation and impact of Public health strategies within the trainees own locality (Component A).</li> <li>• Discuss current public health policies and future strategies for public health and wellbeing (Component A).</li> </ul> <p>This module will use a variety of teaching and learning methods which may include;</p> <ul style="list-style-type: none"> <li>• E- learning</li> <li>• Seminars</li> <li>• Group work</li> <li>• Directed and self-directed learning</li> <li>• Role play</li> <li>• Skills practice</li> </ul>	

Key Information Sets Information (KIS)																										
Contact Hours	<table border="1" data-bbox="523 219 1422 577"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td colspan="4"></td> <td style="text-align: center;">30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">228</td> <td></td> <td style="text-align: center;">300</td> </tr> </tbody> </table>	<b>Key Information Set - Module data</b>					<i>Number of credits for this module</i>									30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228		300
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Total Assessment	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p><b>Coursework:</b> Written assignment</p> <table border="1" data-bbox="628 763 1323 999"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Total assessment of the module:		Written exam assessment percentage		Coursework assessment percentage	100%	Practical exam assessment percentage			100%															
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Reading List	<p>They will also be expected to read more widely by identifying relevant material using the Module Handbook, the Library Catalogue and other sources including online databases. Throughout the module students will be encouraged to identify literature relevant to academic study and the presenting of information to others. Assistance will be available through online library tutorials to enhance their research and referencing skills.</p> <p>Blakemore, K. &amp; Warwick-Booth, L. (2013) <i>Social policy: an introduction</i>. 4<sup>th</sup> edn. Maidenhead: Open University Press</p> <p>Denny E, Earle S, (2016) <i>Sociology for Nurses</i>, 3<sup>rd</sup> ed, Cambridge, Polity Press,</p> <p>Naidoo, J. and Wills, J. (2016) <i>Foundations for Health Promotion</i>. Edinburgh: Baillière Tindall.</p> <p>Nicol, J. (2015) <i>Nursing Adults with Long Term Conditions (Transforming Nursing Practice Series)</i>. Exeter: Learning Matters.</p>																									

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First CAP Approval Date	28 <sup>th</sup> March 2017			
Revision CAP Approval Date		Version	1	<a href="#">Link to MIA 10683</a>