Module Definition Form (MDF)

Module code: MOD005420	**Version:** 2 **Date Amended:** 14/Oct/2025

1. Module Title
Leading Change in Promoting Health and Wellbeing in an International Context

2a. Module Leader
Patience Bamisaye

2b. School
School of Midwifery and Community Health

2c. Faculty
Faculty of Health, Medicine and Social Care

3a. Level
6

3b. Module Type
Standard (fine graded)

4a. Credits
30

4b. Study Hours
300

5. Restrictions

Type	Module Code	Module Name	Condition
Pre-requisites:	None		
Co-requisites:	None		
Exclusions:	None		
Courses to which this module is restricted:	None		

LEARNING, TEACHING AND ASSESSMENT INFORMATION

6a. Module Description

This module will consider the nature of health, and will focus on the political, social and psychological theories and issues that underpin the concepts of promoting health and well-being. The module will introduce key concepts and issues to develop the student's awareness, knowledge and skills to promote health and wellbeing at individual and community levels. The role of the nurse in the promotion of health and wellbeing for the individual and the population (young adult to older person) will be explored, emphasising the importance of all nurses as health promoting practitioners. The focus of the module is upon contemporary theory and the main approaches to health promotion which underpin change including; the medical approach, behaviour change approach, educational approach, client-centred approach and the societal-change approach. The module will empower students to develop the necessary communication skills in order to become a leader and motivator of change. The students will be given the opportunity to use their own experiential understanding within their own local context which will include the choice of culturally diverse assignment topics, texts and exemplars which will not only help the international students demonstrate their understanding of concepts and limitations within their own nursing environment but also offer the opportunity for students to compare and contrast approaches to broaden their horizons within the classroom based discussion forums. On completion of this module the knowledge and skills acquired are transferable to a number of areas enabling the development of skills, which will promote self-care of patients and clients in all healthcare settings.

6b. Outline Content

- Health promotion and education
- Supporting people to take responsibility for their own health
- Professional values and behaviour, accountability, informed consent, confidentiality, respect and dignity
- Communication – building networks and relationships to engage and mobilise for improvement
- Leadership styles that role models, behaviours, skills and attributes to deliver compassionate excellence in health care
- Demography and epidemiology
- Heath belief theories
- Inequalities in health
- Health and social care policy
- Ethical decision making
- Medicines management
- Patient/client education (teaching a skill)

6c. Key Texts/Literature

The reading list to support this module is available at: https://readinglists.aru.ac.uk/

6d. Specialist Learning Resources

Skills Labs

VLE

Study Skills Plus

7. Learning Outcomes (threshold standards)		
No.	**Type**	**On successful completion of this module the student will be expected to be able to:**
1	Knowledge and Understanding	Analyse the significance of theories and models of health promotion demonstrating an understanding of health experiences and behaviours of individual populations.
2	Knowledge and Understanding	Analyse evidence based strategies to meet public health/health promotion needs from an international context.
3	Knowledge and Understanding	Analyse the role of the nurse, as part of the interprofessional team, in promoting the health and wellbeing of the service user in different health care settings.
4	Knowledge and Understanding	Critically review inequalities in health and well-being of an individual and analyse the impact of health and social care policies and legislation on the provision of care.
5	Knowledge and Understanding	Critically discuss the factors and variables of the complex nature of health and the factors influencing it.
6	Intellectual, practical, affective and transferrable skills	Reflect upon incidents in practice demonstrating an awareness of the bio-psycho-social and cultural needs of an individual or group requiring health promotion/ health education.

8a. Module Occurrence to which this MDF Refers				
Year	**Occurrence**	**Period**	**Location**	**Mode of Delivery**
2026/7	ZZF	Template For Face To Face Learning Delivery		Face to Face

8b. Learning Activities for the above Module Occurrence			
Learning Activities	**Hours**	**Learning Outcomes**	**Details of Duration, frequency and other comments**
Lectures	30	1-6	10 x 3 hour classroom based sessions and will include 2 classroom based formative assessments, discussion forums and facilitated group work
Other teacher managed learning	6	1-6	2 x 3 hour skills lab sessions
Student managed learning	264	1-6	Self-directed study including preparation for timetabled formative assessment
TOTAL:	300		

9. Assessment for the above Module Occurrence

The assessment for some modules includes a presentation (see below for details on how this particular module is assessed). We recognise that presenting, especially to a large group, can cause significant anxiety or distress for some students. If this may affect you, please contact your Module Leader or the Disability and Neurodiversity Service as early as possible. We will work with you to consider appropriate reasonable adjustments. Depending on your individual needs, these might include, for example, presenting to a smaller group or presenting only to a member of academic staff.

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Coursework	1-6	100 (%)	Fine Grade	30 (%)
Assignment: Digital Health Promotion Campaign Plan Oral Presentation (equivalent to 4,500 words)					

In order to pass this module, students are required to achieve an overall mark of 40% (for modules at levels 3, 4, 5 and 6) or 50% (for modules at level 7*).

In addition, students are required to:
(a) achieve the qualifying mark for each element of fine graded assessment as specified above
(b) pass any pass/fail elements

[* the pass mark of 50% applies for all module occurrences from the academic year 2024/25 – see Section 3a of this MDF to check the level of the module and Section 8a of this MDF to check the academic year]