

University of the West of Scotland

Module Descriptor

Session: 2024-25

Title of Module: Integrated Wellbeing			
Code: UGED09001	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	S McGarvey		
Summary of Module			
This module is a core element of Level 9 of the BA (Hons) Education in year three and is designed to develop knowledge and understanding, concepts and skills within the Scottish health and wellbeing curriculum (CfE). The main emphasis of this module is to develop the students’ knowledge of the holistic nature of the health and wellbeing curriculum. Through a mixture of practical, interactive and applied theoretical workshops, students will develop a broader knowledge of this curricular area and how it impacts on a child’s development. Students will be exposed to a number of different subject areas and cover eight overarching themes: safe, healthy, achieving, nurtured, active, respected, responsible and included. It is intended that individuals will reflect on how they, as learners, could use this knowledge to enhance their current and future practice. • The module will support students towards meeting the GTCS Standard for Provisional Registration by working towards the following standards: Professional Values (1.1); Professional Commitment (1.2); Have knowledge and understanding of Pedagogical Theories and Professional Practice (2.1.1); Plan effectively to meet learners’ needs (3.1.1); Engage critically with literature, research and policy (3.3.1). • In relation to learning for sustainability, students will further develop their understanding of HWB as a right and explore the value of this right to wider aspects of human development. They will also explore aspects of inclusion and social justice through consideration of HWB in practice. The use of outdoor learning is explored as a stimulus for learning in HWB. Throughout this module students are supported to develop a critically reflective practice. • Through participating in the module, students will develop UWS Graduate Attributes and will demonstrate, in particular, that they are critical thinkers, effective communicators, collaborative and research-minded. Additionally students will become more knowledgeable and motivated.			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☒	☐	☐	☐	☐	☐
See Guidance Note for details.					

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) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☐	☒	☐	☐	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☒	Term 2	☐	Term 3	☐

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Demonstrate a broad and integrated knowledge and understanding of the scope, main areas and boundaries of children's development.
L2	Reflect on ways to support learning in the early years and primary sectors.
L3	Demonstrate a broad knowledge of the scope, defining features and relevant areas of the holistic Health and Wellbeing curriculum.
L4	Identify and demonstrate knowledge of appropriate pedagogy for the identified curricular areas and stage of learner.
L5	Conduct themselves as a reflective and accountable practitioner including seeking out sources of informed criticism and valuing, reflecting and responding to them appropriately.
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 9 An understanding of the scope and defining features of the holistic nature of the health and wellbeing curriculum. A critical understanding of a range of the principles, principal theories, concepts and terminology of the holistic health and wellbeing curriculum. Knowledge of the holistic nature of the health and wellbeing curriculum that is informed by forefront developments.	
Practice: Applied Knowledge and Understanding	SCQF Level 9 Apply knowledge, skills and understanding in using a range of the principal professional skills, techniques, practices and/or materials associated with the early years and primary sector. In using a few skills, techniques, practices and/or materials associated with the teaching of the holistic health and wellbeing curriculum to prepare to practise in a range of professional level contexts that include a degree of unpredictability.	
Generic Cognitive skills	SCQF Level 9 Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues in holistic health and wellbeing. Identify and analyse routine professional problems and issues in the teaching of holistic health and wellbeing. Draw on a range of sources in making judgments about the early years and primary sector and the teaching of holistic health and wellbeing.	
Communication, ICT and Numeracy Skills	SCQF Level 9 Use a wide range of routine skills and some advanced and specialised skills in support of established practices in the teaching of holistic health and wellbeing. Present or convey, formally and informally, information on standard/mainstream topics in the early years and primary sectors to a range of audiences. Use a range of ICT applications to support and enhance teaching and learning.	
Autonomy, Accountability and Working with others	SCQF Level 9 Exercise autonomy, initiative and independence in some activities at a professional level in practice or in the early years and primary sector. Take account of own and others' roles and responsibilities when carrying out tasks.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	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. In all modules on the BA Education programme, we take an authentic, best-practice and forward-looking approach to learning activities and assessment. There is a strong emphasis on situated learning and real professional scenarios. We are committed to interactive learning and the small number of learning activities that are purely transmission of information are normally pre-recorded. In workshops, which utilise classrooms, and other facilities as appropriate, the outdoors and the Aula VLE, main methodologies include collaborative working, problem-based learning, real-world tasks, research-based learning, enquiry-based learning and practical workshops. All learning activities are aligned to relevant aspects of the professional standards. Individual, group or tutor-led reflection is required throughout. Learning activities develop 21st century skills such as communication, collaboration and critical thinking. Learning activities, assessment and feedback, where appropriate, provide students with choice, such as the specific focus for the assignment.	
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	10.5
Laboratory/Practical Demonstration/Workshop	31.5
Asynchronous Class Activity	14
Independent Study	144
	200
**Indicative Resources: (eg. Core text, journals, internet access)	

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

Boddington, N., King, A. and McWhirter, J. (2014). Understanding personal, social, health and economic education in primary schools.

Burton, M., Barrell, R., Howard, C. and Levermore, D. (2017). Children's mental health and emotional well-being in primary schools.

*Keenan, T. and Evans, S. (2009). An Introduction to Child Development 2nd edition. London: Sage.

*Scottish Government. (2007). Curriculum for Excellence Building the Curriculum 2: Active Learning in the Early Years. Edinburgh: Scottish Government.

Scottish Government. (2009). Curriculum for Excellence. Edinburgh: Scottish Government

Thorburn, M., n.d. Wellbeing, education and contemporary schooling.

Academic journals are a valuable source of reading. Key articles will be detailed as part of module activities where applicable however participants should also source relevant material, using databases and other resources, provided by the UWS Library as a means of extending their own personal and professional knowledge and skills.

The internet provides a convenient way of accessing government reports, statistics and other relevant resources. It is not practical to provide a comprehensive list of sites via this descriptor however 'useful resources' will be signposted via the VLE site and participants will be encouraged to add to such a list as they too locate relevant resources.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(*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:

All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law.

In accordance with module and programme handbooks, any student whose attendance has fallen below the 75% minimum requirement for a module could be withdrawn from and given a re-attend

decision for that module. To assure placement partners that students are appropriately prepared to undertake periods of school experience, unsatisfactory attendance across academic modules may prevent progress to placement, or result in withdrawal from the programme, as a student would be deemed not to have met the professional requirements of the programme as accredited by the GTCS.

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](#).

Aligned with the overall commitment to equality and diversity stated in the Programme Specification, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using the VLE, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.

Student teachers are encouraged to reflect on their developing understanding of aspects relating to equality and diversity and to consider how this helps them to work towards meeting the Standard for Provisional Registration (GTCS, 2021), of which demonstrating commitment to social justice and inclusion is a significant part.

Through studying this module, student teachers develop knowledge and understanding of pastoral and legal responsibilities, for example, in relation to child protection and wellbeing, and curriculum content and its relevance to the education of every learner.

A direct focus on these aspects not only advances equality in the student environment, by promoting empathy and affiliation, but also within the school settings where student teachers undertake their school experience.

(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	Education
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	Education
Moderator	J Ellis
External Examiner	F Hendry
Accreditation Details	GTC Scotland

Changes/Version Number	2.07
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Assessment: (also refer to Assessment Outcomes Grids below)

Student handbooks, and other detailed material made available to students, will clarify the relationship between formative assessment and the specific learning outcomes for the module. This will ensure that students can relate feedback from formative assessment to their individual progress on the learning outcomes for the module. On summative assessments, students will receive detailed information indicating the ways in which summative assessments will assess individual learning outcomes for the module. As appropriate, students will also receive detailed information on how feedback will be provided for assessments.

The summative assessment of this course will consist of one component worth 100% of the module grade. The assessment will be a 3000-word assignment. Within the assignment, students are asked to examine the curricular area of Health and Wellbeing and reflect on their practice within the area. As part of the reflection, students will evidence how well equipped they are to meet their responsibility for teaching, developing, and promoting the wellbeing of learners.

(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓	✓	✓	✓	✓	100	1

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Combined Total for All Components						100%	1 hour

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)