**Module Descriptor**

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| **Title** | Health and Wellbeing across Learning | | |
| **Session** | 2025/26 | **Status** | |
| **Code** | PGES11007 | **SCQF Level** | 11 |
| **Credit Points** | 20 | **ECTS (European Credit Transfer Scheme)** | 10 |
| **School** | **Education and Social Sciences** | | |
| **Module Co-ordinator** | L Barrett | | |

**Summary of Module**

This module considers the participant's role in taking forward national health and wellbeing initiatives within their specific professional context. It will support participants in developing a critical understanding of the issues and practicalities of promoting a holistic approach to health and wellbeing across learning, and how they can provide a broad range of relevant and realistic learning experiences across all levels of school (or equivalent learning environment) health and wellbeing. The module will challenge participants to develop professional practice that will promote confidence, independent thinking and positive attitudes and dispositions by exploring the promotion of mental, emotional, social and physical wellbeing within and outwith the classroom (or equivalent learning environment) setting.

| **Module Delivery Method** | **On-Campus[1]** ☐ | **Hybrid[2]** ☐ | **Online[3]** ☒ | **Work -Based Learning[4]** ☐ |
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| **Campuses for Module Delivery** | ☐ Ayr<br>☐ Dumfries | ☐ Lanarkshire<br>☐ London<br>☐ Paisley | ☒ Online / Distance Learning<br>☐ Other (specify) | |

| **Terms for Module Delivery** | Term 1 | ☐ | Term 2 | ☐ | Term 3 | ☒ |
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[1] 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.

[2] 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.

[3] 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.

[4] 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

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| **Long-thin Delivery over more than one Term** | Term 1 – Term 2 | ☐ | Term 2 – Term 3 | ☐ | Term 3 – Term 1 | ☐ |

| **Learning Outcomes** | |
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| **L1** | Critically review current concepts of health and its determinants, health and wellbeing education and health promotion. |
| **L2** | Critically reflect on the factors which influence an individual's health-related behaviours. |
| **L3** | Demonstrate a critical awareness of the approaches to health promotion and their effectiveness. |
| **L4** | Investigate, critically analyse, and review the shared vision of health and wellbeing alongside global professional practice and current national initiatives related to health and wellbeing in own professional context, and demonstrate how the work undertaken impacts on professional practice. |
| **L5** | n/a |

| **Employability Skills and Personal Development Planning (PDP) Skills** | |
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| **SCQF Headings** | **During completion of this module, there will be an opportunity to achieve core skills in:** |
| **Knowledge and Understanding (K and U)** | **SCQF 11**<br>Critical understanding of the principal theories, principles and concepts associated with health and wellbeing education and health promotion.<br>Critical understanding of a range of specialised theories, principals and concepts relating to health and wellbeing education and health promotion.<br>Critical awareness of current issues in health and wellbeing. |
| **Practice: Applied Knowledge and Understanding** | **SCQF 11**<br>Using a significant range of the principal skills, techniques, practices and/or materials which are associated with health and wellbeing education and health promotion.<br>Demonstrating originality or creativity in the application of knowledge, understanding and/or practices within a specific professional context. |
| **Generic Cognitive skills** | **SCQF 11**<br>Developing original and creative responses to problems and issues with reference to the content of this module and to a specific professional context.<br>Critically reviewing, consolidating and extending knowledge, skills practices and thinking in a subject/discipline. |
| **Communication, ICT and Numeracy Skills** | **SCQF 11**<br>Communicating, using appropriate methods, to a range of audiences with different levels of knowledge/expertise.<br>Communicating with peers, more senior colleagues and specialists Using a wide range of software to support and enhance work at this level to increase effectiveness. |

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| **Autonomy, Accountability and Working with Others** | **SCQF 11**<br>Exercising substantial autonomy and initiative in professional and equivalent activities.<br>Taking responsibility for own work and/or significant responsibility for the work of others.<br>Taking responsibility for a significant range of resources.<br>Demonstrating leadership and/or initiative and make an identifiable contribution to change and development.<br>Practising in ways which draw on critical reflection on own and others' roles and responsibilities. |

| **Prerequisites** | **Module Code** | **Module Title** |
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| | **Other** | |
| **Co-requisites** | **Module Code** | **Module Title** |

| **Learning and Teaching** | |
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| 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.<br>The module handbook will provide specific information on the particular learning and teaching methodologies adopted however, in general terms, the module is delivered using an integrated (online) delivery approach. That is to say, the various formative activities/readings build into resources which learners are able to build on/refer back to throughout the module and which have immediate application to their respective personal and professional practice. The module introduces a number of related and inter-related themes, and the associated coursework consists of a number of independent and collaborative online tasks and selected reading. The handbook will also include a detailed module timeline so as to enable each learner to manage their study time accordingly; to plan and review their progress against timescales and deadlines at regular intervals throughout the module. | |
| **Learning Activities**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Asynchronous Class Activity | 80 |
| Independent Study | 120 |
| n/a | |
| n/a | |
| n/a | |
| n/a | |
| **TOTAL** | 200 |

| **Indicative Resources** |
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**The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**

Access to internet: As the module is delivered entirely online via the University's virtual learning environment, participants must have access to an appropriate internet connected device which will enable full engagement with, and the development of, work at Masters level.

Reading: The under noted reading list provides a limited number of texts for illustrative purposes only. Coursework will provide direction to a range of literature with a number of texts (and readings) currently available in 'e' (online) format from the library. Participants are advised to contact their programme leader (or the module coordinator) in advance of the module commencing to check availability of ebook formats (and/or to enquire about how to access a copy of the module resource list online).

Boddington, N., King, A., & McWhirter J. (2014) Understanding Personal, Social, Health and Economic Education in Primary Schools

Naidoo, J. & Wills, J. (2016 4th ed) Health promotion: Foundations for Practice. Elsevier (available in electronic form from the UWS library online) S

criven, A. (7th edition 2017) Promoting Health - A Practical Guide. Bailliere Tindall (available in electronic form from the UWS library online)

Seedhouse, D. (2nd edition, 2004) Health Promotion Philosophy, Prejudice and Practice. Wiley (available in electronic form from the UWS library online)

Tones, K., and Green, J., (2nd edition 2010/3rd edition 2015) Health Promotion Planning and Strategies. Sage

White, J (2011) Exploring Well-being in Schools – A guide to making children's lives more fulfilling. Routledge

Journals: 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.

**(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:**

The university is committed to providing a supportive learning environment that actively facilitates student success. As this module has been designed for part-time, distance learners, a high degree of student-led flexibility is built-in. That is to say, in order to be academically engaged, there is a need for you to regularly access the learning space and course-related learning resources, undertake course-related activities, and, in doing so, work towards timely completion and submission of assessments; it may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module.

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| Whilst we understand that there may be times when conflicting priorities make participation challenging, we may reach out to check how things are going and offer support if we observe that you have not been regularly accessing the module and/or completing online activities. Further information regarding this module's 'attendance and engagement' requirements are also set out in the Module Handbook |

| **Equality and Diversity** |
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| **The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.**<br><br>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 Aula, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distance learning students should check with their programme leader for any queries).<br><br>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. Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies. |
| **(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**

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| **Divisional Programme Board** | **Education** |
| **Overall Assessment Results** | ☐ **Pass / Fail** ☒ **Graded** |
| **Module Eligible for Compensation** | ☐ **Yes** ☒ **No**<br>**If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.** |
| **School Assessment Board** | Career-Long Professional Learning |
| **Moderator** | E Wotherspoon |
| **External Examiner** | D Lukic |
| **Accreditation Details** | n/a |
| **Module Appears in CPD catalogue** | ☒ **Yes** ☐ **No** |
| **Changes / Version Number** | |

| **Assessment (also refer to Assessment Outcomes Grids below)** |
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| **Assessment 1** |
| A referenced essay which will require the individual to indicate how they have made |

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| improvements to their professional practice and the promotion of health and well being in the workplace as a result of undertaking this module (or how they intend to make improvements in the future) (weighted 100%). The summative assessment is graded in line with the University's A-E assessment/grading scale and further, more specific, detail and guidance (including word count allowance) will be provided via the Module Assessment Handbook. |
| **Assessment 2** |
| n/a |
| **Assessment 3** |
| n/a |
| (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.<br>(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.) |

| **Component 1** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| Essay | ☒ | ☒ | ☒ | ☒ | ☐ | 100% | 0 |

| **Component 2** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| n/a | ☐ | ☐ | ☐ | ☐ | ☐ | | |

| **Component 3** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| n/a | ☐ | ☐ | ☐ | ☐ | ☐ | | |
| **Combined total for all components** | | | | | | 100% | hours |

**Change Control**

| **What** | **When** | **Who** |
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