Module Descriptor

Title	Stress Management in Education		
Session	2025/26	**Status**	
Code	PGES11020	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	L Lafferty		

Summary of Module

Stress within educational settings contributes to the likelihood of illness and absence, burnout and the development of associated physical and mental health difficulties and deterioration in well-being. These adverse consequences impact on both learners and those involved in learning and teaching roles. This module provides an opportunity to explore current theoretical understandings of the concept of stress and the impact it may have within an educational environment; to critically review models and theories of stress and in particular, specific stress management theories, underpinning research and strategies that have been effective in managing and coping with the manifestation of stress. Participants will be introduced to stress management theory and critically appraise this in terms of effectiveness, suitability and applicability for learners and leaders of learning within learning, teaching and training contexts.

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

[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

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Critically appraise stress management theories and models.
L2	Critically review the specific evidence base for effective stress management strategies within learning, teaching, and training settings for both learners and 'leaders of learning'.
L3	Apply enhanced skills in planning, implementing, and evaluating effective stress management strategies within a learning, teaching, and training context.
L4	Critically reflect on the implementation of stress management strategies within their learning, teaching, and training context.
L5	n/a

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 11** Critical understanding of a range of theories, models and concepts relating to the impact and management of stress in professionally relevant educational contexts. Critical understanding of the range, skills, effectiveness, suitability, and applicability of stress management strategies in professionally relevant educational contexts. Critical awareness of current issues in stress management in professionally relevant educational contexts.
Practice: Applied Knowledge and Understanding	**SCQF 11** Using a significant range of the principal skills, techniques, practices and/or materials which are associated with evaluating stress management interventions. Critically evaluate the application of stress management strategies when viewed in light of own learners, 'leaders of learning' (self-help), colleagues and organisation. Demonstrating originality or creativity in the application of knowledge, understanding and/or practices to a specific professional context.
Generic Cognitive skills	**SCQF 11** Critically appraise evidence regarding the suitability and applicability of stress management strategies within a professionally relevant educational context. Applying critical analysis, evaluation and synthesis to issues which are at the forefront, or informed by developments at the forefront, of stress management strategies,

	Developing original and creative responses to problems and issues which (might) occur in the application of stress management strategies within own professionally relevant educational context. Critically reviewing, consolidating, and extending knowledge, skills practices and thinking within own professional context/subject or discipline.
Communication, ICT and Numeracy Skills	**SCQF 11** Communicating, using appropriate methods, with a range of peers on-line and in the workplace with differing levels of knowledge/expertise re. stress management and evaluation. Communicating and collaborating with a range of professional colleagues to develop stress management and evaluation practice(s). Using a range of software to support and enhance work at this level.
Autonomy, Accountability and Working with Others	**SCQF 11** Work with learners and other stakeholders within own organisation to reflect on/analyse the causes of stress with a view to providing support and advice in relation to the implementation and evaluation of stress management strategies. Exercising substantial autonomy and initiative in professional and equivalent activities. Taking responsibility for own work and/or significant responsibility for the work of others. Demonstrating leadership and/or initiative as a means of contributing to change and development within own professional context/subject or discipline.

Prerequisites	**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. The module handbook will provide specific information regarding 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 refer back to throughout the module and which have immediate application to their respective personal and professional practice. The module introduces a number of inter-related themes, and the associated coursework consists of a number of independent and collaborative online activities and selected reading. A detailed module timeline will also be provided 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 During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (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
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). Beebe, S.A., Beebe, S.J., Redmond, M.V. (2014) Interpersonal Communication: Relating to others. London: Pearson Hewstone, M., Stroebe, W., Jonas, K. (2020) An introduction to Social Psychology. (7th Edition). West Sussex: BPS/John Wiley & Sons Ltd Hogg, M. and Vaughan, G.M. (2021) Social Psychology. (9th Edition). Prentice Hall/Pearson Education 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. 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
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.
(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**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **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 (CPL)
Moderator	Y Matemba
External Examiner	S Jones
Accreditation Details	n/a
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	Annual review/module appears in the CPD catalogue

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
A written assignment which requires critical reflection on an activity plan that demonstrates the effective use of a range of interpersonal and communication skills within the individual's professional learning, teaching, or training related context (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. (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**
Written assignment	☒	☒	☒	☒	☐	100	0

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

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
n/a	☐	☐	☐	☐	☐	n/a	n/a
Combined total for all components						100%	0 hours

Change Control

What	**When**	**Who**