Module Descriptor

Title	Health Wellbeing Promotion And Safeguarding		
Session	2025/26	**Status**	
Code	BAEL07002	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	J. Leslie		

Summary of Module

This module focuses on health, wellbeing, and safeguarding, with an emphasis on the care needs of young children. Students will explore concepts of health, health education and health promotion. Students will investigate the aspects and dimensions of health and their dynamic interactions, allowing them to develop an understanding of complex factors including beliefs, values and attitudes that influence health-related behaviours. The rights of children to a healthy lifestyle will be considered. Student knowledge and understanding of the ecological impact of current societal and familial health issues such as addiction, mental health, physical activity and exercise will be developed. Early childhood nutrition and healthy eating will also be explored.

Students will practically apply aims and approaches to health education and health promotion; identifying strategies to promote the care of young children and to support the wellbeing of all stakeholders in early childhood settings. Approaches to partnership working will be examined with consideration of supports for families with additional support needs.

Students will gain a broad knowledge of current policy, legislation, guidance and working practices from both an international and local perspective. Strategies to support and safeguard vulnerable children, including relevant child protection legislation, will be explored

The module enables students to develop the following UWS Graduate Attributes:

Collaborative

Knowledgeable

Creative

The module contributes towards the following UN Sustainability Goals:

Ensure healthy lives and promote well-being for all at all ages

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)	

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	Demonstrate knowledge and understanding of the concepts of health, health education and health promotion in relation to the work of a childcare sector professional
L2	Demonstrate an awareness of current key health issues and relevant documentation, reflecting on their impact on children's development
L3	Apply a range of approaches in safeguarding, child protection and related roles and procedures in an early learning and childcare setting
L4	
L5	

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 7** An awareness of the dimensions of health and their dynamici nteractions. Understanding of a limited range of core theories, principles and concepts related to health and health promotion in modern society. An awareness of policy and understanding of professional responsibility in practice relating to safeguarding.

[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

Practice: Applied Knowledge and Understanding	**SCQF 7** Carry out routine lines of enquiry, development and investigation into professional level, problems and issues related to healthy lifestyles with young children and safeguarding.
Generic Cognitive skills	**SCQF 7** Use and begin to evaluate a range of approaches to evidence based solutions.
Communication, ICT and Numeracy Skills	**SCQF 7** Present and evaluate arguments, information and ideas that are routine to early learning and childcare health wellbeing and safeguarding.
Autonomy, Accountability and Working with Others	**SCQF 7** Exercise autonomy and initiative in some activities at a professional level to promote health and wellbeing.

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.	
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)
Lecture / Core Content Delivery	36
Work-based Learning	100
Independent Study	64
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Musgrave, J. (2017) Supporting Children's Health and Wellbeing. London. Sage. Naidoo, J. and Wills, J. (2009) Foundations for Health Promotion. 3rd Edition. Edinburgh.

Balliere Tindall Elsevier.
(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 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.

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. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.
(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	**Please select**
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	Early Years
Moderator	A,Malik
External Examiner	S. Harris
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	1.1

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1
Group Presentation. Oral group presentation of a case study or scenario which incorporates students' knowledge of roles, responsibilities and procedures around safeguarding (25%)
Assessment 2
A written portfolio based upon a project which promotes health and wellbeing of children, parents and/or carers within an Early Learning and Childcare setting. Students will demonstrate appropriate knowledge and understanding of health and health promotion and reflect upon the specific issues and challenges which may apply to childcare sector professionals. (75%)
Assessment 3
(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**
Presentation	☐	☐	☒	☐	☐	25	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio of written work	☒	☒	☐	☐	☐	75	0

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

Change Control

What	**When**	**Who**
Module descriptor annual update; update to include reference to SDGs and Graduate Attributes; change of MC; change of moderator; change of External Examiner.	12/03/25	J Leslie
