Module Descriptor

Title	Health and Wellbeing for Understanding		
Session	2025/26	**Status**	
Code	UGED07005	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	Y White		

Summary of Module

This module is a core element of Level 7 of the BA (Hons) Education Programme and is designed to introduce students to mental, emotional, social and physical wellbeing.

This module will develop the students' understanding of the concepts required to develop holistic health and wellbeing. Students will apply their knowledge and understanding to support and develop their own personal health and wellbeing.

During the module students will assess their own mental, emotional, social and physical wellbeing needs, design a personal development plan to meet these requirements, and evaluate how their targets have been met.

As well as theoretical workshops this module is practically based and will require students to be physically active throughout the duration of the course. The physical aspect of the course will also be expected to continue out-with any University based workshops.

It is also envisaged that this module will also start to develop students' awareness of health and wellbeing within Curriculum for Excellence. This will enable students to teach health and wellbeing during the first school experience opportunity.

- The module will support students towards meeting the GTCS Standard for Provisional Registration by working towards the following standards: 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 develop their understanding of health and wellbeing to promote the concept of what makes a good life. In addition, students will consider health and wellbeing as a right and explore the value of this right to wider aspects of human development. They will also explore aspects of system thinking and capacity to deal with uncertainty throughout the module.

- Throughout this core module the UWS Graduate attributes are promotedpromoted, and students are encouraged to develop a set of globally relevant skills, abilities and behaviours that will support them in becoming work ready and successful. A broad range of personal, academic and professional attributes are embedded within the activities and content of the module. In this module, a particular focus will be given to developing knowledgeable, autonomous, emotionally intelligent, resilient, socially responsible and driven young educators.

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 a broad knowledge and understanding of the defining features of mental, emotional, social and physical wellbeing.
L2	Apply knowledge and understanding of the theories, concepts and principles required to develop overall holistic health and wellbeing.
L3	In a practical context, produce and evaluate a personal development plan to meet personal needs.
L4	Practise routine methods of enquiry and research in the context of Developing a Healthy Lifestyle.
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** Understanding of a broad knowledge of health and wellbeing. Understanding of knowledge that is embedded in the main principles and concepts of health and wellbeing.
Practice: Applied Knowledge and Understanding	**SCQF 7** Applying knowledge, skills and understanding of features of effective practice in relation to mental, emotional, social and physical wellbeing. Practising and developing their own personal health and wellbeing.

[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

Generic Cognitive skills	**SCQF 7** Presenting and evaluating arguments, information and ideas that are central to the promotion of health and wellbeing. Use a range of approaches to address defined health and wellbeing issues.
Communication, ICT and Numeracy Skills	**SCQF 7** Convey complex ideas in well-structured and coherent forms. Using a range of forms of communication effectively in both familiar and unfamiliar contexts. Use numerical and graphical data to measure progress and achieve goals/targets. Select and use standard ICT applications to process and obtain a variety of information.
Autonomy, Accountability and Working with Others	**SCQF 7** Exercise some initiative and independence in carrying out specific activities to develop their own personal health and wellbeing. Take the lead in implementing agreed plans in familiar or defined contexts. Take account of own and others' roles and responsibilities when carrying out tasks.

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. 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, micro teaching, student presentations, experiments, and games. 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, digital skills, creativity and critical thinking. Learning activities and feedback, where appropriate, provide students with choice, such as group number and membership, negotiation of submission and evidencing learning through various products.

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)
Laboratory / Practical Demonstration / Workshop	48
Independent Study	32
Personal Development Plan	20
Practice-based Learning	100
n/a	
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Naidoo, J. and Wills, J. (2016) Health promotion: foundations for practice (4th edn). Amsterdam: Elsevier. Scriven, A. (ed) (2017) Promoting health: a practical guide. Amsterdam: Elsevier. Tones, K. and Green, J. (2015) Health promotion: planning and strategies (3rd edn). London: Sage.
(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:** 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. UWS Regulations, Chapter 1, 1.64 – 1.67 also applies to periods of school experience and it should be noted that any student whose attendance has fallen below the 80% minimum

requirement may be deemed not to have met the professional requirements of the programme as accredited by the GTCS and, therefore, may not be eligible for assessment on that placement. The required school experience placement would normally be completed in term 3 of the academic session.

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 Specifications, 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 will:

- consider biases and their impact on people and practices and challenge these
- build positive, rights respecting relationships for learning
- engage critically with research to challenge and inform professional practice and question and challenge educational assumptions, beliefs and values of self and systems

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**
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	School of Education and Social Sciences
Moderator	L Nisbet
External Examiner	L Craig
Accreditation Details	GTCS
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**

Changes / Version Number	3

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Throughout this module, students will participate in discussions and activities with lecturers and peers, receiving formative feedback in relation to developing thinking on issues relating to health and wellbeing. There will be a specific requirement to submit a short piece of work for formative feedback. This will link directly to the content and process for the end of module summative assessment. Students should reflect on the feedback and make any necessary additions to this specific piece of work before including in the final submission. The summative assessment for the HWBfU module consists of a presentation worth 100% of the overall grade. To achieve a pass in the module, a score of 40% or above must be achieved.
Assessment 2
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	☒	☒	☒	☒	☐	100	1

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

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

Change Control

What	**When**	**Who**
