Module Descriptor

Title	Workplace Health And Wellbeing		
Session	2026/27	**Status**	Approved
Code	BUSN08066	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	Dr Mbusiro Chacha		

Summary of Module

Employee health and wellbeing is at the core of managing healthy workplaces. This module will explore the fundamental principles of health and wellbeing in the workplace. It will aim to provide an understanding and facilitate the application of major theories relating to workplace health and wellbeing. Additionally, the module will explore the factors that influence workers health and wellbeing in contemporary and dynamic workplaces.

Furthermore, it will provide the basis for protecting and promoting employee mental health and well-being through the exploration of current and relevant research. The module will also promote students understanding of their own mental health and wellbeing. The key themes that will be addressed in this module include, legislation relating to workplace health and wellbeing, management of emerging workplace health risks, relevant theories and models of employee health and wellbeing, and strategies for the promotion of health and wellbeing.

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	Demonstrate an awareness and understanding of challenges related to workplace health and wellbeing
L2	Explore the strategies for promoting and supporting healthy workplaces
L3	Identify the key legislation that guide and support workplace health and wellbeing
L4	Demonstrate the ability to reflect on one's own mental health and wellbeing at work
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 8** An overall appreciation of the body of knowledge of health and wellbeing in the workplace. Main theories, concepts and principles of health, and wellbeing in the workplace. The key legislation guiding the management of health and wellbeing in the workplace.
Practice: Applied Knowledge and Understanding	**SCQF 8** Use a range of professional skills and techniques in addressing health and wellbeing issues in the workplace. Provide evidence-based solutions to workplace health and wellbeing problems.
Generic Cognitive skills	**SCQF 8** Present and evaluate arguments, information and ideas that are routine to health and wellbeing in the workplace. Use a range of approaches to address defined and/or routine problems and issues within familiar contexts. Reflecting on one's own mental health and wellbeing to promote mindfulness and resilience.
Communication, ICT and Numeracy Skills	**SCQF 8** Communication, ICT and Numeracy Skills SCQF Level 8 Use a range of communication forms to effectively communicate in a variety of settings.

	Use numerical and graphical data to measure progress and achieve goals/targets. Demonstrating competence in a range of ICT applications and digital technologies in multiple contexts including engagement with digital learning platforms.
Autonomy, Accountability and Working with Others	**SCQF 8** Exercise some initiative and independence in carrying out defined activities at a professional level in practice or in a subject/discipline. Take the lead in implementing agreed plans in familiar or defined contexts. Take account of own and others' roles and responsibilities when carrying out and evaluating tasks. Work, under guidance, with others to acquire an understanding of current professional practice.

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. Students on a Graduate Apprentice programme will undertake the following teaching, 9 weeks of 2-hour lecture/Core content delivery online sessions and 3 weeks of 3 hour on campus workshops (dates for on-campus sessions to be confirmed each term)	
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	36
Asynchronous Class Activity	18
Independent Study	146
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: The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Hesketh, I. and Cooper, C., 2019/2023. Wellbeing at work: how to design, implement and evaluate an effective strategy. Kogan Page Publishers. Hesketh, I. and Cooper, C., 2022. Managing Workplace Health and Wellbeing during a CrisisHow to Support your Staff in Difficult Times. Kogan Page Publishers. Mitchell, D., 2018. 50 Top Tools for Employee Wellbeing: A Complete Toolkit for Developing Happy, Healthy, Productive and Engaged Employees. Kogan Page Publishers. 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:** Module attendance Submission of assessments Assigned reading/tasks Classroom participation

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	**Management, Organisations People**
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	Management, Organisations & People
Moderator	Dr Kae Reynolds
External Examiner	S Singh
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	3

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Individual reflection
Assessment 2
Group Project
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**
Individual Reflection	☒	☐	☐	☒	☐	20	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Group Project	☒	☒	☒	☐	☐	80	0

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