

# University of the West of Scotland

## Module Descriptor

Session: 23/24

<b>Title of Module: Workplace Health and Wellbeing</b>			
<b>Code: BUSN08066</b>	<b>SCQF Level: 8 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Business and Creative Industries		
<b>Module Co-ordinator:</b>	Dr Mbusiro Chacha		
<b>Summary of Module</b>			
<p>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.</p> <p>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.</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

<b>Campus(es) for Module Delivery</b>
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Add name

### Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
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### Learning Outcomes: (maximum of 5 statements)

**These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.**

At the end of this module the student will be able to:

L1	Demonstrate an awareness and understanding of challenges related to workplace health and wellbeing
L2	Identify 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	Click or tap here to enter text.

### Employability Skills and Personal Development Planning (PDP) Skills

<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF Level <b>8</b></p> <p>An overall appreciation of the body of knowledge of health and wellbeing in the workplace.</p> <p>Main theories, concepts and principles of health, and wellbeing in the workplace.</p> <p>The key legislation guiding the management of health and wellbeing in the workplace.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level <b>8</b></p> <p>Use a range of professional skills and techniques in addressing health and wellbeing issues in the workplace.</p> <p>Provide evidence-based solutions to workplace health and wellbeing problems.</p>

Generic Cognitive skills	<p>SCQF Level <b>8</b></p> <p>Present and evaluate arguments, information and ideas that are routine to health and wellbeing in the workplace.</p> <p>Use a range of approaches to address defined and/or routine problems and issues within familiar contexts.</p> <p>Reflecting on one's own mental health and wellbeing to promote mindfulness and resilience.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level <b>8</b></p> <p>Use a range of communication forms to effectively communicate in a variety of settings.</p> <p>Use numerical and graphical data to measure progress and achieve goals/targets.</p> <p>Demonstrating competence in a range of ICT applications and digital technologies in multiple contexts including engagement with digital learning platforms.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level <b>8</b></p> <p>Exercise some initiative and independence in carrying out defined activities at a professional level in practice or in a subject/discipline.</p> <p>Take the lead in implementing agreed plans in familiar or defined contexts.</p> <p>Take account of own and others' roles and responsibilities when carrying out and evaluating tasks.</p> <p>Work, under guidance, with others to acquire an understanding of current professional practice.</p>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>
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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.**

<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 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
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200

**\*\*Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Hesketh, I. and Cooper, C., 2019. 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.

### **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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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**

<b>Divisional Programme Board</b>	Management, Organisations & People
<b>Assessment Results (Pass/Fail)</b>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>School Assessment Board</b>	Management, Organisations & People
<b>Moderator</b>	Dr Kae Reynolds
<b>External Examiner</b>	S Singh
<b>Accreditation Details</b>	e.g. ACCA <a href="#">Click or tap here to enter text.</a>
<b>Changes/Version Number</b>	1

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
<p>This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).  Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).  <b>NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.</b>  Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc ) and keep the detail for the module handbook. <a href="#">Click or tap here to enter text.</a></p>
Assessment 1 -Written Report
Assessment 2 – Reflection Essay
Assessment 3 – <b>Free Text</b>
<p>(N.B. (i) <b>Assessment Outcomes Grids</b> 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 <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)</p>

### Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetable Contact Hours
	x	x	x			80	

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetable Contact Hours
				x		20	

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetable Contact Hours
<b>Combined Total for All Components</b>						<b>100%</b>	<b>XX hours</b>

#### Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

**Version Number: MD Template 1 (2023-24)**