

## University of the West of Scotland

## Module Descriptor

Session: 202425

<b>Title of Module: Health and Wellbeing across Learning</b>			
<b>Code: PGES11007</b>	<b>SCQF Level: 11 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Education and Social Sciences		
<b>Module Co-ordinator:</b>	L Barrett		
<b>Summary of Module</b>			
<p>This module considers the participant's role in taking forward national health and wellbeing initiatives within their specific professional context. It will support participants in developing a critical understanding of the issues and practicalities of promoting a holistic approach to health and wellbeing across learning, and how they can provide a broad range of relevant and realistic learning experiences across all levels of school (or equivalent learning environment) health and wellbeing.</p> <p>The module aims to enhance participants' abilities to develop a school/learning environment where young people and children feel happy, safe, respected and included. Participants will critically review, for example, the shared vision of the SHANNARI wellbeing wheel, alongside global professional practice in school health and wellbeing. The module will challenge participants to develop professional practice that will promote confidence, independent thinking and positive attitudes and dispositions by exploring the promotion of mental, emotional, social and physical wellbeing within and outwith the classroom (or equivalent learning environment) setting.</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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>

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	Critically review current concepts of health and its determinants, health and wellbeing education and health promotion.
L2	Critically reflect on the factors which influence an individual's health-related behaviours.
L3	Demonstrate a critical awareness of the approaches to health promotion and their effectiveness.
L4	Investigate, critically analyse, and review the shared vision of health and wellbeing alongside global professional practice and current national initiatives related to health and wellbeing in own professional context, and demonstrate how the work undertaken impacts on professional practice.
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)	<p>SCQF Level 11</p> <p>Critical understanding of the principal theories, principles and concepts associated with health and wellbeing education and health promotion</p> <p>Critical understanding of a range of specialised theories, principals and concepts relating to health and wellbeing education and health promotion</p> <p>Critical awareness of current issues in health and wellbeing</p>

Practice: Applied Knowledge and Understanding	<p><b>SCQF Level 11</b></p> <p>Using a significant range of the principal skills, techniques, practices and/or materials which are associated with health and wellbeing education and health promotion</p> <p>Demonstrating originality or creativity in the application of knowledge, understanding and/or practices within a specific professional context.</p>	
Generic Cognitive skills	<p><b>SCQF Level 11</b></p> <p>Developing original and creative responses to problems and issues with reference to the content of this module and to a specific professional context</p> <p>Critically reviewing, consolidating and extending knowledge, skills practices and thinking in a subject/discipline</p>	
Communication, ICT and Numeracy Skills	<p><b>SCQF Level 11</b></p> <p>Communicating, using appropriate methods, to a range of audiences with different levels of knowledge/expertise</p> <p>Communicating with peers, more senior colleagues and specialists</p> <p>Using a wide range of software to support and enhance work at this level to increase effectiveness</p>	
Autonomy, Accountability and Working with others	<p><b>SCQF Level 11</b></p> <p>Exercising substantial autonomy and initiative in professional and equivalent activities</p> <p>Taking responsibility for own work and/or significant responsibility for the work of others</p> <p>Taking responsibility for a significant range of resources</p> <p>Demonstrating leadership and/or initiative and make an identifiable contribution to change and development</p> <p>Practising in ways which draw on critical reflection on own and others' roles and responsibilities.</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>

### **Learning and Teaching**

The module handbook will provide specific information on 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 build on/refer back

to throughout the module and which have immediate application to their respective personal and professional practice.

The module introduces a number of related and inter-related themes, and the associated coursework consists of a number of independent and collaborative online tasks and selected reading. The handbook will also include a detailed module timeline so as 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.

**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)
Asynchronous Class Activity	80
Independent Study	120
	200 Hours Total

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

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

Access to internet: As the programme is delivered entirely online via the University's virtual learning environment, participants must have access to an internet connected computer.

Boddington, N., King, A., & McWhirter J. (2014) Understanding Personal, Social, Health and Economic Education in Primary Schools

Naidoo, J. & Wills, J. (2016 4th ed) Health promotion: Foundations for Practice. Elsevier (available in electronic form from the UWS library online)

Scriven, A. (7th edition 2017) Promoting Health - A Practical Guide. Bailliere Tindall (available in electronic form from the UWS library online)

Seedhouse, D. (2nd edition, 2004) Health Promotion Philosophy, Prejudice and Practice. Wiley (available in electronic form from the UWS library online)

Tones, K., and Green, J., (2nd edition 2010/3rd edition 2015) Health Promotion Planning and Strategies. Sage

White, J (2011) Exploring Well-being in Schools – A guide to making children’s lives more fulfilling. Routledge

#### Web resources

Education Scotland (no date) Health and Well-being

UNESCO (2016) Education for All (EFA) Movement

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:

All full-time students (part-time and distance learning students should check with their programme leader for any queries) 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](#).

Aligned with the overall commitment to equality and diversity stated in the Programme Specification, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Aula, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distance learning students should check with their programme leader for any queries). 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. Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible

to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

(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>	Education
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Career-Long Professional Learning
<b>Moderator</b>	E Wotherspoon
<b>External Examiner</b>	D Lukic
<b>Accreditation Details</b>	
<b>Changes/Version Number</b>	

#### Assessment: (also refer to Assessment Outcomes Grids below)

A referenced essay which will require the individual to indicate how they have made improvements to their professional practice and the promotion of health and well-being in the workplace as a result of undertaking this module (or how they intend to make improvements in the future). The summative assessment counts towards 100% of the overall assessment for the module and the indicative word count of 4,500 words reflects, and is in line with, the advice and guidance set out via UWS' Assessment Handbook (reviewed and updated annually).

In addition to the foregoing, individuals will be required to produce 'validated work-related evidence' in support of the formal assessment. This will be negotiated with the module tutor dependent on the individual's professional context.

(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.)

**Assessment Outcome Grids (See Guidance Note)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Essay	✓	✓	✓	✓		100%	0

<b>Combined Total for All Components</b>	<b>100%</b>	<b>XX hours</b>
--	-------------	-----------------

**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
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)**