University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Stress Management in Education			
Code: PGES11020	**SCQF Level: 11 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Education & Social Sciences		
Module Co-ordinator:	L Lafferty		
Summary of Module			
Stress within educational settings contributes to the likelihood of illness and absence, burnout and the development of associated physical and mental health difficulties and deterioration in well-being. These adverse consequences impact on both learners and those involved in learning and teaching roles.This module provides an opportunity to explore current theoretical understandings of the concept of stress and the impact it may have within an educational environment; to critically review models and theories of stress and in particular, specific stress management theories, underpinning research and strategies that have been effective in managing and coping with the manifestation of stress. Participants will be introduced to stress management theory and critically appraise this in terms of effectiveness, suitability and applicability for learners and leaders of learning within learning, teaching and training contexts.			

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☐	☐	☒	☐	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will **normally** 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:
☐	☐	☐	☐	☐	☒	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☐	Term 2	☒	Term 3	☐

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 appraise stress management theories and models.
L2	Critically review the specific evidence base for effective stress management strategies within learning, teaching, and training settings for both learners and 'leaders of learning'.
L3	Apply enhanced skills in planning, implementing, and evaluating effective stress management strategies within a learning, teaching, and training context.
L4	Critically reflect on the implementation of stress management strategies within their learning, teaching, and training context.

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 Level **11** Critical understanding of a range of theories, models and concepts relating to the impact and management of stress in professionally relevant educational contexts. Critical understanding of the range, skills, effectiveness, suitability, and applicability of stress management strategies in professionally relevant educational contexts. Critical awareness of current issues in stress management in professionally relevant educational contexts.
Practice: Applied Knowledge and Understanding	SCQF Level **11** Using a significant range of the principal skills, techniques, practices and/or materials which are associated with evaluating stress management interventions. Critically evaluate the application of stress management strategies when viewed in light of own learners, 'leaders of learning' (self-help), colleagues and organisation.

	Demonstrating originality or creativity in the application of knowledge, understanding and/or practices to a specific professional context.
Generic Cognitive skills	SCQF Level **11** Critically appraise evidence regarding the suitability and applicability of stress management strategies within a professionally relevant educational context. Applying critical analysis, evaluation and synthesis to issues which are at the forefront, or informed by developments at the forefront, of stress management strategies, Developing original and creative responses to problems and issues which (might) occur in the application of stress management strategies within own professionally relevant educational context. Critically reviewing, consolidating, and extending knowledge, skills practices and thinking within own professional context/subject or discipline.
Communication, ICT and Numeracy Skills	SCQF Level **11** Communicating, using appropriate methods, with a range of peers on-line and in the workplace with differing levels of knowledge/expertise re. stress management and evaluation. Communicating and collaborating with a range of professional colleagues to develop stress management and evaluation practice(s). Using a range of software to support and enhance work at this level.
Autonomy, Accountability and Working with others	SCQF Level **11** Work with learners and other stakeholders within own organisation to reflect on/analyse the causes of stress with a view to providing support and advice in relation to the implementation and evaluation of stress management strategies. Exercising substantial autonomy and initiative in professional and equivalent activities. Taking responsibility for own work and/or significant responsibility for the work of others. Demonstrating leadership and/or initiative as a means of contributing to change and development within own professional context/subject or discipline.

Pre-requisites:	Before undertaking this module, the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

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 can build on/refer back to throughout the module and which have immediate application to their respective personal and professional practice. The module consists of 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.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (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 module is delivered entirely online via the University's virtual learning environment, participants must have access to an appropriate internet connected device which will enable full engagement with, and the development of, work at Masters level. Reading: The under noted reading list provides a limited number of texts for illustrative purposes only. Coursework will provide direction to a range of literature with a number of texts (and readings) currently available in 'e' (online) format from the library. Participants are advised to contact their programme leader (or the module	

coordinator) in advance of the module commencing to check availability of ebook formats (and/or to enquire about how to access a copy of the module resource list online).

Davis, M., Eshelman, E.R., McKay, M. (2008) *The Relaxation and Stress Reduction Workbook 6th edition.* Oakland: New Harbinger Publications (any newer edition).

Kottler, J., Chen, D.D. (2008) *Stress Management and Prevention: Applications to daily life.* Belmont: Thompson, Wadsworth.

Tummer, N.E. (2011) *Teaching Stress Management: Activities for Children and Young Adults.* Champaign: Human Kinetics.

Journals: Academic journals are a valuable source of reading. Key articles will be detailed as part of module activities where applicable however participants should also source relevant material, using databases and other resources, provided by the UWS Library as a means of extending their own personal and professional knowledge and skills.

(**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:

*Part-time, distance learning students should review the module's 'attendance and engagement' requirements as set out in the Module Handbook.

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	Education

Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	Career-Long Professional Learning
Moderator	Y. Matemba
External Examiner	S. Jones
Accreditation Details	n/a
Changes/Version Number	Annual review/general housekeeping across sections and update to module coordinator and module moderator details.

Assessment: (also refer to Assessment Outcomes Grids below)
The module is assessed via a single summative assessment (weighted 100%). The summative assessment is graded in line with the University's A-E assessment/grading scale and further, more specific, detail and guidance (including word count allowance) will be provided via the Module Assessment Handbook.
Assessment 1 – A written assignment which requires the individual to discuss and critically analyse an effective stress management programme which could be applied within their own learning, teaching, or mentoring/training context to help prevent stress and/or to support staff who might be experiencing the negative effects of stress.
(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)

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	Timetabled Contact Hours
Written Assignment	✓	✓	✓	✓	n/a	100%	0

Combined Total for All Components	**100%**	**0 hours**