

University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: Health Wellbeing Promotion and Safeguarding			
Code: EDUC07041	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	A Connelly		
Summary of Module			
<p>This module focuses on health, wellbeing, and safeguarding, with an emphasis on the care needs of young children. Students will explore concepts of health, health education and health promotion. Students will investigate the aspects and dimensions of health and their dynamic interactions, allowing them to develop an understanding of complex factors including beliefs, values and attitudes that influence health-related behaviours. The rights of children to a healthy lifestyle will be considered. Student knowledge and understanding of the ecological impact of current societal and familial health issues such as addiction, mental health, physical activity and exercise will be developed. Early childhood nutrition and healthy eating will also be explored.</p> <p>Students will practically apply aims and approaches to health education and health promotion; identifying strategies to promote the care of young children and to support the wellbeing of all stakeholders in early childhood settings. Approaches to partnership working will be examined with consideration of supports for families with additional support needs.</p> <p>Students will gain a broad knowledge of current policy, legislation, guidance and working practices from both an international and local perspective. Strategies to support and safeguard vulnerable children, including relevant child protection legislation, will be explored.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 knowledge and understanding of the concepts of health, health education and health promotion in relation to the work of a childcare sector professional
L2	Demonstrate an awareness of current key health issues and relevant documentation, reflecting on their impact on children's development
L3	Apply a range of approaches in safeguarding, child protection and related roles and procedures in an early learning and childcare setting.
L4	Click or tap here to enter text.
L5	Click or tap here to enter text.

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 7 An awareness of the dimensions of health and their dynamic interactions.</p> <p>Understanding of a limited range of core theories, principles and concepts related to health and health promotion in modern society.</p> <p>An awareness of policy and understanding of professional responsibility in practice relating to safeguarding.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 7</p> <p>Carry out routine lines of enquiry, development and investigation into professional level, problems and issues related to healthy lifestyles with young children and safeguarding.</p>
Generic Cognitive skills	SCQF Level 7

	Use and begin to evaluate a range of approaches to evidence based solutions.	
Communication, ICT and Numeracy Skills	SCQF Level 7 Present and evaluate arguments, information and ideas that are routine to early learning and childcare health wellbeing and safeguarding.	
Autonomy, Accountability and Working with others	SCQF Level 7 Exercise autonomy and initiative in some activities at a professional level to promote health and wellbeing.	
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	
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.	
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)
Lecture/Core Content Delivery	36
Work Based Learning/Placement	100
Independent Study	64
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)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Dowling, M. (2014) Young Children's Personal, Social & Emotional Development. 4th edition. Los Angeles. Sage.</p> <p>Gottwald, M. (2012) A Guide to Practical Health Promotion. Maidenhead. OU Press.</p> <p>Green, J. Tones, K., Cross, R. and Woodall, J. (2015) Health Promotion Planning and Strategies. 3rd Edition. London. Sage.</p> <p>Meggitt, C. (2012) Child Development: An Illustrated Guide. Oxford: Pearson.</p> <p>Meggitt, C., Bruce, T. and Manning-Morton, J. (2016) Childcare and Education 6th Edition London. Hodder Education</p> <p>Musgrave, J. (2017) Supporting Children's Health and Wellbeing. London. Sage</p> <p>Naidoo, J. and Wills, J. (2009) Foundations for Health Promotion. 3rd Edition. Edinburgh. Balliere Tindall Elsevier</p> <p>NHS Health Scotland (2019) Off to a Good Start All You Need to Know About Breastfeeding Your Baby Available http://www.healthscotland.com/documents/120.aspx</p> <p>Nutkins, S., Macdonald, C. and Stephen M. (2013) Early Childhood Education and Care: An introduction. London: SAGE</p> <p>Powell, S., Smith, K. and Maynard T. (2018) An Introduction to Early Childhood Studies. London: SAGE.</p> <p>Roberts, R. (2010) Wellbeing from Birth. London: SAGE.</p> <p>Tassoni, P. (2015) Supporting Children with Special Needs. UK: Hodder Education.</p> <p>Click or tap here to enter text.</p> <p>Click or tap here to enter text.</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p>	

(*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:

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

All fulltime students (part-time and distant 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 Specifications, 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 distant 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.

(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 <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Early Years
Moderator	J Leslie
External Examiner	I Birnie
Accreditation Details	None

Changes/Version Number	
Assessment: (also refer to Assessment Outcomes Grids below)	
<p>Self- and peer-assessed formative tasks will be undertaken throughout this module. Students will be assessed formatively through their communication and contributions to online discussions, collaborative group tasks and lecturer support. Digitally enabled, efficient and effective formative feedback will provide students with guidance on how to gauge and inform progress.</p> <p>Summative assessment will be in two components; Group Presentation and Written Portfolio</p>	
<p>Assessment 1 Group Presentation. Oral group presentation of a case study or scenario which incorporates students' knowledge of roles, responsibilities and procedures around safeguarding (25%)</p>	
<p>Assessment 2 A written portfolio. Based upon a project which promotes health and wellbeing of children, parents and/or carers within an Early Learning and Childcare setting. Students will demonstrate appropriate knowledge and understanding of health and health promotion and reflect upon the specific issues and challenges which may apply to childcare sector professionals. (75%)</p>	
<p>Assessment 3 – Free Text</p>	
<p>(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.)</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
Presentation			X			25%	0

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
Portfolio	X	X				75%	0

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
Combined Total for All Components						100%	0 hours

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)