

University of the West of Scotland

Module Descriptor

Session: 202324

Title of Module: Health and Wellbeing for Understanding			
Code: UGED07005	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:	Y White		
Summary of Module			
<p>This module is a core element of Level 7 of the BA (Hons) Education Programme and is designed to introduce students to mental, emotional, social and physical wellbeing.</p> <p>This module will develop the students' understanding of the concepts required to develop holistic health and wellbeing. Students will apply their knowledge and understanding to support and develop their own personal health and wellbeing.</p> <p>During the module students will assess their own mental, emotional, social and physical wellbeing needs, design a personal development plan to meet these requirements, and evaluate how their targets have been met.</p> <p>As well as theoretical workshops this module is practically based and will require students to be physically active throughout the duration of the course. The physical aspect of the course will also be expected to continue out-with any University based workshops.</p> <p>It is also envisaged that this module will also start to develop students' awareness of health and wellbeing within Curriculum for Excellence. This will enable students to teach health and wellbeing during the first school experience opportunity.</p> <ul style="list-style-type: none"> • The module will support students towards meeting the GTCS Standard for Provisional Registration by working towards the following standards: Professional Commitment (1.2); Have knowledge and understanding of Pedagogical Theories and Professional Practice (2.1.1); Plan effectively to meet learners' needs (3.1.1); Engage critically with literature, research and policy (3.3.1). • In relation to learning for sustainability, students will develop their understanding of health and wellbeing to promote the concept of what makes a good life. In addition, students will consider health and wellbeing as a right and explore the value of this right to wider aspects of human development. They will also explore aspects of system thinking and capacity to deal with uncertainty throughout the module. • Throughout this core module the UWS Graduate attributes are promoted and students are encouraged to develop a set of globally relevant skills, abilities and behaviours that will support them in becoming work ready and successful. A broad range of personal, academic and professional attributes are embedded within the activities and content of 			

the module. In this module a particular focus will be given to developing knowledgeable, autonomous, emotionally intelligent, resilient, socially responsible and driven young educators.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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	Demonstrate a broad knowledge and understanding of the defining features of mental, emotional, social and physical wellbeing.
L2	Apply knowledge and understanding of the theories, concepts and principles required to develop overall holistic health and wellbeing.
L3	In a practical context, produce and evaluate a personal development plan to meet personal needs.
L4	Practise routine methods of enquiry and research in the context of Developing a Healthy Lifestyle.
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</p> <p>Understanding of a broad knowledge of health and wellbeing. Understanding of knowledge that is embedded in the main principles and concepts of health and wellbeing.</p>	
Practice: Applied Knowledge and Understanding	<p>SCQF Level 7</p> <p>Applying knowledge, skills and understanding of features of effective practice in relation to mental, emotional, social and physical wellbeing. Practising and developing their own personal health and wellbeing.</p>	
Generic Cognitive skills	<p>SCQF Level 7</p> <p>Presenting and evaluating arguments, information and ideas that are central to the promotion of health and wellbeing. Use a range of approaches to address defined health and wellbeing issues.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 7</p> <p>Convey complex ideas in well-structured and coherent forms. Using a range of forms of communication effectively in both familiar and unfamiliar contexts. Use numerical and graphical data to measure progress and achieve goals/targets. Select and use standard ICT applications to process and obtain a variety of information.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 7</p> <p>Exercise some initiative and independence in carrying out specific activities to develop their own personal health and wellbeing. Take the lead in implementing agreed plans in familiar or defined contexts. Take account of own and others' roles and responsibilities when carrying out tasks.</p>	
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)
Laboratory/Practical Demonstration/Workshop	48
Personal Development Plan	20
Asynchronous Class Activity	32
Independent Study	100
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>Naidoo, J. and Wills, J. (2016) <i>Health promotion: foundations for practice (4th edn)</i>. Amsterdam: Elsevier.</p> <p>Scriven, A. (ed) (2017) <i>Promoting health: a practical guide</i>. Amsterdam: Elsevier.</p> <p>Tones, K. and Green, J. (2015) <i>Health promotion: planning and strategies (3rd edn)</i>. London: Sage.</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>	

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:

It is expected that you will attend all scheduled classes and participate with all elements of the module. In accordance with the programme handbook, any student whose attendance has fallen below the 75% minimum requirement for a module could be withdrawn from the module assessment and given a re-attend decision for that module. This is to assure placement partners that students are appropriately prepared to undertake periods of school experience.

Attendance will be taken in every scheduled class. Engagement will be tracked through Aula analytics. This programme provides many opportunities for face-to-face interaction through campus delivery. This is vital to ensure we can model pedagogical approaches and you can work collaboratively with peers. Engaging with online materials does not give you the same experience as engaging with others.

Any student who is struggling to manage expectations due to particular personal circumstances must contact the module co-ordinator and year group leader to discuss. It is vital that staff know of any reasons for non-engagement, to ensure any appropriate reasonable adjustments can be made, or students can be sign-posted to additional support from central services. Students who do not engage fully with the module will not be eligible to undertake the module assessment.

Equality and Diversity
<p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.</p> <p>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 the VLE, 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. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/</p> <p>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.</p>
(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	Division of Education
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	School of Education and Social Sciences
Moderator	L Nisbet
External Examiner	L Craig
Accreditation Details	GTCS
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
<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). 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</p>

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. 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. [Click or tap here to enter text.](#)

Assessment 1

Throughout this module, students will participate in discussions and activities with lecturers and peers, receiving formative feedback in relation to developing thinking on issues relating to health and wellbeing.

There will be a specific requirement to submit a short piece of work for formative feedback. This will link directly to the content and process for the end of module summative assessment. Students should reflect on the feedback and make any necessary additions to this specific piece of work before including in the final submission.

The summative assessment for the HWBfU module consists of a **presentation** worth 100% of the overall grade. To achieve a pass in the module, a score of **40% or above** must be achieved.

Assessment 2

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.)

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	x	x	x		100	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

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%	XX 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)