



Module Descriptor

Title	Supporting Health and Wellbeing (CS)		
Session	2025/26	Status	
Code		SCQF Level	8
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	A Connelly		
Summary of Module			
<p>This module focuses on relationships and their importance in personal and professional life, Concepts of Health Education</p> <p>Exploration of the dimensions of health and their dynamic interactions. Examination of the complexity of the factors including beliefs, values and attitudes influencing health related behaviours.</p> <p>Concepts of health promotion</p> <p>Exploration of different models and approaches to health promotion and understanding of the differences between health education and health promotion.</p> <p>Current Key health issues</p> <p>Development of knowledge and understanding of mental health. Toe significance of physical activity and exercise and issues relating to nutrition and healthy eating in childhood will be considered Current health issues affecting society including addiction, mental health, wellbeing, and additional health needs. Recognition and knowledge of global, UK and Scottish policy development since 2000 and recent developments.</p> <p>Collaboration between health professionals</p> <p>Investigation of strategies that encourage, enhance and involve collaboration between health professionals and parents, Consideration of families with additional support needs and the promotion of breast feeding.</p> <p>Implications for clients and workers in providing health promoting approach</p> <p>Discussion of the features of a 'health promoting' establishment. Group presentation to peers on the ways in which a childcare establishment can protect and improve the health of children, parents/carers and staff.</p> <p>Working in partnership with patents and professionals (Multi-agency working)</p> <p>Examination of the elements of partnership working Mith parents, professionals, and the wider community in order to promote the health and well-being of children and families.</p> <p>The module enables the students to develop the following UWS Graduate Attributes:</p> <p>Inquiring</p> <p>Culturally Aware</p> <p>Socially Responsible</p>			

Ptential leader

Resilient

The module contributes towards the following UN Sustainable Goals:

3. Ensure healthy lives and promote well-being for all at all ages

10. Reduce inequality within and among countries

Module Delivery Method	On-Campus¹ <input type="checkbox"/>	Hybrid² <input checked="" type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>		
Campuses for Module Delivery	<input checked="" type="checkbox"/> Ayr <input checked="" type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)			
Terms for Module Delivery	Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes

L1	To develop a critical knowledge and understanding of the concepts of health, health education and health promotion in relation to the work of a childcare sector professional
L2	To review current key health issues, relevant documentation and reflect on their impact on children aged 0-12 years.
L3	To investigate strategies which allow childcare professionals to work in collaboration with parents and health professionals for the benefit of the health of children and their families.
L4	To develop skills in researching a topic which takes consideration of developing a health promoting establishment
L5	

Employability Skills and Personal Development Planning (PDP) Skills

¹ Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

² The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

³ Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

⁴ Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF 8 Understanding of a limited range of core theories, principles and concepts related to health and health promotion in modern society.
Practice: Applied Knowledge and Understanding	SCQF 8 Carry out routine lines of enquiry, development and investigation into professional level, problems and issues related to healthy lifestyles with young children.
Generic Cognitive skills	SCQF 8 Use and critically evaluate a range of approaches to evidence-based solutions.
Communication, ICT and Numeracy Skills	SCQF 8 Convey complex information to a range of audiences and for a range of purposes.
Autonomy, Accountability and Working with Others	SCQF 8 Exercise autonomy and initiative in some activities at a professional level.

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching	
<p>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.</p> <p>Use of VLE, Interactive Whiteboards, online tutor/student-led discussions, and individual and group tasks. Lectures, tutorials, student-led seminars, group work, role-play, presentations, workshops, and problem-based learning will be used to develop student learning. Formative and summative assessments will be used including such instruments as in-class debate and oral presentations, alongside the summative assessment.</p> <p>Student handbooks, and other detailed material made available to students, will give more specific information on the particular learning and teaching methodologies, and combinations of these methodologies, to be used for timetabled student sessions. This will clarify for students both their expectations for timetabled sessions, and their expectations for the overall balance of learning and teaching methodologies to be used during the module.</p>	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	18

Laboratory / Practical Demonstration / Workshop	18
Personal Development Plan	35
Independent Study	129
Please select	
Please select	
TOTAL	200

Indicative Resources

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

Downie, R. S. Tannahill, C and Tannahill, A. (1996) Health Promotion Models and Values. 2nd Edition. Oxford, Oxford University Press,

Maynard, T. and Powell, (2014) An Introduction to Early Childhood Studies. London, Sage.

Naidoo, J. and Wills, J. (2009) Foundations for Health Promotion, 3rd Edition. Edinburgh Balliere Tindall Elsevier

Scottish Government (2011) Improving Maternal and Infant Nutrition: A Framework for Action. Edinburgh, Scottish Government.

Scrim, A. (2010) Promoting Health: A Practical Guide. Edinburgh. Bailliere Tindall Elsevier,

(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:

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

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](#).

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.

(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
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.
School Assessment Board	Early Years
Moderator	J Ovington
External Examiner	J Shaik Mopdevi
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input type="checkbox"/> No
Changes / Version Number	2.1

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Formative assessment tasks will be undertaken throughout this module.

Assessment 2

Summative assessment- Written essay 2 500 words.

Assessment 3

Summative Presentation.

(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.)

Component 1							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	75%	

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	25%	

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	hours

Change Control

What	When	Who
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General houskeeping to text across sections.	12/12/2023	D Taylor
General Housekeeping in line with guidance	26/03/25	A Connelly