

University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Supporting Health and Wellbeing			
Code: EDUC08003	SCQF Level: 8	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	TBC		
Summary of Module			
<p>This module focuses on relationships and their importance in personal and professional life,</p> <p><u>Concepts of Health Education</u></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><u>Concepts of health promotion</u></p> <p>Exploration of different models and approaches to health promotion and understanding of the differences between health education and health promotion.</p> <p><u>Current Key health issues</u></p> <p>Development of knowledge and understanding of mental health. The 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><u>Collaboration between health professionals</u></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><u>Implications for clients and workers in providing health promoting approach</u></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.

Working in partnership with parents and professionals (Multi-agency working)

Examination of the elements of partnership working with parents, professionals, and the wider community in order to promote the health and well-being of children and families.

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NCL

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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	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	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)	SCQF Level 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 Level 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 Level 8 Use and critically evaluate a range of approaches to evidence-based solutions.	
Communication, ICT and Numeracy Skills	SCQF Level 8 Convey complex information to a range of audiences and for a range of purposes.	
Autonomy, Accountability and Working with others	SCQF Level 8 Exercise autonomy and initiative in some activities at a professional level.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

Learning and Teaching

Use of VLE, Interactive Whiteboards, on-line tutor/student led discussions, 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.

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.

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	35
Independent Study	129
	Hours Total 200

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

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:

All full-time 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. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: <https://www.uws.ac.uk/current-students/supporting-your-studies/your-rightsresponsibilities/regulatory-framework/>

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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

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(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	Childhood Studies/Childhood Practice

Moderator	J Leslie
External Examiner	J Shaik Mopdevi
Accreditation Details	Contact School for current details
Changes/Version Number	2.10

Assessment: (also refer to Assessment Outcomes Grids below)

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 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.](#)

Formative assessment tasks will be undertaken throughout this module.

Summative assessment- Written essay.

The essay will require students to 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%)

Summative Presentation. The presentation will require students to reflect on their role in establishing a health promotion project within a placement/workplace setting (25%)

(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
	yes	yes	yes			75%	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
				yes		25%	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

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)