Module Descriptor

Title	Holistic Wellbeing in Childhood		
Session	2026/27	**Status**	
Code	CHSS08XX	**SCQF Level**	SCQF 8
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**Education and Social Science**		
Module Co-ordinator	TBC		

Summary of Module

This module invites you to explore how relationships shape health and wellbeing in both personal and professional life, with a strong focus on real work in health education and health promotion. You will look at health in a holistic way, examining how beliefs, values and attitudes influence health-related behaviours for children, families and wider communities. You will be introduced to key models and approaches to health promotion and learn clearly how health education and health promotion differ, and how they work together in practice. Along the way, you will develop up-to-date knowledge of health issues that are highly relevant to future roles with children and families, including mental health, physical activity, nutrition, addiction, wellbeing, and additional support needs, alongside major global, UK and Scottish health policy developments since 2000.

You will evaluate how these settings can support and improve the health of children, families and staff, and you will apply what you learn through group presentations and scenario-based discussions that mirror situations you may face in practice. By the end of the module, you will feel more confident about working with others to promote holistic wellbeing and about using health promotion ideas in your future career with children and families.

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☒ Ayr ☒ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☐	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

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	
L5	

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 8** An informed understanding of a defined range of core theories, concepts, principles and terminology.
Practice: Applied Knowledge and Understanding	**SCQF 8** Adapt routine practices within accepted standards associated with a profession in the content of working with children, young people families and communities.
Generic Cognitive skills	**SCQF 8**

[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

	Undertake critical analysis and evaluation of ideas, concepts, information and issues that are within the common understandings in Childhood Studies.
Communication, ICT and Numeracy Skills	**SCQF 8** Actively access a range of data, to evidence your understanding to use digital technologies, whether university tools, systems or external to manage and enhance the processes of learning.
Autonomy, Accountability and Working with Others	**SCQF 8** Work, under guidance, with others to acquire an understanding of current professional practice.

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

Learning and Teaching	
In line with current UWS learning and teaching principles, a 30-credit module includes 300 learning hours, normally including 48–60 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** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	18
Tutorial / Synchronous Support Activity	18
Personal Development Planning	35
Independent Study	229
Please select	
Please select	
TOTAL	300 Hours

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 Edn. Oxford University Press, Maynard, T. and Powell, (2014) *An Introduction to Early Childhood Studies*. Sage. Naidoo, J. and Wills, J. (2009) *Foundations for Health Promotion*. 3rd Edn. Edinburgh Balliere Tindall Elsevier. Scottish Government (2011) *Improving Maternal and Infant Nutrition: A Framework for Action*. Scottish Government.

Scrim, A. (2010) *Promoting Health: A Practical Guide*. 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:** In line with the Student Attendance and Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on VLE, and complete assessments and submit these on time.

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 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.
(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	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **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	TBC
External Examiner	TBC
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Essay - 2,750 words
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.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☒	☒	☒	☐	☐	100%	3 hrs

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	3 hours

Change Control

What	**When**	**Who**
New module	February 2026	Julie Ovington