**University of the West of Scotland**

**Module Descriptor**

**Session: 2023-24**

| Title of Module: Integrated Wellbeing | | | |
|---|---|---|---|
| **Code: UGED09001** | **SCQF Level: 9 (Scottish Credit and Qualifications Framework)** | **Credit Points: 20** | **ECTS: 10 (European Credit Transfer Scheme)** |
| **School:** | School of Education and Social Sciences | | |
| **Module Co-ordinator:** | S McGarvey | | |

**Summary of Module**

This module is a core element of Level 9 of the BA (Hons) Education in year three and is designed to develop knowledge and understanding, concepts and skills within the Scottish health and wellbeing curriculum (CfE).

The main emphasis of this module is to develop the students' knowledge of the holistic nature of the health and wellbeing curriculum. Through a mixture of practical, interactive and applied theoretical workshops, students will develop a broader knowledge of this curricular area and how it impacts on a child's development. Students will be exposed to a number of different subject areas and cover eight overarching themes: safe, healthy, achieving, nurtured, active, respected, responsible and included. It is intended that individuals will reflect on how they, as learners, could use this knowledge to enhance their current and future practice.

- The module will support students towards meeting the GTCS Standard for Provisional Registration by working towards the following standards: Professional Values (1.1); 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 further develop their understanding of HWB as a right and explore the value of this right to wider aspects of human development. They will also explore aspects of inclusion and social justice through consideration of HWB in practice. The use of outdoor learning is explored as a stimulus for learning in HWB. Throughout this module students are supported to develop a critically reflective practice.

- Through participating in the module, students will develop UWS Graduate Attributes and will demonstrate, in particular, that they are critical thinkers, effective communicators, collaborative and research-minded. Additionally students will become more knowledgeable and motivated.

| Module Delivery Method | | | | | |
|---|---|---|---|---|---|
| **Face-To-Face** | **Blended** | **Fully Online** | **HybridC** | **Hybrid 0** | **Work-Based Learning** |

| ☒ | ☐ | ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|---|---|

**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: |
|---|---|---|---|---|---|---|
| ☐ | ☒ | ☐ | ☐ | ☐ | ☐ | Add name |

| **Term(s) for Module Delivery** |
|---|
| (Provided viable student numbers permit). |

| Term 1 | ☒ | Term 2 | ☐ | Term 3 | ☐ |
|---|---|---|---|---|---|

| **Learning Outcomes: (maximum of 5 statements)** |
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| **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 and integrated knowledge and understanding of the scope, main areas and boundaries of children's development. |
|---|---|
| L2 | Reflect on ways to support learning in the early years and primary sectors. |
| L3 | Demonstrate a broad knowledge of the scope, defining features and relevant areas of the holistic Health and Wellbeing curriculum. |
| L4 | Identify and demonstrate knowledge of appropriate pedagogy for the identified curricular areas and stage of learner. |
| L5 | Conduct themselves as a reflective and accountable practitioner including seeking out sources of informed criticism and valuing, reflecting and responding to them appropriately. |

| **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  **9**<br><br>An understanding of the scope and defining features of the holistic nature of the health and wellbeing curriculum. A critical understanding of a range of the principles, principal theories, concepts and terminology of the holistic |

| | health and wellbeing curriculum. Knowledge of the holistic nature of the health and wellbeing curriculum that is informed by forefront developments. |
|---|---|
| Practice: Applied Knowledge and Understanding | **SCQF Level 9**<br><br>Apply knowledge, skills and understanding in using a range of the principal professional skills, techniques, practices and/or materials associated with the early years and primary sector. In using a few skills, techniques, practices and/or materials associated with the teaching of the holistic health and wellbeing curriculum to prepare to practise in a range of professional level contexts that include a degree of unpredictability. |
| Generic Cognitive skills | **SCQF Level 9**<br><br>Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues in holistic health and wellbeing. Identify and analyse routine professional problems and issues in the teaching of holistic health and wellbeing. Draw on a range of sources in making judgments about the early years and primary sector and the teaching of holistic health and wellbeing. |
| Communication, ICT and Numeracy Skills | **SCQF Level 9**<br><br>Use a wide range of routine skills and some advanced and specialised skills in support of established practices in the teaching of holistic health and wellbeing. Present or convey, formally and informally, information on standard/mainstream topics in the early years and primary sectors to a range of audiences. Use a range of ICT applications to support and enhance teaching and learning. |
| Autonomy, Accountability and Working with others | **SCQF Level 9**<br><br>Exercise autonomy, initiative and independence in some activities at a professional level in practice or in the early years and primary sector. Take account of own and others' roles and responsibilities when carrying out tasks. |
| **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** |
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| **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 | Student Learning Hours |
|---|---|
| During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Lecture/Core Content Delivery | 10.5 |
| Laboratory/Practical Demonstration/Workshop | 31.5 |
| Asynchronous Class Activity | 14 |
| Independent Study | 144 |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |
| | 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:

Boddington, N., King, A. and McWhirter, J. (2014). Understanding personal, social, health and economic education in primary schools.

Burton, M., Barrell, R., Howard, C. and Levermore, D. (2017). Children's mental health and emotional well-being in primary schools.

*Keenan, T. and Evans, S. (2009). An Introduction to Child Development 2nd edition. London: Sage.

*Scottish Government. (2007). Curriculum for Excellence Building the Curriculum 2: Active Learning in the Early Years. Edinburgh: Scottish Government.

Scottish Government. (2009). Curriculum for Excellence. Edinburgh: Scottish Government

Thorburn, M., n.d. Wellbeing, education and contemporary schooling.

Academic journals are a valuable source of reading. Key articles will be detailed as part of module activities where applicable however participants should also source relevant material, using databases and other resources, provided by the UWS Library as a means of extending their own personal and professional knowledge and skills.

The internet provides a convenient way of accessing government reports, statistics and other relevant resources. It is not practical to provide a comprehensive list of sites via this descriptor however 'useful resources' will be signposted via the VLE site and participants will be encouraged to add to such a list as they too locate relevant resources.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

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:

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.

In accordance with module and programme handbooks, any student whose attendance has fallen below the 75% minimum requirement for a module could be withdrawn from and given a re-attend decision for that module. To assure placement partners that students are appropriately prepared to undertake periods of school experience, unsatisfactory attendance across academic modules may prevent progress to placement, or result in withdrawal from the programme, as a student would be deemed not to have met the professional requirements of the programme as accredited by the GTCS.

## 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 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.

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.

(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 ☐No ☒ |
| **School Assessment Board** | Education |
| **Moderator** | J Ellis |
| **External Examiner** | F Hendry |
| **Accreditation Details** | GTC Scotland |
| **Changes/Version Number** | 2.07 |

| **Assessment: (also refer to Assessment Outcomes Grids below)** |
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| Student handbooks, and other detailed material made available to students, will clarify the relationship between formative assessment and the specific learning outcomes for the module. This will ensure that students can relate feedback from formative assessment to their individual progress on the learning outcomes for the module. On summative assessments, students will receive detailed information indicating the ways in which summative assessments will assess individual learning outcomes for the module. As appropriate, students will also receive detailed information on how feedback will be provided for assessments. |
| The summative assessment of this course will consist of one component worth 100% of the module grade. The assessment will be a 3000-word assignment. Within the assignment, students are asked to examine the curricular area of Health and Wellbeing and reflect on their practice within the area. As part of the reflection, students will evidence how well equipped they are to meet their responsibility for teaching, developing, and promoting the wellbeing of learners. |
| Assessment 2 – Free Text |
| Assessment 3 – Free Text |
| (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.<br>(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 | Timetabled Contact Hours |
| Essay | ✓ | ✓ | ✓ | ✓ | ✓ | 100 | 1 |

| 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 | Timetabled 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 | Timetabled Contact Hours |
| | | | | | | | |
| **Combined Total for All Components** | | | | | | **100%** | **1 hour** |

**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)**