Module Descriptor

Title	**CA of Health and Wellbeing Teaching**		
Session	2026/27	**Status**	Validated
Code	UGED09009	**SCQF Level**	SCQF 9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education & Social Sciences**		
Module Co-ordinator	L Griffiths		

Summary of Module

Completion of this module allows students to undertake the Level 10 Dissertation module with a continued focus on Health and Wellbeing teaching. Alternatively, and by agreement with the module co-ordinator, students may choose to focus on an alternative curricular area/current issue in the dissertation.

The module will address:

1. Approaches to the teaching, acquisition and understanding of Health and Wellbeing teaching, including a range of relevant case studies.
2. National (Scottish and UK) and international perspectives relating to the teaching, acquisition and understanding of Health and Wellbeing.
3. International perspectives, including key indicators, student achievement, political and societal variations and how these may impact upon approaches to learning and teaching of Health and Wellbeing.
4. Current issues, theories and priorities relating to the teaching, acquisition and understanding of Health and Wellbeing teaching.

The module will support students towards meeting the GTCS Standard for Provisional Registration by working towards the following standards: Professional Values (Social Justice; Trust and Respect; Integrity) (1.1); Professional Commitment (1.2); Have knowledge and understanding of education systems (2.2.1); Have knowledge and understanding of pedagogical theories and professional practice (2.1.1); Utilise pedagogical approaches and resources (3.1.2); Engage critically with literature, research and policy (3.3.1); Engage in reflective practice to develop and advance career-long professional learning and expertise (3.3.2).

In relation to learning for sustainability, students will develop knowledge and skills in inclusion and social justice, enquiry, critical approaches, reflection and dealing with uncertainty.

Through participating in the module, students will demonstrate that they are critical thinkers, analytical, inquiring, research-minded and knowledgeable.

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	Demonstrate awareness and understanding of the development of approaches to learning and teaching in relation to Health and Wellbeing teaching.
L2	Be aware of, discuss and reflect upon national and international approaches to the acquisition and understanding of Health and Wellbeing teaching.
L3	Analytically reflect upon how the acquisition and understanding of Health and Wellbeing teaching may be affected by political and societal variations.
L4	Demonstrate an understanding of academic literature that discusses current and emerging theories and policies relating to effective and successful approaches to learning and teaching as it relates to Health and Wellbeing teaching.
L5	Demonstrate an understanding of the contribution of citation indexes, online databases and journal abstracts to the navigation of academic literature.

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 9 Demonstrate and/or work with An understanding of how approaches to learning and teaching in relation to Health and Wellbeing teaching have been and are subject to

[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

	change. A critical understanding of current and emerging theories and policies in relation to Health and Wellbeing teaching.
Practice: Applied Knowledge and Understanding	SCQF 9 Apply knowledge, skills and understanding In using a range of the principal professional skills, techniques, practices and/or materials associated with the successful teaching in relation to Health and Wellbeing teaching. In using a number of skills, practices and/or materials that or specialised and/or advanced in relation to Health and Wellbeing teaching. In practising routine methods of inquiry and/or research in relation to Health and Wellbeing teaching.
Generic Cognitive skills	SCQF 9 Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues in relation to Health and Wellbeing teaching. Identify and analyse routine professional problems and issues in relation to Health and Wellbeing teaching. Draw on a range of national, international, historic and current sources in making judgements and presenting arguments.
Communication, ICT and Numeracy Skills	SCQF 9 Use a wide range of routine skills and some advanced and specialised skills in support of established practices in a subject/discipline/sector, for example: Present or convey, formally and informally, information on topics relating to Health and Wellbeing teaching to a range of audience, using a range of digital applications to support and enhance work. Interpret, use and evaluate numerical and graphical data to achieve goals/targets which relate to the stated learning outcomes
Autonomy, Accountability and Working with Others	SCQF 9 Exercise autonomy and initiative working independently in activities relating to the stated learning outcomes and relate these at a professional level to successful practice in professional environments. Practise in ways that show awareness of own and others' roles and responsibilities.

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

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. In all modules on the B.A. Education programme, we take an authentic, best-practice and forward-looking approach to learning activities and assessment. There is a strong emphasis on situated learning and real professional scenarios. We are committed to interactive learning and the small number of learning activities that are purely transmission of information are normally pre-recorded. In workshops, which utilise classrooms, and other facilities as appropriate, the outdoors and the Brightspace VLE, main methodologies include collaborative working and student presentations. All learning activities are aligned to relevant aspects of the professional standards. Individual, group or tutor-led reflection is required throughout. Learning activities develop 21st century skills such as communication, collaboration, and critical thinking. Learning activities, assessment and feedback, where

appropriate, provide students with choice, such as selection of research articles for the final assessment.

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	**12**
Tutorial / Synchronous Support Activity	**24**
Asynchronous Class Activity	**24**
Independent Study	**140**
Choose an item.	
Choose an item.	
TOTAL	200

Indicative Resources

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

Bottomley et al. (2019) Critical Thinking Skills for your Education Degree. Critical Publishing

(Available as e-book)

Cottrell, S. (2019) The Study Skills Handbook. Fifth edition. London: Palgrave Macmillan (e-book)

(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 attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, 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:

http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/

All students 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: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/ Given the professional nature of the programme, 100% attendance and engagement is expected. The module co-ordinator and year group leader maintain an overview of attendance and engagement. Should there be concerns, there will be liaison between module co-ordinator, year group leader, personal tutor and the student to identify steps to support engagement and success.

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. 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 Brightspace VLE, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. 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/ Student teachers are encouraged to reflect on their developing understanding of aspects relating to equality and diversity and to consider how this helps them to work towards meeting the Standard for Provisional Registration (GTCS, 2021), of which demonstrating commitment to social justice and inclusion is a significant part. Through studying this module, student teachers develop the professional skills and abilities to employ teaching strategies and resources, including digital approaches, to meet the needs and abilities of every learner; and build positive, rights respecting relationships for learning. A direct focus on these aspects not only advances equality in the student environment, by promoting empathy and affiliation, but also within the school settings where student teachers undertake their school experience.

(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	**Education**
Moderator	**L Barrett**
External Examiner	P Gibson
Accreditation Details	**General Teaching Council for Scotland**
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	**v3.**

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Completion of a compare/contrast reading frame in relation to two relevant journal articles (or their equivalents).
Assessment 2
Students produce a written critical analysis (2000 words) of one of the generic themes discussed in the module (effective pedagogies, motivation or assessment, for example), as agreed by the subject lead tutor. The written assignment comprises 60% of the total module assessment. To pass the module, students are required to pass both assessment components. The module handbook contains an outline of the assessment components and the marking criteria.
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**
Group Presentation	☒	☒	☒	☒	☐	40	N/A

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Written Assignment	☒	☒	☒	☐	☐	60	N/A

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

Change Control

What	When	Who
Transfer to new 2026 27 template – new module coordinator, internal and external moderator.	Mar 26	L Griffiths