

University of the West of Scotland

Module Descriptor

Session: 2022/23

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Status: Published

Title of Module: Effects of Lifestyle on Health

Code: BIOL11020	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 10	ECTS: 5 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Jane Tobias		

Summary of Module

This module aims to highlight common lifestyle practices which would benefit from improvement, to prevent increases in non-communicable disease and lengthen healthy life expectancy, thus reducing the load on healthcare providers and improving equality in the UK and other countries

Current approaches in health promotion will be critically analysed and evaluated for health outcomes, with students debating future options for reducing inequalities. Modifications might include adjustments to balance nutrition, activity levels and healthy lifestyle choices and incorporate the influence of social environment and consequential inequalities of health.

For example, the incidence of obesity is rising and together with poor lifestyle choices, such as lower physical activity, can have grave consequences on the future health of individuals and populations. Additionally, social settings and income may dictate the availability and subsequent inequalities of health care provision.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				

Face-To-Face

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

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)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓			

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	✓	Term 2	✓	Term 3	
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Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

- L1. Demonstrate an understanding of new and emerging issues in lifestyle choices and popular responses to these.
- L2. Critically evaluate and examine selected approaches to contemporary health promotion practices.
- L3. Apply a variety of research methods to critically evaluate social determinants of health and health choices in maintaining healthy lifestyles.

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 11. Critical and integrated understanding of current literature and research in Public Health, with appropriate techniques and methods in practice.
Practice: Applied Knowledge and Understanding	SCQF Level 11. Critically examining the application of knowledge and skills required by healthcare professionals to contribute to the health improvement agenda.
Generic Cognitive skills	SCQF Level 11. Critically reviewing current literature relevant to the research topic. Analysing the links between policy and strategy and implementation of local, national and /or international Public health initiatives. Demonstrating a proficiency in dealing with professional level issues relating to the final report.
Communication, ICT and Numeracy Skills	SCQF Level 11. Interpreting, using and evaluating a unique range of numerical or graphical data. Presentation of knowledge through report writing and oral communication skills
Autonomy, Accountability and Working with others	SCQF Level 11. Reflecting on health and social healthcare providers and commenting critically on partnership working between public health, health improvement and third sector organisations.

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

The aim of this module is to investigate and evaluate current approaches of health promotion practice for efficacy and develop a research-based report with a critical approach to one lifestyle area. Short lectures, seminars and tutorials will explore the themes but students will be expected to plan and develop themes independently and may work in groups with similar themes.

Assessment will include a short presentation (20%) plus the final report (80%)

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	18
Independent Study	82
	100 Hours Total

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

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

Access to library; electronic journals, advanced textbooks and databases.

(**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)

Engagement Requirements

In line with the Academic 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 the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

Attendance at synchronous sessions: lectures, workshops, and tutorials

Completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module.

Supplemental Information

Programme Board	Biological Sciences and Health
Assessment Results (Pass/Fail)	No
Subject Panel	Health L7-11
Moderator	Angela Beggan
External Examiner	P Anyanwu
Accreditation Details	
Changes/Version Number	1.06 For AY21-22 ASB (Subject Panel) changed and EE TBC

Assessment: (also refer to Assessment Outcomes Grids below)

Assessment Category 1: Presentation 20%

Assessment Category 2 : Report 80%

(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 Handbook.)

Assessment Outcome Grids (Footnote A.)**Component 1**

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation		✓		20	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Dissertation/ Project report/ Thesis	✓	✓	✓	80	0
Combined Total For All Components				100%	0 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

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 the 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.

Please refer to the UWS Equality and Diversity Policy at uws.ac.uk: UWS Equality and Diversity Policy

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)