University of the West of Scotland

Module Descriptor

Session: 2023/24

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Status: Pending

Title of Module: Health and Lifestyle

Code:	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Jane Tobias		

Summary of Module

There are many effects of lifestyle on health that can be affected by targeted changes, resulting in improved health outcomes and ultimately longer life expectancy. The determinants of a healthy lifestyle include the socioeconomic environment and postcode location, and this module will outline the main areas of lifestyle and non-communicable diseases, and link lifestyle to these factors. Students will explore the current health policies and practices of the devolved Scottish Government and/or the UK Government and analyse current approaches in health promotion, evaluating these for health outcomes and report on their findings. They will work in groups to debate issues and produce materials for disseminating health information.

Topics that will be examined may include

Type 2 Diabetes, Smoking, Physical Activity, Obesity, Nutrition and Mental Health.

This module leads to development of understanding of the effects of lifestyle on health as part of the wider field of public health. It will help to develop a range of '**I am UWS**' Graduate Attributes:

Universal-development of critical thinking, ethically and research minded.

Work ready-an effective problem solver, communicator and ambitious.

Successful- by being autonomous, resilient and driven.

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	

Learning Outcomes: (maximum of 5 statements)
On successful completion of this module the student will be able to: L1. Investigate non-communicable diseases and determinants of health using current literature in public health L2. Critically evaluate and examine selected approaches to contemporary health promotion practices and choices in maintaining healthy lifestyles. L3. Evaluate interpret and develop materials for disseminating health education and information L4. Demonstrate an understanding of the policies and practices of Scottish and UK Governments around the health improvement agendas.

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 commentating critically on partnership working between public health, health improvement and third sector organisations. Participating in group work with other students. Submitting work at deadlines

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
This module aims to investigate and evaluate current approaches of health promotion practice for efficacy and allow students to develop a research-based report with a critical approach to one lifestyle area that includes current govenrment policies and practices. Group work will allow students to develop skills of presenting education materials in a variety of formats. Short lectures, seminars and tutorials will explore the themes but students will be expected to plan and develop themes independently and are expected to work in groups with similar themes. Assessment will be a group 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	15
Tutorial/Synchronous Support Activity	15
Independent Study	170
	200 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: Aula virtual learning environment Library resources, One Search, and online 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:
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 procedureWhere a module has Professional, Statutory or Regulatory Body requirements these will be listed here:
For the purposes of this module, academic engagement equates to the following: Attendance at synchronous sessions: lectures, workshops, and tutorials, completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module.
Additionally students will be required to engage with the online platform Aula to monitor progress on their placement

Supplemental Information

Programme Board	Biological Sciences and Health
Assessment Results (Pass/Fail)	No
Subject Panel	Health L7-11
Moderator	Angela Beggan
External Examiner	Philip Anyanwu
Accreditation Details	
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

Group Presentation 20%
Students will work in small groups to produce educational material that is supported by current Scottish and/or UK Government Policies or practices

Individual Report 80%
Students will produce a written report focussing on a lifestyle factor or non-communicable disease and its effects on health, with an analysis of current health promotion around the chosen area using current literature

(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)	Learning Outcome (4)	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)	Learning Outcome (4)	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: http://www.uws.ac.uk/equality/ 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)