**Module Descriptor**

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| **Title** | Promoting Health and Wellbeing | | |
| **Session** | 2026/27 | **Status** | Published |
| **Code** | HLTH07005 | **SCQF Level** | 7 |
| **Credit Points** | 20 | **ECTS (European Credit Transfer Scheme)** | 10 |
| **School** | **Health and Life Sciences** | | |
| **Module Co-ordinator** | Eileen Harkess-Murphy | | |

**Summary of Module**

This module will introduce students to the dimensions of health and determinants of health in relation to provision of health and social care services.

Students will focus on key positive components that can promote health and wellbeing including motivation, lifestyle, mental and physical wellness. Health promotion models and strategies including public policy initiatives, preventative approaches, behaviour change, and educational approaches will be explored.

Through personal reflection students will identify important attitudes, values and beliefs in relation to their own wellbeing and the promotion of wellbeing in others.

This module aims to contribute to the following I am UWS graduate attributes:

Universal: enquiring, culturally aware, socially responsible,

Work Ready: knowledgeable, motivated,

Successful: imaginative and creative.

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

[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

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| | | | ☒ Paisley | | | |
| **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** | Identify the dimensions and determinants of health. |
| **L2** | Discuss mental and physical wellness along with health promotion strategies. |
| **L3** | Reflect on their own attitudes, values and beliefs in relation to the promotion of wellbeing for themselves and others. |
| **L4** | |
| **L5** | |

| **Employability Skills and Personal Development Planning (PDP) Skills** | |
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| **SCQF Headings** | **During completion of this module, there will be an opportunity to achieve core skills in:** |
| **Knowledge and Understanding (K and U)** | **SCQF 7**<br>A broad understanding of the dimensions and determinants of health<br>An appreciation of the scope and range of health promotion strategies. |
| **Practice: Applied Knowledge and Understanding** | **SCQF 7**<br>Knowledge of key positive components that can promote health and wellbeing including motivation, lifestyle, mental and physical wellness health promotion strategies. |
| **Generic Cognitive skills** | **SCQF 7**<br>Evaluating current evidence on promoting health. |
| **Communication, ICT and Numeracy Skills** | **SCQF 7**<br>Gain confidence in retrieving a variety of data including developing skills in interpreting data that is presented in numerical and graphical format. |
| **Autonomy, Accountability and Working with Others** | **SCQF 7**<br>Evaluate one's own responsibilities and contributions to improving their own wellbeing and those of others within health and social care. |

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

| **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. |

Hybrid Delivery will be used for this module. In a hybrid delivery model students will be exposed to a range of synchronous and asynchronous group and personal activities online or in the classroom. This will be supplemented with a series of online learning units that present students with the core learning content for the module.

| **Learning Activities**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
|---|---|
| Lecture / Core Content Delivery | 20 |
| Tutorial / Synchronous Support Activity | 10 |
| Personal Development Plan | 6 |
| Asynchronous Class Activity | 6 |
| Independent Study | 158 |
| n/a | |
| **TOTAL** | 200 |

**Indicative Resources**

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

Burnard, A. (ed.) (2011) Key Themes in Health and Social Care. London: Routeledge.

Knight, A. and McNaught, A. (eds.) (2011) Understanding wellbeing: An introduction for students and practitioners of health and social care. Banbury: Scion Publishing Ltd.

Naidoo, J., and Wills, J. (2022) Foundations for Health Promotion. 5th edn. London: Elsevier.

Pears, R. & Shields, G. (2022) Cite them Right -the Essential Referencing Guide. 12edn. London: MacMillan Education Ltd.

In addition to these texts students will be directed to a range of contemporary international, national and local information to support the module content and learning outcomes.

**(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:**

In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

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| Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner.<br><br>It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes.<br><br>We may reach out to check how things are going and offer support if we observe that your attendance and engagement is lower than expected that is in line with the school policy. |

| **Equality and Diversity** |
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| **The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.**<br><br>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 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. |
| **(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**

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| **Divisional Programme Board** | **Biological Sciences Health** |
| **Overall Assessment Results** | ☒ **Pass / Fail** ☐ **Graded** |
| **Module Eligible for Compensation** | ☐ **Yes** ☒ **No**<br>**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** | Health |
| **Moderator** | Laura MacKenzie |
| **External Examiner** | R Sanni-Adeniyi |
| **Accreditation Details** | |
| **Module Appears in CPD catalogue** | ☐ **Yes** ☒ **No** |
| **Changes / Version Number** | 2 |

| **Assessment (also refer to Assessment Outcomes Grids below)** |
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| **Assessment 1** |
| Workbook on aspects of promoting health and wellbeing. (2500 words: 100% weighting). |
| **Assessment 2** |
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| **Assessment 3** |
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| (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.) |

| **Component 1** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| Case study | ☒ | ☒ | ☒ | ☐ | ☐ | 100 | 0 |

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

| **Component 3** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| | ☐ | ☐ | ☐ | ☐ | ☐ | | |
| **Combined total for all components** | | | | | | 100% | 0 hours |

**Change Control**

| **What** | **When** | **Who** |
|---|---|---|
| Student Learning hours change to meet UKVI requirements. | 27/01/26 | Eileen Harkess-Murphy |
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