

# University of the West of Scotland Module Descriptor

Session: 2023/24

Last modified: May 24

**Title of Module: Health and Wellbeing Across the Lifespan**

<b>Code: HLTH08002</b>	<b>SCQF Level: 8</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Health and Life Sciences		
<b>Module Co-ordinator:</b>	Umma Suleiman		

## Summary of Module

The World Health Organisation (WHO, 2021) states that health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being without distinction of race, religion, political belief, economic or social condition. Furthermore, the WHO (2021) explain that an unequal development in different countries in the promotion of health and control of diseases, especially communicable disease, is a common danger. Healthy development of the child is of basic importance.

The aim of this module is to develop knowledge and understanding of health and wellbeing with a lifespan approach covering a range of ages, from pre-conceptual to end-of-life issues. Topics reviewed in this module include an introduction to health and wellbeing, the epidemiology of disease and modifiable and non-modifiable risk factors associated with disease. The module topics will be related to health and social care at international, national and local levels to allow students to apply the theories to different situations they may experience.

This module is suitable for those currently working or aspiring to work in health and social care and aims to promote global citizenship and gradueness for all students regardless of geography or employment status.

The acquisition of UWS graduate attributes (Universal, Work-ready and Successful) is central to the module content. Specifically this module creates graduates that are socially responsible, emotionally intelligent, culturally aware, ethically-minded and knowledgeable problem solvers.

## 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. Examine the epidemiology of disease.
- L2. Understand the modifiable and non-modifiable risk factors associated with disease.
- L3. Discuss health and wellbeing across the lifespan.

### 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)	<p>SCQF Level 8.</p> <p>Demonstrate knowledge of epidemiology, health and wellbeing across the lifespan.</p> <p>Understanding of modifiable and non-modifiable risk factors.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 8.</p> <p>Apply knowledge of epidemiology, health and wellbeing across the lifespan, to safe and effective health and social care.</p> <p>Apply knowledge and understanding of modifiable and non-modifiable risk factors.</p>
Generic Cognitive skills	<p>SCQF Level 8.</p> <p>An understanding of epidemiology, health and wellbeing.</p> <p>Application of knowledge of epidemiology and risk factors to health and wellbeing across the lifespan.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 8.</p> <p>Knowledge of accurate epidemiological data.</p> <p>Engage with module multimedia resources, VLE and library and literature databases to retrieve information.</p> <p>Understand multidisciplinary involvement to health and wellbeing.</p>

Autonomy, Accountability and Working with others	<p>SCQF Level 8.</p> <p>Working effectively with other module participants during group or online activities.</p> <p>Identifying and addressing their own learning needs for future professional practice.</p> <p>Recognising ethical and professional issues arising from module content.</p>
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<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\* Indicates that module descriptor is not published.

### Learning and Teaching

This module is delivered by blended learning utilising a Virtual Learning Environment.

Blended learning students will participate in a range of activities supported by the quality assured resources, have access to direct individual and tutorial support from their tutors and will be directed to wider reading, including access to the UWS electronic library and online books.

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

Core Year Text: McCormack, B., McCance, T., Bulley, C. Brown, D., McMillan, A. and Martin, S. (eds) (2021) Fundamentals of Person-Centred Healthcare Practice [Electronic book]. Chichester: Wiley-Blackwell.

There is no core text for this module, the following electronic resources are considered essential reading:

Beale, L. (2017) Human Disease and Health Promotion [Electronic book]. New Jersey: Jossey-Bass and Pfeiffer. Larkin, M.

(2017) Health and Well-Being Across the Life Course [Electronic book]. London: SAGE Publications Ltd.

World Health Organisation (2020) World Health Statistics. [Online] Available at: <https://www.who.int/data/gho/publications/world-health-statistics>

In addition to these texts, students will be directed to a wide range of 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)

## Engagement Requirements

In line with the Academic Engagement and Attendance 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 Moodle, and complete assessments and submit these on time.

## Supplemental Information

<b>Programme Board</b>	Biological Sciences and Health
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	Health L7-11
<b>Moderator</b>	Laura MacKenzie
<b>External Examiner</b>	P Anyanwu
<b>Accreditation Details</b>	None
<b>Version Number</b>	1.03 MC updated, moderator updated, Term of delivery added

### Assessment: (also refer to Assessment Outcomes Grids below)

There are two components of summative assessment for this module. These make up the 100% weighting of 3000 words.

Component 1 Online Test - 40% of the total module weighting (1200) word equivalent). This will examine epidemiology and the risk factors associated with disease across the life span.

Component 2 Workbook - 60% of the total module weighting (1800) word equivalent. Students will complete a workbook on health and wellbeing across the lifespan.

(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
Class test (written)	✓	✓		40	0

### Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Workbook/ Laboratory notebook/ Diary/ Training log/ Learning log			✓	60	0
<b>Combined Total For All Components</b>				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

The School of Health and Life Sciences believes that education and practitioner diversity are central to achieving quality of care.

Within the module, quality of care, inclusiveness and employability are achieved by:

- Provision of a welcoming and supportive culture that promotes accessibility and equal opportunities to students and prospective students
- Promotion of confidence and knowledge of their rights as a student and employee
- Promotion of respect and knowledge of client diversity, their needs, rights and associated practitioner responsibilities

The above aims, supported by staff belief in fairness and equal opportunities, guide content, teaching and learning, assessment and evaluation.

Disability disclosure is encouraged throughout recruitment, selection and throughout the duration of this module. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced.

To enable the module to be responsive to the demand for equality and diversity, procedures and processes have been subject to Equality Impact Screening and where appropriate Equality Impact Assessment. Evaluation by all key stakeholders through the life of the module is also central to meeting commitments.

Further detail is available in the specific section of the Programme Specification

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)