Module Descriptor

Title	The Psychology of Health and Wellbeing NEW		
Session	2026/27	**Status**	Published
Code	HLTH08012	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Sutapa Haldar		

Summary of Module

This module provides a general introduction and basic underpinning of the key concepts and major theories employed within the field of psychology, health and wellbeing. This module will firstly introduce students to the core theories and major paradigms in psychology and then guide students in applying these models to health, illness and disease. Health is not merely the absence of illness or disease, but a state of complete physical, social and mental wellbeing. This module therefore promotes an awareness and appreciation of how psychology impacts on health and how physical health affects mental health. Throughout this module, students are invited to analyse how psychological theories are applied in health

and social care settings, as well as examining the relationships between physical, mental and social factors that influence the overall wellbeing of individuals.

This module aims to contribute to the following I am UWS graduate attributes: Universal: inquiring, culturally aware, socially responsible,

Work ready: problem solving, effective communicator,

Successful: innovative, daring.

Module Delivery Method	**On-Campus**[1] ☐	**Hybrid**[2] ☒	**Online**[3] ☐	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☐ Ayr	☐ Lanarkshire	☐ Online / Distance Learning	

[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

	☐ Dumfries		☒ London ☒ Paisley		☒ Other (specify) New College Lanarkshire	
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	Apply key concepts and core theories in psychology to real-world issues in health and social care.
L2	Consider the role that psychology plays in health promotion and illness prevention.
L3	Understand the evidential basis for explanations of physical and mental health and wellbeing.
L4	
L5	

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 8** Knowledge of psychology and wellbeing in the context of health. Understanding of a range of core theories, concepts, principles and terminology in psychology. Awareness and understanding of some major current issues and specialisms.
Practice: Applied Knowledge and Understanding	**SCQF 8** Knowledge of how psychological theories are applied in health and social care settings. Understanding of psychological, social and biological factors that interact to influence health and wellbeing.
Generic Cognitive skills	**SCQF 8** Undertake analysis and synthesis of ideas, concepts, information and issues that are central to wellbeing. Appreciate current evidence on psychological therapies and interventions used to promote wellbeing.
Communication, ICT and Numeracy Skills	**SCQF 8** Use of information technology applications to convey information to a range of audiences and for a range of purposes. Experience in retrieving and appraising a variety of data including developing skills in interpreting data that is presented in numerical and graphical format.
Autonomy, Accountability	**SCQF 8**

and Working with Others	Reflect on responsibilities and contributions to improving the psychological health and wellbeing of self and others. Exercise autonomy and initiative in the creation and timely completion of written assignments as well as working collaboratively with peers within a defined structure. Acquire an understanding of current professional, ethical and regulatory codes of practice within psychology.

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. 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 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	10
Tutorial / Synchronous Support Activity	20
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: Bennett, C., and Lillyman, S., (2020) Promoting Health and Wellbeing: For Nursing and Healthcare Students. [Electronic book] : Banbury: Lantern. Knight, A., and McNaught, A., (2011) Understanding wellbeing: An Introduction for Students and Practitioners of Health and Social Care. [Electronic book] Banbury: Lantern. Morrison, V., and Bennett, P., (2012) An Introduction to Health Psychology. [Electronic book] Harlow: Pearson.

Lee, K and Quinn, N., (2013). Public Mental Health: Global Perspectives. [Electronic book] Maidenhead: McGraw-Hill.

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.

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.

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.

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

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. 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

Divisional Programme Board	**Biological Sciences Health**
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	Health
Moderator	Constantina Papadopoulou
External Examiner	G Bachi
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Online Class Test (40% weighting).
Assessment 2
Case Study (2400 words - 60% weighting).
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**
Class test (written)	☐	☐	☒	☐	☐	40	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Case study	☒	☒	☐	☐	☐	60	0

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