

# University of the West of Scotland

## Module Descriptor

**Session: 2023/24**

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Status: Published

### Title of Module: Health and Wellbeing

<b>Code: CEWM10005</b>	<b>SCQF Level: 10</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 40</b>	<b>ECTS: 20</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Health and Life Sciences		
<b>Module Co-ordinator:</b>	Jan Miller		

### Summary of Module

The module covers the elements that must be considered in health and wellbeing in the workplace. It follows on from level 9 modules and introduces the knowledge required to progress on to healthy working lives in the workplace. Factors influencing stability and change will be covered, the promotion of health, reduction of health inequalities and prevention of conditions that impact on health. Management roles in the incorporation and engagement of agencies; policies covering return to work, redeployment and lighter duties; and the implementation of the application of approaches to counselling, relocation and confidentiality will all be covered. Guest speakers and lecturers, where appropriate, will provide a wide range of views and backgrounds, including public health, occupational health, environmental health, human resources and facilities management. This module is assessed by an on-going portfolio and presentation.

Undertaking this module will help you to further develop the range of '**I am UWS**' Graduate Attributes.

**U**niversal – development of critical thinking, ethically and research minded.

**W**ork Ready – an effective problem solver, communicator and ambitious.

**S**uccessful – 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. Demonstrate a detailed understanding of issues relating to their own lives and lifestyle impacts and those of colleagues.

L2. Show a critical understanding of the social, environmental and economic interactions that apply to health and wellbeing in the workplace.

L3. Apply a variety of research methods in determining workplace health and wellbeing factors, and their management.

**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 10. Knowledge and understanding of local and global issues and how health and wellbeing are interpreted in a variety of situations. Appreciation of the climatic, environmental, social and economic factors which influence health and approaches to change management
Practice: Applied Knowledge and Understanding	SCQF Level 10. The application of achieved knowledge and understanding to specific workplace situations using case studies, working policies, health governance policies, health promotion, workplace adaptations, confidentiality, education in the workplace and wellbeing improvement practices
Generic Cognitive skills	SCQF Level 10. The ability to critically evaluate workplace conditions and development of realistic solutions to issues. Students will develop approaches to engagement of occupational health systems and services.
Communication, ICT and Numeracy Skills	SCQF Level 10. Experience in discussion, debate, reflection and determination of optional approaches to situations. Use of ICT to research, interpret data and present results. Participation in decision-making for a variety of situations and presentation back to peers and supervisors. Development of skills for communication of health issues and the ability to determine solutions to workplace situations that arise.
Autonomy, Accountability and Working with others	SCQF Level 10.

	Interactive sessions, collaborative work, individual work, preparation of timeous material to reflect "real world" situations in the workplace that will challenge the students to develop confidence in addressing health and wellbeing.	
<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.

<b>Learning and Teaching</b>	
<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)
Laboratory/Practical Demonstration/Workshop	36
Tutorial/Synchronous Support Activity	24
Independent Study	340
	400 Hours Total
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Virtual Learning Environment: Timetables, lecture summaries, seminar, assignments, staff contact information and other information associated with the running of the Module.</p> <p>Health and Safety at Work: An Essential Guide for Managers, Stranks, Jeremy W.London : Kogan Page, 2008, Rev. 8th ed. (E-book UWS Library Electronic Resources)</p> <p>Legal Aspects of Health and Safety, Dimond, Bridgit. London, Quay Books, 2011, 2nd ed.</p> <p>Barbour Index on-line (UWS Library Electronic Resources)</p> <p>Public Health Scotland: <a href="https://publichealthscotland.scot/">https://publichealthscotland.scot/</a></p> <p>REHIS: <a href="https://www.rehis.com/">https://www.rehis.com/</a></p> <p>Health and Safety Executive: <a href="http://www.hse.gov.uk/">http://www.hse.gov.uk/</a></p> <p>Referencing: Pears, R. and Shields, G. (2019) Cite them right: the essential referencing guide. 11th rev. edn. London: Red Globe Press. Print and electronic copies are available from UWS Library.</p>	
(**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)	
<b>Engagement Requirements</b>	

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

<b>Programme Board</b>	Biological Sciences and Health
<b>Assessment (Pass/Fail) Results</b>	No
<b>Subject Panel</b>	Biology L7-11
<b>Moderator</b>	Steven Kelly
<b>External Examiner</b>	S Boyd
<b>Accreditation Details</b>	This module is accredited by Institution of Occupational Safety and Health (IOSH) if taken as part of the BSc (Hons) in Occupational Safety and Health programme.
<b>Changes/Version Number</b>	1.06 Changed from Blended to Hybrid C

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

Continuous assessment: portfolio report 75%. Students are to prepare a well-being improvement strategy involving multi agencies, as well as health and safety and human resources in a portfolio.

Oral presentation 25% The students must prepare and present, to a group of their peers, the main issues identified from the portfolio

(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
Portfolio of written work	✓	✓	✓	75	0

#### Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation	✓	✓	✓	25	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

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.

Please refer to the UWS Equality and Diversity Policy at the following link:

[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)