

## Module specification

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Module Code	HLT430
Module Title	Introduction to Wellbeing
Level	4
Credit value	20
Faculty	FSLS
HECoS Code	100473
Cost Code	GHAW

## Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Aligned to Dip HE Health and Social Wellbeing BSc Mental Health and Wellbeing BSc Public Health and Wellbeing for QA and assessment purposes	Option

## Pre-requisites

None

## Breakdown of module hours

Learning and teaching hours	36 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total active learning and teaching hours</b>	<b>36 hrs</b>
Placement / work based learning	0 hrs
Guided independent study	164 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>For office use only</b>	
Initial approval date	17/01/2023
With effect from date	
Date and details of revision	
Version number	1

## Module aims

This module aims to introduce students to key concepts in the field of wellbeing, key health and wellbeing problems, and to explore ways in which physical and mental wellbeing can be promoted at individual, community and national levels.

## Module Learning Outcomes - at the end of this module, students will be able to:

1	Define wellbeing and its relationship to physical and mental health
2	Discuss common health and wellbeing problems and how these may be addressed
3	Describe strategies that can be used to promote mental and physical wellbeing

## Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Students will participate in a series of coursework activities demonstrating their knowledge of wellbeing. These may include participation in a series of online forums, development of a wellbeing information poster and a quiz.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3	Coursework	100

## Derogations

None

## Learning and Teaching Strategies

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Students will learn through an ALF-led blended approach, involving synchronous workshops, and a range of asynchronous interactive and inspiring activities on the Virtual Learning Environment.

Synchronous learning will explore issues through discussions, examination of case studies and scenarios, quizzes and other activities. Asynchronous learning will deepen and expand this understanding through a variety of online activities such as videos, quizzes, readings, guided tasks and interactive forums.

The course is designed so that it can be delivered sequentially over a number of weeks, or over several full days.

All students will have the opportunity to access tutorial support throughout the module.

## Indicative Syllabus Outline

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Please note, content may change depending on current best practice but is likely to involve:

- Key concepts in mental and physical wellbeing
- Common physical and mental health problems
- Inequality and marginalised groups
- Stigma and discrimination
- Promoting wellbeing: individuals
- Promoting wellbeing: communities
- Promoting wellbeing: nations
- Looking to the future: innovation and emerging strategies

## Indicative Bibliography:

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Please note the essential reads and other indicative reading are subject to annual review and update.

### Essential Reads

Wilson, F. et al. (2015) *Health improvement and well-being : strategies for action*. Frances Wilson et al. (eds.). Maidenhead, Berkshire, England: Open University Press, McGraw-Hill Education

### Other indicative reading

Mental Health Foundation (no date), *Good Mental Health for All*. Available from: [https://www.mentalhealth.org.uk/?gclid=EAlaIQobChMInLfQh7WW-gIVWvbjBx13pwBjEAAYASAAEgKTjvD\\_BwE](https://www.mentalhealth.org.uk/?gclid=EAlaIQobChMInLfQh7WW-gIVWvbjBx13pwBjEAAYASAAEgKTjvD_BwE) [Accessed 15<sup>th</sup> September, 2022.]

New Economics Foundation (2011), *Five Ways to Wellbeing: New applications, new ways of thinking*. Available from: [https://neweconomics.org/uploads/files/d80eba95560c09605d\\_uzm6b1n6a.pdf](https://neweconomics.org/uploads/files/d80eba95560c09605d_uzm6b1n6a.pdf) [Accessed 16<sup>th</sup> September, 2022.]

Public Health Wales (no date), *Public Health Wales*. Available from: <http://www.publichealthwales.wales.nhs.uk/> [Accessed 15<sup>th</sup> September, 2022.]

## **Employability skills – the Glyndŵr Graduate**

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Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

### **Core Attributes**

Engaged  
Enterprising  
Creative  
Ethical

### **Key Attitudes**

Curiosity  
Resilience  
Confidence  
Adaptability

### **Practical Skillsets**

Organisation  
Critical Thinking  
Emotional Intelligence  
Communication