

MODULE SPECIFICATION PROFORMA

glyndŵr

PRIFYSGOL GLYNDŴR WRECSAM
GLYNDŴR UNIVERSITY WREXHAM

MODULE SPECIFICATION FORM

Module Title: Healthy Schools	Level: 5	Credit Value: 20
-------------------------------	----------	------------------

Module code:EDC511	Semester(s) in which to be offered: 1/2	With effect from: Sept, 2010
--------------------	---	------------------------------

Existing/New: New	Title of module being replaced (if any): EDC 133 Current Issues in Health
-------------------	---

Originating Subject: Early Childhood Studies	Module Leader: Paula Hamilton
--	-------------------------------

Module duration (contact hours/directed/directed/private study): 60 hrs (contact) 60 hrs (directed) 80 hrs (private)	Status: core/option/elective (identify programme where appropriate): Core
---	--

Percentage taught by Subjects other than originating Subject (please name other Subjects):	N/A
--	-----

Programme(s) in which to be offered: BA (Hons) Education and Childhood Studies	Pre-requisites per programme (between levels): None	Co-requisites per programme (within a level): None
---	--	---

Module Aims:

To enhance students' awareness and understanding of issues impacting upon the health and well-being of school age children and the potential role played by the health promoting school.

Expected Learning Outcomes

At the end of this module, students should be able to:

Knowledge and Understanding:

1. Examine and discuss a holistic perspective of health and well-being;
2. Outline the features and evaluate the significance of the health promoting school;
3. Identify and critically debate factors which impact on the health and well-being of school age children;
4. Highlight relevant legislation, policies and the role of the curriculum in promoting the health and well-being of school age children;
5. Critically examine reasons for, and identify ways in which, schools can develop partnerships with children, families and other agencies.
6. Analyse the role of the education practitioner in promoting the health and well-being of school age children.

Transferable/Key Skills and other attributes:

- Evaluation and reflection;
- Communication;
- Sharing ideas;
- Listening;
- Confidentiality;
- Improving own learning and performance;
- Analytical and problem solving skills;
- Working with others.

Assessment: please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). ***Details of indicative assessment tasks must be included.***

Assessment- written essay, linked to the critical discussion of some of the key issues affecting the health and well-being of school age children and the role of the health promoting school.

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Word count or equivalent if appropriate
1	All	Essay	100%	4,000

Learning and Teaching Strategies:

The teaching and learning strategies will employ a range of methods, including lecture, seminar, student presentations and external speakers with specific areas of expertise. Sessions will comprise of the presentation of information, reading, case studies, practical activities, review of selected video/DVD material and discussion. Peer group and individual discussion will allow the tutor to monitor the student's ability to reflect upon and evaluate their

own ideas and practice via discussion groups, individual research and tutorials.

Syllabus outline:

Health and well-being in childhood is clearly linked to physical, psychosocial and educational achievement. Therefore, maximising health and well-being is paramount in supporting children/young people in achieving their full potential in society. Students will explore various issues linked to the health and emotional well-being of school age children, including:

- Factors leading to a healthy, safe, secure and stimulating school environment.
- The concept of health and well-being as being complex rather than simplistic.
- Reflecting beyond the school gate as to how personal, family, community and cultural factors impact upon the health and well-being of school children, including: diet, exercise, poverty, parenting capacity, substance use/misuse, personal/sexual relationships, bullying, transitions, attachment and loss, and the effects of illness/hospitalisation.
- Links between children/young people's health and well-being and their learning dispositions, participation levels and life opportunities.
- Relevant legislation, policies and curriculum aimed at promoting the health and well-being of school age children (Foundation Phase/Stage; National Curriculum).
- The role of the education practitioner in supporting children/young people in making positive, safe and informed choices, and promoting resilience, confidence and self-esteem (including the use of an emotional intelligence approach).
- Reasons for, and ways in which, schools can develop partnerships with children, families and other agencies.
- Children/young people's rights to participation; including conflicts between participation and protection rights and dilemmas of judging children's competence in relation to participation (United Nations Convention of the Rights of the Child; Every Child Matters; Rights to Action). Strategies for listening to children and young people (including School Councils, the Mosaic approach; Children's Commission).

Bibliography

Essential reading:

Croghan, E. (2007), *Promoting Health in Schools*. London: Paul Chapman Publishing.

DeBell, D. (ed) (2007), *Public Health Practice and the School-Age Population*. London:

Hodder Arnold.

Department for Children, Education, Lifelong Learning and Skills (2008), *Personal and Social Development, Well-Being and Cultural Diversity: 3-7 Foundation Phase*. Cardiff: Welsh Assembly Government.

Department for Children, Education, Lifelong Learning and Skills (2008), *Personal and Social Education Framework for 7 to 19 Year-olds in Wales*. Cardiff: Welsh Assembly Government.

Department of Health (2004), *National Service Framework for Children, Young People and Maternity Services*. London: Department of Health.

Hall, D. and Elliman, D. (eds) (2006), *Health for All Children*. Fourth Edition. Oxford: Oxford University Press.

Hobart, C. and Frankel, J. (2009), *A Practical Guide to Working with Parents*. Second Edition. Nelson Thornes.

Thurtle, V. and Wright, J. (2008), *Promoting the Health of School Age Children*. Quay Books.

Waller, T. (ed) (2009), *An Introduction to Early Childhood*. Second Edition. London: Sage Publications Ltd.

Welsh Assembly Government (2004), *Children and Young People: Rights to Action*. Cardiff: Welsh Assembly Government.

Welsh Assembly Government (2005), *A Fair Future for Our Children: The Strategy for Tackling Child Poverty*. Cardiff: Welsh Assembly Government.

Other indicative reading:

Albon, D. And Mukherji, P. (2008), *Food and Health in Early Childhood*. London: Sage Publications Ltd.

Alderson, P. (2008), *Young Children's Rights: Exploring Beliefs, Principles and Practice*. Second Edition. London: Jessica Kingsley Publishers.

Blake, S., Bird, J. and Gerlach, L. (2007), *Promoting Emotional and Social Development in Schools: A Practical Guide*. London: Paul Chapman Publishing.

Bowlby, J. (1975), *Separation: Attachment and Loss. Feelings of Anxiety and Anger*. Second Edition. Middlesex: Penguin Books Ltd.

Bronfenbrenner, U. (1979), *The Ecology of Human Development: Experiments by Nature and Design*. London: Harvard University Press.

Clark, A. and Moss, P. (2001), *Listening to Young Children: The Mosaic Approach*. London: National Children's Bureau.

Department for Children, Schools and Families/Department of Health (2009), *Healthy Lives, Brighter Futures: The Strategy for Children and Young People's Health*. London: DCSF.

Department for Education and Skills (2003), *Every Child Matters*. London: Department for Education and Skills.

Dowling, M. (2005), *Young Children's Personal, Social and Emotional Development*. Second Edition. London: Paul Chapman Publishing.

Dunlop, A. and Fabian, H. (eds) (2007), *Informing Transitions in the Early Years: Research, Policy and Practice*. Maidenhead: Open University Press.

Earle, S. and Lloyd, C. (2007), *Theory and Research in Promoting Public Health*. London: Sage Publications Ltd.

Eaude, T. (2008), *Children's Spiritual, Moral, Social and Cultural Development: Primary and Early Years*. Second Edition. Exeter: Learning Matters.

Ewles, L. and Simnett, I. (2003), *Promoting Health*. Fifth Edition. Edinburgh: Bailliere Tindall.

Underdown, A. (2006), *Young Children's Health and Well-Being*. Maidenhead: Open University Press.

Prever, M. (2006), *Mental Health in Schools: A Guide to Pastoral and Curriculum Provision*. London: Paul Chapman Publishing.

Sunderland, M. (2004), *Helping Children with Low Self-Esteem*. Oxon: Speechmark.

Underdown, A. (2007), *Young Children's Health and Well-Being*. Maidenhead: Open University Press.

Willan, J., Parker-Rees, R. and Savage, J. (2004), *Early Childhood Studies*. Exeter: Learning Matters.

Zwozdiak-Myers, P. (2007), *Childhood and Youth Studies*. Exeter: Learning Matters.

Journals:

Child Development – Society for Research in Child Development. Oxford: Wiley-Blackwell

Child: Care Health and Development. Oxford: Wiley-Blackwell

Child Right. Essex: The Children's Legal Centre

Community Practitioner. Unite/CPHVA.

Early Years Educator. MA Education Limited www.earlyyearseducator.co.uk

Early Years – An International Journal of Research and Development. Oxon: Routledge
www.tactyc.org.uk

Journal of Adolescence. Dorset Press.

Journal of Early Childhood Research. London: Sage

Nursery World. www.nurseryworld.co.uk

