

MODULE SPECIFICATION FORM

| | | |
|-------------------------------------|----------|------------------|
| Module Title: Health and Well-being | Level: 5 | Credit Value: 20 |
|-------------------------------------|----------|------------------|

| | | |
|---------------------|-------------------|------------------|
| Module code: ECS508 | Cost Centre: GAEC | JACS2 code: X310 |
|---------------------|-------------------|------------------|

| | |
|---------------------------------------|----------------------------------|
| Semester(s) in which to be offered: 3 | With effect from: September 2013 |
|---------------------------------------|----------------------------------|

| | |
|---|-------------------------------|
| Office use only: To be completed by AQSU: | Date approved: September 2013 |
| | Date revised: - |
| | Version no: 1 |

| | |
|-------------------|--|
| Existing/New: New | Title of module being replaced (if any): |
|-------------------|--|

| | |
|---|------------------------------|
| Originating Academic area: Childhood and Family Studies | Module Leader: Gillian Danby |
|---|------------------------------|

| | | |
|-------------------------------------|-----|--|
| Module duration (total hours) | 200 | Status: core/option/elective Core (identify programme where appropriate): |
| Scheduled learning & teaching hours | 30 | |
| Work-based Learning | 30 | |
| Independent study | 140 | |

| |
|--|
| Percentage taught by Subjects other than originating Subject (please name other Subjects): |
|--|

| | |
|--|---|
| Programme(s) in which to be offered: FdA Childhood Studies: Families and Young Children | Pre-requisites per programme (between levels): None |
|--|---|

| |
|---|
| Module Aims: This module aims to enable practitioners to explore an historical and contemporary view of children's health and well-being. It will look at the role of the practitioner in supporting health |
|---|

and well-being and will consider the impact of the environment.

Expected Learning Outcomes:

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

Knowledge and Understanding:

- 1) Explore the historical and contemporary views of children's health and well-being.
- 2) Evaluate the role of the practitioner in supporting children's health and well-being.
- 3) Analyse the impact of the environment on children's health and well-being.

Key Academic skills:

Demonstrate academic writing conventions, including use of supporting evidence and Harvard referencing.

Transferable/Key Skills and other attributes:

- Effective Communication
- Time management
- Organisational skills
- Personal and professional reflection to enhance practice
- Independent learning
- Observation
- Evaluation
- Critical thinking
- Analyse concepts, theories and issues of policy in relation to practice.

Assessment:

- 1) Framework and Proposal – Write a Health and Well-being framework examining the significance of children's health and well-being to early childhood practice. Develop a proposal for the development of a health and well-being asset within children's provision.

| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting | Duration (if exam) | Word count (or equivalent if appropriate) |
|--------------------------|------------------------------------|---------------------------|------------------|---------------------------|--|
| 1 | 1,2,3,4 | Project | 100% | | 4,000 |

Learning and Teaching Strategies:

This module is delivered through e-learning/blended learning

The basis for working with online materials will be through self-directed study, regular online communication with tutors/peers and work-based tasks. Each module will consist of sessions whereby the students are introduced to appropriate content through reading, watching videos, screencasts, listening to podcasts, and accessing suitable web resources. Students are directed towards and supported to access journal articles and e-books through Athens. Students are encouraged to interact with each other and tutors through a range of communication tools. Each tutor would be expected to engage students using chat forums, live chat sessions, e-mail, Moodle messaging, wiki pages, interactive quizzes and web conferencing. Students are enabled to communicate with each other and to form a community of practice using a variety of the above tools.

Work-based learning is an important and integral part of each module. Students are supported throughout to make links between the module content and their professional practice. This is facilitated informally through a variety of communication methods integrated within each session and formally through an assessed piece of work.

Syllabus outline:

The syllabus outline has been presented as a broad set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course and the content used to answer the questions below should be revised each year as appropriate.

This module will support students to explore the following questions:

- 1) How has health and well-being been viewed historically?
- 2) What are the current views regarding health and well-being?
- 3) How do practitioners support children's health and well-being?
- 4) How does today's environment influence children's health and well-being?

In exploring these questions this module will consider:

- The historical development of the role health and well-being plays in our view of childhood
- A contemporary understanding of the view of health and well-being and its relation to children's development.
- The role of the practitioner in supporting health and well-being
- The role of the environment in supporting children's health and well-being

Bibliography:

Books marked with an * are currently available for students to access via Athens

Essential reading:

Manning-Morton, J. (2013), *Exploring Well-being in the Early Years*. Maidenhead: Open

University Press

Tinsley, B.J. (2007), *How Children learn to be Healthy*. Cambridge: Cambridge University Press*

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

Other indicative reading:

Blair, M., Stewart-Brown, S., Waterston, T. and Crowther, R. (2010), *Child Public Health*. Second Edition. New York: Oxford University Press.

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*. Cambridge, MA: Harvard University Press.

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, 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.

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

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

Fabian, H. and Mould, C. (eds) (2009), *Development and Learning for Very Young Children*. London: Sage.

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

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

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

Welsh Assembly Government (2009), *Our Healthy Future*. Cardiff: Welsh Assembly Government.

Journals:

Child: Care Health and Development. Oxford: Wiley-Blackwell
Childhood-A Journal of Global Child Research

Early Years Educator. MA Education Limited www.earlyyearseducator.co.uk
Early Years – An International Journal of Research and Development.
Education 3-13
Journal of Early Childhood Research. London: Sage

Useful websites:

Department of Health
Department for Education
Welsh Assembly Government
NHS
Barnardos