

MODULE SPECIFICATION PROFORMA

Module Title:	Well-being and Resilience in Childhood	Level:	6	Credit Value:	20
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Module code:	ECS609	Is this a new module? Yes	Code of module being replaced:	PSY616 ECS607
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Cost Centre:	GAEC	JACS3 code:	X310
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Trimester(s) in which to be offered:	1, 2	With effect from:	September 16
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School:	Social & Life Sciences	Module Leader:	Kate Wagner
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Scheduled learning and teaching hours	42 hrs
Guided independent study	158 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
BA (Hons) Childhood Studies (top-up)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval August 16

APSC approval of modification *Enter date of approval*

Have any derogations received SQC approval?

Version 1

Yes No

Module Aims

The aim of this module is to consider children's well-being and resilience in childhood. It will explore the relationship between well-being and resilience in relation to children's everyday lives, including the critical issues which effect well-being and the means to support the development of resilience.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to		Key Skills	
1	Demonstrate a critical awareness of the main theories, models and research areas in relation to well-being and resilience.	KS1	KS6
		KS5	KS4
2	Critically examine the issues which effect well-being and the development of resilience for the child and the family unit	KS1	KS4
		KS9	
3	Critically explore the nature of the 'well child' and 'resilient child' in relation to childhood discourses	KS1	KS3
		KS4	KS9

Transferable/key skills and other attributes

- Effective Communication
- Independent learning
- Evaluation
- Critical thinking
- Research Skills
- Reflective practice
- Analyse concepts, theories and issues of policy

Derogations

None

Assessment:

Essay in which students explore well-being and resilience in childhood.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3	Essay	100		4000

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.

Students on a blended learning route will cover 4 hours of taught material by e-learning as above and 2 hours discussion/exploration of topics in the classroom, per week.

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.

Syllabus:

Theories of well-being including:

- What is constituted as well-being in the context of childhood?
- How is well-being measured in childhood?
- What are the critical issues that influence children's well-being?
- The nature of the 'well child' in relation to the childhood discourses

Concepts of resilience including:

- What are the determinants of resilience in childhood?
- How do children develop resilience?
- What are the critical factors that impinge on children's development of resilience?
- The nature of the 'resilient child' in relation to the childhood discourses.

In exploring these questions the module will consider:

- Critical understandings of the relationship between well-being and resilience in children's everyday lives
- UK and European policy, curriculum guidelines, and health initiatives
- Strategies to communicate and promote well-being and resilience to children and their families

Bibliography:

Essential reading

Bradshaw, J. (2016), *The Well-Being of Children in the UK*. Fourth Edition. London: Policy Press.

Dowling, M. (2014), *Young Children's Personal, Social and Emotional Development*. Fourth Edition. London: Sage Publications Ltd.

Joslyn, E. (2015), *Resilience in Childhood*. London: Palgrave.

Other indicative reading

Daniel, B. and Wassell, S. (2002), *The Early Years: Assessing and Promoting Resilience in Vulnerable Children 1*. London: Jessica Kingsley Publishing.

Gilligan, R. (2009), *Promoting Resilience*. London: BAAF.

Jenson, J.M. and Fraser, M.W. (2015), *Social Policy for Children and Families: a risk and resilience perspective*. Third Edition. Los Angeles: SAGE.

McAuley, C. and Rose, W. (2010), *Child Well-Being: Understanding Children's Lives*. London: Jessica Kingsley Publishers.

Manning-Morton, J. (2014), *Exploring Well-Being in the Early Years*. Open University Press.

Pearce, C. (2010), *A Short Introduction to Promoting Resilience in Children*. Jessica Kingsley Publications Ltd.

Roberts, R. (2010), *Well-Being from Birth*. London: Sage Publications Ltd.

Rose, J., Gilbert, L., and Richards, V. (2015), *Health and Well-Being in Early Childhood*. London: Sage Publications Ltd.

Seligman, M. (2007), *The Optimistic Child: A Proven Program to Safeguard Children Against Depression and Build Lifelong Resilience*. US Imports.

White, J. (2011), *Exploring Well-Being in Schools: a guide to making children's lives more fulfilling*. London: Routledge.

Journals:

Childhood – A Journal of Global Child Research
European Early Childhood Education Research Journal
Educational Research
Early Years - An International Research Journal

Education 3-13
Journal of Early Childhood Research

Websites:

Barnado's

http://www.barnardos.org.uk/what_we_do.htm?gclid=Cj0KEQjw6Ya5BRDdyOewyo_Z_64BEiQA-fVKe7QqBRsl9QKyXaoAs-2iANuj-68EOzLktG08sJQNBLIaAvSm8P8HAQ

UNICEF

http://www.unicef.org.uk/?gclid=Cj0KEQjw6Ya5BRDdyOewyo_Z_64BEiQA-fVKe-84QmDwyjK9nYj2RIMt3caQyS8QsfZjJn9L1sLqIHAAaAhe78P8HAQ&sisr=1

World Health Organisation

<http://www.who.int/en/>

Young Minds

<http://www.youngminds.org.uk/>