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| Module Code: | ECS306 |
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| Module Title: | Introduction to Health and Wellbeing |
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| Level: | 3 | Credit Value: | 20 |
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| Cost Centre(s): | GAEC | JACS3 code: | B300 |
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| Faculty: | Faculty of Social and Life Sciences | Module Leader: | Louise Jones |
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| Scheduled learning and teaching hours | 40 hrs |
| Guided independent study | 160 hrs |
| Placement | 0 hrs |
| Module duration (total hours) | 200 hrs |

| Programme(s) in which to be offered (not including exit awards) | Core | Option |
|---|------|--------------------------|
| BA (Hons) Families and Childhood Studies (with Foundation Year) SUBJECT TO VALIDATION | ✓ | <input type="checkbox"/> |
| BA (Hons) Education (with Foundation Year) SUBJECT TO VALIDATION | ✓ | <input type="checkbox"/> |
| BA (Hons) Education (Additional Learning Needs/Special Educational Needs) (with Foundation Year) SUBJECT TO VALIDATION | ✓ | <input type="checkbox"/> |
| BA (Hons) Education and Childhood Studies (with Foundation Year) SUBJECT TO VALIDATION | ✓ | <input type="checkbox"/> |
| Diploma of Higher Education in Counselling | ✓ | <input type="checkbox"/> |

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| Pre-requisites |
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Initial approval: 12/12/2018
 With effect from: 01/09/2019
 Date and details of revision:

Version no:1

Version no:

Module Aims

To raise awareness and understanding of issues impacting upon the health and wellbeing of children, young people, and vulnerable adults.

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

| | | Key Skills | |
|---|---|------------|-----|
| 1 | Identify and discuss the different dimensions of health and wellbeing | KS1 | KS2 |
| | | KS3 | KS4 |
| | | KS6 | |
| 2 | Describe key factors that influence and impact upon the health and wellbeing of children, young people and vulnerable adults | KS1 | KS3 |
| 3 | Explain how health and wellbeing can impact upon development, learning and general life opportunities; | KS5 | KS6 |
| | | KS7 | KS9 |
| 4 | Examine the role of the practitioner in helping to promote the health and wellbeing of children, young people and vulnerable adults | KS7 | KS8 |
| | | KS9 | |

Transferable skills and other attributes

- Academic reading and writing
- Creativity
- Evaluation and reflection
- Analytical and problem solving skills
- Communication
- Working with others and sharing ideas
- Using ICT to present and manage information

Derogations

None

Assessment:

Indicative Assessment Tasks:

Assessment - Information resource booklet that includes: (i) the discussion of a minimum of two key issues affecting the health and well being of a child, young person or vulnerable adult; (ii) strategies to support the development of learning and general life opportunities

| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting (%) | Duration (if exam) | Word count (or equivalent if appropriate) |
|-------------------|-----------------------------|--------------------|---------------|--------------------|---|
| 1 | 1-4 | Project | 100% | n/a | 2,500 |

Learning and Teaching Strategies:

A mixed delivery approach will include: lectures, seminars and expert guest speakers. 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.

To support the development of the assessed resources there will be sessions related to the creative use of ICT to develop the information resource booklet.

Syllabus outline:

- Dimensions of wellbeing: physical, social, emotional, spiritual, intellectual and environmental
- Key factors that influence and impact upon the health and wellbeing of children, young people and vulnerable adults, including: diet, exercise, poverty, housing, impacting of parenting, parental health, relationships, accidents, infectious diseases, substance use/misuse
- Strategies to promote health and wellbeing: rights and resilience, child health surveillance and screening, health education, Faculty health service, health promoting Facultys, the role of specialist support services, Child and Adolescent Mental Health Services
- Key legislation, policy, curriculum that impact upon current practice
- Creative use of ICT hardware and software to research and disseminate information

Indicative Bibliography:

Essential reading

Aggleton, P., Dennison, C. and Warwick, I. (eds) (2010), *Promoting Health and Well-Being through Facultys*. London: Routledge.

Lindon, J. (2005). *Understanding Children and Young People: Development from 5 – 18 Years*. London: Hodder and Arnold.

Other indicative reading

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

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