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<b>Module Code:</b>	EDN507
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<b>Module Title:</b>	Wellbeing and Resilience in Childhood
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<b>Level:</b>	5	<b>Credit Value:</b>	20
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<b>Cost Centre(s):</b>	GAEC	<b>JACS3 code:</b>	X300
		<b>HECoS code:</b>	100456

<b>Faculty</b>	SLS	<b>Module Leader:</b>	Chris Taylor
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Scheduled learning and teaching hours	30 hrs
Placement tutor support	0hrs
Supervised learning eg practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total contact hours</b>	<b>30 hrs</b>
Placement / work based learning	0 hrs
Guided independent study	170 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>Programme(s) in which to be offered (not including exit awards)</b>	Core	Option
BA (Hons) Working with Children and Families	<input type="checkbox"/>	✓
BA (Hons) Education	<input type="checkbox"/>	✓
BA (Hons) ALN/SEND	<input type="checkbox"/>	✓

<b>Pre-requisites</b>
N/A

<b>Office use only</b>		
Initial approval:	03/04/2020	Version no: 1
With effect from:	01/09/2020	
Date and details of revision:		Version 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.

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

1	Analyse the main theories, models and research areas in relation to well-being and resilience.
2	Critically examine the issues which effect well-being and the development of resilience in childhood
3	Critically explore the strategies which can be used by practitioners to support the development of well-being and resilience throughout childhood.

<b>Employability Skills The Wrexham Glyndŵr Graduate</b>	<b>I = included in module content A = included in module assessment N/A = not applicable</b>
<b>CORE ATTRIBUTES</b>	
Engaged	I
Creative	I
Enterprising	I, A
Ethical	I, A
<b>KEY ATTITUDES</b>	
Commitment	I
Curiosity	I
Resilient	I, A
Confidence	N/A
Adaptability	N/A
<b>PRACTICAL SKILLSETS</b>	
Digital fluency	A
Organisation	I
Leadership and team working	N/A
Critical thinking	I, A
Emotional intelligence	I, A
Communication	I, A

**Derogations**

N/A

**Assessment:**

## Indicative Assessment Tasks:

Participants will be required to complete a poster presentation of up to 4000 words or equivalent.

Students are to produce an A2 sized poster which provides an overview of the module Learning Outcomes as relevant to their context. It is expected the poster will cover:

What is well-being and resilience?

Related theories and research

The issues which may affect the development of well-being and resilience

Strategies which may support the development of well-being and resilience

The role of the practitioner

Students will deliver a 10 minute presentation answering a question or statement drawing on the content of the poster to support their argument.

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

**Learning and Teaching Strategies:**

A variety of learning and teaching strategies may be used to include a selection from:

- Lectures
- Workshops
- Blended learning
- Group activities/practical tasks
- Individual and group tutorials
- Directed study tasks

Each module will be supported by a Moodle module space in line with the University minimum requirements.

**Syllabus outline:**

The following provides an indicative module content:

- An evaluation of well-being in relation to the lives of children.
- An understanding of the determinants of resilience in childhood.
- Current research, legislation and policy which apply to well-being and resilience.
- An understanding of the issues which may affect a child's well-being and/or resilience.
- The practitioners role in building and supporting well-being and resilience throughout childhood.
- Specific strategies which can be used to support well-being and/or resilience.

**Syllabus outline:**

Please note that 'inclusive practice' is a core theme running throughout all relevant modules. Therefore when delivering your module content please ensure that reference is made to 'inclusivity' within the context of your delivery

**Indicative Bibliography:****Essential reading**

Bradshaw, J. (2016), *The Well-Being of Children in the UK*. 4th ed. London: Policy Press.

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

**Other indicative reading**

Jenson, J.M. and Fraser, M.W. (2015), *Social Policy for Children and Families: a risk and resilience perspective*. 3rd ed. Los Angeles: SAGE.

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