

Prifysgol Wrecsam Wrexham University

Module specification

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Module Code	EDY605
Module Title	Critical Perspectives of Health and Well-being
Level	6
Credit value	20
Faculty	FSLS
HECoS Code	100463
Cost Code	GAEC

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BA (Hons) Early Childhood Studies	Core

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	24 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	24 hrs
Placement / work based learning	0 hrs
Guided independent study	176 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	21/8/23
With effect from date	1/9/26
Date and details of revision	
Version number	1

Module aims

This module aims to enable students to develop a critical understanding of the determinants which influence the health and well-being of children. It will explore theories of health and well-being and their relevance to children. Students will analyse key national policies and initiatives that affect children's health and well-being, in addition to evaluating different interventions that can support children's health and well-being. Finally, it will develop students' understanding of the pivotal role that early year's professionals can play in promoting children's health and well-being.

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

1	Critically analyse the determinants which influence children's health and well-being.
2	Critically evaluate theories of health and well-being and how they relate to children.
3	Critically examine relevant national policies, initiatives, or interventions in relation to a chosen aspect of children's health and well-being.
4	Critically reflect on the role of the early years professional in supporting children's health and well-being.

Assessment

Indicative Assessment Tasks:

Written Assignment (4000 words) – An essay which identifies and critically examines a health or well-being concern of the student's choice (negotiated with the module tutor), finishing with the suggestion of a health and well-being intervention/strategy to support the identified concern. The essay will take the form of a patchwork text to allow the students to explore the chosen topic from multiple perspectives and present a holistic view of the issue.

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3,4	Written Assignment	100%

Derogations

None.

Learning and Teaching Strategies

The learning and teaching strategy for this module is grounded in the University's commitment to an Active Learning Framework (ALF) so that learning will be both accessible and active and include opportunities for both synchronous and asynchronous learning.

This module is designed for both blended (classroom/online) and online only delivery.

Full-time students will experience this module as a blend of classroom and asynchronous online delivery. Classroom learning and activity will be complimented by online materials to further engage and extend student learning.

Part-time students will experience this module as a blend (as described above) or as a combination of synchronous and asynchronous online delivery.

Indicative Syllabus Outline

Guidance, please provide indicative list

Determinants which influence children's health and well-being

Theories of health and well-being and their relevance to children

Key national policies and initiatives related to children's health and well-being

Interventions to promote children's health and well-being, including health promotion campaigns, school-based interventions, and community-based interventions

The role of the early years professional in supporting children's health and well-being

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Cazaly, H. (2022), *Young Children's Health and Wellbeing from Birth to 11*. London: Sage

Other indicative reading

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

Kuehnie, K. and Debell, D. (2016), *Public Health for Children*. 2nd ed. Boca Raton, FL: Taylor and Francis Group

Mainstone-Cotton, S. (2017), *Promoting young children's emotional health and wellbeing: a practical guide for professionals and parents*. London: Jessica Kingsley Publishers

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

Journal of Child Health Care: <https://journals.sagepub.com/home/chc>

Child: Care, health and development: <https://onlinelibrary.wiley.com/loi/13652214>

Employability – the University Skills Framework

Each module and programme is designed to cover core Graduate attributes with the aim that each Graduate will leave the University having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Guidance, from the following list, delete the attributes that are not covered by this module

Core Attributes

Ethical

Commitment

Key Attitudes

Curiosity

Practical Skillsets

Critical Thinking

Communication