

Module specification

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Module Code	ONLED15
Module Title	Well-being and Resilience in Early Childhood
Level	7
Credit value	15
Faculty	SALS
HECoS Code	100459
Cost Code	GAEC
Pre-requisite module	None

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
MA Education with Early Childhood	Core

Breakdown of module hours

Learning and teaching hours	15 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	15 hrs
Placement hours	0 hrs
Guided independent study hours	135 hrs
Module duration (Total hours)	150 hrs

Module aims

The aim of this module is to critically analyse and evaluate concepts of well-being and resilience within the context of the student's own cultural background. Students will explore factors and influences inside and outside of educational settings that both positively and negatively impact on well-being and resilience. The module will provide an opportunity for students to demonstrate a critical awareness of theories and models of well-being and resilience. Students will apply their research to their own practice and critically evaluate local and national policies that guide professional practice.

Module Learning Outcomes

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

1	Demonstrate a critical awareness of theories and models of well-being and resilience in Early Childhood.
2	Critically examine factors and influences inside and outside of educational settings that both positively and negatively impact on well-being and resilience in Early Childhood.
3	Critically evaluate local and national policies guiding professional practice within the context of the student's own cultural background.

Assessment

Indicative Assessment Tasks:

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 1: A critical illustration of two contrasting theories and models of well-being and resilience

Assessment 2: A professional portfolio demonstrating a critical analysis of factors affecting well-being and resilience in Early Childhood, both within and outside educational settings, as well as your ability to critically evaluate local and national policies in the context of your own cultural background.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1	Written Assignment	750 words	25	N/A
2	2&3	Written Assignment	2250 words	75	N/A

Derogations

None

Learning and Teaching Strategies

The overall learning and teaching strategy is one of guided independent study, in the form of distance learning requiring ongoing student engagement. On-line learning materials will be provided as weekly sessions whereby the student is required to log-in and engage on a regular basis throughout the module. There will be a mix of video recordings, with supporting notes/slides, containing embedded digital content and self-checks for students to complete as they work through the module and undertake their assessed tasks. The use of a range of digital tools via the virtual learning environment together with additional sources of reading will also be utilised to accommodate accessibility.

The basis for working with online materials will be through self-directed study and regular online communication with tutors/peers. Students are encouraged to interact with each other and tutors through a range of communication tools.

Welsh Elements

Students are entitled to submit assessments in the medium of Welsh.

Indicative Syllabus Outline

- Theories and models of well-being and resilience:
- Concepts of wellbeing 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 a critical understanding of:

- The relationship between well-being and resilience in children's everyday lives
- How factors and influences positively and negatively impact on wellbeing and resilience
- Local, national, UK and European and International (as appropriate) policy, curriculum guidelines, and health and wellbeing initiatives, professional practice within the context of the student's own cultural background.

Indicative Bibliography

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

Essential Reads:

Williams-Brown, Z. and Mander, S. (2020), *Childhood Well-being and Resilience: Influences on Educational Outcomes*. Abingdon: Routledge.

Other indicative reading:

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

Burton, M., Pavord, E. and Williams, B. (2014), *An Introduction to Child and Adolescent Mental Health*. London: Sage.

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

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

Journals

European Early Childhood Education Research Journal

International Journal of Early Childhood

Journal of Early Childhood Research

Administrative Information

For office use only	
Initial approval date	04/11/2019
With effect from date	02/03/2020
Date and details of revision	Apr 2024; updated assessment strategy and reading list Mar 2025: revalidated in Education Subject Level Review, updated assessment type
Version number	3