

**MODULE SPECIFICATION FORM**

Module Title: <b>Introduction to Health and Well-being</b>	Level: 3	Credit Value: 20
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Module code: ECS302	Cost Centre: GAEC	JACS2 code: N/A
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Trimester(s) in which to be offered: 1 & 2	With effect from: September 2014
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<b>Office use only:</b> To be completed by AQSU:	Date approved: August 2013 Date revised: Sept 2014 Version no: 2
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Existing/New: Existing	Title of module being replaced (if any): N/A
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Originating Academic Department:	Childhood and Family Studies	Module Leader:	Gillian Danby
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Module duration (total hours): 200	Status: Core for Education Foundation Year Strand (both routes) and Health Foundation Year strand
Scheduled learning & teaching hours: 50	
Independent study hours: 150	

Programme(s) in which to be offered: BA (Hons) Families and Childhood Studies (including Foundation Year) BA (Hons) Education (including Foundation Year) BA (Hons) Education (Counselling and Psychotherapy) (including Foundation Year) BA (Hons) Education (Special Educational Needs) (including Foundation Year) BA (Hons) Education and Childhood Studies (including Foundation Year) FdA Early Childhood, Care and Education (including Foundation Year) FdA Learning Support: Teaching and Learning (including Foundation Year) FdA Learning Support: Special Educational Needs (including Foundation Year)	Pre-requisites per programme (between levels):  None
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BA (Hons) Youth and Community Work (including Foundation Year) Dip HE in Person-Centred and Experiential Counselling and Psychotherapy (including Foundation Year) BSc (Hons) Health, Wellbeing and Community (including Foundation Year) BSc (Hons) Complementary Therapies for Healthcare (including Foundation Year) BSc (Hons) Acupuncture (including Foundation Year)	
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**Module Aims:**

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

**Intended Learning Outcomes**

At the end of this module, learners should be able to:

Knowledge and Understanding:

1. Identify and discuss the different dimensions of health and well-being;
2. Describe key factors that influence and impact upon the health and well-being of children, young people and vulnerable adults;
3. Explain how health and well-being can impact upon development, learning and general life opportunities;
4. Examine the role of the practitioner in helping to promote the health and well-being of children, young people and vulnerable adults.

Transferable/Key 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

**Assessment:**

Assessment 1 - 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	Word count (or equivalent if appropriate)
1	1 - 4	Project	100%	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 well-being: physical, social, emotional, spiritual, intellectual and environmental
- Key factors that influence and impact upon the health and well-being 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 well-being: rights and resilience, child health surveillance and screening, health education, school health service, health promoting schools, 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

### **Bibliography:**

#### Essential reading:

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

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

MacLeod-Brudenell, I. and Kay, J. (eds.) (2008), *Advanced Early Years*, Second Edition. London: Heinemann.

Other indicative reading:

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

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

Department for Children, Education, Lifelong Learning and Skills (2008), *Personal and Social Development, Well-Being and Cultural Diversity: 3-7 Foundation Phase*. Cardiff: Welsh Assembly Government.

Department for Children, Education, Lifelong Learning and Skills (2008), *Personal and Social Education Framework for 7 to 19 Year-olds in Wales*. Cardiff: Welsh Assembly Government.

Department for Education and Skills (2003), *Every Child Matters*. London: Department for Education and Skills.

Meggitt, C. (2001), *Baby and Child Health*. Oxford. Heinemann.

Meggitt, C. and Bruce, T. (2014), *CACHE Level 3 Early Years Educator for the Classroom-Based Learner*. London: Hodder Education.

Veale, F. (2013), *Early Years: for Level 4 and 5 and the Foundation Degree*. London: Hodder Education.

Welsh Assembly Government (2004), *Children and Young People: Rights to Action*. Cardiff: Welsh Assembly Government.

Welsh Assembly Government (2011), *Child Poverty Strategy for Wales*. Cardiff: Welsh Assembly Government.

Journals:

Education 3-13