



## Module specification

1. Factual information			
<b>Module title</b>	NC5205: Promoting Health in Practice		
<b>Module tutor</b>	Alex Morfaki	<b>Level</b>	5
<b>Module type</b>	Taught	<b>Credit value</b>	10
<b>Mode of delivery</b>	100% face-to-face		
<b>Notional learning hours</b>	100 notional hours, made up of: Face-to-face teaching: 10 hours Guest speakers: 5 hours Group tutorial: 1 hours Independent work: 84 hours		

2. Rationale for the module and its links with other modules	
<p>The subject specific skill of supporting children’s learning and development with consideration of health and to support holistic wellbeing is the primary rationale for this module which builds on learning from NC4205: Principles of Equality, Diversity, and Inclusion, to consider the role of the nanny in supporting children to flourish. This module will also act as a foundation for NC6203: Children’s Worlds Today as it explores how individual needs and the wider context influence of lived experiences and how nannies can help children develop healthy lifestyles.</p>	

3. Aims of the module	
<p>This module aims to equip students with a critical insight into the health needs of children, as well as an understanding of authentic inclusion of children with long term health conditions and the role of the nanny in promoting holistic wellbeing. The social and medical models of health will be explored with opportunities to apply these in a variety of contexts. Factors affecting physical health are considered within the context of wider health issues and multi-agency working. The assessment will ask students to respond to a case study so that theory can be applied to practice, and students will be equipped with the knowledge on how to support children and families in their future career to adopt healthy lifestyles.</p>	

4. Pre-requisite modules or specified entry requirements	
None.	



<b>5. Is the module compensatable?</b>
--

No.
-----

<b>6. Learning, teaching and assessment strategy for the module</b>
---

Lectures
----------

Individual and group research tasks
-------------------------------------

Video analysis
----------------

Seminars
----------

Theory into practice debates
------------------------------



**7. Intended learning outcomes** *At the end of the module, learners will be expected to:*

1. Critically analyse the concept of health and what it can mean for holistic wellbeing in childhood.
2. Identify common long term health conditions and examine their impact on learning and development.
3. Evaluate the role of the adult in promoting children’s healthy lifestyles.

<b>A: Knowledge and understanding</b>	<b>B: Cognitive skills</b>	<b>C: Practical and professional skills</b>	<b>D: Key transferable skills</b>
A1; A2	B1	C1	D2

**8. Indicative content** *This should provide an overview of content over the number of weeks of Module Delivery*

Week 1: Models of health

Week 2: Long term health conditions

Week 3: Promoting health and holistic wellbeing

Week 4: Health policies, global and national, including the 2-year-old health check and multi-agency working

This module provides opportunities for you to evidence the Early Childhood Graduate Practitioner Competencies <https://www.ecsdn.org/wp-content/uploads/2021/09/ECSDN-Booket-Rev-July-2020.pdf>.

**9. Assessment**

This assignment will provide an opportunity for academic writing in response to a practice-focused case study that outlines a child’s specific needs. Students will establish the model of health that should be applied in the context, the impact a condition will have on learning and development and their role in promoting a healthy lifestyle reflecting the individual needs of the child in the case study. This allows for applying theory in practice alongside the development of academic writing skills in the essay format.

9. Assessment				
Assessment task/s	Weighting	Week submitted	Grading (Pass/Fail/%)	Module Learning Outcome(s) that the assessment task maps to
<p><i>Case Study Essay:</i> Explore the role of the adult in promoting the health and wellbeing of a child in relation to given case study.</p> <ul style="list-style-type: none"> <li>- 1500 words</li> <li>- Reference list</li> </ul>	100%	TBC	%	All

10. Teaching staff associated with the module
<b>Name and contact details</b>
Alex Morfaki <a href="mailto:alex.morfaki@norland.ac.uk">alex.morfaki@norland.ac.uk</a>
Viki Bennett-Kane <a href="mailto:yiki.bennettkane@norland.ac.uk">yiki.bennettkane@norland.ac.uk</a>

11. Core reading list				
Author	Year	Title	Location	Publisher
Rose, J., Gilbert, L. and Richards, V.	2016	<i>Health and Well-being in Early Childhood</i>	London	Sage
Mainstone-Cotton, S.	2017	<i>Promoting Young Children's Emotional Health and Wellbeing: A Practical Guide for Professionals and Parents</i>	Philadelphia	Jessica Kingsley Publishers
Musgrave, J.	2018	<i>Supporting Children's Health and Wellbeing</i>	London	Sage

12. Other indicative text (e.g., websites)
Bligh, C. (2013). <i>Well-being in the Early Years</i> . Northwich: Critical Publishing



Brady, G., Lowe, P. and Lauritzen, S.O. (2015). *Children, Health and Wellbeing: Policy Debates and Lived Experience*. Chichester: John Wiley and Sons.

Reynolds, A. J., Rolnick, A. J., & Temple, J. A. (2014). *Health and Education in Early Childhood: Predictors, Interventions, and Policies*. Cambridge University Press.

**13. List of amendments since last (re)validation**

Area amended	Details	Date Central Quality informed



<b>Document Control Information</b>	
<b>Policy Title:</b>	NC5205 Module specification
<b>Version number:</b>	V3.0/RD/04-09-23
<b>Owner:</b>	Head of Learning, Teaching & Research
<b>Approving Body:</b>	Academic Board
<b>Related Norland Documents:</b>	N/A
<b>Date of approval:</b>	4 <sup>th</sup> September 2023
<b>Date of effect:</b>	As above
<b>Frequency of review:</b>	Annually
<b>Date of next review:</b>	August 2024