

Liverpool John Moores University

Title: MULTI-AGENCY WORKING TO SUPPORT CHILDREN AND FAMILIES
Status: Definitive
Code: **4504YPCUGP** (116732)
Version Start Date: 01-08-2014
Owning School/Faculty: Nursing and Allied Health
Teaching School/Faculty: Stockport College

Team	Leader
Jim Dobson	Y

Academic Level: FHEQ4 **Credit Value:** 24.00 **Total Delivered Hours:** 31.50
Total Learning Hours: 240 **Private Study:** 208

Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Lecture	24.000
Seminar	2.000
Tutorial	3.000
Workshop	1.000

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Exam	AS1	Timed essay on roles and responsibilities of working within a multi-agency approach. Students will be given essay title two weeks in advance and then asked to write a response. (1.5 hours) 40%	40.0	1.50
Essay	AS2	Case study on multi-agency involvement for a child in need. (3000 words) 60%	60.0	

Aims

To examine the value and opportunities for multi-agency working in supporting children and their families, with reference to current social policy.

Learning Outcomes

After completing the module the student should be able to:

- 1 Discuss the importance of working in partnership with families, children and young people.
- 2 Describe the roles and responsibilities of a multi-agency approach in providing services to families, children and young people.
- 3 Explore current social policies that support the child, or the young person and family when additional need is identified.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

timed essay	2
Case Study	1 3

Outline Syllabus

The rights of the child/young person, parental rights and responsibility, empowerment and children's participation will be taught through this module. The module will also have a strong focus on, parental styles and child rearing practices, cultural differences in family patterns, values, practices and attitudes, anti discriminatory practice, equal opportunities and challenging stereotypical attitudes, confidentiality and strategies for liaising with parents and carers. Work based learning will also be addressed through working in a multi-agency team, current social policies that support the child, young person and family such as: Every Child Matters (2003), Every Youth Matters, Every Learner Matters, Common Assessment Framework, Lead Professional, Children Act 2004, Children Act 1989, Childcare Act 2006, Every Parent Matters.

Learning Activities

Lecture, seminar, group tutorial, directed study, work-based learning and guest speaker.

References

Course Material	Book
Author	MacLeod-Brudenell, I. and Kay, J. (eds).

Publishing Year	2008
Title	Advanced Early Years
Subtitle	
Edition	2nd ed.
Publisher	Heinemann
ISBN	

Course Material	Book
Author	Wade, A. and Smart, C.
Publishing Year	2002
Title	Facing Family Change.
Subtitle	
Edition	
Publisher	JRF
ISBN	

Course Material	Book
Author	Whalley, M.
Publishing Year	2000
Title	Involving Parents in Their Children's Learning.
Subtitle	
Edition	
Publisher	Paul Chapman
ISBN	

Notes

This module provides the student with the opportunity to examine the concept of working in partnership with children, families and professionals in order to support children and families in need. Students will develop their communication skills in terms of working with children, families, other practitioners, professionals and agencies involved in supporting children. Guest speakers will be invited in to give current information on working practices to students. Students will also sit a mock exam to help them prepare for the timed essay.