

Liverpool John Moores University

Title: EXPLORING MULTI AGENCY PERSPECTIVES THROUGH CHILD DEVELOPMENT
Status: Definitive
Code: **5501LTCLTP** (100470)
Version Start Date: 01-08-2014

Owning School/Faculty: Nursing and Allied Health
Teaching School/Faculty: Learn Together Partnership

Team	Leader
Angela Pike	Y

Academic Level: FHEQ5 **Credit Value:** 15.00 **Total Delivered Hours:** 30.00
Total Learning Hours: 150 **Private Study:** 120

Delivery Options

Course typically offered: Runs Twice - S1 & S2

Component	Contact Hours
Lecture	8.000
Seminar	2.000
Tutorial	2.000
Workshop	18.000

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	Reflective Assignment (2500 words)	100.0	

Aims

To enable participants to further develop their knowledge and understanding of the developing child in context.

To enable participants to gain confidence and critical insight into their own role and the role of others working in within a multi-agency team.

To develop a critical awareness of the development of a common sense of purpose in supporting and safeguarding the interests of the child and enhancing team working to support children's development.

Learning Outcomes

After completing the module the student should be able to:

- 1 Provide an analysis of a selection of theoretical perspectives on child development.
- 2 Demonstrate an ability to apply developmental theory to contemporary childhood issues.
- 3 Explore ways in which developmental theory and research contributes to the understanding , influences and decisions made by practitioners within the children's workforce.
- 4 Reflect on their own role and responsibilities within the context of the role and responsibilities of other professionals working together to support children and families.
- 5 Reflect on the processes that encourage and barriers that inhibit effective inter-agency working.
- 6 Analyse the effectiveness of collaborative processes in the provision of children's services.

Learning Outcomes of Assessments

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

Essay	1	2	3	4	5	6
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Outline Syllabus

Common Core of Skills and Knowledge for the Children's Workforce.
Theoretical Perspectives on Child Development.
Developing Skills in Observation and Judgment.
The Developing Child in Context.
Empathy and Understanding .
Reflection and Improving Practice.
Understanding the roles and range of practitioners and professionals within the Children's Workforce.

Learning Activities

Lectures, workshops , case studies, group tutorials , workbook.

References

Course Material	Book
Author	DfES
Publishing Year	2004

Title	Every Child Matters: Change for Children
Subtitle	
Edition	
Publisher	DfES
ISBN	

Course Material	Book
Author	Smith, P., Cowie , H. and Blades, M.
Publishing Year	2003
Title	Understanding Children's Development
Subtitle	
Edition	4th
Publisher	Blackwell
ISBN	

Course Material	Book
Author	Trawick-Smith, J.
Publishing Year	1997
Title	Early Childhood Development
Subtitle	A Multi-Cultural Perspective
Edition	
Publisher	Prentice Hall
ISBN	

Course Material	Book
Author	Crain , W.
Publishing Year	2000
Title	Theories of Development
Subtitle	Concepts and Applications
Edition	4th
Publisher	Blackwell
ISBN	

Course Material	Book
Author	Linden , J.
Publishing Year	2000
Title	Child Care and Early Education
Subtitle	good practice to support young children and their families.
Edition	
Publisher	Thompson Learning
ISBN	

Course Material	Book
Author	Mason , J.A.
Publishing Year	2004
Title	A Handbook of Reflective Practice and Experiential Learning

Subtitle	Theory and Practice
Edition	
Publisher	Routledge
ISBN	

Notes

This module is offered to a closed client group of practitioners in the Children's Workforce who are seconded through the Learn Together Partnership , which represents 6 Merseyside Local Authorities.