

Liverpool John Moores University

Title: SUPPORTING CHILDREN'S WELL-BEING
Status: Definitive
Code: **5503ECCUGP** (115381)
Version Start Date: 01-08-2014

Owning School/Faculty: Nursing and Allied Health
Teaching School/Faculty: Stockport College

Team	Leader
Linda Barton	

Academic Level: FHEQ5
Credit Value: 36.00
Total Delivered Hours: 91.00
Total Learning Hours: 360
Private Study: 269

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	48.000
Seminar	15.000
Tutorial	26.000

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	Essay	40.0	
Reflection	AS2	Case Study	40.0	
Exam	AS3	Exam	20.0	2.00

Aims

This unit develops an understanding and knowledge of promoting positive outcomes for children. The outcomes framework is used as a means to explore issues such as promoting safety, healthy lifestyles, emotional literacy, mental health etc. The importance of the safeguarding agenda is emphasised throughout the unit. The unit also aims to develop an understanding of multi-agency working and the importance

of a holistic approach to supporting children and families.

Learning Outcomes

After completing the module the student should be able to:

- 1 Discuss a range of factors, which mean that children need additional support to achieve their full potential.
- 2 Critically examine service provision for children with complex needs.
- 3 Justify the importance of working in partnership for the early childhood practitioner to ensure positive outcomes for children are reached.
- 4 Critically discuss the concept of child abuse
- 5 Appraise the effectiveness of child protection policies when safeguarding concerns are raised.

Learning Outcomes of Assessments

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

Essay	2	3
Case Study	4	5
EXAM	1	

Outline Syllabus

Impact of transitions – e.g. divorce, bereavement – on children's learning and development.

Emotional literacy and intelligence in early years environments. Mental health and well-being of children.

Roles of professionals and multi-agency approach in identifying, assessing and supporting a child's needs and achievement.

Current policies and initiatives, e.g. working holistically with children and families, 'safeguarding'.

Strategies to engage 'hard to reach families'.

Timely and appropriate responses to children's needs.

Definitions of child abuse – how they have changed and where we are now.

Strategies to identify children at risk and liaison between professionals in safeguarding children.

Learning Activities

Lecture, group work, discussions, informal presentations.

References

Course Material	Book
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Author	Beckett, C.
Publishing Year	2007
Title	Child Protection
Subtitle	An Introduction
Edition	2nd
Publisher	London. Sage.
ISBN	

Course Material	Book
Author	Billington, T.
Publishing Year	2006
Title	Working with Children
Subtitle	Assessment, Representation and Intervention.
Edition	
Publisher	London. Sage.
ISBN	

Course Material	Book
Author	Munro, E.
Publishing Year	2006
Title	Child Protection.
Subtitle	
Edition	
Publisher	London. Sage.
ISBN	

Course Material	Book
Author	Pugh, G. (Ed).
Publishing Year	2006
Title	Contemporary Issues in the Early Years.
Subtitle	
Edition	4th ed.
Publisher	London. Sage.
ISBN	

Notes

This module builds on prior learning and knowledge acquired during level one (see Social Policy) and provides a framework for students to build on in undertaking level 3 modules, which are concerned with global perspectives.