

## Liverpool John Moores University

Title: SUPPORTING CHILDREN AND FAMILIES  
Status: Definitive  
Code: **6105ECHILD** (117362)  
Version Start Date: 01-08-2018  
  
Owning School/Faculty: Education  
Teaching School/Faculty: Education

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**Academic Level:** FHEQ6      **Credit Value:** 24      **Total Delivered Hours:** 48  
**Total Learning Hours:** 240      **Private Study:** 192

### Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	40
Off Site	8

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	Essay	40	
Report	AS2	Report	60	

### Aims

*To critically analyse the mechanisms that exist in society to support young children and their families, and to encourage students to reflect critically upon the concepts, issues, and complexity of interagency/multi-agency working.*

## Learning Outcomes

After completing the module the student should be able to:

- 1 Demonstrate knowledge of and a critical understanding of the nature of the services provide for children, young people, their families and carers.
- 2 Demonstrate knowledge of and critical understanding of relevant theoretical approaches to working with children, young people and their families and carers.
- 3 Demonstrate an understanding of the lawful context when working with children and their families.
- 4 Critically assess the effectiveness of competing models of multi-agency perspectives: interagency working, multi-agency working, and joined-up working in early years provision

## Learning Outcomes of Assessments

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

Assignment 1	2	3
Assignment 2	1	4

## Outline Syllabus

*Social work and young children and their families*

*Neglected children and their families*

*Looked-after children*

*Youth offenders*

*Attachment, Loss, Separation*

*Children Act 1989- Supporting Families, Tools for Assessment*

*Safeguarding children*

*Children Act 2004- Impact for Social Workers*

*Exploring Substitute Care*

*Communicating with Children and Young people.*

*Children and Young People and the Criminal Justice system*

*The historically changing nature of interagency working*

*Compare and contrast approaches to inter-agency working in the Home Nations*

*The Common Assessment Framework (England & Wales), the Integrated*

*Assessment Framework (Scotland), and Understanding the Needs of Children (N. Ireland)*

*Legal and ethical issues identified in multi-agency working, including safeguarding vulnerable groups and data sharing*

*Promoting social inclusion through inter-agency working*

*Collaboration and professional conflict*

*Strategies to enhance collaboration among practitioners working across the*

*education, health, mental health, social services, and criminal justice systems*

## Learning Activities

Lectures  
Group work  
Appropriate visits  
Directed activities.

### **Notes**

This module is aimed at students interested in the needs of young children and families in crisis. It aims to provide them with a critical understanding of multiprofessional, interprofessional, multi-agency, and inter-agency working as a means of meeting their needs.