

**Module Information**

2022.01, Approved

**Summary Information**

|                     |   |
|---------------------|---|
| Module Code         | 6201ECS   |
| Formal Module Title | Exploring approaches: Working Together to Support Children and Families |
| Owning School       | Education   |
| Career              | Undergraduate   |
| Credits             | 20  |
| Academic level      | FHEQ Level 6  |
| Grading Schema      | 40  |

**Teaching Responsibility**

|                                   |
|-----------------------------------|
| LJMU Schools involved in Delivery |
| Education                         |

**Learning Methods**

| Learning Method Type | Hours |
|----------------------|-------|
| Lecture              | 20    |
| Seminar              | 20    |

**Module Offering(s)**

| Display Name | Location | Start Month | Duration Number Duration Unit |
|--------------|----------|-------------|-------------------------------|
| SEP-CTY      | CTY      | September   | 12 Weeks                      |

**Aims and Outcomes**

|      |  |
|------|--|
| Aims | To critically analyse the mechanisms that exist in society to support babies, young children and their families, and to encourage students to reflect critically upon concepts, issues, theoretical models and working practices in relation to the complexity of multi-agency working. A review of historical and current policies will support students to engage with examples of professional practices. |
|------|--|

**After completing the module the student should be able to:**

**Learning Outcomes**

| Code | Number | Description  |
|------|--------|--|
| MLO1 | 1      | Critically reflect upon the practices associated with multi-agency and / or multi-disciplinary teams who work with children and families                                       |
| MLO2 | 2      | Evaluate the political, and wider ecological context when working with children and their families including an awareness of child development within early childhood studies. |
| MLO3 | 3      | Formulate a critical awareness of theoretical models associated with work with children and families   |

**Module Content**

|                        |   |
|------------------------|---|
| Outline Syllabus       | <p>Students will explore a range of topic content that will include, but not be limited to the following:</p> <p>Political &amp; cultural influences on society<br/>         Defining and theorising partnerships: multiagency and interagency<br/>         Professionals, young children and their families<br/>         Critiquing Multi-agency practices<br/>         Critical Reflection as a tool for supporting multi-agency working<br/>         Services for babies, young children and families<br/>         Listening and evidencing the professional voice<br/>         Children Act 1989 - Supporting Families, Tools for Assessment<br/>         Collaboration and professional conflict<br/>         Theoretical models of leadership<br/>         Surveillance and self-reflection skills<br/>         Child development within an ecological context<br/>         Exploration of historical and current policies that affect work with children and families</p>          |
| Module Overview        | <p>This module enables you to critically analyse the mechanisms that exist in society to support babies, young children and their families, and to encourage you to reflect critically upon concepts, issues, theoretical models and working practices in relation to the complexity of multi-agency working. A review of historical and current policies will support you to engage with examples of professional practices.</p>   |
| Additional Information | <p>The acquisition of knowledge of early childhood studies is progressive, and therefore study of the core areas continues and deepens throughout the honours degree. Exposure to the challenges and intricacies of multi-agency and multi-professional practices is a key feature within the revised benchmark statements for Early Childhood Studies (QAA, 2014). This core level 6 module builds on the foundations of the core level 4 module, Pedagogical approaches (Part1) - Working with Babies, Young Children and Families 4103ECS, and the level 5 option module, Professional approaches within Early Childhood Studies 5205ECS, and has been designed as a natural bedfellow for the level 6 option module, Social work within Early Childhood Studies 6205ECS. Child development is embedded (building on 4201ECS and 5201ECS) and is contextualised within professional practice with babies, young children and families as noted in the benchmark standards for ECS.</p> |

## Assessments

| Assignment Category | Assessment Name          | Weight | Exam/Test Length (hours) | Module Learning Outcome Mapping |
|---------------------|--------------------------|--------|--------------------------|---------------------------------|
| Practice            | Role Play (20 minutes)   | 50     | 0                        | MLO1, MLO2, MLO3                |
| Essay               | Reflection (2,500 words) | 50     | 0                        | MLO1, MLO2, MLO3                |

## Module Contacts

### Module Leader

| Contact Name  | Applies to all offerings | Offerings |
|---------------|--------------------------|-----------|
| Angela Garden | Yes                      | N/A       |

### Partner Module Team

|              |                          |           |
|--------------|--------------------------|-----------|
| Contact Name | Applies to all offerings | Offerings |
|--------------|--------------------------|-----------|