

Liverpool John Moores University

Title: Exploring approaches: Working Together to Support Children and Families
Status: Definitive
Code: **6201ECS** (122918)
Version Start Date: 01-08-2021
Owning School/Faculty: Education
Teaching School/Faculty: Education

Team	Leader
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Academic Level: FHEQ6
Credit Value: 20
Total Delivered Hours: 40
Total Learning Hours: 200
Private Study: 160

Delivery Options

Course typically offered: Semester 1

Component	Contact Hours
Lecture	20
Seminar	20

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Practice	AS1	Role Play (20 Minutes)	50	
Essay	AS2	Reflection (2,500 words)	50	

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.

Learning Outcomes

After completing the module the student should be able to:

- 1 Critically reflect upon the practices associated with multi-agency and / or multi-disciplinary teams who work with children and families
- 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.
- 3 Formulate a critical awareness of theoretical models associated with work with children and families

Learning Outcomes of Assessments

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

Role Play (20 minutes)	1	2	3
Reflection (2,500 words)	1	2	3

Outline Syllabus

Students will explore a range of topic content that will include, but not be limited to the following:

*Political & cultural influences on society
Defining and theorising partnerships: multiagency and interagency
Professionals, young children and their families
Critiquing Multi-agency practices
Critical Reflection as a tool for supporting multi-agency working
Services for babies, young children and families
Listening and evidencing the professional voice
Children Act 1989 - Supporting Families, Tools for Assessment
Collaboration and professional conflict
Theoretical models of leadership
Surveillance and self-reflection skills
Child development within an ecological context
Exploration of historical and current policies that affect work with children and families*

Learning Activities

Lectures, seminars, small group activities, blended learning, role play, engagement with visiting professionals and whole class debates.

Notes

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.