MODULE SPECIFICATION FORM

Module Title:	**Working with Children, Young People and Families**	Level 3	Credit Value: 20

Module code: ECS304	Cost Centre: GAEC	JACS3 code: N/A

Trimester(s) in which to be offered: 2	With effect from: September 2014

Office use only: To be completed by AQSU:	Date approved: Sept 2014 Date revised: - Version no: 1

Existing/New: New	Title of module being replaced (if any): Not applicable

Originating Academic Department:	Childhood and Family Studies	Module Leader:	Duane Chong

Module duration (total hours):	200	Status: core/option/elective (identify programme where appropriate):	Core for Education Foundation Year Strand (Education & Y&C only route)
Scheduled learning & teaching hours	12		
Independent study hours	128		
Placement hours	70		

Programme(s) in which to be offered: BA (Hons) Families and Childhood Studies (including Foundation Year) BA (Hons) Education (including Foundation Year) BA (Hons) Education (Counselling and Psychotherapy) (including Foundation Year) BA (Hons) Education (Special Educational Needs) (including Foundation Year) BA (Hons) Education and Childhood Studies (including Foundation Year) FdA Early Childhood, Care and Education (including Foundation Year) FdA Learning Support: Teaching and Learning (including Foundation Year) FdA Learning Support: Special Educational Needs (including Foundation Year) BA (Hons) Youth and Community Work (including Foundation Year)	Pre-requisites per programme (between levels): None

Module Aims:

This module aims to provide students with a theoretical and experiential basis for identifying the practitioner skills necessary to work with children, young people and families. This will include looking at skills and knowledge, professionalism, ethics and reflective practice.

Intended Learning Outcomes:

At the end of this module, students will be able to:

1. Identify the practitioner skills and knowledge required to work with children, young people and families.
2. Explain the concept of professionalism and its significance in the children's workforce.
3. Understand what is meant by ethics and its application in practice.
4. Demonstrate reflection on learning and practice

Key skills for employability

1. Written, oral and media communication skills
2. Leadership, team working and networking skills
3. Opportunity, creativity and problem solving skills
4. Information technology skills and digital literacy
5. Information management skills
6. Research skills
7. Intercultural and sustainability skills
8. Career management skills
9. Learning to learn (managing personal and professional development, self management)
10. Numeracy

Assessment:

1) Learning log/ journal. Students will contribute observations and reflections from weekly work placement to an online learning log.
2) Students will undertake a presentation of a specific topic, drawn from assessment task 1, to the class, to initiate further discussion.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	All	Learning logs/journals	70%		2,000
2	All	Presentation	30%		1,000

Learning and Teaching Strategies:

Delivery will be facilitated through lectures, seminars, group work, feedback and discussion. Students will also be required to engage with tasks set via the online Moodle, contributing to online discussion.

Students will also be required to attend a work-based placement during the module, enabling experiential learning, reflection and evaluation on practice.

Syllabus outline:

The syllabus outline has been presented as a broad set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course and the content used to answer the questions below should be revised each year as appropriate.

This module will support students to explore the following questions:

1) What skills and knowledge are required for working with children, young people and families?
2) What is a professional?
3) What is meant by ethics
4) How can we reflect on these ideas in practice?

Bibliography:

Essential reading:

Children's Workforce Development Council (2010) *The Common Core of Skills and Knowledge.* Leeds: CWDC

Children & Young People's Workforce Development Network (2014) *Children & Young People's Workforce Strategy for Wales.* Cardiff: Welsh Assembly Government

Oliver, B. & Pitt, B. (2011) *Working with Children, Young People and Families,* Exeter: Learning Matters.

Zwozdiak – Myers, P. (ed) (2007) *Childhood and Youth Studies.* Exeter: Learning Matters

Other indicative reading:

Brotherton, G. Davies, H. and McGillivray, G. (eds) (2010) *Working with Children, Young People and Families.* London: Sage Publications

DfES (2003) Every Child Matters. London: HMSO

Fanthorne, C. (2004) Work placements: A Survival Guide for Students. London: Palgrave McMillan

Foley, P. and Rixon, A. (2008) *Changing children's services: Working and learning together.* Bristol: The Policy Press

Gibbs, G. (1988) Learning By doing: A guide to teaching and learning method. UK Further Education Unit.

Harrison, R. & Wise, C. (2005) Working with Young People, London: Sage Publications.

Kolb, D, (1984) *Experiential Learning: Experience as a source of learning and development.* New Jerset: PHI

Malloch, M. (Ed) (2011) *The Sage handbook of workplace learning.* London: Sage

Nutbrown, C. (2011) The *Nutbrown review: Mapping the early education and childcare workforce – a background paper.* Runcorn: DfE

Nutbrown, C. (2013) Foundations for Quality: The independent review of early education and childcare qualifications. Final report. Runcorn: DfE

Osgood, J. (2006) Rethinking 'Professionalism' in the Early Years: perspectives from the United Kingdom. *Contemporary Issues in Early childhood.* Volume 7 Number 1 2006 pp.1-4

Sapin, K. (2013) *Essential Skills for Youth Work Practice*. London: Sage Publications

Sylva, K., Siraj-Blatchford, I., Taggart, B., Sammons, P. and Melhuish, E. (2004) *Effective Provision of Pre-school Education (EPPE) Project.* London: Institute of Education, University of London

Waller, T. and Davis, G. (eds) (2014) *An Introduction to Early Childhood*. London: Sage Publications.

Journals

British Journal of education studies

Early Years Education

Youth and Policy

Web sites:

www.Infed.org

http://www.ioe.ac.uk/research/141.html]

http://trustnet.learningtrust.co.uk/Safeguarding/Documents/Common%20core%20of%20skills%20and%20knowledge%20for%20the%20childrens%20workforce.pdf\