

MODULE SPECIFICATION PROFORMA

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PRIFYSGOL GLYNDŴR WRECSAM
GLYNDŴR UNIVERSITY WREXHAM

MODULE SPECIFICATION FORM

Module Title: Working with Children, Young People and Families	Level: 4	Credit Value: 20
Module code: EDC412	Semester(s) in which to be offered: 1/2	With effect from: Sept, 2010

Existing/New: New	Title of module being replaced (if any): EDC 232 Working with Children and Families EDC 135 Development of Early Years Services
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Originating Subject: Education and Childhood Studies	Module Leader:
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Module duration (contact hours/directed/directed private study): (60 contact) (60 directed) (80 private)	Status: core/option/elective (identify programme where appropriate): Core
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Percentage taught by Subjects other than originating Subject (please name other Subjects):	N/A
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Programme(s) in which to be offered: BA (Hons) Families and Childhood Studies	Pre-requisites per programme (between levels): None	Co-requisites per programme (within a level): None
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<p>Module Aims:</p> <p>To consider key legislation, policies and agencies aimed at providing coherent services for children, young people and families.</p> <p>To introduce students to the ways in which partnerships with children, young people and</p>

families can be fostered.

Expected Learning Outcomes

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

Knowledge and Understanding:

1. Examine the diversity of children's/young people's home lives and family structures;
2. Identify and discuss the roles of various statutory, private, voluntary and independent agencies that support children, young people and families;
3. Outline and discuss key initiatives, policies and legislation linked to supporting and working in partnership with children, young people and families;
4. Examine the reasons for, and ways in which, collaboration between children, young people, families and agencies can be developed;
5. Discuss children's and young people's rights to participation; including any dilemmas and difficulties involved.
6. Highlight the role of the practitioner and the skills required to enhance effective relationships with children/young people, families and other agencies.

Transferable/Key Skills and other attributes:

- Evaluation and reflection;
- Communication;
- Sharing ideas;
- Listening;
- Confidentiality;
- Improving own learning and performance;
- Analytical and problem solving skills;
- Working with others.

Assessment: please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). ***Details of indicative assessment tasks must be included.***

Assessment- written essay, linked to the discussion of key issues of providing services for, and working in partnership with, children, young people and families.

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Word count or equivalent if appropriate
1	All	Essay	100%	4,000

Learning and Teaching Strategies:

The teaching and learning strategies will employ a range of methods, including lecture, seminar, student presentations and external speakers with specific areas of expertise. Sessions will comprise of the presentation of information, reading, case studies, practical activities, review of selected video/DVD material and discussion. Peer group and individual discussion will allow the tutor to monitor the student's ability to reflect upon and evaluate their own ideas and practice via discussion groups, individual research and tutorials.

Syllabus outline:

This module seeks to develop students' understanding of the key issues and models of good practice in working with children, young people and families. Students will explore:

- Key initiatives, policies and legislation linked to supporting and working in partnership with children, young people and families.
- The roles and interdisciplinary nature of key services that support children, young people and families.
- The diversity of children's/young people's home lives and family structures.
- Children's basic needs (Maslow, 1968).
- Social and family circumstances, which can affect care-giving and make families vulnerable (Common Assessment Framework).
- Safeguarding- how past failings to support children and young people have influenced a multi-agency/collaborative approach.
- Parents/carers, children and young people as active participants. Reasons for, and ways in which, practitioners can develop partnerships with children, families and other agencies.
- Children's rights; including conflicts between participation and protection rights and dilemmas of judging children's competence in relation to participation (United Nations Convention of the Rights of the Child; Every Child Matters; Rights to Action; Think Family Strategy).
- Strategies for listening to children and young people (including the Mosaic approach).
- The role of the practitioner and the skills required to enhance effective relationships children/young people, families and other agencies.

Bibliography

Essential reading:

Department of Health (2004), *National Service Framework for Children, Young People and Maternity Services*. London: Department of Health.

Macleod-Brudenell, J. and Kay, J. (eds) (2008), *Advanced Early Years*. Second Edition. London: Heinemann.

Waller, T. (ed) (2009), *An Introduction to Early Childhood*. Second Edition. London: Sage Publications Ltd.

Welsh Assembly Government (2004), *Children and Young People: Rights to Action*. Cardiff: Welsh Assembly Government.

Welsh Assembly Government (2005), *A Fair Future for Our Children: The Strategy for Tackling Child Poverty*. Cardiff: Welsh Assembly Government.

Other indicative reading:

Ainings, A., Cotterall, D., Frost, N., Green, J. and Robinson, M. (2006), *Developing Multi-professional Teamwork for Integrated Children's Services*. Maidenhead: Open University Press.

Alderson, P. (2008), *Young Children's Rights: Exploring Beliefs, Principles and Practice*. Second Edition. Jessica Kingsley Publishers.

Bronfenbrenner, U. (1979), *The Ecology of Human Development: Experiments by Nature and Design*. London: Harvard University Press.

Cheminais, R. (2009), *Effective Multi-Agency Partnerships: Putting Every Child Matters into Practice*. London: Sage Publication Ltd

Clark, A. and Moss, P. (2001), *Listening to Young Children: The Mosaic Approach*. London: National Children's Bureau.

Department for Children, Schools and Families/Department of Health (2009), *Healthy Lives, Brighter Futures: The Strategy for Children and Young People's Health*. London: DCSF.

Department for Education and Skills (2003), *Every Child Matters*. London: Department for Education and Skills.

Department for Education and Skills (2004), *Primary National Strategy. Parents: Partners in Learning. Guidance for Schools*. London: DfES Publications.

Digman, C. and Soan, S. (2008), *Working with Parents: A Guide for Education Professionals*. London: Sage Publication Ltd.

Fitzgerald, D. and Kay, F. (2008), *Working Together in Children's Services*. Oxon: David Fulton Publishers.

Hobart, C. and Frankel, J. (2009), *A Practical Guide to Working with Parents*. Second Edition. Nelson Thornes.

Johnston, J. and Nahmad-Williams, L. (2008), *Early Childhood Studies*. Harlow: Pearson Longman.

Loreman, T. (2009), *Respecting Childhood*. London: Continuum International Publishing Group.

Nurse, A. (ed) (2008), *The New Early Years Professional: Dilemmas and Debates*. Oxon: David Fulton.

Pugh, G. and Duffy, B. (eds) (2010), *Contemporary Issues in Early Years*. Fifth Edition. London: Sage Publications.

Scheider, J., Avis, M. and Leighton, P. (eds) (2007), *Supporting Children and Families: Lessons from Sure Start for Evidence-Based Practice in Health, Social Care and Education*. London: Jessica Kingsley Publishers.

Welsh Assembly Government (2002), *Children and Young People: A Framework for Partnership*. Cardiff: Welsh Assembly Government.

Wild, M. and Mitchell, H. (eds) (2007), *Early Childhood Studies*. Exeter: Learning Matters.

Willian, J., Parker-Rees, R. and Savage, J. (eds) (2004), *Early Childhood Studies*. Exeter: Learning Matters.

Woodhead, M. and Montgomery, H. (eds) (2003), *Understanding Childhood: An Interdisciplinary Approach*. Chichester: John Wiley and Sons and The Open University Press.

Yelland, N. (ed) (2005), *Critical Issues in Early Childhood Education*. Maidenhead: Open University Press.

Journals:

Children and Society. Oxford: Wiley-Blackwell

Child Development – Society for Research in Child Development. Oxford: Wiley-Blackwell

Child: Care Health and Development. Oxford: Wiley-Blackwell

Child Right. Essex: The Children's Legal Centre

Early Years Educator. MA Education Limited www.earlyyearseducator.co.uk

Early Years – An International Journal of Research and Development. Oxon: Routledge

www.tactyc.org.uk

Journal of Early Childhood Research. London: Sage

Nursery World. TSL Education Ltd. www.nurseryworld.co.uk

Useful web-sites:

www.parentinguk.org

www.unicef.org.uk

www.childcomwales.org.uk

www.parentsadvicecentre.org

