

## MODULE SPECIFICATION PROFORMA

Module Title: Working with Children, Young People and Families	Level: 4	Credit Value: 20
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Module Code: EDC412	Cost Centre: GAEC	JACS3 Code: X300
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Trimester(s) in which to be offered: 1/2	With effect from: September, 2015
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<b>Office use only:</b> To be completed by AQSU:	Date approved: September 2015 Date revised: - Version no: 1
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Existing/New: Existing	Title of module being replaced (if any): EDC412 Working with Children, Young People and Families
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Originating School: Social and Life Sciences	Module Leader: Jan Nordoff
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Module duration (total hours) 200	Status: core/option/elective (identify programme where appropriate):  Core – BA (Hons) Families and Childhood Studies
Scheduled learning & teaching hours 40	
Independent study hours 140	
Placement hours 20	

Programme(s) in which to be offered:  BA (Hons) Families and Childhood Studies	Pre-requisites per programme (between levels):  None
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<b>Module Aims:</b> To promote awareness of family structures and key legislation, policies and agencies aimed at providing services for children, young people and families.
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<p><b>Intended Learning Outcomes</b></p> <p><i>At the end of this module, using academic writing conventions, including Harvard referencing, students will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Examine the diversity of family structures.</li> </ol>
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2. Identify key initiatives, standards, policies and legislation linked to supporting children, young people and families.
3. Discuss services accessed by children, young people and families.
4. Examine the reasons for, and ways in which, partnerships with children, young people, families can be developed.

### Assessment:

Fictitious case study, written by the module tutor, which requires learners to consider different family structures, the policies and legislation used to provide services for children, young people and families and partnership working.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Word count (or equivalent if appropriate)
1	All	Case Study	100%	3,000

### Learning and Teaching Strategies:

Sessions will comprise of the presentation of information, case studies, group work, practical activities, external speakers, review of DVD material and peer discussion. Students will be expected to make full use of the University's library and VLE to enhance their study.

### Syllabus Outline:

- The diversity of children's/young people's home lives and family structures (e.g. Bronfenbrenner)
- Key initiatives, policies, standards and legislation linked to supporting and working in partnership with children, young people and families (e.g. United Nations Convention of the Rights of the Child; Rights to Action; Every Child Matters; Poverty Strategy; National Occupational Standards)
- The roles of key statutory and voluntary services that support children, young people and families
- Partnership working e.g. multi-agency working; parents/carers, children and young people as active participants.

### Bibliography

#### Essential reading:

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

Hughes, A. M. and Read, V. (2012), *Building Positive Relationships with Parents of Young Children: A Guide to Effective Communication*. Abingdon: Routledge.

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

Shaw, S, (2010), *Parents, Children, Young People and the State*. Maidenhead: Open University Press.

Other indicative reading:

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

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

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

Jones, P. and Welch, S. (2010), *Rethinking Children's Rights: Attitudes in Contemporary Society*. London: Continuum International Publishing Group.

Knowles, G. (2009), *Ensuring Every Child Matters: A Critical Approach*. London: Sage Publications.

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

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

Journals:

Childhood

Family Relations

Websites:

[www.barnardos.org.uk](http://www.barnardos.org.uk)

[www.childcomwales.org.uk](http://www.childcomwales.org.uk)

<https://www.gov.uk>

<http://www.jrf.org.uk>

[www.ncb.org.uk](http://www.ncb.org.uk)

[www.parentsadvicecentre.org](http://www.parentsadvicecentre.org)

[www.parentinguk.org](http://www.parentinguk.org)

[www.unicef.org.uk](http://www.unicef.org.uk)

<http://www.wales.nhs.uk>