

MODULE SPECIFICATION PROFORMA

Module Title: Supporting Families with Young Children	Level: 6	Credit Value: 20
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Module code: EDC617	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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Office use only: To be completed by AQSU:	Date approved: September 2015 Date revised: - Version no: 1
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Existing/New: New	Title of module being replaced (if any):
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Originating School: Social and Life Sciences	Module Leader: Gillian Danby
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Module duration (total hours) 200 Scheduled learning & teaching hours 40 Independent study hours 135 Placement hours 20	Status: core/option/elective (identify programme where appropriate): Core – BA (Hons) Families and Childhood Studies
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Programme(s) in which to be offered: BA (Hons) Families and Childhood Studies	Pre-requisites per programme (between levels): None
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Module Aims: To promote awareness of the development and needs of babies and young children and the information and support available to parents/families.

Intended Learning Outcomes <i>At the end of this module, using academic writing conventions, including Harvard referencing, students will be able to:</i> <ol style="list-style-type: none"> 1. Critique the transition to parenthood.

2. Critically analyse the physical, personal, social and emotional development of babies and young children.
3. Critically evaluate factors which may make it difficult for some parents/families to cater for the needs of babies and young children.
4. Examine statutory and voluntary agencies available to support families with babies and young children.

Assessment:

An information booklet aimed at parents of very young children. This booklet will be supported by a rationale (approximately 1,500 words), which includes links to government policy, current research and theory around the module learning outcomes.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Word count (or equivalent if appropriate)
1	All	Practical	100%	4,000c

Learning and Teaching Strategies:

Sessions will comprise of the presentation of information, case studies, group work, practical activities, external speakers, review of video/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:

- Transition to parenthood: impact of changing roles and relationships, age and life stages of parents
- Factors impacting on parenting capacity (e.g. post-natal depression, domestic violence, relationship breakdown, poverty, isolation, illness, substance misuse)
- Supporting parental/family concerns about young children's health and well-being (e.g. bottle v breast feeding, weaning, sleeping, toileting, immunisation, signs of common childhood illness, developmental delay and disability, attachment).
- Key legislation, occupational standards and policy relevant to families with very young children (e.g. Rights to Action, Every Child Matters, National Service Framework, Poverty Strategy, Nurturing Children, Supporting Families).
- Statutory, voluntary and informal support networks (e.g. Sure Start, Flying Start, Home Start, Family Information Service, family, friends)

Bibliography

Essential reading:

Bradford, B. (2012), *The Wellbeing of Children Under Three*. Oxon: Routledge.

Fabian, H. and Mould, C. (2009), *Development and Learning for Very Young Children*. London: Sage

Underdown, A. (2006), *Young Children's Health and Well-Being*. Maidenhead: Open University Press.

Other indicative reading:

Adams, R. (2012), *Working with Children and Families*. Hampshire: Palgrave Macmillan.

Blair, M., Stewart-Brown, S., Waterston, T. and Crowther, R. (2010), *Child Public Health*. Second Edition. New York: Oxford University Press.

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

Department for Work and Pensions and Department for Education (2011), *A New Approach to Child Poverty: Tackling the Causes of Disadvantage and Transforming Families' Lives*. London: The Stationery Office.

Dukes, C. and Smith, M. (2007), *Working with Parents of Children with Special Educational Needs*. London: Paul Chapman Publishing.

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

Maynard, T. and Powell, S. (2014), *Early Childhood Studies*. London: Sage.

Welsh Assembly Government (2011), *Child Poverty Strategy for Wales*. Cardiff: Welsh Assembly Government.

Journals:

Children and Society

Journal of Family Issues

Web-sites:

www.nhs.co.uk

www.homestart.org.uk

www.familyandchildcaretrust.org.uk