

### MODULE SPECIFICATION PROFORMA

Module Title: Multi-Agency Practice with Children, Young People and Families with Complex Needs	Level: 6	Credit Value: 20
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Module code: EDC630	Cost Centre: GAEC	JACS3 code: X300
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Trimester(s) in which to be offered: 1/2	With effect from: September 2017
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<b>Office use only:</b> To be completed by AQSU:	Date approved: June 2017 Date revised: Version no: 1
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Existing/New: New	Title of module being replaced (if any):  EDC616 Relationship and Multi-Agency Working
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Originating School: School of 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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**Module Aims:** To critically examine the role and function of a multi-agency approach to practice with children, young people and their families where complex needs are identified.

<p><b>Intended Learning Outcomes</b>  <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. Critically examine the social and emotional impact on children, young people and their families where complex needs are identified.</li> <li>2. Outline key policy/legislation related to supporting children/young people with complex needs.</li> <li>3. Examine the range of specialist provision for supporting children/young people and families with complex needs.</li> <li>4. Critically analyse the values and principles which underpin a multi-agency response to working with children, young people and families with complex needs.</li> </ol>
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*Key skills for employability (\*) covered by this module:*

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/professional development, self-management) (\*)
10. Numeracy (\*)

**Assessment:**

An essay which considers the social and emotional impacts of complex needs on children, young people and their families, and the range of specialist support available, including relevant legislation and policies underpinning a multi-agency approach. Students are expected to demonstrate their understanding of what it means to have a disability/complex need and understand the range of services available for individuals, alongside key issues of contemporary practice.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Word count (or equivalent if appropriate)
1	1,2,3,4	Essay	100%	4,000

**Learning and Teaching Strategies:**

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

**Syllabus Outline:**

- Students will critically examine a range of disabilities, health and learning needs such as deafness, visual impairment, cerebral palsy, downs syndrome, FASD, speech and language impairment, autism, dyslexia, and will consider the impacts of these and the need for effective multi-agency working.
- Key legislation, policy and guidance e.g. Codes of Practice, Equality Act 2010, Children Act 1989; Children and Families Act 2014, Social Services and Wellbeing Act 2014 (Wales) is outlined. Additional Learning Needs and Educational Tribunal (ALNET) Bill, National Service Frameworks, Occupational standards and policies for partnership, relationships and multi-agency working are also included in the module.
- Models of disability are discussed.
- Concepts of early intervention are explored.
- The range of specialist support available and understanding of their roles (e.g. paediatrician, occupational therapist, physiotherapist, speech and language therapist, SENCO/ALNCO, CAMHS) and a range of community services are outlined.
- Concepts of partnership working with children young people and families is examined including the conflicts and challenges of multi-agency practice.
- Barriers to accessing health, education and social care services are explored.

## **Bibliography**

### Essential reading:

French, S. and Swain, J. (2012), *Working with Disabled People in Policy and Practice; A Social Model*. Hampshire: Palgrave Macmillan.

Gasper, M. (2010), *Multi-agency Working in the Early Years: Challenges and Opportunities*. London: Sage Publications.

Tear, J. (ed) (2008), *Caring for Children with Complex Needs in the Community*. Oxford: Blackwell Publishing Ltd.

Wall, K. (2011), *Special Needs and Early Years*. London: Paul Chapman.

### Other indicative reading:

Adams, J. and Leshone, D. (2016) *Active Social Work with Children with Disabilities*. Northwich: Critical Publishing.

Bates, B. (2017), *A Quick Guide to Special Needs and Disabilities*. London: SAGE Publication Ltd.

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

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

Hewitt-Taylor, J. (2008), *Providing Support at Home for Children and Young People who have Complex Health Needs*. Chichester: John Wiley and Sons.

Raghavan, R., Bernard, S. H. and McCarthy, J. (eds) (2012), *Mental Health Needs of Children and Young People*. Hove: Pavilion Publishing and Media.

Welsh Government, (2012), *Forward in Partnership for Children and Young People with Additional Needs*. Cardiff: Welsh Government.

### Journals:

Children and Society

Child: Care, Health and Development: The Multi-Disciplinary Journal

Early Years – An International Journal of Research and Development.

Journal of Early Childhood Research

Journal of Family Issues

### Web sites:

Care Council for Wales

Children's Commissioner for Wales

Contact a Family

Day Care Trust

Department for Education

Welsh Government

British Council of Disabled People

Young minds