

**MODULE SPECIFICATION FORM**

Module Title: Critical Practice in Working with Children	Level: 4	Credit Value: 20
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Module code: SOC402	Cost Centre: GAPE	JACS3 code: X220
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Trimester(s) in which to be offered: 2	With effect from: September 2014
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<b>Office use only:</b> To be completed by AQSU:	Date approved: September 2014 Date revised: - Version no: 1
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Existing/ <del>New</del> :	Title of module being replaced (if any):
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Originating Academic Department: Education	Module Leader: Jan Nordoff
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Module duration (total hours): 200 Scheduled learning & teaching hours: 110 Independent study hours: 90 Placement hours: 0	Status: core/option/elective CORE (identify programme where appropriate):
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Programme(s) in which to be offered: FdA Therapeutic Child Care	Pre-requisites per programme (between levels):
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<p><b>Module Aims:</b></p> <p>To provide an outline of traditional and contemporary theories of childhood including legislative and policy contexts in England and Wales, through the examination of its historical development and key theoretical perspectives</p>
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### Intended Learning Outcomes:

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

1. Demonstrate knowledge and understanding of the legislative and policy context in relation to children in the 'looked after' system (KS1, KS4, KS6, KS9)
2. Understand the role of the state in safeguarding and protecting children and explain the differences between these two concepts (KS1,KS4,KS6, KS9)
3. Demonstrate principles of empowerment of children within a practice context (KS1,KS4, KS6,KS9)
4. Demonstrate knowledge of anti discriminatory practice and apply this in relation to children in the looked after system. (KS1,KS4,KS6,KS9)

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:

Undertake a ten minute presentation answering one of a choice of questions and accompany this with a 2,000 word essay related to the topic.

### Indicative question:

'How do you ensure that children participate in the decision making process, and that the voice of the child is heard' (Article 12 CRC 1989)

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4	Presentation	100%		10 minute and 2,000 word

### **Learning and Teaching Strategies:**

The module will be taught through a blended learning approach of face to face classroom sessions and e learning. Tutors will engage with students through the medium of the VLE. Additional support will be accessed through group or individual tutorials

Work-based learning: During this module the students will be expected to carry out the following tasks in the workplace:

- Read policies and procedures which inform practice in relation to safeguarding and protecting children.
- Reflect upon their practice through learning from the module and through wider reading around the subject areas
- Engage with a child and support them to express their wishes, views and feelings

### **Syllabus outline:**

Introduction to key law and policy for children including the United Nations Convention for the Rights of the Child (CRC 89).

The role of the State in safeguarding and protecting children.

Constructions of childhood

Current policies and practices in relation to the care of children looked after.

Anti discriminatory framework and particularly how identity relates to children looked after.

Examination of anti -discriminatory practice in relation to working with children in care

### **Bibliography:**

#### Essential reading:

Brammer, A. (2010), *Social Work Law*. Third Edition. Essex: Pearson Education Limited.

Smith, M., Fulcher, L. and Duran, P. (2013), *Residential Child Care in Practice*. Bristol: Policy Press.

Smith, M. (2009), *Rethinking Residential Child Care: Positive Perspectives*. Bristol: Policy Press.

Wyness, M. (2012), *Childhood and Society*. Second Edition. Basingstoke: Palgrave Macmillan.

#### Recommended Reading

Boylan, J. and Dalrymple, J. (2009), *Understanding Advocacy*. Berkshire: Open University Press.

James, A. and James, A. (2008), *Key Concepts in Childhood Studies*. London: Sage

Smith, R. (2010), *A Universal Child* Hampshire: Palgrave Macmillan.

Jones, P and Walker, G. Eds (2012), *Children's Rights in Practice*. London: Sage.

#### Online Resources:

Munro, E. (2001), Empowering looked after children. London: LSE Research Articles Online. [Accessed 22 November 2013]. Available from: <http://eprints.lse.ac.uk/archive/00000357/>

Department for Education & Skills (2007), *Care Matters: Time for Change* London, The Stationary Office. [Accessed 6 August 2014]. Available from:  
<https://www.gov.uk/government/publications/care-matters-time-for-change>

Department for Education & Skills (2006a), *Care Matters: Transforming the Lives of Children & Young People in Care*. London, The Stationary Office. Accessed 6 August 2014]. Available from:  
<https://www.education.gov.uk/consultations/downloadableDocs/6731-DfES-Care%20Matters.pdf>