Wrexham Glyndŵr UNIVERSITY

MODULE SPECIFICATION

Module Title:	Safeguarding Children	**Level**:	4	**Credit Value**:	20

Module code:	EDC427D	**Is this a new module?**	Yes	**Code of module being replaced**:	NA

Cost Centre:	GAEC	JACS3 **code**:	X310

Trimester(s) in which to be offered:	1, 2	**With effect from:**	September 16

School:	Social & Life Sciences	**Module Leader:**	Liz Sheen

Scheduled learning and teaching hours	30 hrs
Guided independent study	140 hrs
Placement	30 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
FdA Early Childhood Practice (Early Years Practitioner)	✓	☐
	☐	☐
	☐	☐

Pre-requisites
None

Module Aims
This module aims to explore and examine the safeguarding system, including its impact on and involvement of children and families with reference to relevant literature, research and legislation.

Intended Learning Outcomes

Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to		Key Skills	
1	Understand the principles, values and practicalities of the safeguarding system.	KS1	KS2
		KS5	KS6
2	Demonstrate a knowledge of relevant factors, legislation, policy and research which may influence the role of the practitioner within the safeguarding system.	KS4	KS5
		KS6	
3	Recognise the importance of children's active participation in the safeguarding system.	KS1	KS3
		KS7	
4	Demonstrate an understanding of the impact of the safeguarding process on children, families and practitioners.	KS1	KS2
		KS6	KS7

Transferable/key skills and other attributes

- Effective Communication
- Time management
- Organisational skills
- Personal and professional reflection
- Application of theory to practice
- Independent learning
- Problem solving
- Effective writing skills
- Analyse concepts, theories and issues of policy in relation to practice.

- Evaluation
- Critical thinking

Derogations

All modules must be attempted and individual components of the assessment must be passed, there is no compensation between elements.

Assessment:

1. Report – Write a report which consider the implications of the current safeguarding system for practice.

2. Professional Portfolio – practice competencies associated with module

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	Report	100%		1,500
2	1,2,3,4	Portfolio	Pass/refer		

Learning and Teaching Strategies:

Students access the course through a virtual learning environment (Moodle). Each module follows the same structure to enable consistency and involves students in a process of learning new content, discussing content to deepen understanding and reviewing knowledge before moving to the next session. The students are introduced to content through a variety of means designed to enhance access for students with additional learning needs. This could include reading (with audio where possible), watching videos (with transcripts where possible), screencasts, listening to podcasts, and accessing suitable web resources. Students are directed towards and supported to access journal articles and e-books through Athens.

The basis for working with online materials will be through self-directed study, regular online communication with tutors/peers and a work-based portfolio. Students are encouraged to interact with each other and tutors through a range of communication tools. Each tutor would be expected to engage students using chat forums, e-mail, Moodle messaging, wiki pages, interactive quizzes and web conferencing. Students are enabled to communicate with each other and to form a community of practice using a variety of the above tools.

Work-based learning is an important and integral part of each module. Students are supported throughout to make links between the module content and their professional practice. This is facilitated informally through a variety of communication methods integrated within each session and formally through an assessed piece of work.

This module may also be delivered using blended learning, whereby aspects of the course may be taught in the classroom (i.e. Saturday Study Day) in combination with online learning.

Syllabus outline:

The syllabus outline has been presented as a broad set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course and the content used to answer the questions below should be revised each year as appropriate.

This module will support students to explore the following questions:

1. Why do we need to safeguard children?
2. Does safeguarding support children's participation in society?
3. What is the impact of safeguarding on children and society?
4. How is safeguarding embedded within, policy, provision, practice and legislation?

In exploring these questions the module will consider:

- Safeguarding and the State – Historical Perspective
- Principles and values of the safeguarding system
- The Statutory Framework underpinning the safeguarding of children including, relevant legislation, national policies and research based models of professional practice
- Public Child Law versus children's rights under the United Nations Convention on the Rights of the Child
- Empowerment and dis-empowerment of children and young people
- Abusers and victims – the worlds of abused children and their families
- Dealing with and responding to disclosure of abuse
- The impact of abuse on the lives of children and young people
- The management of risk and society's attitudes and values
- The principle of Paramouncy – conflicts / implications for professional practice and service provision
- The role, value and contribution of research in keeping children safe
- The findings of Serious Case Reviews – informing and shaping legislation and national safeguarding policies and professional practice

The following National Occupational Standards influence the content of this module:

Unit	Area of Knowledge
Core	K34-39
SCDHSC 0044	K54-59

Bibliography:
Essential reading
Blyth, M. and Solomon, E. (2012), *Effective safeguarding for children and young people: what next after Munro?* Bristol: Policy Press
Powell, J. and Uppal, E. L. (2012) *Safeguarding Babies And Young Children : A Guide For Early Years Professionals.* Milton Keynes: Open University Press
Reid, J and Burton, S (2014), *Safeguarding and Protecting Children in the Early Years.* Abingdon:Routledge
Other indicative reading

Frost, N. and Parton, N. (2009) *Understanding Children's Social Care – Politics, Policy and Practice.* London: Sage

Hester, M., Pearson, C., Harwin, N. and Abrahams, H. (2007) *Making an Impact: Children and Domestic Violence: A Reader.* Second Edition. London:Jessica Kinglsley*

Masson, J., McGovern, D., Pick, K. and Winn Oakley, M. (2007) *Protecting Powers: Emergency Intervention for Children's Protection.* Chichester: John Wiley and Sons Ltd

McAuliffe, A. M., Linsey, A. and Fowler, J. (2006) *Childcare Act 2006* London:National Children's Bureau

Sommer, D., Pramling Samuelsson, I. and Hundeide, K. (2010) *Child Perspectives and Children's Perspectives in Theory and Practice: International Perspectives on Early Childhood Education and Development* No. 2 First Edition. London: Springer Verlag

Relevant Policy Documents

All Wales Child Protection Procedures Review Group (2008), *All Wales Child Protection Procedures.* Cardiff: Welsh Assembly Government

Department for Education (2013) *Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children* London: Department for Education

Relevant Websites

UNCRC (1989), *United Nations Convention on the Rights of the Child.* Available from http://media.education.gov.uk/assets/files/pdf/u/uncrc%20%20%20full%20articles.pdf [electronically accessed January 29, 2014].

Department for Education - www.education.gov.uk
National Children's Bureau - www.ncb.org.uk
Children's Legal Centre - www.**childrenslegalcentre**.com
Community Care - www.communitycare.co.uk

CCW (2013b) *National Occupational Standards for Social Care, Early Years and Childcare,* Cardiff: CCW (Available electronically)

http://www.ccwales.org.uk/early-years-and-childcare-worker/
http://gov.wales/topics/educationandskills/earlyyearshome/?lang=en
https://www.estyn.gov.wales/thematic-reports

 Journals:
Childhood – A journal of Global Child Research
European Early Childhood Education Research Journal
Educational Research
Early Years - An International Research Journal
Education 3-13
Journal of Early Childhood Research