MODULE SPECIFICATION FORM

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

Module code: ECS406	Cost Centre: GAEC	JACS2 code*: X310

Semester(s) in which to be offered: 2	With effect from: July 2015

Office use only: To be completed by AQSU:	Date approved: September 2013 Date revised: July 2015 Version no: 2

Existing/New: Existing	Title of module being replaced (if any):

Originating Academic area:	Childhood and Family Studies	Module Leader:	David Lane

Module duration (total hours)	200	Status: core/option/elective (identify programme where appropriate):	Core
Scheduled learning & teaching hours	30		
Work-based Learning	30		
Independent study	140		

Percentage taught by Subjects other than originating Subject (please name other Subjects):	

Programme(s) in which to be offered: FdA Childhood Studies: Families and Young Children FdA Childhood Studies: Play FdA Childhood Studies: Education FdA Childhood Studies: Special Educational Needs	Pre-requisites per programme (between levels): 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.

Expected Learning Outcomes:

At the end of this module, students should be able to:

Knowledge and Understanding:

1) Understand the principles and values of the Safeguarding system.

2) Demonstrate an awareness of relevant legislation, policy and research.

3) Recognise the importance of children's active participation in the safeguarding system.

4) Demonstrate an understanding and awareness of the impact of the safeguarding process on children and families.

Key Academic skills:

Demonstrate academic writing conventions, including use of supporting evidence and Harvard referencing

Transferable/Key Skills and other attributes:

- Effective Communication
- Time management
- Organisational skills
- Personal and professional reflection
- Application of theory to practice
- Independent learning
- Evaluation of policy and legislation

Assessment:

1) Write a report which considers the implications of a current safeguarding system for practice.

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%		3,000

Learning and Teaching Strategies:

This module is delivered through e-learning/blended learning

The basis for working with online materials will be through self-directed study, regular online communication with tutors/peers and work-based tasks. Each module will consist of sessions whereby the students are introduced to appropriate content through reading, watching videos, screencasts, listening to podcasts, and accessing suitable web resources. Students are directed towards and supported to access journal articles and e-books through Athens. 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, live chat sessions, 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.

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

Bibliography

Books marked with an * are currently available for students to access via Athens

Essential reading:

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

Powell, J. and Uppal, E. L. (2012) *Safeguarding Babies And Young Children : A Guide For Early Years Professionals.* Milton Keynes: Open University Press*

Other indicative reading:

Corby, B. (2005) *Child Abuse :Towards a Knowledge Base.* Third Edition. Milton Keynes: Open University Press

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

Department for Education (2004) *Every Child Matters*   London: Department for Education

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

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

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