

MODULE SPECIFICATION PROFORMA

Module Title:	Children's Rights and Welfare	Level:	5	Credit Value:	20
----------------------	-------------------------------	---------------	---	----------------------	----

Module code:	EDC535	Is this a new module?	YES	Code of module being replaced:	
---------------------	--------	------------------------------	-----	---------------------------------------	--

Cost Centre:	GAEC	JACS3 code:	X310
---------------------	------	--------------------	------

Trimester(s) in which to be offered:	2	With effect from:	September 18
---	---	--------------------------	--------------

School:	Social & Life Sciences	Module Leader:	Kate Wagner
----------------	------------------------	-----------------------	-------------

Scheduled learning and teaching hours	48 hrs
Guided independent study	128 hrs
Placement	24hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
BA (Hons) Childhood, Education and Welfare	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval December 16

APSC approval of modification *Enter date of approval*

Have any derogations received SQC approval?

Version 1

Yes No

Module Aims

This module aims to give you a detailed understanding of the part children’s rights play in interpreting childhood and constructing appropriate roles for children, and an opportunity to critically reflect on your own practice from a rights-based perspective. You will develop an awareness of the United Nations Convention on the Rights of the Child and its implications for working with children and young people within social welfare, health and education. You will examine social issues in society and how the state responds to them through ‘welfare’, as well as through ‘rights’ and ‘citizenship’. You will explore key debates in social policy which aim to address the welfare of children and young people including current services and provision in respect of health inequalities, care of the family, the promotion of educational attainment, and child poverty.

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

At the end of this module, students will be able to		Key Skills	
1	Explore the concept of ‘rights’ and ‘children’s rights’.	KS1	KS5
		KS3	KS6
		KS4	KS9
2	Develop a detailed understanding of national and international children’s rights legislation and frameworks.	KS1	KS5
		KS3	KS6
		KS4	KS9
3	Examine a range of social welfare, health and education issues that affect children and analyse how the State responds to them through welfare, rights and citizenship.	KS1	KS6
		KS3	KS8
		KS4	KS9
		KS5	
4		KS3	KS6

Explore the implications of children's rights for working with children in social welfare, health and education and critically reflect on your own practice from a rights-based perspective.	KS4	KS8
	KS5	KS9

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

None

Assessment:

Reflective Practice: The student will write a critical reflection relating to the role of the practitioner in supporting and promoting children's rights, taking account of the challenges raised in 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	Reflective Practice	100%		4000

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 Resource Finder.

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 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 as 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:

- What are 'human rights'?
- What are 'children's rights'?
- Why are 'children's rights' important?
- How do 'children's rights' address children's welfare in our society and globally?

In exploring these question, this module will consider:

- Definitions and understandings of 'rights'
- The nature of 'children's rights'
- Nationally agreed children's rights – the role of the United Nations, national governments and Non-Governmental Organisations (NGOs)
- Cultural and social differences in families that may impact on children's rights
- Dilemmas, contradictions and protections in children's rights
- Children's voice and agency
- Children's rights versus Adult's rights
- The implications of children's rights for education and care, play, health and social care provision
- Working with families to support children's rights

Bibliography:

Essential reading

Archard, D. (2014), *Children: Rights and Childhood*. Third Edition. London: Routledge.

Gillett-Swann, J. and Coppock, V. (Eds.) (2016), *Children's Rights, Educational Research, and the UNCRC: past, present and future*. London: Symposium Books.

Other indicative reading

Alderson, P. (2008), *Young Children's Rights*. Second Edition. London: Jessica Kingsley/ Save the Children. (Seminal)

Children's Rights Alliance for England (2012), *State of Children's Rights in England*. London: CRAE.

Hanson, K. and Nieuwenhuys, O. (eds.) (2013), *Reconceptualizing Children's Rights in International Development: Living Rights, Social Justice, Translations*. Cambridge: Cambridge University Press.

Jones, P. and Walker, G. (eds.) (2011), *Children's Rights in Practice*. London: Sage.

Kanyal, M. (2014), *Children's Rights 0-8: promoting participation in education and care*. London: Routledge.

UNICEF (1989), *The United Nations Convention on the Rights of the Child*. <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx> (Seminal Convention)

Journals

Childhood
Childhoods Today
Children and Society
Education 3-13
International Journal of Education Childhood Education Research
International Journal of Play

Websites

www.crin.org.uk
www.unicef.org.uk
<http://www.legislation.gov.uk>
www.right-to-education.org
www.crae.org.uk
www.savethechildren.org.uk