

<b>Module Code:</b>	ECS307
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<b>Module Title:</b>	Introduction to Safeguarding Children and Young People
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<b>Level:</b>	3	<b>Credit Value:</b>	20
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<b>Cost Centre(s):</b>	GAEC	<b>JACS3 code:</b>	L510
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<b>Faculty:</b>	Faculty of Social and Life Sciences	<b>Module Leader:</b>	Sue Horder
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Scheduled learning and teaching hours	40 hrs
Guided independent study	160 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	200 hrs

<b>Programme(s) in which to be offered (not including exit awards)</b>	Core	Option
BA (Hons) Families and Childhood Studies (with Foundation Year) SUBJECT TO VALIDATION	✓	<input type="checkbox"/>
BA (Hons) Education (with Foundation Year) SUBJECT TO VALIDATION	✓	<input type="checkbox"/>
BA (Hons) Education (Additional Learning Needs/Special Educational Needs) (with Foundation Year) SUBJECT TO VALIDATION	✓	<input type="checkbox"/>
BA (Hons) Education and Childhood Studies (with Foundation Year) SUBJECT TO VALIDATION	✓	<input type="checkbox"/>
Diploma of Higher Education in Counselling	✓	<input type="checkbox"/>

<b>Pre-requisites</b>

**Office use only**

Initial approval: 12/12/2018  
With effect from: 01/09/2019  
Date and details of revision:

Version no:1  
Version no:

**Module Aims**

To develop professional awareness of working with vulnerable children and young people, considering the role of safeguarding in professional practice.  
Students will consider the actions needed to promote the welfare of children and young people to protect them from harm.

**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	Identify the principles, values and practicalities of the safeguarding system.	KS1	KS4
		KS5	KS6
2	Review the concept of safeguarding and the role of the professional in safeguarding self and others	KS2	KS4
		KS7	
3	Explain the impact of the safeguarding process on children, families and practitioners.	KS1	KS3
		KS5	KS8
		KS9	

**Transferable skills and other attributes**

- Working in a team
- Contribute to team aims and objectives
- Study, writing, IT skills
- Communication skills
- Presentation skills

**Derogations**

*None*

**Assessment:**

Indicative Assessment Tasks:

**Assessment One:** This part of the assessment for this module will comprise of an in-class test using the Moodle VLE and will comprise of Multiple Choice Questions.

**Assessment Two:** This part of the assessment for this module will be a reflective piece of work (1,000 words) that explores the learning in relation to safeguarding as a result of undertaking this module. The student will reflect on the impact of the safeguarding process on children, families and practitioners.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 & 2	Multiple Choice Questions	60%	n/a	1,500
2	3	Reflective Practice	40%	n/a	1,000

**Learning and Teaching Strategies:**

The module will be delivered through a combination of lectures, seminars and tutorials. Group work and collaborative learning will be a significant feature of this module and use of the Moodle VLE, video clips and relevant sources of reference will support learning.

**Syllabus outline:**

- The duty that all who come into contact with children and young people have, in law, to ensure that children and young people are safeguarded from harm.
- What is meant by safeguarding
- Awareness of laws and policies relevant to the role of practitioners in an educational/family setting
- Risk factors that may affect a child or young person's health and development
- The use of new technologies and potential risks to children and young people

**Indicative Bibliography:**

**Essential reading**

Knowles, G. (2009). *Ensuring Every Child Matters*. London: Sage Publications Ltd.  
(Available on-line through Dawson Books – WGU Resource Finder)

Oliver, P., Pitt, B., Sales, R., Whittle, M., Kimberley R., Coles, J., Curran, T., Bheenuck, S., Bovill H., Tarr, J., Gardner A. and Evans G. (2011). *Working with Children Young people and Families*. Exeter: Learning Matters Ltd.  
(Available on-line through Dawson Books – WGU Resource Finder)

**Other indicative reading**

Calder, M. (2008) *Contemporary Risk Assessment in Safeguarding Children*, Lyme Regis: Russell House.

Pritchard, J. (2008) *Good Practice in Safeguarding Adults: working effectively in adult protection*, London: Jessica Kingsley.

Social Services and Well-being (Wales) Act (2014) *Working Together to Safeguard People* Volume I – Introduction and Overview

[http://www.sewsc.org.uk/fileadmin/sewsc/documents/national/Volume\\_1\\_-\\_Introduction\\_Overview.pdf](http://www.sewsc.org.uk/fileadmin/sewsc/documents/national/Volume_1_-_Introduction_Overview.pdf)