PRIFYSGOL glyndŵr UNIVERSITY

MODULE SPECIFICATION PROFORMA

Module Title: Protecting Children and Young People	Level: 4	Credit Value: 20

Module Code: EDC434	Cost Centre: GAEC	JACS3 Code: X300

Trimester(s) in which to be offered: 1/2	With effect from: September 2017

Office use only: To be completed by AQSU:	Date approved: June 2017 Date revised: Version no: 1

Existing/New: New	Title of module being replaced (if any): EDC 419 Protecting Young People in an Educational Setting EDC 421 Child Protection

Originating School: School of Social and Life Sciences	Module Leader:	Louise Jones

Module duration (total hours)	200	Status: core/option/elective (identify programme where appropriate):
Scheduled learning & teaching hours	40	Core - BA (Hons) Families and Childhood Studies Core - BA (Hons) Education and Childhood Studies Core - BA (Hons) Education (Counselling Skills and Psychology; Special Educational Needs)
Independent study hours	140	
Placement hours	20	

Programme(s) in which to be offered: BA (Hons) Families and Childhood Studies BA (Hons) Education and Childhood Studies	Pre-requisites per programme (between levels): None

Module Aims: To raise awareness of the child protection system in the United Kingdom, including the role of the child/family practitioner.

Intended Learning Outcomes

At the end of this module, using academic writing conventions, including Harvard referencing, students will be able to:

1. Discuss the key principles and values of the child protection system.
2. Identify categories of child abuse, including potential signs and symptoms.
3. Identify factors which effect care-giving and give rise to abuse.

4. Examine the dynamics of disclosure work within a school/family setting, including the role of the child/family practitioner and importance of inter-agency working.
5. Reflect upon working as a member of a team and the development of presentational skills.

Key skills for employability (*) covered by this module:

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/professional development, self-management) (*)
10. Numeracy

Assessment:

Paired presentation which aims to: promote awareness of the child protection system; forms and signs of abuse; factors which give rise to abuse; dynamics of disclosure work, including the importance of inter-agency working and the role of the child/family practitioner.

To ensure learners are awarded an individual mark they will also submit an individual reflective log (of approximately 1,000 words) after the presentation reflecting on team work, presentation skills and coverage of the learning outcomes.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Word count (or equivalent if appropriate)
1	1,2,3,4	Presentation	70%	20 minutes
2	5	Reflective Practice	30%	1,000 words

Learning and Teaching Strategies:

Sessions will comprise of the presentation of information, case studies, practical activities, external speakers, review of DVD material and peer group discussion. Students will be expected to make full use of the University's library and VLE to enhance their study.

Syllabus Outline:

- Principles and values of the child protection system.
- Legislative framework for protecting children/young people
- Different forms and signs/symptoms of abuse
- Factors which affect care-giving and give rise to abuse

- Discussion of key national cases
- Multi and interagency co-operation in relation to child protection
- Role of the practitioner in exploring issues of personal safety with children/young people (e.g. use of activities, stories, role play) and supporting the young person throughout the investigation and outcome process
- Disclosure patterns and protocols: listening, recording and sign-posting skills
- Cultural differences in child behaviour management

Bibliography

Essential reading:
Reid, J. and Burton, S. (2014), *Safeguarding and Protecting Children in the Early Years.* Abingdon: Routledge.

Mukherji, P. and Dryden, L. (2014), *Foundations of Early Childhood: Principles and Practice.* London: Sage.

Parton, N. (2014), *The Politics of Child Protection.* Basingstoke: Palgrave Macmillan

Waller, T. and Davis, G. (2014), *An Introduction to Early Childhood.* Third Edition. Sage.

Other indicative reading:
Broadhurst, K., Grover, C. and Jamieson, J. (eds), (2009), *Critical Perspectives on Safeguarding Children.* Chichester: John Wiley and Sons Ltd.

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.

Cheminais, R. (2009), *Effective Multi-Agency Partnerships. Putting Every Child Matters into Practice.* London: Sage.

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

Powell, J. and Uppal, E. (2012), *Safeguarding Babies and Young Children.* Milton Keynes: Open University Press.

Pugh, G. and Duffy, B. (2010), *Contemporary Issues in the Early Years.* Sixth London: Sage.

Welsh Government (2013), *Safeguarding Children in Education.* Circular no: 007/2013. Cardiff: Welsh Government.

Journals:
Education 3-13
Pastoral Care in Education
Children and Society
Journal of Family Issues