

## Module specification

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Module Code	EDY411
Module Title	Safeguarding Children and Adolescents
Level	Level 4
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100463
Cost Code	GAEC
Pre-requisite module	N/A

### Programmes in which the module is to be offered

Programme title	Core/Optional/Standalone
Childhood and Adolescent Studies	Core

### Breakdown of module hours

Learning and teaching hours	36 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
<b>Active learning and teaching hours total</b>	<b>36 hrs</b>
Placement hours	0 hrs
Guided independent study hours	164 hrs
<b>Module duration (Total hours)</b>	<b>200 hrs</b>

### Module aims

To equip students with a critical understanding of the complex interplay between safeguarding practice, the principles of Children's Rights (UNCRC), and the socially constructed nature of childhood

### Module Learning Outcomes

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

1	Analyse the social construction of childhood.
2	Discuss the UN Convention on the Rights of the Child (UNCRC)

1	Analyse the social construction of childhood.
3	Explain relevant Legal and Policy Context
4	Identify the main categories and signs of child abuse

### Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1: Essay - 1,500 words

Assessment 2: Academic briefing (written task) - 1,500 words

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	LO1 & LO2	Essay	1,500	50%	
2	LO3 & LO4	Academic Briefing (written task)	1,500	50%	

### Derogations

N/A

### Learning and Teaching Strategies

The module is taught through a combination of research seminars, practical workshops, and one-to-one project supervision. An active learning approach will be used to engage learners in advanced research methodologies and ethics, involving individual critical reflection and collaborative research design activities. The Moodle VLE and other online resources will be available to support the extensive independent research required. The approach aligns with the university's Active Learning Framework (ALF) to provide flexible and accessible support for the independent project.

### Welsh Elements

This module is delivered in accordance with the Active Offer principle, ensuring that the Welsh language and culture are visible and embedded throughout the learning experience. Where applicable, content is deeply rooted in the Welsh context, critically evaluating policies such as the Curriculum for Wales and the ALN Act alongside international perspectives. Bilingualism is normalised in lectures through the use of bilingual learning materials, such as slide titles and subheadings. Assessment briefs are provided in both Welsh and English, and students with



fluency or confidence in Welsh are actively encouraged to submit coursework and presentations in Welsh. All Welsh-medium submissions are marked by fluent staff with feedback provided in Welsh. Additionally, personal tutorials and pastoral support are available through the medium of Welsh with fluent staff members.

### Indicative Syllabus Outline

- Introduction to the unit.
- Historical & Sociological Childhoods: Examination of historical models of childhood (e.g., Aries' perspective, the 'Mini-Adult' model). Sociological perspectives (e.g., 'tribal' childhood, the competent child).
- The UNCRC: The Child as a Rights-Holder: Detailed explanation of the UN Convention on the Rights of the Child (UNCRC).
- UK Legal Frameworks (Part 1): Foundation: Children Act 1989. Focus on the 'Paramountcy Principle' (s.1(1)) and the concept of 'Significant Harm'.
- UK Legal Frameworks (Part 2): Multi-Agency Practice: Key policy documents: Working Together to Safeguard Children. Explanation of the multi-agency structure
- Categories and Indicators of Abuse
- Case studies: responses and roles.

### Indicative Bibliography

#### Essential Reads:

Rory, M. C. (2020) *Childhood in Society for the Early Years*. London. Learning Matters.

#### Other indicative reading:

James, A. & Prout, A. (Eds.). (2015). *Constructing and Reconstructing Childhood* (3rd Edition). London. Routledge.

Corsaro, W. A. & Everitt, J. G. (2024). *The Sociology of Childhood* (6th Edition). London. SAGE Publications.

Corby, F. & Creasy, R. (2024). *Understanding Contemporary Childhood: From Classic Theories to Contemporary Issues*. London. Policy Press.

Freeman, M. (2017). *Children's Rights: A Comparative Perspective* (Chapter 1: The UN Convention on the Rights of the Child). London. Routledge.

Parton, N. (2014). *The Politics of Child Protection: Contemporary Developments and Future Directions*. London. Palgrave Macmillan.

### Administrative Information

<b>For office use only</b>	
Initial approval date	6 May 2026
With effect from date	September 2026
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