

## Module specification

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Module code	EDN602
Module title	Childcare Law, Policy and Practice
Level	5
Credit value	20
Faculty	FSLS
Module Leader	Liz Sheen
HECoS Code	100456
Cost Code	GAEC

### Programmes in which module to be offered

LLB (Hons) Law	Core
BA (Hons) Working with Children and Families	Core

### Pre-requisites

None

### Breakdown of module hours

Learning and teaching hours	24 hrs
Placement tutor support	0hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total Active learning and teaching hours</b>	<b>24 hrs</b>
Placement / work based learning	0 hrs
Guided independent study	176 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>For office use only</b>	
Initial approval date	May 2021
With effect from date	September 2023
Date and details of revision	
Version number	1

## Module aims

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This module aims to increase the students' understanding and critical thinking regarding the historical and socio-political context to law and policy for children in England and Wales. To critically examine the situational position of children in law and policy with reference to theoretical and conceptual ideas about children and the nature of childhood.

**Module Learning Outcomes** - at the end of this module, students will be able to:

1	Critically evaluate the role and function of law and policy on children and family life in England and Wales;
2	Critically evaluate different areas of law and policy in relation to children and families, and reflect on the impact of this in relation to decision making processes;
3	Evaluate competing models of childhood and show how this is reflected in law and policy;
4	Critically analyse the changing status of children in law in relation to the Human Rights Act 1998 and the UNCRC 1989.

## Assessment

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### Indicative Assessment Tasks:

Essay – Up to 4,000 words. An essay answering one of a choice of questions, for example: Critically evaluate the changing status of children in society, drawing on key legislation, policy and rights agendas to support your argument.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3,4	Essay	100%

## Derogations

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None

## Learning and Teaching Strategies

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The learning and teaching strategy is grounded in the University's commitment to an Active Learning Framework (ALF) so that learning will be both accessible and active, and include synchronous and a-synchronous elements. Face to face classroom teaching will be supplemented by online lectures wherein students will be expected to complete activities such as watching Panopto videos; undertake additional reading; complete quizzes and exercises; and post comment for a-synchronous debate. These activities will be the subject of formative feedback by the module tutor. Added to this, will be access to staff who provide presence, challenge and support for student learning and can relate learning to real world uses.

## **Indicative Syllabus Outline**

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The following provides an indicative module content:

Child and family law and policy in England and Wales, including the impact of this on practice.

Practice: Placing the Module in context. An historical overview of law and policy pertaining to children and family life.

The changing nature of children and childhood: Competing Models of Childhood, Contemporary childhood law, policy and the rights of children.

The impact of globalisation and privatisation on the provision of childhood practice.

## **Indicative Bibliography:**

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### **Essential Reading**

Archard, D. (2014), *Children: Rights and Childhood*. 3rd ed. Abingdon: Routledge.

Frost, N. (2011), *Rethinking Children and Families: The Changing Relationship Between the Child, the Family and the State*. London: Continuum International Publishing

Wyness, M. (2019), *Childhood and Society*. 3rd ed. London: Red Globe Press

### **Other Indicative Reading**

Cole, M. (2012), *Education, Equality and Human Rights: Issues of Gender, Race, Sexuality, Disability and Social Class*. 3rd ed. Abingdon: Routledge.

James, A. and Prout, A. (eds.) (2015), *Constructing and Reconstructing Childhood: Contemporary Issues in the Sociological Study of Childhood*. Abingdon: Routledge.

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

Plant Yng Nghymru Children in Wales. *Child and Family Poverty in Wales: Results from the Children and Family Survey (2015)*

Smith, E. (2012), *Key Issues in Education and Social Justice*. London: Sage.

## **Employability skills – the Glyndŵr Graduate**

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Engaged

Ethical

Commitment

Curiosity

Critical Thinking

Communication