

Module Outline

Part 1- as validated

1.	Title	Welfare and Safeguarding
2.	Level *	4
3.	Credits	20
4.	Indicative Student Study Hours	200 hours Taught class sessions: 36 hours Independent Study: 164 hours
5.	Core (must take and pass), Compulsory (must take) or Optional	Compulsory

6. Brief Description of Module (purpose, principal aims and objectives)

Children spend a considerable amount of their lives in schools and early years settings and practitioners are some of the most important adults that they will come in contact with. The purpose of this module is to promote students' and practitioners' duty to keep children safe and protect them from harm.

This module aims to deepen students understanding and awareness of the issues which frame the welfare and safeguarding of children, and/or their families and carers. There will be an emphasis on why some procedures and structures fail and others succeed. This module will raise the level of debate about safeguarding children and the management of risk and it will explore ways in which children can be supported to safeguard themselves.

The main learning objectives will focus on developing student's knowledge and awareness of the safe and ethical implementation in practice of safeguarding policy and legislative frameworks to promote effective inter-agency and collaborative practice in the statutory and voluntary sectors in line with [Working Together to Safeguard Children](#), (Department of Education, 2018) [The Children Act](#), (HM Government, Department of Education, 2004).

Students will be expected to visit the Government and County Council websites to develop an up-to-date knowledge of both policies and the allocation of services. High profile media cases will be discussed and students will be encouraged to consider how these may have had an impact on the development of practice.

7. Learning Outcomes - On successful completion of this module a student will be able to:

(Add more lines if required)

1.	Discuss a range of factors that can lead to the continued incidence of child abuse in contemporary society (SBS 2.3)
2.	Identify and debate ways to support children and families (SBS 3.4)
3.	Reflect on the effectiveness of government policy and local authority initiatives in response to types of abuse (SBS 3.5)
Generic learning outcomes	
4.	Manage their own time in the preparation of course work
5.	Produce a written submission to a defined standard

8. Assessment

Pass on aggregate or Pass all components

(modules can only be pass all components if this is a PSRB requirement)

Summary of Assessment Plan

	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Mixed media presentation	100%	Yes	25 minutes	1 – 5	

Further Details of Assessment Proposals

Give brief explanation of each assessment activity listed

The summative assessment

A 25-minute mixed media presentation to cover factors that can lead to child abuse and the legislation, procedures and provision for safeguarding children in contemporary society.

Formative support

Students will use media recording technologies to produce a pre-recorded presentation for submission. They will be supported in developing their presentation skills, and to express their ideas and concepts using mixed visual and audio media to explore the topic.

Links to work experience

Incorporating this form of assessment at Level 4 will provide students with the opportunity to develop new ICT skills and competencies using modern means of communication.

9. Summary of Pre and / or Co Requisite Requirements

None

10. For use on following programmes

BA (Hons) Early Years and Primary Education Studies

Module Specification**Part 2- to be reviewed annually**

1. Module Leader	TBC
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2. Indicative Content

1. Children's welfare and wellbeing
2. Definitions of child abuse
3. The effect of abuse on the child and family
4. Historical perspectives, statistical evidence and social responses
5. Why abuse can happen
6. Legislation government policy
7. Local authority initiatives
8. Roles and responsibilities of the practitioner
9. Reporting and dealing with allegations including confidentiality
10. Working with children and families
11. Working collaboratively with other professionals
12. National enquires and the media

3. Delivery Method *(please tick appropriate box)*

Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
X					

*If the Delivery Method is **Classroom Based** please complete the following table:*

	Activity (lecture, seminar, tutorial, workshop)	Activity Duration - Hrs	Comments	Learning Outcomes
1	Lecture	36	Taught contact time	1 - 5
2	Independent Study	164		
	Total Hours	200		
If delivery method is <i>not</i> classroom based state lecturer hours to support delivery				Each student receives two 20 minutes academic tutorials per module

4. Learning Resources

To include contextualised Reading List.

Highly recommended – 3

Burton, S. and Reid, J. (eds) (2018) *Safeguarding and Protecting Children in the Early Years*, 2nd edition, Abingdon: Routledge.

Lindon, J. and Webb, J. (2016) *Safeguarding and Child Protection*, 5th edition, London: Hodder Education.

Walker, G. (2018) *Working Together for Children: a critical introduction to multi-agency working*, London: Bloomsbury Academic.

Recommend – 3

Munro, E. (2019) *Effective Child Protection*, London: Sage.

Nicolas, J. (2015) *Practical Guide to Child Protection: the challenges, pitfalls and practical solutions*, London: Jessica Kingsley.

Walker, G. (2018) *Working Together for Children: critical introduction to multi-agency working*, 2nd edition, London: Bloomsbury.

Journals and websites

It is essential that you visit the Government and County websites to maintain an up-to-date knowledge of both policies and the allocation of services.

Children and Young People Now [Online]. Available from: <https://wv-colchester.olib.oclc.org/webview/?oid=336044> [Accessed 2 April 2020].

Children and Society [Online]. Available from: <https://wv-colchester.olib.oclc.org/webview/?oid=311316> [Accessed 2 April 2020].

Early Years Educator [Online]. Available from: <https://wv->

colchester.olib.oclc.org/webview/?oid=326593 [Accessed 2 April 2020].