

Module specification

1. Factual information			
Module title	NC4203: Keeping Children Safe: Safeguarding and Child Protection		
Module tutor	Alex Morfaki	Level	4
Module type	Taught	Credit value	10
Mode of delivery	100% face-to-face		
Notional learning hours	100 notional hours, made up of: Lectures: 10 hours Guest speakers: 2 hours Workshops/Drop-Ins: 3 hours Independent study: 85 hours		

2. Rationale for the module and its links with other modules
<p>It is fundamental that early years practitioners are aware of legislative and statutory guidance for safeguarding and know what to do if they suspect a child is at risk of harm, as well as having knowledge of factors that might place children more at risk (ECSDN, 2021). While safeguarding principles will occur throughout modules, the core principles will be covered with students before they venture into placement, assessing them on their familiarity with the key policies and processes of safeguarding. This module is a pre-requisite for NC4202 Practice in the Early Years 1: The setting.</p>

3. Aims of the module
<p>Practitioners are instrumental in keeping children safe and protecting them from harm, a central tenet of the Childcare Act 2006. This module will help students to identify the signs and symptoms of child abuse alongside the key factors that might make children more vulnerable. As part of this, policy and procedure will be explored to develop understanding of these principles, with students recognising their roles both as students and as qualified practitioners in ensuring that children in their care are and feel safe.</p>

4. Pre-requisite modules or specified entry requirements
<p>Students must achieve 40% to be able to progress for the following:</p> <p>NC4202 Practice in the Early Years 1: The setting</p> <p>Assessment 004 and 005: The placements are undertaken within a family home with less professional supervision than in a setting.</p>



5. Is the module compensatable?
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No.

6. Learning, teaching and assessment strategy for the module

Lectures

Seminars

Research-focused activities

Collaborative group work

Guest speakers



7. Intended learning outcomes *At the end of the module, learners will be expected to:*

1. Demonstrate an understanding of safeguarding policy and procedure.
2. Identify signs and symptoms of child abuse and factors that may make a child more vulnerable.
3. Recognise the duty of the practitioner in keeping children safe.

A: Knowledge and understanding	B: Cognitive skills	C: Practical and professional skills	D: Key transferable skills
A3	B1	C1; C2	D2

8. Indicative content *This should provide an overview of content over the number of weeks of module delivery*

Week 1: Definition of different types of abuse: signs and symptoms, short and long-term effects

Week 2: Legislation and policy underpinning Safeguarding and Child Protection

Week 3: Responsibilities as a practitioner and recognising the needs of children and families

Week 4: EYFS and Safeguarding

This module provides opportunities for you to evidence the Early Childhood Graduate Practitioner Competencies <https://www.ecsdn.org/wp-content/uploads/2021/09/ECSDN-Booket-Rev-July-2020.pdf>.

9. Assessment

Assessment rationale



9. Assessment

Students will prepare a leaflet in which they will demonstrate their understanding of safeguarding policy and practice. In order to provide context, the leaflet will be prepared to meet the needs of student practitioners. This will allow students to think consciously about how they communicate their role in keeping children safe.

Assessment task/s	Weighting	Week submitted	Grading (Pass/Fail or %)	Module Learning Outcome(s) that the assessment task maps to
<p><i>Leaflet: Safeguarding leaflet for student practitioners</i></p> <ul style="list-style-type: none"> - 1000 words (or equivalent) - Reference list 	100%	T1, Week 6	%	All

10. Teaching staff associated with the module

Name and contact details

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11. Core reading list

Author	Year	Title	Location	Publisher
Hann, G. and Fertleman, C. (Eds.)	2016	<i>The Child Protection Practice Manual: training practitioners how to safeguard children</i>	Oxford	Oxford University
Lindon, J.	2012	<i>Safeguarding and Child Protection (0-8 years)</i>	London	Hodder Education
Thompson, K.	2016	<i>Strengthening Child Protection: Sharing information in multi-agency settings</i>	Bristol	Policy Press

12. Other indicative text (e.g., websites)

Department for Education (2018). Working Together to Safeguard Children. Available at: <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2> [Accessed 18/05/23]

Hughes, L. and Owen, H. (Eds.) (2009). *Good Practice in Safeguarding Children: Working Effectively in Child Protection*. London: Jessica Kingsley Publishers.

Lindon, J. and Webb, J. (2016). *Safeguarding and Child Protection*. London: Hodder Education. Available at:

Powell, J. and Uppal, E. (2012). *Safeguarding Babies and Young Children: a guide for early years professionals*. Open University Press.

13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed



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