

MODULE SPECIFICATION PROFORMA

Module Title: Children's Rights in Practice	Level: 5	Credit Value: 20
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Module Code: EDC522	Cost Centre: GAEC	JACS3 Code: X300
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Trimester(s) in which to be offered: 1/2	With effect from: September, 2015
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Office use only: To be completed by AQSU:	Date approved: September 2015 Date revised: - Version no: 1
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Existing/New: New	Title of module being replaced (if any):
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Originating School: Social and Life Sciences	Module Leader: Jan Nordoff
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Module duration (total hours) 200 Scheduled learning & teaching hours 40 Independent study hours 135 Placement hours 25	Status: core/option/elective (identify programme where appropriate): Core – BA (Hons) Families and Childhood Studies
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Programme(s) in which to be offered: BA (Hons) Families and Childhood Studies	Pre-requisites per programme (between levels): None
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Module Aims: To develop awareness of the principles and complexities of supporting and promoting children's rights in different areas of service provision.

Intended Learning Outcomes

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

1. Examine the principles and contemporary developments in children's rights.

2. Analyse children's rights in the context of different areas of service provision.
3. Critique some of the complexities, tensions and debates surrounding children's rights.
4. Critically discuss the role of the practitioner in supporting and promoting children's rights.

Assessment:

An individual presentation relating to the complexity and challenges sometimes involved in practice and the role of the practitioner in supporting and promoting children's rights. Consideration will also be given to the development/emergence of children's rights and the rights of the child in the context of different areas of service provision.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Word count (or equivalent if appropriate)
1	All	Presentation	100%	c4,000 (20mins)

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.

Syllabus Outline:

- Historical development of children's rights, including sociological perspectives
- Key principles/values: What are rights? Why are children's rights important?
- Child rights legislation and frameworks (United Nations Convention of the Rights of the Child; Rights to Action; Every Child Matters; Children's Commissioner)
- Rights and service provision: education; safeguarding; youth work; youth and family justice system; play; early years; health and social care
- Rights of vulnerable groups (e.g. children in care; homeless; children with disabilities; refugees; those at risk of abuse/exploitation)
- Promoting agency, empowerment, resilience
- Practical application: aspirations, complexities and debates (e.g. protection v participation; child-adult power relations; perceptions of competence and capabilities)
- Strategies for promoting participation and listening to children and young people (e.g. School Councils, the Mosaic approach; Children's Commission; education for citizenship).
- Role of non-government organisations in children's rights
- International mechanisms: implementation, monitoring and progress

Bibliography

Essential reading:

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

Qvortrup, J., Corsaro, W. and Honig, M.S. (eds.) (2011), *The Palgrave Handbook of Childhood Studies*. Basingstoke: Palgrave MacMillan.

UNICEF (1989) *The United Nations Convention on the Rights of the Child*.
<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>

Other indicative reading:

Alderson, P. (2008), *Young Children's Rights*. Second Edition. London: Jessica Kingsley/ Save the Children.

Children's Rights Alliance for England (2012), *State of Children's Rights in England*. London: CRAE.

de Block L. and Buckingham, D. (2010), *Global Children, Global Media: Migration, Media and Childhood*. London: Palgrave.

Franklin, B. (ed.) (2002), *The New Handbook of Children's Rights: Comparative Policy and Practice*. London: Routledge.

Hanson, K. and Nieuwenhuys, O. (eds.) (2013), *Reconceptualizing Children's Rights in International Development: Living Rights, Social Justice, Translations*. Cambridge: Cambridge University Press.

Melton, G., Ben-Arieh, A., Cashmore, J., Goodman, G. and Worley N. (eds.), *The Sage Handbook of Child Research*. London: Sage.

Wells, K. (2009), *Childhood in a Global Perspective*. London: Polity.

Journals:

Children and Society

International Journal of Children's Rights

International Journal of Educational Development

Theoretical Inquiries in Law

Websites:

www.crin.org.uk

www.unicef.org.uk

<http://www.legislation.gov.uk>

www.right-to-education.org

www.crae.org.uk

www.savethechildren.org.uk