

When printed this becomes an uncontrolled document. Please access the Module Directory for the most up to date version by clicking [here](#).

Module Code:	EDN602
---------------------	--------

Module Title:	Childhood Law, Policy and Practice
----------------------	------------------------------------

Level:	6	Credit Value:	20
---------------	---	----------------------	----

Cost Centre(s):	GAEC	JACS3 code:	X300
		HECoS code:	100456

Faculty	SLS	Module Leader:	Gillian Danby
----------------	-----	-----------------------	---------------

Scheduled learning and teaching hours	24 hrs
Placement tutor support	0hrs
Supervised learning eg practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total contact hours	24 hrs
Placement / work based learning	0 hrs
Guided independent study	176 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
BA(Hons) Working with Children and Families	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only		
Initial approval:	03/04/2020	Version no: 1
With effect from:	01/09/2020	
Date and details of revision:		Version no:

Module Aims

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.

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
CORE ATTRIBUTES	
Engaged	I
Creative	
Enterprising	
Ethical	I
KEY ATTITUDES	
Commitment	I
Curiosity	I
Resilient	
Confidence	
Adaptability	
PRACTICAL SKILLSETS	
Digital fluency	
Organisation	
Leadership and team working	
Critical thinking	A
Emotional intelligence	
Communication	A
Derogations	
N/A	

Assessment:

Indicative Assessment Tasks:

Participants will write an essay up to 4000 words.

Essay – 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%

Learning and Teaching Strategies:

A variety of learning and teaching strategies may be used to include a selection from:

- Lectures
- Workshops
- Blended learning
- Group activities/practical tasks
- Individual and group tutorials
- Directed study tasks

Each module will be supported by a Moodle module space in line with the University minimum requirements.

Syllabus outline:

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.

Please note that 'inclusive practice' is a core theme running throughout all relevant modules. Therefore when delivering your module content please ensure that reference is made to 'inclusivity' within the context of your delivery.

Indicative Bibliography:**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.