

Childhood, Education and Society

ECCE4004 - Safeguarding Children and Young People – Module Schedule

- **Academic skills** (critical reading, analysis, referencing, writing)
- **Digital / AI skills** (ethical use of tools, digital platforms, information management)
- **Employability / transferrable skills** (communication, teamwork, decision-making, professional judgement)

Sessions	Lectures / Seminars / Workshops	Additional Online Engagement / Key Readings
Week 1 – Full Day (6 hours) Foundations of Safeguarding and Legal Frameworks Focus: Principles, risk, children’s rights and legal frameworks (LO1).	Morning session • Welcome and module overview • Assessment overview and breakdown • Introduction to safeguarding: historical evolution, definitions, scope (PowerPoint 1) Afternoon Session • Safeguarding v child protection ● AI-assisted Knowledge Check (Ethical Use) Students use an AI tool to generate an initial explanation of “<i>safeguarding vs child protection</i>”, then critically annotate inaccuracies or omissions and submit a corrected version.	• Link to timeline on Moodle • Social Services and Well-being (Wales) Act 2014 Social Services and Well-being (Wales) Act 2014 • Working Together to Safeguard People: Code of Safeguarding Practice (statutory guidance) 43871 Working together to safeguard people: national action plan on preventing and responding to child sexual abuse • Children Act 1989 UK Safeguarding Guidance Children Act 1989 • Children Act 2004 UK Safeguarding

	• Types and indicators of abuse and harm • Risk factors and vulnerability (PowerPoint 2) • Legal and policy framework in Wales and the UK (PowerPoint 3) ● Legislation Snapshot Task Students create a <i>150-word academic summary</i> explaining how one key piece of legislation underpins safeguarding practice, using correct academic referencing. ● Professional Judgement Scenario In small groups, Identify safeguarding concerns in fictional case studies with links to legal frameworks students identify <i>what they would do first</i> when presented with a safeguarding concern and justify this decision using professional language. (Practical Workshop)	Guidance Children Act 2004 • Short pre-recorded lecture: Introduction to safeguarding principles Link to Moodle • Safeguarding Procedures Training Materials Safeguarding procedures training materials - Children Section 1 – recorded webinar  • Social Care Wales Group A course link; Group A Safeguarding Social Care Wales  Chapter 1, 2, 4 & 5 - Developing Child-Centred Practice for Safeguarding and Child Protection: Strategies for Every Early Years Setting (Buckler, R.)
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Week 1 – Half Day (3 hours) Applied & Immersive Room (across both campuses) (LO1).		• Online scenario-based activity Vevox insert link/ QR code here • Reflective Moodle discussion: recognising safeguarding concerns
Week 1 – Half Day (3 hours) Lecture/Workshop on Children's rights in the safeguarding process (LO1).	• Children's Rights (UNCRC; Wales) • Which rights? • How to apply Children's rights in the safeguarding process • Tensions and ethical dilemmas in applying rights in practice (PowerPoint 4) ● Rights-Based Analysis Task Students identify two UNCRC articles and explain how they apply to a safeguarding case, using academic language. ● Ethical Dilemma Discussion Small-group debate on tensions between children's rights and professional responsibility, developing reasoning and respectful discussion skills.	YouTube clip on UNCRC United Nations Conventions on the Rights of the Child  Welsh Government Professional Development Module 1: Promoting knowledge and understanding of children's human rights View - Hwb  Welsh Government Professional Development Module 2: Module 2: Children's human rights in Curriculum for Wales View - Hwb

		
Week 2 – Full Day (6 hours) Roles & Multi-Agency Working (L02)	• Professional roles and responsibilities across sectors • Statutory duties and accountability • Whistleblowing and professional boundaries • Principles of information sharing (PowerPoint 5) Seminar: Mapping agencies and responsibilities to case studies (Group task: Multi-agency response planning) ● Multi-Agency Role Mapping Groups create a visual or written <i>multi-agency response plan</i>, demonstrating collaboration and understanding of professional boundaries. ● Evidence-Informed Decision-Making Students justify agency roles using statutory guidance, strengthening academic evidence use. ● Digital Collaboration Task Groups co-produce their response plan	• Pre-recorded lecture: Professional roles in safeguarding – Link to Moodle • Chapter 3 & 6 - Developing Child-Centred Practice for Safeguarding and Child Protection: Strategies for Every Early Years Setting (Buckler, R.)

	using shared online tools (e.g. Teams/Slides), modelling remote professional working.	
Week 2 – Half Day (3 hours) Immersive Room Guest Speaker / Shared Session across campuses possibly (LO2)	<i>(Immersive Room Activity Pre-booked Session)</i> • Immersive safeguarding scenario / practical workshop • Recognising indicators and disclosures • Recording, reporting and referral processes • Reflective debrief linked to legislation and principles • Guest speaker: Safeguarding professional (e.g. social work / education / safeguarding lead) • Q&A focused on multi-agency working and ethical tension • Small-group discussion: lessons for practice <i>(Guest Speaker)</i>	
Week 2 – Half Day (3 hours) Ethical Issues in Safeguarding and Multiagency working Lecture and Classroom Research Task (LO1 and LO2)	When things go wrong • Challenges/limitations/ethical dilemmas • Ethical issues in safeguarding and multi-agency working • Good practice and barriers to effective safeguarding <i>(PowerPoint 6)</i>	• Short reflective task: ethical challenges in multi-agency safeguarding ‘Multi-agency safeguarding: From everyone’s responsibility to a collective responsibility’ Ball, E. J., McElwee, J. D. & McManus, M. A. (2024)

	• Use historical case studies to identify what can go wrong Each student to choose a case study from those provided and to create a map of missed opportunities/ challenges/failures in multiagency working – Linking to legislative frameworks ● Case Study Analysis (Mini-Research Task) Students independently analyse a historical safeguarding case, identifying systemic failures and linking these to legislation and research. ● Ethical Use of Digital Sources Students locate one academic source digitally and evaluate its credibility and relevance. ● Learning from Mistakes Students articulate <i>key professional learning</i> from the case study that could inform future safeguarding practice. (Classroom Research Task)	<i>Journal of Community Safety and Well-Being</i> View of Multi-agency safeguarding: From everyone's responsibility to a collective responsibility
Week 3 – Full Day (6 hours) Contextual, Contemporary and Cultural Safeguarding (L01 and L02)	• Contextual safeguarding approaches • Contemporary Safeguarding Issues • Cultural Safeguarding • Learning from past and contemporary safeguarding cases (PowerPoint 7) ● Comparative Theory Task Students compare <i>traditional safeguarding</i>	• Pre-recorded lecture: Ethics and safeguarding Link to Moodle • Reading on contextual safeguarding 'A synthesis of contextual safeguarding and commonly used child safeguarding theoretical models and approaches' Nhlanganiso, N. <i>Journal of Children's Services</i>

	and <i>contextual safeguarding</i> approaches using academic language. ● Digital Case Exploration Students analyse a contemporary safeguarding issue presented via digital media (news or documentary clip), identifying risks and protective factors. ● Cultural Competence in Practice Students reflect on how cultural context may influence safeguarding decisions, supporting inclusive professional practice.	• Chapter 3 & 6 - Developing Child-Centred Practice for Safeguarding and Child Protection: Strategies for Every Early Years Setting (Buckler, R.)
Week 3 – Half Day (3 hours) Contextual, Contemporary and Cultural Safeguarding (LO1 and LO2)	Contextual, Contemporary and Cultural Safeguarding (Workshop)	
Week 3 – Half Day (3 hours) Assessment	• Assessment overview and expectations • Mapping case study analysis to learning outcomes • Group planning and peer discussion • Opportunity for formative feedback (Assessment Workshop) ● Assessment Skills Clinic Students map learning outcomes to assessment criteria, strengthening academic writing and planning skills. ● Peer Feedback Activity	• Assessment guidance document • Case study analysis template • Example excerpts and writing support resources

	Students give and receive structured peer feedback, practising constructive professional communication. ● Digital Submission Readiness Students practise uploading drafts and using digital feedback tools effectively.	
Week 4 – Assessment & Tutorials	• Individual or small-group tutorials • Assessment support and clarification • No lectures or new content delivered	• Independent study • Completion and submission of assessment