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

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.

3. Aims of the module

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.

4. Pre-requisite modules or specified entry requirements

Students must have passed the safeguarding multiple-choice test before attending setting placement.

5. Is the module compensatable?
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*
•   Definition of different types of abuse: signs and symptoms, short and long-term effects •   Legislation and policy underpinning Safeguarding and Child Protection •   Responsibilities as a practitioner and recognising the needs of children and families •   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				
Students will be expected to write an essay, in response to a guidance excerpt , that demonstrates awareness of current legislation governing safeguarding and child protection and recognises the role of the early years practitioner in identifying abuse and factors making children vulnerable . They will be called to consider the actions that can be taken to protect children, support families, and prevent maltreatment.				
Assessment task/s	**Weighting**	**Trimester submitted**	**Grading (Pass/Fail or %)**	**Module Learning Outcome(s) that the assessment task maps to**

9. Assessment

Essay: The assessment task is an essay responding and commenting on a government guidance statement. - 1000 words essay - Reference list	100%	T1	%	All

10. Teaching staff associated with the module

Name and contact details

Alex Morfaki alex.morfaki@norland.ac.uk

11. Core reading list

Author	Year	Title	Location	Publisher
Department for Education	2024	*Working together to safeguard children*. Available at Working together to safeguard children 2023: statutory guidance (publishing.service.gov.uk) (Accessed: 15 July 2024).	DfE	Crown Publications
Department for Education	2024	*Keeping children safe in education*. Available at Keeping children safe in education 2024 (publishing.service.gov.uk) (Accessed: 15 July 2024).	DfE	Crown Publications

11. Core reading list

Author	Year	Title	Location	Publisher
Hann, G. and Fertleman, C. (Eds.)	2016	*The Child Protection Practice Manual: training practitioners how to safeguard children* Available at: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1136700&site=eds-live	Oxford	Oxford University
Lindon, J. and Webb, J.	2016	*Safeguarding and child protection*. Available at: https://discovery.ebsco.com/linkprocessor/plink?id=866c236e-1c29-3c5d-b9c9-ebf7851f5520	London	Hodder Education
Thompson, K.	2016	*Strengthening Child Protection: Sharing information in multi-agency settings* Available at: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1204504&site=eds-live&ebv=EB&ppid=pp_Front_cover	Bristol	Policy Press

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

Bernard, C. and Harris, P. (eds.) (2016) *Safeguarding black children: good practice in child protection*. London: Jessica Kingsley Publishers. Available at: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1230444&site=eds-live

DeWitt, P. (2012) *Dignity for all: safeguarding LGBT students*. Thousand Oaks: Corwin. Available at: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=941527&site=eds-live

Ferguson, H. (2017) 'How children become invisible in child protection work: findings from research into day-to-day social work practice', *The British Journal of Social Work*, 47(4), pp. 1,007–1,023.
Available at: https://academic.oup.com/bjsw/article/47/4/1007/2622323

Finkelhor, D. (1990) 'Early and long-term effects of child sexual abuse: an update', *Professional Psychology, Research and Practice,* 21(5), pp. 325–330.

Hughes, L. (2009) *Good practice in safeguarding children: working effectively in child protection*. Jessica Kingsley Publishers. Available at: https://discovery.ebsco.com/linkprocessor/plink?id=5db6ee36-380d-3f38-8fab-e8074f2741cd

Moody, I. and Fearnley, B. (2014) *Nursing and health survival guide: Child protection: safeguarding children against abuse*. Abingdon: Routledge. Available at: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1204504&site=eds-live

Nurse, A. M. (2020) *Confronting child sexual abuse: knowledge to action*. Lever Press.

Powell, J. and Uppal, E. L. (2012) *Safeguarding babies and young children: a guide for early years professionals*. Open University Press.

Royse, D. D. (2016) *Emotional abuse of children*. Routledge, New York: Taylor & Francis Group.

Wonnacott, J. (2013) 'Keeping children safe in nurseries: a focus on culture and context', *Journal of Sexual Aggression*, 19(1), pp. 32–45. Available at: http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=85750779&site=eds-live

13. List of amendments since last (re)validation		
Area amended	**Details**	**Date Central Quality informed**
Section 4	A clarification was made that a student can commence placements (NC4202) upon passing the safeguarding multiple choice assessment.	19/06/2024
Section 9	Assessment format was changed from a safeguarding leaflet to a 1000 word essay	18/03/2025

Document Control Information	
Policy Title:	NC4203 Module specification
Version number:	V4.0/AM/24-07-25
Owner:	Alex Morfaki
Approving Body:	Programme & Module Modification Panel
Related Norland Documents:	N/A
Date of approval:	28th February 2025
Date of effect:	As above
Frequency of review:	Annually
Date of next review:	February 2026