

**Module Outline**

**Part 1- as validated**

1.	<b>Title</b>	<b>Children's Rights</b>
2.	<b>Level *</b>	<b>6</b>
3.	<b>Credits</b>	<b>20</b>
4.	<b>Indicative Student Study Hours</b>	<b>200 hours</b> <b>Taught class sessions: 36 hours</b> <b>Independent Study: 164 hours</b>
5.	<b>Core (must take and pass), Compulsory (must take) or Optional</b>	<b>Compulsory</b>

**5. Brief Description of Module (purpose, principal aims and objectives)**

The legal position of children has been enhanced by the UN Convention on the Rights of the Child to encompass principles of protection, provision of services and participation. This module explores the different dimensions of children's rights and their influence on the care and welfare of children and their families.

While human rights have been accepted since the end of the Second World War, it took longer for children's rights to be adopted. The UN Convention on the Rights of the Child 1989 (UNCRC) has endeavoured to enhance the lives of all children across the world. It encompasses, amongst other things, principles and concepts of protection, the provision of services, and, as well, participation by the child. This international document requires governments to ensure children obtain certain rights – in the United Kingdom, this was achieved through the Children Act 1989 and subsequent legislation.

This module will explore the different dimensions of children's rights and their influence on the care and welfare of children and consider the role of practitioners in fulfilling the rights of the child. Moreover, it looks beyond the experience of children in the UK to include how access to rights has an impact on the lives of children across the world.

**6. Learning Outcomes - On successful completion of this module a student will be able to:**

*(Add more lines if required)*

1.	Identify and analyse clearly the general principles concerning children's rights (SB: 5.3.1).
2.	Critically evaluate the role of practitioners in fulfilling the rights of the child (SB: 3.4).
3.	Demonstrate a critical awareness of differences in the implementation of children's rights across the world (SB: 5.3.18)
<b>Generic learning outcomes</b>	
4.	Manage effectively and efficiently own learning and research

5.	Engage critically with a range of academically relevant resources
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## 7. Assessment

<b>Pass on aggregate or Pass all components</b> <i>(modules can only be pass all components if this is a PSRB requirement)</i>	
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### Summary of Assessment Plan

	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
	Essay	100%	Yes	3, 500	1-5	

### Further Details of Assessment Proposals

Give brief explanation of each assessment activity listed

The summative assessment

A 3500 word essay covering all learning outcomes.

Your essay should reflect the required academic expectations for a level 6 submission in terms of a clear structure, the inclusion of current relevant sources and an ability to juxtapose and reconcile information where applicable.

Your essay will address three key elements in relation to children's rights: general principles associated with children's rights, the role of the practitioner, and a critical understanding of the different implementation of children's rights internationally.

Attention should be given to all of the subject-specific learning outcomes to ensure they are addressed in sufficient depth to evidence your knowledge of, and a critical engagement with, relevant academic resources.

Formative support

You will learn how to identify appropriate material during class lectures and evaluate their relevance for essay choices. Reading tasks will frame independent study to enable you to develop systematic note taking skills.

Within the academic tutorials you will be given the opportunity to receive individual support in structuring your assignment and receiving formative feedback as appropriate to your choice of topic

Links to work experience

The content of his module will develop your awareness of the significance of children's rights, and how it impacts on professional settings.

**8. Summary of Pre and / or Co Requisite Requirements**

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**9. For use on following programmes**

BA (Hons) Early Years and Primary Education Studies

**Module Specification****Part 2- to be reviewed annually**

<b>1. Module Leader</b>	<b>TBC</b>
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**2. Indicative Content**

1. How children's rights are defined
2. General principles of rights
3. Cultural and social differences in families that may impact on children's rights
4. Dilemmas, contradictions and protection in early years child care and education
5. The legal status of children and how their rights are (and are not) protected in legislation
6. The implications of children's rights for early years settings
7. The implications of children's rights for early years workers
8. Involving children in developing an awareness of their rights and responsibilities
9. Working with families to support children's rights
10. The role of agencies in promoting and protecting children's rights
11. Global issues of children's rights
12. The sustainable development goals

**3. Delivery Method** *(please tick appropriate box)*

Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
<b>X</b>					

If the Delivery Method is **Classroom Based** please complete the following table:

	Activity (lecture, seminar, tutorial, workshop)	Activity Duration - Hrs	Comments	Learning Outcomes
<b>1</b>	Lecture	36	Taught contact time	1 - 5
<b>2</b>	Independent Study	164		
	<b>Total Hours</b>	<b>200</b>		

If delivery method is *not* classroom based state lecturer hours to support delivery

Each student receives two 20 minutes academic tutorials per module

#### 4. Learning Resources

To include contextualised Reading List.

##### Highly recommended – 3

Jones, P. and Welch, S. (2018) *Rethinking Children's Rights: attitudes in contemporary society*, 2<sup>nd</sup> edition, London: Bloomsbury Academic.

Sainz, G.M. and Ilie, S. (eds) (2018) *International Perspectives on Practice and Research into Children's Rights*, Mexico City: Centre for Human Rights Studies.

Sutherland, E. and Macfarlane, L.B. (eds) (2018) *Implementing Article 3 of the United Nations Convention on the Rights of the Child: best interests, welfare and wellbeing*, Cambridge: Cambridge University Press.

##### Recommend – 3

Gillett-Swan, J. and Coppock, V. (eds) (2016) *Children's Rights, Educational Research and the UNCRC: past, present and future*, Oxford: Symposium Books.

Wall, J. (2017) *Children's Rights: today's global challenge*, Lanham: Rowman and Littlefield.

Vandenhoe, W., Desmet, E., Reynaert, D. and Lembrechts, S. (eds) (2015) *Routledge International Handbook of Children's Rights Studies*, Abingdon: Routledge.

**Journals:**

Children and Society [Online]. Available from: <https://wv-colchester.olib.oclc.org/webview/?oid=311316> [Accessed 2 April 2020].

Children and Young People Now [Online]. Available from: <https://wv-colchester.olib.oclc.org/webview/?oid=336044> [Accessed 2 April 2020].

International Journal of Children's Rights [Online]. Available from: <https://wv-colchester.olib.oclc.org/webview/?oid=378378> [Accessed 2 April 2020].

**Useful websites:**

Children's Rights Alliance for England (2020) *Children's Rights Alliance for England website* [Online]. Available from: <http://www.crae.org.uk/> [Accessed 2 April 2020].

National Children's Bureau (2020) *National Children's Bureau website* [Online]. Available from: <https://www.ncb.org.uk/> [Accessed 2 April 2020].

UNICEF (2020) *UNICEF website* [Online]. Available from: <https://www.unicef.org.uk/> [Accessed 2 April 2020].

United Nations (2020) *UN News* [Online]. Available from: <https://news.un.org/en/> [Accessed 2 April 2020].