

SOCS N7001: The Voice of the Child and Social Policy

Module Details	
Module Code:	SOCS N7001
Full Title:	The Voice of the Child and Social Policy APPROVED
Valid From::	Semester 1 - 2022/23 (September 2022)
Language of Instruction:	English
Duration:	1 Semester
Credits::	5
Module Owner::	Lyn Bowers
Departments:	Nursing Midwifery & Early Years
Module Description:	The aim of this module is to provide the students with knowledge of the principles, problems and practice of Social Policy in Ireland and in particular considering the voice of the child.

Module Learning Outcome	
On successful completion of this module the learner will be able to:	
#	Module Learning Outcome Description
MLO1	Outline the development of social policy in Ireland, relating to the early learning and care sector.
MLO2	Identify and discuss the influences of social policy.
MLO3	Describe specific areas of social policy provision.
MLO4	Recognise the importance of the voice of the child.
MLO5	Discuss issues relating to the development of social policy on early childhood health, education and play in Ireland.
Pre-requisite learning	
Module Recommendations <i>This is prior learning (or a practical skill) that is strongly recommended before enrolment in this module. You may enrol in this module if you have not acquired the recommended learning but you will have considerable difficulty in passing (i.e. achieving the learning outcomes of) the module. While the prior learning is expressed as named DkIT module(s) it also allows for learning (in another module or modules) which is equivalent to the learning specified in the named module(s).</i>	
No recommendations listed	

Module Indicative Content
Unit 1. Introduction to Social Policy. Introduction to social policy. Development of social policy focusing on young children. Influences on social policy. Advocacy. The role of the Early Years Educator. The child in society. United Nations Convention on the Rights of the Child (UNCRC)
Unit 2. Social Policy Provision. Direct and indirect social policy provision. which impact on children: Health, Education, Work; Play, Support for children with Special Needs (AIM), Diversity, Equality & Inclusion Guidelines; First 5. Holistic view of childhood which incorporates an Ecological Systems Theory (Bronfenbrenner). United Nations Convention on the Rights of the Child (UNCRC).
Unit 3. Voice and Agency the child. Voluntary and Statutory organisations responsible for recognising the voice of the child. Advocacy. The place advocacy plays in making the voice of the child heard. Methodologies employed to "hear" the voice of the child. National Strategy on Children and Young People's Participation in Decision-Making 2015-2020. With emphasis on how to include the 'voice of the young child' by using the National Framework for Children and Young People's Participation in Decision-Making 2021. Bringing theory in to practice by reviewing strategies which support a child-centred approach. United Nations Convention on the Rights of the Child (UNCRC). Adopting a rights-based approach to ELC which values and encourages children's expression and participation.
Unit 4. Children as consumers of Social Policy. Social understanding of Childhood and appreciating children are 'Beings not Becoming', they exist in the present. Acknowledgment of Childhood as not one homogenous stage but is made up of several stages – impact of advocacy; impact of direct action by children; Young children within the early childhood sector, children with special needs; children as citizens; growing competencies of children. Children as consumers of Social Policy which is created by adults – investigating if/how impactful the child's voice is in the creation of social policy. Adopting a democratic and inclusive (child, family, community) and anti-bias pedagogical approach which stems for the United Nations Convention on the Rights of the Child (UNCRC)
Unit 5. Policy development for Early Childhood. National and International policy development for Early Childhood, United Nations Convention on the Rights of the Child (UNCRC). . Contemporary strategies and schemes - The National Policy Framework for Children & Young People 2014-2020: Better Outcomes, Brighter Futures; First 5, A Whole-of-Government Strategy for Babies, Young Children and their Families, 2019-2028, Early Education & Care: Government schemes to support children's early learning, care & development. Diversity, Equality and Inclusion Charter & Guidelines, 2016; Nurturing Skills: The Workforce Plan for Early Learning and Care and School-Age Childcare 2022-2028 National Framework for Children and Young People's Participation in Decision-Making 2021. Looking towards the future of social policy as it pertains to young children.

Module Assessment	
Assessment Breakdown	%
Course Work	100.00%
Module Special Regulation	

Assessments

Part Time On Campus			
Course Work			
Assessment Type	Continuous Assessment	% of Total Mark	100
Marks Out Of	0	Pass Mark	0
Timing	n/a	Learning Outcome	1,2,3,4,5
Duration in minutes	0		
Assessment Description			
Students are required to produce a substantive piece of work that meets the learning outcomes for this module			
No Project			
No Practical			
No Final Examination			
Reassessment Requirement			
No repeat examination			
Reassessment of this module will be offered solely on the basis of coursework and a repeat examination will not be offered.			
Reassessment Description			
Repeat project.			

Module Workload

This module has no Full Time On Campus workload.

Workload: Part Time On Campus

<i>Workload Type</i>	<i>Contact Type</i>	<i>Workload Description</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>	<i>Hours</i>
Lecture	Contact	No Description	Every Week	1.00	1
Online Contact	Contact	No Description	Every Week	1.00	1
Practical	Contact	workshop	Once per semester	0.20	3
Directed Reading	Non Contact	No Description	Every Week	2.50	2.5
Independent Study	Non Contact	No Description	Every Week	5.00	5
				Total Weekly Learner Workload	9.70
				Total Weekly Contact Hours	2.20

Module Resources

Recommended Book Resources

Dukelow, Fiona, Considine, Mairéad. (2017), Irish Social Policy (second Edition), Policy Press, p.480, [ISBN: 9781447329619].

Department of Children and Youth Affairs. (2016), Diversity, Equality and Inclusion Charter & Guidelines for Early Childhood Care and Education., Government Publications, Dublin.

Government of Ireland. (2016), Child Care Act 1991 (Early Years Services) Regulations 2016, Government Publications, Dublin.

Government of Ireland. (2018), First 5: A whole-of-government strategy for babies, young children and their families, Government Publications, Dublin.

Government of Ireland. (2010), Siolta – The national quality framework for the early years, Government Publications, Dublin.

Kilkelly, U.. (2013), Children's rights in Ireland: law, policy and practice, 2nd, Bloomsbury Publishing, London.

McMonagle, A. (2012), Professional Pedagogy for Early Childhood Education., Donegal County Childcare Committee Ltd, Donegal.

National Council for Curriculum and Assessment. (2009), Aistear: early childhood curriculum framework, principles and themes, NCCA, Dublin.

Tusla, Child and Family Agency.. (2018), Quality and regulatory framework: full day-care services and part-time day-care services, Early Years Inspectorate, Tusla., Dublin.

Wright, H. (2015), The child in society., Sage Publications, London.

Supplementary Book Resources

Healy, S. and Reynold, B.. (2006), Social policy in Ireland: principles, practice and problems, Liffey Press, Dublin.

Flood, E. (2010), Assisting children with special needs, Gill and Macmillan, Dublin.

Hayes, N. and Kiernan, M.. (2008), Engaging young children. A nurturing pedagogy, Gill and MacMillan, Dublin.

Mhic Mhathúna, M. and Taylor, M.. (2012), Early childhood education & care: An introduction for students in Ireland, Dublin: Gill and MacMillan..

Quinn, S. (2005). Contemporary Irish social policy, 2nd Ed. Dublin: University College Dublin Press.

Yeo, A. and Lovell, T. (2007). Sociology and social policy for the early years. London: Hodder Arnold.

Supplementary Article/Paper Resources

Kilkelly, U. (2007). Barriers to the realisation of children's rights in Ireland. Dublin: Ombudsman for Children's Office. https://www.oco.ie/app/uploads/2007/05/Barriers-to-realisation-of-children_x0027_s-rights1.pdf.

Book Extract. Clark, A. and Moss, P. (2001). Ways of seeing: using the Mosaic Approach to listen to young children's perspective. <http://learningaway.org.uk/wp-content/uploads/RL56-Extract-the-Mosaic-Approach-EARLY-YEARS.pdf>.

Coyne, L., Mallon, D. and Chubb, E. (2018). First 5: a national consultation with young children on A Whole-of-Government strategy for babies, young children and their families. Dublin: Government of Ireland. <https://assets.gov.ie/34574/2b9355febe2542ac87>.

Other Resources

Website, (2021), Department of Children, Equality, Disability, Integration and Youth (2021). The national framework for children and young people's participation in decision-making. Dublin: Government of Ireland. <https://hubnanog.ie/participation-framework>.

Website, (2016), Department of Children, Equality, Disability, Integration and Youth. (2016). Universal design guidelines for early learning and care settings. Dublin: Government Publications. <https://aim.gov.ie/aim-supports/universal-design-guidelines/>.

Website, (2016), Department of Children and Youth Affairs. (2016). Diversity, Equality and Inclusion Charter & Guidelines for Early Childhood Care and Education. Dublin: Government Publications. <http://play.aim.gov.ie/wp-content/uploads/2018/03/Charter-and-Guidelines.pdf>.

Website, Department of Children, Equality, Disability, Integration and Youth <https://www.gov.ie/en/organisation/departments-of-children-equality-disability-integration-and-youth/>.

Website, Better Start. <https://www.betterstart.ie/>.

Website, Children's Rights Alliance. <https://www.childrensrighs.ie>.

Website, Growing Up In Ireland – National Longitudinal Study of Children. <https://www.growingup.ie/growing-up-in-ireland-publications/>.

Website, Education Matters. <https://educationmatters.ie/>.

Website, National Council for Curriculum and Assessment (2015). Aistear Siolta practice guide. <https://ncca.ie/en/Practice-Guide>.

Website, Ombudsman for Children's Office <https://www.oco.ie>.

Website, United Nations Convention on the Rights of the Child. <https://www.unicef.org/child-rights-convention>.

Website, Play Scotland. <https://www.playscotland.org/resources/>.

Website, Central Statistics Office. <https://www.cso.ie>.

Website, Barnardos. <https://www.barnardos.ie>.

Website, The Economic and Social Research Institute. <https://www.esri.ie>.

Website, National Childhood Network. <https://www.ncn.ie>.

Website, The National Economic and Social Council. <https://www.nesc.ie>.

Website, Library Guide. <https://dkit.ie/libguides.com/dkitthealth>.