

SOCS N7001: The Voice of the Child and Social Policy

| Module Details | |
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| Module Code: | SOCS N7001 |
| Full Title: | The Voice of the Child and Social Policy APPROVED |
| Valid From:: | Semester 1 - 2019/20 (June 2019) |
| Language of Instruction: | English |
| Duration: | 1 Semester |
| Credits:: | 5 |
| Module Owner:: | Lyn Bowers |
| Departments: | Unknown |
| 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 | |
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| 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 childhood 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 | |

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| Module Indicative Content |
| Unit 1. Introduction to Social Policy. Introduction to social policy. Development of social policy. Influences on social policy. The child in society. |
| Unit 2. Social Policy Provision. Direct and indirect social policy provision. Health, Education, Play, children with Special Needs. Ecological Systems Theory. |
| Unit 3. Voice of the child. Voluntary and Statutory organisations responsible for recognising the voice of the child. Advocacy. Methodologies employed to 'hear' the voice of the child. National Strategy on Children and Young People's Participation in Decision-Making 2015-2020 |
| Unit 4. Children as consumers of Social Policy. Social understanding of Childhood; Young children within the early childhood sector, children with special needs; children as citizens |
| Unit 5. Policy development for Early Childhood. National and International policy. 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. 2016. The Work Force Development Plan. The future of social policy. |

| Module Assessment | |
|---------------------------|---------|
| Assessment Breakdown | % |
| Course Work | 100.00% |
| Module Special Regulation | |
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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 <i>Reassessment of this module will be offered solely on the basis of coursework and a repeat examination will not be offered.</i> | | | |
| 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 |
| 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 | 8.70 |
| | | | | Total Weekly Contact Hours | 1.20 |

Module Resources

Recommended Book Resources

Department of Children and Youth Affairs. (2015), National Strategy on Children and Young People's Participation in Decision-Making, 2015-2020, Government Publications, Dublin, [ISBN: 9781406428742].

Considine, M; Dukelow, F.. (2017), Irish Social Policy: a Critical Introduction., 2nd. Policy Press, Dublin., [ISBN: 9781447329619].

Kilkelly, U. (2013), Children's Rights in Ireland: Law, Policy and Practice, 2nd. Bloomsbury Publishing Plc, [ISBN: 9871780432267].

Wright, H. (2015), The Child in Society, SAGE Publications Ltd, London, [ISBN: 9781446266335].

Mhic Mhathúna, M. Taylor, M.. (2012), Early Childhood Education and Care: An Introduction for Students in Ireland, Gill & Macmillan, Dublin, [ISBN: 9780717153244].

Supplementary Book Resources

Quinn, S. (2005), Contemporary Irish Social Policy, 2nd Ed. University College Dublin Press, Dublin..

Healy, S., and Reynold, B. (2006), Social Policy in Ireland: Principles, Practice and Problems., Liffey Press, Dublin..

Program Committee for a Workshop on Improving Research on Interactive Media and Children's Health, National Research Council, Alexandra Beatty (Editor). Studying Media Effects on Children and Youth, (electronic source). National Academies Press, Washington D.C., [ISBN: 0309102758].

Yeo, A and Lovell, T. (2007), Sociology and Social Policy for the Early Years, Hodder Arnold, London..

Flood, E. (2010), Assisting Children with Special Needs, Gill and Macmillan Ltd, Dublin., [ISBN: 9780717147588].

This module does not have any article/paper resources

Other Resources

website, Department of Children and Youth Affairs.
<https://www.dcy.gov.ie/>

website, Department of Children and Youth Affairs. (2016), Diversity, Equality and Inclusion Charter and 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, Children's Rights Alliance.
<https://www.childrensrighths.ie/>

Report available online, 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-childrens-rights.pdf>

website, Better Start.
<https://betterstart.pobal.ie/Pages/Home.aspx>

Report available online, Coyne, I; Mallon, D; 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://www.dcy.gov.ie/documents/earlyyears/19112018_5033_DCYA_EarlyYears_Report_Web.pdf

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

www.educationmatters.ie.

www.ncna.ie.

www.barnardos.ie.

www.esri.ie.

www.cso.ie.

www.nesc.ie.

childrensdatabase.ie.

website, National Childhood Network.
<http://www.ncn.ie>

Link, Library Catalogue,
<https://tinyurl.com/y89n2a25>