SGC4001- Award in Safeguarding Children and Vulnerable Adults

EQF/MQF Level: 4

ECTS Value: 1 ECTS

Duration: 2 Sessions
Self-Study Hours: 15

Contact Hours: 5
Assessment Hours: 5

Accreditation Category: Further Education Programme

Programme Description

The course aims to assist staff and volunteers in recognising the key principles of safeguarding and in creating a safe environment for children, young people and vulnerable adults. The course:

- is designed to help learners to understand the common types of abuse, signs and indicators of abuse and knowing how to respond to a disclosure.
- is designed to also assist learners to understand local legislation, policies and procedures adopted by the church and the state in relation to abuse and responding to it.

will enable learners to understand the code of conduct required when working with minors and vulnerable adults in relation to safeguarding.
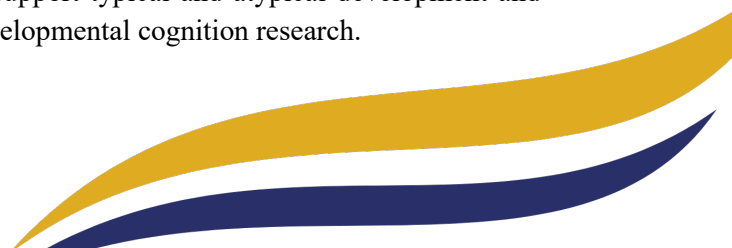
Entry Requirements

There are no qualifications required for this course. The only requisites are:

Language competences: Applicants are required to have an end of primary school level of understanding of Maltese and English.

Digital competences: Applicants are required to be digitally literate, including knowing how to access the internet and use a word processor.

Overall Objectives

By the end of this module, the learner will be able to:

a) Broaden their understanding on current research in educational neuroscience;
b) Demonstrate a link between genetics and brain development;
c) Understand ways in which knowledge of cognitive neuroscience can be used to inform decisions about education and learning Better support typical and atypical development and identify implications for the classroom from developmental cognition research.

Knowledge obtained at the end of the programme

By the end of the programme, the learner will be able to:
a) identify the principles of safeguarding;

b) familiarise himself/herself with safeguarding policies;

c) identify signs and symptoms of different types of abuse;

d) know the disclosures of abuse;

e) know the legal obligations related to the Protection of Minors (Registration) Act (2011) and the Minor Protection (Alternative Care) Act (2019).

Skills obtained at the end of the programme

By the end of the programme, the learner will be able to:

a) practice the principles of safeguarding;
 b) practice professional boundaries;

c) use a standard response to a disclosure of abuse;
d) be able to recognise signs and symptoms of different types of abuse;
e) identify the actions to take if you have a concern and identify who can help.

General Pedagogical methods used for this programme

This programme is divided into two parts:

Part 1- 3 hours face to face learning:

This part of the programme includes both didactic and practical methods of learning. The main safeguarding concepts are delivered by the lecturer through the use of power point, to acheive knowledge and understanding with regards to identification of the safeguarding principles, what is abuse, signs of abuse, legislation, disclosure and mandatory reporting. Yet, this part is not simply be transmission of information. The experience of the student is also taken into consideration, so much so that the lecturer starts by asking questions to the students and builds upon those answers. Prior to the lecture, the lecturer is also provided with a list of workplaces where the students are coming from to create a better dynamic for the lecturer to understand the students and for the students to understand the theory also on the basis of their work or volunteering experience.

Afterwards, situated learning through group work is also used to contextualise the safeguarding principles by analysing case examples based on real life scenarios in order to acheive the skill of safeguarding, discussing the ways these cases were tackled and how they could be tackled better. The face-to-face method was chosen so that the group work can run smoother.

Part 2- 2 hours online delivery:

This part of the programme consists of a video-lecture which is delivered online through the Pastoral Formation Institute's virtual learning environment Moodle. This method was chosen as it is proving to be more convenient for our students, given, that this lecture only contains delivery on information, namely Church policies and procedures on how to protect minors and vulnerable adults – these also serve as an example of good practice to those persons who attend the course from non-church entities; what is a code of conduct, the importance of having one and how it is applicable to staff working with minors and vulnerable adults. The delivery of this pre-recorded video-lecture is given by some of the lecturers indicated below. Students have the freedom and flexibility to watch this lecture any time they want, in the week following the first session. If the students have any questions after this second session, they have an email where they can send their queries.

The learning process of the student is monitored from the beginning till the end by the main lecturer who delivers Part 1 of the course, in conjuction with the course co-ordinator. Through Moodle, the Pastoral Formation Institute makes sure that Part 2 of the programme, was actually watched from beginning to end by all students before they can proceed to do their assessment.

Programme Structure and Mode of Delivery

This programme adopts a blended approach to teaching and learning. It is composed of the one module and it will proceed as follows:

- The first session of the course will be delivered face-to-face learning (3 hours)
- The second session is delivered via pre-recorded lectures (2 hours)

Assessment

The course has two assignemnts:

- A multiple-choice exam, that will be available for one week after the second session closes.
- A journal, that needs to be handed in three weeks after the exam.

Certification

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