Assessment through simulated safeguarding scenarios

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Aims

• To share with you a creative oral assessment process

• To explain the processes and practicalities involved in implementing the assessment

• To share some ideas for refining the assessment and transferring the model
The module

Safeguarding Children and Young People

- Undergraduate framework- BA (Hons) Childhood Studies, Early years, Youth and Community and Religion and Education
- 146 Second year students
- 30 credit module
- 30 hours lecture-1 hour 45 minutes
The assessment

Two parts

• 20% timed online test

• 80% practical oral exam - student assessed orally on their ability to apply their learning and research in a ‘real’ scenario and understand implications for their practice
Students preparing for the world of work with children and young people need to have the skills to:

- Identify and assess the needs of children
- Advocate on behalf of the child
- Share sensitive information appropriately
- Co-operate with other professionals
- Work in partnership with parents

‘Safeguarding children is everyone's business, children are best protected when professionals are clear about what is required of them.’ (HM Government 2015)
In lectures

- Lectures include policy and professional practice
- Visiting speakers - content suitable for the research element
- Peer learning activities
- Case study is given to the student 2 weeks before assessment - suitable to their practical experience and course
Management of assessment

1. Voice of the child

4. Student research

2. Parents’ perspective

3. Professional perspective

140 students, 2 rooms, 8 academic staff and two administrators

4 members of staff at a station in each room
The process

1. Voice of the child
   - Students arrive 10 minutes early
   - Rotate after 5 minutes
   - Notes used for research pitch
   - Staff complete rubric
   - Within 20 minutes all stations assessment complete

2. Parents’ perspective

3. Professional perspective

4. Student research

Inspiring tomorrow’s professionals
Process is transferable - could be used to embed employability in other modules

- Encourages critical reflection through different lenses (Brookfield 1995)
- Prepares students for future work practice
- Enables students to be research active
I was nervous about the case study but really enjoyed it.

There should be opportunities for mock tests.

The teaching methods used in this module helped me to learn.

I now understand why it is important to protect the child.

I think everyone should have safeguarding knowledge.
Where next?

Some ideas

• Peer learning: experimenting with triads to develop research knowledge

• Use of IT to streamline administration processes


Questions