THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	:	Bachelor of Education (Honours) (Early Childhood Education) Programme (Five-year Full-time) A5B061 4 year/5-year full-time undergraduate programmes
Programme QF Level	:	5
Course Title	:	Understanding Child Welfare
Course Code	:	ECE4237
Department	:	Department of Early Childhood Education
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
Course Level	:	4

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making

7. Global Perspectives

1. **Course Synopsis**

   Adopting the United Nations Convention on the Rights of Children (UNCRC) as the orientation, this course provides an introductory view of the macro support systems for children and families from the local and international perspectives. Relevant policies, strategies, and measures of pertinent issues currently affecting children's well-being are examined. Students are expected to examine own ethical responsibility and role as child advocate.

2. **Course Intended Learning Outcomes** (CILOs)

   Upon completion of this course, students will be able to:

   CILO$_1$ Understand the current conditions and needs of children and families of various health and social issues in Hong Kong and the international context;

   CILO$_2$ Examine relevant local health, welfare and child safeguarding policies and measures, and their impact on children, families, and early childhood education practices;

   CILO$_3$ Identify the role of different stakeholders in protecting and promoting the well-being of children in Hong Kong.

3. **Content, CILOs and Teaching & Learning Activities**

Course Content	CILOs	Suggested Teaching & Learning Activities
An overview of international development and perspectives on children's rights, issues, the status of children and families.	*CILO$_1$*	Lecture Group presentation
An introduction of local health and social issues, relevant policies, measures and their criticisms (e.g., obesity, poverty, child maltreatment).	*CILO$_{1, 2}$*	Lecture Video analysis Online tasks Guest speaker News discussion
Examination of the roles of the government, the community, non-profit-making organizations, and early childhood institutions with respect to various local health and social issues.	*CILO$_3$*	Lecture Visit Resource search Discussion
Early childhood professional's	*CILO$_3$*	Discussion

ethical responsibilities, and safeguarding policies, such as "4R" for various local health and social issues in early years settings		

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) **Online learning** Students are required to complete online tasks on perceptions of various issues in children's rights and reflection on visit to a residential childcare setting.	20%	$CILO_{1,2}$
(b) **Group presentation** Students are required to form into groups and conduct research to compare selected international child issues and welfare policies.	30%	$CILO_1$
(c) **Individual Assignment (1,500 words)** Students are required to write an analytical paper examining measures responding to a child welfare issue in Hong Kong.	50%	$CILO_{1,2,3}$

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ *Not Permitted*: In this course, the use of generative AI tools is not allowed for any assessment tasks.

☑ *Permitted*: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)
Nil

7. Recommended Readings
Bartelink, C., Van Yperen, T. A., Ten Berge, I. J., & Knorth, E. J. (2020). The use and usability of decision-making theory in child welfare policy and practice. In J. D.

Fluke, M. López López, R. Benbenishty, E. J. Knorth, & D. J. Baumann (Eds.), *Decision-making and judgement in child welfare and protection: Theory, research, and practice* (pp. 237-262). Oxford University Press.

Berrick, J. D., Gilbert, N., & Skivenes, M. (2023). *Oxford handbook of child protection systems* (N. Gilbert, M. Skivenes, & J. Duerr Berrick, Eds.; 1st ed.). Oxford University Press.

Christakis, D. A., & Hale, L. (2025). *Handbook of Children and Screens: Digital media, development, and well-being from birth through adolescence* (D. A. Christakis & L. Hale, Eds.; 1st ed.). Springer Nature.

Cowden, M. (2015). *Children's rights: From philosophy to public policy*. Palgrave Macmillan US.

Conkbayir, M., & Pascal, C. (2015). *Early childhood theories and contemporary issues: An introduction*. Bloomsbury Publishing.

Cruz, C. J. P., Matus, K., & Gietel-Basten, S. (2024). The extent of use of surveys in policymaking: The case of Hong Kong. *Evidence & Policy*, *20*(3), 1–22.

Dye, T.R. (2017). *Understanding public policy*. (15th ed.) Pearson.

Garvis, S., Phillipson, S., & Harju-Luukkainen, H. (Eds.). (2018). *International perspectives on early childhood education and care: Early childhood education in the 21st century Vol I*. Abingdon, Oxon; Routledge.

Jones, P., & Welsch, S. (2018). *Rethinking children's rights: Attitudes in contemporary societies*. (2nd ed.) Bloomsbury.

王化起 (2023)：困境兒童福利政策的深層效果評估，《當代青年研究》, 6, 頁 24–36。

周永新 (2017)：《社會福利的觀念和制度》，中華書館。

夏聰明、 張向達 (2024) ：歐洲兒童福利政策：比較及經驗借鑒，《財經問題研究》, 4, 頁 118–129。

8. Related Web Resources

United Nations Convention of the Rights of Children (UNCRC)

https://www.unicef.org.uk/what-we-do/un-convention-child-rights/ Social Indicators of Hong Kong
http://www.socialindicators.org.hk/chi/node/12

The Hong Kong Committee on Children's Rights
http://www.childrenrights.org.hk/v2/web/index.php?page=01aboutus00&lang=en

UNICEF State of the world's children http://www.unicef.org.hk/en/international-publication/state-of-the-worlds-children/

9. Related Journals

The Future of Children. Los Altos, CA: Center for the Future of Children Children & Society. Oxford: Blackwell Publishing.

Children, Youth and Environments. Boulder, CO: University of Colorado. Journal of Children & Poverty, UK: Routledge.

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5). Students should familiarize themselves with the Policy.

11. Others
Nil