

## Module 15: Child Law

<b>Stage</b>		2					
<b>Semester</b>		1 or 2					
<b>Module Title</b>		LLBH-CHL					
<b>Module Number</b>		15					
<b>Module Status</b>		Elective					
<b>Module ECTS Credits</b>		5					
<b>Module NFQ level</b>		7					
<b>Pre-Requisite Module Titles</b>		None					
<b>Co-Requisite Module Titles</b>		None					
<b>Capstone Module?</b>		No					
<b>List of Module Teaching Personnel</b>		Fiona Broughton					
<b>Contact Hours</b>				<b>Non-contact Hours</b>			<b>Total Effort (hours)</b>
24				76			100
<b>Lecture</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminar</b>	<b>Assignment</b>	<b>Placement</b>	<b>Independent Work</b>	
24						76	100
<b>Allocation of Marks (Within the Module)</b>							
	<b>Continuous Assessment</b>	<b>Project</b>	<b>Practical</b>	<b>Final Examination</b>	<b>Total</b>		
<b>Percentage Contribution</b>				100	100		

### Intended Module Learning Outcomes

On successful completion of this module, learners will be able to:

1. Identify and analyse the concepts and principles pertaining to children's rights theory;
2. Demonstrate a clear understanding of Irish and international law relating to children,
3. Discuss child law in the context of the Irish Constitution, including engaging in an analysis of rules and proposals for reform, where applicable;
4. Demonstrate a clear understanding of the statutory rights that attach to child law and how they operate in Ireland;
5. Research, interpret and apply the constitutional, statutory and international rules relating to children's rights.
6. Analyse factual legal problems in light of the principles and rules of child law.

## Module Objectives

1. To provide the learner with a detailed knowledge of the rules of child law from a constitutional, statutory and common law perspective;
2. To develop, in the learner, an understanding of the constitutional, statutory, common law and international law relating to children;
3. To provide the learner with knowledge of the rights of children at domestic and international levels;
4. To provide the learner with an understanding of the practical operation of child law and children's rights.

## Module Curriculum

- Introduction to Child Law (to include children's rights theory)
- Children's rights in constitutional law
- The child and the family
- Child abduction
- Protection from harm
- Children in care
- Adoption
- Children and health care
- Children and education
- Children and the justice system
- Children and international law

## Reading lists and other learning materials

### Primary Reading:

Shannon, G. (2010) *Child Law*. Dublin: Thomson Round Hall

Kilkelly, U. (2008) *Children's Rights in Ireland: Law, Policy and Practice*. Dublin: Tottel

### Secondary Reading:

Law Reform Commission, *Children and the Law: Medical Treatment* (Law Reform Commission, July 2011)

Martin, F. (2000) *The Politics of Children's Rights*. Cork: Cork University Press

O'Halloran, K. (2009) *The Politics of Adoption: International Perspectives on Law, Policy and Practice*. New York: Springer

Parkes, A. (2013) *Children and International Human Rights Law: the Right of the Child to be Heard*. Dublin: Routledge

## **Module Learning Environment**

### **Accommodation**

Lectures and workshops take place in a classroom setting. Participants also have access to online teaching resources and Moodle

### **Library**

All learners have access to an extensive range of “physical” and “remote access” library resources. The library monitors and updates its resources on an on-going basis, in line with the College’s Library Acquisition Policy. Lecturers collaborate with the library in updating reading lists for this course on an annual basis as is the norm with all programmes run by Griffith College.

## **Module Teaching and Learning Strategy**

This module is delivered by means of participative lectures which consist of tutorial-style discussions, group work sessions and exercises. The tutorial-style discussions, group work and exercises focus on specific case law and problem based learning requiring the learner to analyse the law and apply it to practical land law disputes. The lectures are supplemented by structured on-line resources and reading.

In order to support learners through the exam process they engage in the answering of sample exam questions and correction of their own or peers’ papers, thereby familiarising themselves with the module learning outcomes and marking criteria. Learners also engage in activities whereby they draft their own exam question in order to recap and reconsolidate a particular topic.

## **Module Assessment Strategy**

Formative assessment is provided in the form of interactive exercises such as directed class discussion topics and reference current affairs pertaining to domestic and international child law at the time of instruction.

Element No.	Weighting	Type	Description	Module Learning outcomes
1	100%	Exam	The examination consists of a choice of both essay and problem style questions. Essay style questions place emphasis on the learners' demonstrating their understanding of the concept children's rights, the various rules applicable to Irish child law at constitutional, statutory and common law levels. This assesses learning outcomes 1-4. Problem style questions enable learners to apply principles of domestic and international child law to factual scenarios, thereby assessing learning outcomes 5 & 6.	1-6

Sample Assessment with Rubrics - see Annex 2