

Załącznik 1 do uchwały nr 333/2022  
Senatu Akademii Pedagogiki Specjalnej  
im. Marii Grzegorzewskiej  
z dnia 16 marca 2022 r.

The Maria Grzegorzewska University



# **Study programme**

## **Interdisciplinary**

### **MA in Children's Rights and Childhood Studies (MICRACS)**

Leading discipline: Pedagogy, Institute of Education

Education level: Second-degree studies

Binding from the academic year 2022/2023

Warsaw, 2021

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## Characteristics of the study programme

Name of the field of study	<i>Interdisciplinary Masters in Children's Rights and Childhood Studies (MICRACS)</i>
The level of the Polish Qualifications Framework	7
Study level	II
Profile	General academic
Specialties	-
Form / forms of studies	Hybrid – First year in situ, second year online
Number of semesters	4
Number of ECTS credits necessary to complete the studies	120
Professional title awarded to graduates	Master of Arts
Total number of hours of classes	945 contact hours + 300 internship hours, 1245 hours in total
Ways of verifying the learning outcomes achieved by the student during the entire education cycle	The methods of verifying the effects used in the education process are: written and oral exams, tests, essays, discussion, team work, individual class work, multimedia presentations, project implementation, homework performance and presentation.
Methods of assessing the learning outcomes achieved by the student during the entire education cycle	Work evaluation criteria set by the teacher and / or point scales with intervals corresponding to the grading scale adopted in APS (2.0; 3.0; 3.5; 4.0; 4.5; 5.0).
The total number of ECTS points that the student must obtain in the course of activities conducted with the direct participation of academic teachers or other persons conducting the classes	86
The science / arts and scientific / artistic disciplines to which the learning outcomes relate	Fields: social sciences, medical sciences and health sciences. Disciplines: pedagogy, legal sciences, political and administrative sciences, medical sciences
Percentage share of the number of ECTS points (in the total number of ECTS points necessary to complete the studies) for each of the disciplines to which the field of study was assigned, with the main discipline indicated <sup>1</sup>	pedagogy (leading discipline): 68% legal science: 8% Political Science and Administration: 9% medical science: 15%
The number of ECTS credits that a student has to obtain during classes	Not applicable

<sup>1</sup> After changing the Regulation of the Ministry of Science and Higher Education on the characteristics of the second degree PQF, we will adjust the directional effects to the effects describing the fields of science / art and scientific / artistic disciplines.

in the field of humanities or social sciences *	
Internship's duration	Three months - 300 hours
Principles and form of internship	The student will be able to do the internship in a workplace related to the field of study, in the country or abroad, in a non-governmental organization, local government, educational, cultural, social intervention, other (thematically related to the field of study)
The number of ECTS credits that the student must obtain as part of the apprenticeship	18
The percentage of ECTS points (in the total number of ECTS points necessary to complete the studies) that the student obtains in the course of the elective courses	42.5% (including internship, tutoring, seminars)
Percentage share of ECTS points (in the total number of ECTS points necessary to complete the studies) that the student must obtain in the course of classes: related to the academic activity carried out at the university ** in the discipline (s) to which the field of study was assigned (in the case of general academic profile) or shaping practical skills (in the case of a practical profile)	74%
<b>Indication of connections with the mission of the university and its development strategy</b>	<p><b>1. Compliance of studies with the mission and strategy of the University</b></p> <p><i>Interdisciplinary MA in Children's Rights and Childhood Studies (MICRACS)</i> fulfil the mission of the Maria Grzegorzewska University. According to the message of the University's patron about equity of all people no matter their health or physical ability, the mission is to prepare specialists working for people from diverse communities and with various types of beliefs, abilities, disabilities in the spirit of respecting their human and civil rights, understanding and accepting otherness, treating disability as an inalienable element of the human condition and including people with disabilities in the life of society on the basis of equal citizens.</p> <p>All students preparing for professions known as professions of social trust are educated and will be in a similar spirit of tolerance and opposition to all forms of discrimination. The intention of APS is to educate enlightened and creative professionals, caring for the</p>

development of their own personality, scientific passion and professional practical skills, as well as caring for the comprehensive development of people and environments for which they will work.

As an academic centre, the University has ambitions to enrich its research and teaching potential, developing the mainstream and applied research, and perfecting the teaching workshop.

The university also plays a servant role towards the local environment, systematically expanding the range of educational and therapeutic services offered by both academic teachers and students - volunteers.

In perspective, the University aspires to the role of the leading national and European centre for the exchange of ideas and ideas in the field of modern pedagogy and social sciences, oriented to professional support of people with various difficulties resulting from the state of health and social situation.

Therefore - taking into account the mission and aspiration of the Academy of Special Education - Interdisciplinary studies on childhood and children's rights combine the message of the APS patron - Maria Grzegorzewska with the socio-pedagogical challenge of Janusz Korczak, who, as a lecturer at this university, proclaimed: "There are no children, there are people".

Studies on childhood and children's rights are a centre of education, research and action carried out with respect for human and civil rights, in the spirit of tolerance and opposition to all forms of discrimination and exclusion. They are an offer addressed to people who act or would like to act in various areas of support, advocacy or protection of children's rights.

*MA in Children's Rights and Childhood Studies (MICRACS)* play an auxiliary role to the international, Polish and Warsaw community of researchers and activists related to children's rights and the Korczak's legacy.

## **2. Mission of *Interdisciplinary MA in Children's Rights and Childhood Studies (MICRACS)***

*Interdisciplinary MA in Children's Rights and Childhood Studies (MICRACS)* draw on the closest APS models of pedagogy by Janusz Korczak, Maria

Grzegorzewska and Helena Radlińska. These studies also refer to contemporary European and world research on childhood and children's rights conducted by educators, psychologists, sociologists, social politicians and social workers, as well as lawyers and representatives of medical sciences.

These are general, second-cycle studies, combining research with action research, relating to Polish and European legal and socio-cultural regulations related to research, activities and protection of children's rights (Convention on the Rights of the Child, EU and Polish strategies for children, UNICEF monitoring the situation of children, initiatives of the Ombudsman for Children, etc.). Students receive pedagogical tutoring.

The mission of Interdisciplinary studies on childhood and children's rights is to build and develop at the Academy of Special Education a significant centre of research and activities focused on the heritage of Janusz Korczak and Polish contribution to the protection of children's rights in the international arena. This centre brings together and will bring together a community of researchers and activists associated with the Polish and international Korczak movement and movements for children's rights.

The MA operates in cooperation with the Ombudsman for Children in Poland and with the network (Children's Rights European Academic Network CREAN). APS has been a non-legal member of this network for 12 years.

Childhood and child rights studies are an established and constantly developing European and international structure. In Europe, for many years, the Centre for Children's Rights Studies University of Geneva has been the patron and partner of these studies (currently Prof. Philip Jaffe is the Director of the Children's Rights Centre). Through the network of UNESCO Chairs, we cooperate with many European and non-European centres. The study programme is under the patronage of the International Janusz Korczak Association IKA and the UNESCO Janusz Korczak Chair.

*Interdisciplinary MA in Children's Rights and Childhood Studies (MICRACS)* complement the pedagogical offer of the Academy of Special Education. These are studies that fill a professional niche - addressed to a small number of students (annual recruitment at the level of 15-20 people). The studies are individualized. Individualization concerns mainly optional classes, selected placement places, specific

	<p>projects and practical research conducted as part of master's theses, as well as in the field of a foreign language and international contacts of the student.</p> <p><i>Interdisciplinary MA in Children's Rights and Childhood Studies (MICRACS)</i> are to introduce the Academy of Special Education to the group of universities aspiring to the role of the leading national and European centre for the exchange of ideas and ideas in the field of modern pedagogy, special education and social sciences, oriented to professional support of people with various difficulties resulting from health and social situation.</p>
<p><b>Graduate silhouette</b></p>	<p>A graduate of <i>Interdisciplinary MA in Children's Rights and Childhood Studies (MICRACS)</i> a Master's Degree confirming completion of second-cycle studies in the field of Interdisciplinary Childhood and Children's Rights Studies – with the leading discipline – pedagogy. Such qualifications will allow our alumni to act as a leader and defender of children's rights in various educational institutions and environments.</p> <p>A graduate of the <i>Interdisciplinary MA in Children's Rights and Childhood Studies (MICRACS)</i> may also obtain employment in the media dealing with children's problems, in non-governmental organizations in local government as an expert, specialist, evaluator and creator of systemic solutions at any level of social policy: local government, commune, district, voivodeship, nationwide. They may occupy special positions related to research and activities for children's rights, may act as an advisor, social spokesperson, defender or educator of children's rights.</p> <p>Thanks to an extensive variety of practices, a graduate of Interdisciplinary Studies on Childhood and Children's Rights has the skills to work with and for the benefit of children, and also has the social capital of the Polish and international community of children's rights activists.</p> <p>A graduate of <i>Interdisciplinary MA in Children's Rights and Childhood Studies (MICRACS)</i>:</p> <ol style="list-style-type: none"> <li>1. Becomes an expert on child welfare, early intervention, child support systems, children's rights and the environmental dimension issues.</li> <li>2. Has pedagogical, psychological, sociological, political, legal and medical knowledge that allows the graduate to understand the process of child development and the upbringing of a child in various environments. The alumni knows and understands the various faces of childhood, its individual social, cultural, economic and political</li> </ol>

	<p>conditions in today's world. Moreover, is prone to critical analysis of information sources and a deep analysis of academic texts, perfecting their own technique of academic writing. The alumni has knowledge of the research methodology, but most of all the legal and institutional framework of helping and supporting a child in multiple situations.</p> <ol style="list-style-type: none"> <li>3. Can look at the process of education from an individual and social perspective. Understands the child's individual effort as well as the socio-cultural contexts of upbringing and socialization.</li> <li>4. Is a reflective practitioner, can manage their own development, acquire theoretical and practical knowledge, reflectively evaluate themselves and their actions, build and develop intellectual and social capital, respecting intellectual property.</li> <li>5. Is a caring guardian of a child, offering advice and assistance, while respecting the subjectivity and autonomy of the child, who can create challenges and situations prompting the child to engage in individual and collective educational activities.</li> <li>6. The graduate builds the professional biography on the basis of knowledge, skills and competences previously acquired at undergraduate studies, supported by various experiences of working with children and around their well-being and their rights, which is developed by taking part in research activities at the second-degree studies.</li> <li>7. The professionalism is based on universal values in the service of the child's welfare, respect for their dignity, freedom and childhood citizenship, combined with a compliant attitude towards the child, supporting their development and building a child-friendly social order directed at anti-discrimination and inclusive activities.</li> <li>8. Has a positive attitude towards oneself, towards the child, towards other people and towards the world. Becomes a constructive, creative person looking for new solutions, ready to initiate and implement changes.</li> <li>9. Builds professional identity in a local and global perspective, knowing understanding and developing Polish traditions, experiences and achievements in the field of children's rights, and at the same time is open to international processes, challenges and solutions implemented by various international environments and agendas.</li> </ol>
<p><b>Conclusions from the analysis of the compliance of learning</b></p>	<p><i>Interdisciplinary MA in Children's Rights and Childhood Studies (MICRACS)</i> exist at diverse names in</p>



<p><b>outcomes with the needs of the labor market</b></p>	<p>most western countries and are run by reputable universities. These are studies related to the sciences of education, law and politics. These studies form a university network (Children Rights European Academic Network based in Geneva = CREAN), they have their coordinator: prof. Philip Jaffe Centre for Children's Rights Studies University of Geneva. These are studies well-established in the academic space, but niche, addressed to a narrow professional group, educated in a variety of flexible forms.</p> <p>Interdisciplinary studies on childhood and children's rights are focused on new, important social and educational challenges related to children's rights. They are to respond to Poland's obligations resulting from the signing of the Convention on the Rights of the Child and to prepare staff for central and local government and non-governmental institutions dealing with the observance of children's rights (Office of the Ombudsman for Children, Human Rights Ombudsman, Ministry of Foreign Affairs, Ministry of Education, Warsaw City Hall, local government offices, mayor's offices), as well as to the media and pedagogical social, cultural and educational institutions dealing with designing work with children, activities of various educational institutions and intervention in cases of violating children's rights. An important potential place of work for graduates of interdisciplinary studies on childhood and children's rights are non-governmental organizations (over 80 organizations and associations associated with the Office of the Ombudsman for Children).</p> <p>Pursuant to Poland's obligations resulting from the signing of the Convention on the Rights of the Child - Interdisciplinary studies on childhood and the rights of the child prepare professional staff that will deal with: monitoring children's rights and implementing special programs and recommendations related to children's rights (right to: life, family and social support), health, education, non-violence.</p> <p><i>Interdisciplinary MA in Children's Rights and Childhood Studies (MICRACS)</i> take into account recommendations and strategies developed for the needs of the European Parliament and the Council of the European Union, take a flexible, partially experimental form of education focused on educational projects and alternative solutions. This will enable the so-called key competences (necessary for the implementation of projects), which include: communication in the mother tongue and a foreign language, learning skills, social and civic competences,</p>
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	<p>initiative and entrepreneurship, cultural awareness and expression, and IT competences.</p> <p>In line with the recommendation of the European Parliament and the Council of Europe, these studies educate people to a niche, and distinct, yet exclusive labour market.</p>
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\*\* Preparation for, or participation in, a scientific activity is included.

## Educational outcomes

Reference to the II degree characteristics of the Polish Qualifications Framework (PRK)	
A graduate of <i>Interdisciplinary Studies on Childhood and Children's Rights</i>	Effect symbol from PRK
<p>Graduate knows and understands to a greater extent selected facts, objects and phenomena concerning the child, its development, social, psychological, political, cultural and medical factors related to its well-being, methods and theories explaining the complex relationships between them.</p> <p>Graduate knows and understands the assumptions of the Convention on the Rights of the Child and the practical effects of its impact and implementation. The scope of their knowledge comes from the leading discipline: pedagogy, supported by knowledge in the field of scientific disciplines: legal sciences, medical sciences, political science and administration, creating theoretical foundations for practical activities.</p> <p>Has structured and theoretically underpinned knowledge covering key issues related to the child, childhood, upbringing, teaching, support and selected issues in the field of advanced detailed knowledge on multifaceted issues related to human rights, in particular children's rights.</p> <p>Knows and understands the main development trends of scientific disciplines related to the interdisciplinary nature of studies relevant to the education program.</p>	P7S_WG
<p>Graduate knows and understands the fundamental dilemmas of modern civilization related to childhood, upbringing, changes in the social positioning of children and the family, and research methods allowing for in-depth understanding of the individual situation and the child's living environment.</p> <p>Graduate knows and understands the economic, legal, political, social and other conditions of various types of activities related to childhood and children's rights, including knows and understands the principles of protection of industrial property and copyright. They know the basic principles of creating and developing various forms of entrepreneurship.</p>	P7S_WK
<p>Graduate can analyse scientific texts, use the knowledge they have related to the child, the determinants of its development, well-being and social functioning, formulate and solve complex and unusual problems concerning the child and its environment, and describe them in an academic language.</p> <p>Can perform tasks in an innovative way in unpredictable conditions through:</p> <ul style="list-style-type: none"> <li>- proper selection of sources and information derived from them, evaluation, critical analysis, synthesis as well as creative interpretation and presentation of this information,</li> <li>- selection and use of appropriate methods and tools, including advanced ones</li> </ul>	P7S_UW

information and communication techniques (ICT), - adaptation of existing or development of new methods and tools. Can formulate and test hypotheses related to simple research problems.	
Can communicate on specialist topics related to the child and children's rights with diverse audiences, conduct a debate, use a foreign language at the B2 + level of the European System for the Description of Languages, and, to a greater extent, use specialist terminology related to children's rights and the leading discipline.	P7S_UK
Graduate can manage the work of the team, independently plan and implement activities for the rights of children and social environments and interact with other people as part of teamwork.	P7S_UO
Graduate is able to plan and undertake their own learning throughout life and direct others in this regard, caring for self-development and raising personal culture.	P7S_UU
Graduate is ready to critically evaluate the received content on children's and childhood rights, recognize the importance of knowledge in solving cognitive and practical problems in the field of human rights, children's and childhood rights, and use the known research methodology. They are ready to consult experts in case of difficulties with solving the problem on their own.	P7S_KK
Graduate is ready to fulfil social obligations towards the child, family, institutions working for children's rights, inspiring and organizing activities for the benefit of the child's social environment, initiating activities for the public interest and social inclusion, thinking and acting in an entrepreneurial manner.	P7S_KO
Graduate is ready to assume responsible professional roles related to the child and the rights of the child, taking into account changing social needs, including: - developing the profession's achievements, maintaining the ethos of the profession, - observing and developing the principles of professional ethics and acting to comply with these principles, - activities for the protection of intellectual property.	P7S_KR

<b>Reference to the second degree characteristics</b>		
<b>Directional effect symbol</b>	<b>DIRECTIONAL EFFECTS</b>	<b>Effect symbol from the 2nd degree characteristics</b>
	<b>Graduate</b>	
<b>Knowledge</b>		
PD_W01	Graduate knows and understands to a greater extent selected facts, objects and phenomena concerning the child, its development and well-being, as well as early intervention, child support systems and other issues related to the environmental dimension of childhood. This knowledge comes from pedagogy, medical sciences, political and legal sciences.	P7S_WG

PD_W02	Graduate knows and understands the assumptions of the United Nations Declaration of Human Rights and the Convention on the Rights of the Child as well as the practical effects of their impact and implementation.	P7S_WG
PD_W03	Graduate knows and understands the scientific theories of a child, its development, upbringing, teaching, support and rights as well as theories of childhood as a biopsychological, social and cultural fact.	P7S_WG
PD_W04	Graduate has pedagogical, psychological, sociological, political, legal and medical knowledge that allows them to understand the process of child development and raising a child in various environments they know the appropriate terminology for writing academic dissertations.	P7S_WG
PD_W05	Graduate knows and understands the various faces of childhood, its individual social, cultural, economic and political conditions in today's world. Has knowledge of the legal and institutional framework for helping and supporting a child in multiple situations and the determinants of social inclusion.	P7S_WK
PD_W06	Graduate and understands the fundamental dilemmas of modern civilization related to childhood, upbringing, changes in the position of children and families.	P7S_WK
PD_W07	Graduate knows and understands the principles of industrial property and copyright protection.	P7S_WK
PD_W08	Graduate knows and understands the methodology of social research and the methodological specificity of research on children. In addition, knows and understands the main development trends of scientific disciplines related to childhood studies and children's rights.	P7S_WG
PD_W08	Graduate knows the basic principles of creating and developing various forms of entrepreneurship.	P7S_WK
<b>Skills</b>		
PD_U01	Graduate is able to use the possessed knowledge related to the child, the conditions of its development, well-being and social functioning while performing practical tasks.	P7S_UW
PD_U02	Graduate can make the right selection of information and knowledge sources and make their evaluation, critical analysis, synthesis and interpretation. Can critically analyse scientific texts and present information and knowledge. Can use these skills in academic writing.	P7S_UW
PD_U03	Graduate can conduct scientific research using specialized methods, tools and advanced information and communication techniques. Can adapt existing or develop new methods and tools. Can formulate and test hypotheses related to simple research problems.	P7S_UW
PD_U04	Graduate can communicate on specialist topics relating to	P7S_UK

	the child and children's rights with a diverse audience.	
PD_U05	Graduate can use a foreign language at the B2 + level of the European Framework of Reference for Languages and to a higher degree use specialist terminology related to children's rights and the leading discipline.	P7S_UK
PD_U06	Graduate is able to independently plan and implement actions for the rights of the child, as well as cooperate with other people as part of teamwork, e.g. in planning and carrying out research tasks related to children's rights, as well as perform a leadership role in a team carrying out professional tasks.	P7S_UO P7S_UU
PD_U07	Graduate can critically and reflectively manage their own development, acquire theoretical and practical knowledge, reflectively evaluate himself and their actions, build and develop their intellectual and social capital.	P7S_UU
PD_U08	Graduate can creatively plan and undertake their own lifelong learning and guide others in this regard by adopting a positive attitude towards himself, towards the child, towards other people and towards the world.	P7S_UU
<b>Social competence</b>		
PD_K01	Graduate is ready to critically evaluate the content they receive regarding the rights of children and childhood. He is ready to consult experts in case of difficulties with solving the problem on their own.	P7S_KK
PD_K02	Graduate is ready to recognize the importance of knowledge in solving cognitive and practical problems in the area of children's and childhood rights. He is ready to consult experts in case of difficulties with solving the problem on their own.	P7S_KK
PD_K03	Graduate is ready to fulfil social obligations towards the child, family, institutions working for children's rights, inspiring and organizing activities for the benefit of the child's social environment, initiating activities for the public interest, thinking and acting in an entrepreneurial manner.	P7S_KO
PD_K04	Graduate is ready to responsibly fulfil professional roles related to the child and children's rights, taking into account changing social needs and ready to take anti-discrimination measures.	P7S_KR
PD_K05	Graduate is ready to build its professional identity in a local and global perspective, remaining open to Polish traditions and experiences, as well as international processes and challenges.	P7S_KO
PD_K06	Graduate is ready to observe and develop the principles of professional ethics and research ethics, and to act towards their observance, including the protection of intellectual property.	P7S_KO

**After completing the 2nd degree studies in *Interdisciplinary Childhood and Child Rights Studies*, the graduate of:**

In the field of **KNOWLEDGE knows and understands**: in-depth selected facts, objects and phenomena concerning the child, its development, social, psychological, political, cultural and medical factors related to its well-being, methods and theories explaining the complex relationships between them; key issues related to the child, childhood, upbringing, teaching, support and selected issues of advanced detailed knowledge; the main development trends of scientific disciplines related to the interdisciplinary nature of studies relevant to the educational program; research methods allowing for in-depth understanding of the individual situation and the child's living environment; fundamental dilemmas of modern civilization; economic, legal, political, social and other conditions of various types of activities related to childhood and children's rights, as well as the principles of protection of industrial property and copyright and the development of various forms of entrepreneurship;

in particular knows and understands:

- selected facts, objects and phenomena about the child, its development and well-being, as well as early intervention, support systems and other issues related to the environmental dimension of childhood, in their pedagogical, medical, political and legal aspects;
- assumptions of the UN Human Rights Declaration and the Convention on the Rights of the Child and the practical effects of their impact and implementation;
- scientific theories about the child, its development, upbringing, teaching, support and rights as well as theories of childhood as a biopsychological, social and cultural fact;
- the process of child development and raising a child in various environments, considered in pedagogical, psychological, sociological, political science, legal and medical contexts;
- terminology for writing academic dissertations;
- various faces of childhood, its individual social, cultural, economic and political conditions in today's world;
- legal and institutional framework for helping and supporting a child in multiple situations and determinants of social inclusion;
- fundamental dilemmas of modern civilization related to childhood, upbringing, and changes in the position of children and families;
- principles of industrial property and copyright protection;

- the methodology of social research and the methodological specificity of research on children;
- development trends of scientific disciplines related to childhood studies and children's rights;
- basic principles of creating and developing various forms of entrepreneurship;

**In the field of SKILLS**, is able to analyse scientific texts, use the possessed knowledge related to the child, the determinants of its development, well-being and social functioning, formulate and solve complex and unusual problems concerning the child and its environment, and describe them in an academic language; innovatively perform tasks in unpredictable conditions; carry out social research; communicate on specialist topics with diverse audiences, conduct a debate, manage the work of the team, independently plan and implement activities for children's rights and social environments, and interact with other people as part of team work; plan and undertake your own lifelong learning and direct others in this area, for the sake of self-development and raising personal culture;

in particular, it can:

- use the possessed knowledge related to the child, the determinants of its development, well-being and social functioning while performing practical tasks;
- make an appropriate selection of information and knowledge sources and carry out their evaluation, critical analysis, synthesis and interpretation;
- critically analyse scientific texts and present information and knowledge;
- use these skills in academic writing;
- conduct research using specialized methods, tools and advanced information and communication techniques, as well as - adapt existing or develop new methods and tools;
- formulate and test hypotheses related to research problems;
- communicate on specialist topics relating to the child and children's rights with a diverse audience;
- use a foreign language at the B2 + level of the European Framework of Reference for Languages and a higher degree of using specialist terminology related to children's rights and the leading discipline;
- independently plan and implement activities for the rights of the child, as well as cooperate with other people as part of teamwork, e.g. in planning and carrying out



research tasks related to children's rights, as well as play a leadership role in a team carrying out professional tasks;

- manage your own development in a critical and reflective manner, acquire theoretical and practical knowledge, reflectively evaluate yourself and your actions, build and develop your intellectual and social capital;
- creatively plan and undertake one's own lifelong learning and guide others in this area by adopting a positive attitude towards oneself, towards the child, towards other people and towards the world;

In the field of **SOCIAL COMPETENCES** is ready to critically evaluate the received content on children's and childhood rights, recognize the importance of knowledge in solving cognitive and practical problems in the field of human rights, children's and childhood rights, and use the known research methodology; to fulfil social obligations towards the child, family, institutions working for children's rights, responsible performance of professional roles related to the child and children's rights, taking into account the changing social needs; in particular, it is ready to:

- critical evaluation of the received content concerning the rights of children and childhood;
- consulting experts in case of difficulties with solving the problem on their own;
- to recognize the importance of knowledge in solving cognitive and practical problems in the area of children's and childhood rights;
- to fulfil social obligations towards the child, family, institutions working for the rights of the child, inspiring and organizing activities for the child's social environment;
- initiating public interest actions, thinking and acting in an entrepreneurial way;
- to the responsible performance of professional roles related to the child and children's rights, taking into account the changing social needs and ready to take anti-discrimination measures;
- to build your professional identity in a local and global perspective, remaining open to Polish traditions and experiences, as well as international processes and challenges;
- to observe and develop the principles of professional ethics and research ethics, and to act towards the observance of these principles, including the protection of intellectual property.



## Modules in the study program

<b>Pedagogical module</b>	<b>semester</b>	<b>ECTS / hour</b>
Interdisciplinary introduction to childhood and children's rights	I	2/15
Childhood, Society & Social Cohesion	I	2/15
Contemporary trends in philosophy	I	1/15
Pedagogy of a child - classical thinkers and theorists – 1	II	2/30
Pedagogy of a child - classical thinkers and theorists – 2	III	2/15
Socially Marginalized Childhoods and the role of social education (30)	II	2/30
Child and Sacrum	II	1/15
Child and Art	II	1/15
Children, Media and Technology	I	1/15
Issues of Child and Family - conversatorium	I	2/15
Issues of Child and Family - conversatorium	II	2/15

<b>Legal module</b>	<b>semester</b>	<b>ECTS/ hour</b>
Human rights	I	2/15
Convention on the Rights of the Child - legal and practical issues	I	2/30
European Legislation for the Protection of Children's Rights – Comparative	I	2/30
European Legislation for the Protection of Children's Rights - Anti-discrimination Activities	II	2/15

<b>Medical module</b>	<b>semester</b>	<b>ECTS/ hour</b>
First Aid - babies, toddlers, children	I	2/15
Psychological issues and psychiatric illnesses in children	I	3/30
Child's Wellbeing, Health & Disease	I	3/30
Health and quality of life – case studies	I	3/30
Early Childhood Intervention Strategies (online)	III	3/30

<b>Social policy module</b>	<b>semester</b>	<b>ECTS/ hour</b>
Local Government in support of Community and Children - case studies	II	2/15
Child-focussed NGOs	III	2/15
Citizenship and Child Participation - indicators, monitoring, reports	III	2/30

<b>Practical module</b>	<b>semester</b>	<b>ECTS/ hour</b>
Psycho-pedagogical diagnosis and counselling - child and family	III	4/30
Pedagogical projects - 1	I	2/15
Pedagogical projects - 2	II	2/15
Pedagogical projects - 3 (choice)	III	3/15
Continuous three-month internship (choice)	IV	18/300
Social projects	III	2/30

<b>Individual development module</b>	<b>semester</b>	<b>ECTS/ hour</b>
EFL laboratory – 1 - Holocaust History and its Significance in Education for Peace or Facultative choice from APS offer	I II III	2/30 2/30 5/60
EFL lab – 2 - Toolkit for Field Researchers 00-0F-TFR		
EFL lab – 3 - Reflective Diary, Self-awareness, Holistic Development  (online classes)		
Tutoring in the selected module - 1	I	2/15
Tutoring in the selected module - 2	II	2/30
Tutoring in the selected module - 3	III	2/30
Tutoring in the selected module - 4 (online classes)	IV	2/30
Master's degree seminar - 1	I	5/30
Master's degree seminar - 2	II	5/30

Master's degree seminar - 3	III	5/30
Master's degree seminar - 4 (online classes)	IV	10/30

# Class description

## Pedagogical module

Pedagogical module	semester	ECTS/ hour
Interdisciplinary introduction to childhood and children's rights	I	2/15
Childhood, society and social cohesion	I	2/15
Contemporary trends in philosophy	I	1/15
Pedagogy of a child - classical thinkers and theorists – 1	II	2/30
Pedagogy of a child - classical thinkers and theorists – 2	III	1/15
Socially Marginalized Childhoods and the role of social education (30)	II	2/30
Child and sacrum	II	1/15
Child and art	II	1/15
Children, Media and Technology	I	1/15
Child and family problems - seminar in English	I	2/15
Child and family problems - case studies - seminar in English	II	2/15

Interdisciplinary introduction to childhood and children's rights		
Learning outcomes		
No.	Reference to directional effects (effect symbol)	Knowledge
1.	ID_W01	The graduate knows and understands to a greater extent the application of knowledge about children's rights and social theory regarding social change in relation to childhood and children's rights.
2.	ID_W07	The graduate knows and deeply understands the principles of managing intellectual property resources and ethical issues related to research on children and with the participation of children.
3.	ID_W08	Knows and understands the basics of social research methodology. Knows and understands the interdisciplinary nature of studies and research on children and childhood and children's rights.
		<b>Skills</b>
4.	ID_U03	Is able to conduct in-depth social research necessary to develop a diagnosis of the needs of a child and its social environment. Is able to forecast and model complex social processes concerning children and children's rights.
		<b>Social competence</b>
5.	ID_K01	Is ready to solve complex ethical problems in research and activities involving direct contact with children and is aware of the social consequences of publishing research results and their complex social interactions. They are a responsible

		researcher and practitioner.
6.	ID_K06	The graduate is ready to take a critical look at what they learn about the interdisciplinary nature of childhood studies and children's rights.

**Program content**

Child and childhood in a historical perspective. Child and childhood in the perspective of various scientific disciplines. Child and childhood research - ethical issues and social responsibility as well as specific methodology of these studies. Controversy over children's rights. Child's subjectivity and agency and selected models of socialization and education. Parenting styles in the perspective of children's rights and their critical assessment.

**Childhood, society and social cohesion**

**Learning outcomes**

No.	Reference to directional effects (effect symbol)	Knowledge
1.	ID_W06	The graduate knows and understands advanced methods and analyses of phenomena related to social inequalities, actions to eliminate too large income disparities and other tools for equalizing opportunities and maintaining social cohesion.
2.	ID_W05	The graduate knows and understands to a greater extent the structure and functions of systems and institutions appropriate for interpreting and influencing social inequalities regarding the child and the implementation of children's rights.
		<b>Skills</b>
3.	ID_U03	The graduate can formulate and analyse research problems concerning social inequalities and social cohesion in pedagogical optics, on the basis of them they can identify opportunities and threats and construct projects promoting equal opportunities for children and the realization of children's rights.
		<b>Social competence</b>
4.	ID_K01	The graduate is ready to take a critical look at the content they learn related to various concepts about social inequalities and ways to level them He is ready to consult experts in case of difficulties with solving the problem on their own.

**Program content**

Social pedagogy in the service of the child. Social policy in the service of the child. The role of schools and educational institutions in providing equal opportunities. Theories of social inequalities. Theories of reproduction of the social system and inheritance of social status (Bourdieu, Passeron). Reversal Theory (Boudon). Reports on social stratification. Factors for

social cohesion. The role of culture in socialization models, deviation and social control.

<b>Contemporary trends in philosophy</b>		
<b>Learning outcomes</b>		
<b>No.</b>	<b>Reference to directional effects (effect symbol)</b>	<b>Knowledge</b>
1.	ID_W03	The student knows and understands at an advanced level the importance of individual philosophical ideas for contemporary social changes.
2.	ID_W06	The graduate understands the essence of contemporary philosophical dilemmas and knows how to argue for and against them.
3.	ID_W03	Has knowledge of contemporary development trends and the most important new achievements in the field of philosophy.
4.	ID_W06	Knows and understands the complex relationships between individual philosophical issues and contemporary social problems.
		<b>Skills</b>
5.	ID_U08	The student is able to use the possessed philosophical knowledge to formulate and solve complex and unusual social problems.
6.	ID_U04	Can communicate using philosophical terminology; and use it in the debate.
7.	ID_U07	The graduate can present and evaluate various philosophical positions as well as critically refer to them.
8.	ID_U08	The graduate can independently shape and plan their own development by indicating important ideas and values.
		<b>Social competence</b>
9.	ID_K02	The student is prepared to critically reflect on their / her own world view and philosophical ideas.
10.	ID_K03	Is prepared to implement fundamental philosophical ideas in social and public life and to substantiate them.
11.	ID_K05	Is prepared for a critical reflection of the cognized and philosophical content and their evaluation in relation to current social problems.
12.	ID_K04	Is prepared for a substantive assessment and responsible implementation of tasks resulting from the current profession and social function.
<b>Program content</b>		
Selected issues of contemporary philosophy. Sources and influence of contemporary philosophy. Basic trends in contemporary philosophy - choice: positivist, analytical, pragmatic philosophy, existentialism, philosophy of life, personalism, phenomenology, philosophy of mind and eco-philosophy.		



<b>Pedagogy of a child - classical thinkers and theorists – 1</b>		
<b>Pedagogy of a child - classical thinkers and theorists – 2</b>		
<b>Learning outcomes</b>		
<b>No.</b>	<b>Reference to directional effects (effect symbol)</b>	<b>Knowledge</b>
1.	ID_W01	The graduate knows and deeply understands various concepts of a child and childhood as well as child pedagogy. Has ordered general knowledge in the field of child's pedagogy. Has ordered and theoretically founded knowledge covering key issues and concepts, such as child, childhood, upbringing, development, socialization, support, care, living environment.
2.	ID_W05	The graduate knows various pedagogical influences and understands them as consequences of adopting specific perspectives, interpretations and definitions of a child and childhood.
<b>Skills</b>		
3.	ID_U04	Can conduct a debate on topics related to pedagogical interactions.
4.	ID_U08	Can look for information and inspiration in understanding the concept of a child and childhood and the resulting pedagogical interactions. Can incorporate the learned concepts into their / her own practice and understand the need for lifelong learning.
<b>Social competence</b>		
5.	ID_K01	The graduate is ready to critically look at the content they learn related to various concepts of the child and childhood and the pedagogical impacts resulting from them.
<b>Program content</b>		
Classics of child pedagogy: incl. Pestalozzi, Lock, Radlińska, Grzegorzewska, Korczak, Rousseau, Montessori, Dewey. The concepts of the child and childhood, issues of freedom, participation, rights and obligations, social control, a broad social and cultural background and the resulting pedagogical impact will be discussed and juxtaposed.		

<b>Socially Marginalized Childhoods and the role of social education</b>		
<b>Learning outcomes</b>		
<b>Lp.</b>	<b>Reference to</b>	<b>Knowledge</b>

	<b>directional effects (effect symbol)</b>	
1.	ID_W01	Students know and understand the phenomenon of marginalization and are familiar with selected socio-political phenomena underpinning it; notice and understand the relationships between the phenomenon of marginalization and the development of a child and its functioning in social life, as well as the need to provide individual and collective help to children whose development is at risk; are familiar with the terminology used in social pedagogy.
3.	ID_W06	Students know and understand the individual and social effects of childhood at risk of marginalization.
	ID_W08	Students have extensive knowledge of different types of social structures and institutions of social life, in reference to the social pedagogical approach and their importance from the point of view of educational processes and emancipation
		<b>Skills</b>
4.	ID_U01	Students can use theoretical knowledge to analyse complex contemporary, pedagogical, and social problems and their relation to child development.
5.	ID_U05	Students are able to discover and put forward their own theses, search for arguments in the context of selected perspectives of social pedagogy.
		<b>Social competence</b>
6.	ID_K09	Students demonstrate sensitivity and readiness to act for the benefit of people requiring care, help and special care.
<b>Program content</b>		
The phenomenon of marginalization and its underpinning, childhood at risk of marginalization, social and individual effects of marginalization; socio-pedagogical perspective on the processes and results of marginalization within the two intersecting lines: of human growth considered from the point of view of citizenship and participation; mechanisms of social deprivation, social exclusion, marginalization, social and psychosocial problems; socio-pedagogical response/intervention in the social environment		

<b>Child and sacrum</b>		
<b>Learning outcomes</b>		
<b>No.</b>	<b>Reference to directional effects (effect symbol)</b>	<b>Knowledge</b>
1.	ID_W04	The graduate has knowledge in the field of social sciences and humanities, including theological knowledge that allows them to understand the process of child development and raising a child in various environments, with particular emphasis on religious practices.
2.	ID_W06	Knows and understands fundamental social dilemmas

		related to the marginalization of a child in the family and society. They consider these dilemmas in a religious context.
		<b>Skills</b>
3.	ID_U01	Can use theoretical knowledge to analyze complex help problems related to marginalizing childhood.
4.	ID_U04	Can communicate on specialist topics related to the child and children's rights with a wide variety of audiences.
		<b>Social competence</b>
5.	ID_K05	The graduate is ready to build their professional identity in a local and global perspective, remaining open to Polish traditions and experiences as well as international processes and challenges, including processes and challenges related to religion.
6.	ID_K06	The graduate is ready to be the caring carer of the child, who offers help and support, while respecting the child's subjectivity and independence. They are ready to create challenges and situations that contribute to both the child and their environment taking individual and collective action to overcome poverty.
<b>Program content</b>		
The sphere of children's religiosity, selected religious practices and children's rights, the anthropological function of the sacred, childhood in the sphere of religion and childhood in the sphere of secularism, manifestations of the sacred in the world of pedagogy, politics, and economy.[KH1]		

<b>Child and art</b>		
<b>Learning outcomes</b>		
<b>Lp.</b>	<b>Reference to directional effects (effect symbol)</b>	<b>Knowledge</b>
1.	ID_W03	The graduate knows and understands the theories of contemporary education through art. In addition, they know and understands the main trends in the artistic creativity of a child.
2.	ID_W04	Has pedagogical knowledge of education through art.
3.	ID_W05	The graduate knows and understands the contemporary face of a child raised by the media.
		<b>Skills</b>
4.	ID_U01	Is able to use the acquired knowledge about the art of the child while performing practical tasks.
		<b>Social competence</b>
5.	ID_K03	The graduate is ready to inspire and organize activities for the child's social environment.

**Program content**

The role of art and creative activity in the development of a child. Contemporary concepts of education through art. Child's art and its natural development. The child and the media (Sartori). Poetic works of a child (Semenowicz). Stages of child's drawing development (Lowenfeld). Analysis of children's art works - characteristics of the phases and periods of artistic development. Art therapy as an aspect of the process of artistic experience. Art project - educational project – arrangement of long-term artistic activities, preparation of an application template for the implementation of an artistic task.

**Children, Media and Technology****Learning outcomes**

<b>Lp.</b>	<b>Reference to directional effects (effect symbol)</b>	<b>Knowledge</b>
1.	ID_W01	The graduate knows and understands, but is also able to perceive, analyse and classify various phenomena related to the presence of children in the space of the network world. They know how and where to deepen the acquired knowledge with further significant facts related to the phenomenon of children's network interactions.
2.	ID_W03	The graduate knows and understands theories related to cyberspace and the world of mediated virtual reality. In addition, knows and understands the basic phenomena and concepts, as well as the directions of development of media techniques or network technologies; Also the most important aspects of media education.
3.	ID_W04	The graduate has knowledge in the field of media theory and practice, but also in social sciences or anthropology of culture, psychology, and sociology, in order to be able to combine, in logical reasoning, knowledge from these fields with pedagogical knowledge - all for the sake of rational functioning of the child in the network environment.
4.	ID_W06	The graduate knows and understands the basic threats and diseases related to the presence of a child in the online reality.
<b>Skills</b>		
5.	ID_U01	Can use theoretical knowledge to analyse complex problems occurring in children's network relationships.
6.	ID_U04	Can talk and express opinions on topics related to various aspects of children's presence in online spaces - especially their mobile carriers.
<b>Social competence</b>		
7.	ID_K01	The graduate is prepared and ready to efficiently and substantively (critically) define their own opinion on the content they are learning related to various manifestations of the child's participation in life on the Internet. And there is a

		fulfilling childhood. They know the methods of educational interference and knows how to apply them in everyday pedagogical practice.
8.	ID_K03	The graduate is ready to encourage and substantive persuasion to work for the benefit of the child's network and anti-network social environment.
<b>Program content</b>		
Social (dis) order in the network (dis) reality. Children in the face of consumerism and network activism. Types of web texts as (anti) pedagogical messages. A child as an actor and a passive student of the network empire of good and evil. Changes in the social order in the network media. Child's Loneliness on the Web. Network (in) security (anti) social. Genesis, symptoms and consequences of network cyber-firing.		

<b>Child and family problems - seminar in English</b>		
<b>Child and family problems - case studies - seminar in English</b>		
<b>Learning outcomes</b>		
<b>Lp.</b>	<b>Reference to directional effects (effect symbol)</b>	<b>Knowledge</b>
1.	ID_W04	The graduate has pedagogical, psychological, sociological, political, legal and medical knowledge that allows them to understand the process of child development and the upbringing of a child in various environments. This knowledge allows them to use the professional vocabulary necessary for academic writing in English.
2.	ID_W08	The graduate knows and understands the development trends of the sciences dealing with the problems of children and the family, about which they learn from reading articles from international journals.
3.	ID_W08	Knows and understands the specific methodology of research on child and family problems used in international scientific literature in this field.
<b>Skills</b>		
4.	ID_U05	Can use a foreign language at the B2 + level of the European Framework of Reference for Languages and to a higher degree use specialist terminology related to children's rights and the leading discipline.
<b>Program content</b>		
Case studies as a pedagogical method of analysis. Critical analysis of texts from scientific journals in English on the topic: Family as an educational environment. Intergenerational transmission and inheritance of status. Selected social problems, e.g. poverty, unemployment, alcohol problems, domestic violence, addiction to modern technologies, single parenthood, old age, divorce, diseases, disability.		

## Legal module

Legal module	semester	ECTS / hour.
Human rights	I	1/15
Convention on the Rights of the Child	I	2/30
European legislation to protect children's rights	I	2/30
European legislation for anti-discrimination measures	II	2/15

Human rights		
Learning outcomes		
Lp.	Reference to directional effects (effect symbol)	Knowledge
1.	ID_W02	The student knows the sources of law, the principles of their creation and basic jurisprudence concepts, in particular the hierarchy of sources of law, including acts of international and EU law, the legislative procedure and the rules of their validity.
2.	ID_W08	The graduate knowledge of the history of human rights and the most important legal sources (international and domestic) of human rights.
3-4	ID_W02 ID_W05	The graduate has in-depth knowledge of the catalog of human rights and freedoms, guiding principles of the status of an individual, European and international bodies for the protection of human rights and measures for their protection.
5.	ID_W04	It recognizes cases of direct and indirect discrimination, harassment, sexual harassment, incitement to discrimination, multiple discrimination, discrimination by association and hate speech.
6.	ID_W06	Has in-depth knowledge of restrictions on freedom and constitutional rights.
		<b>Skills</b>
7.	ID_U08	The graduate student is able to find interesting international agreements on human rights and apply the appropriate law to protect them.
8.	ID_U02	The graduate can diagnose cases of human rights violations, including discrimination, indicate their legal basis and

		propose the application of appropriate legal measures to protect them.
9.	ID_U01	The graduate can diagnose the needs of groups exposed to discrimination, in particular people with disabilities, women and children.
10.	ID_U01	Can find and interpret the jurisprudence of the European Court of Human Rights in Strasbourg.
		<b>Social competence</b>
11.	ID_K04	The student presents a legalistic attitude.
12.	ID_U07	Has respect for the law and values protected by law.
13.	ID_U07	Is sensitive to all manifestations of human rights violations.
14.	ID_U08	Identifies himself with the principle of equality and non-discrimination, has a deepened awareness of the existence of various social groups exposed to discrimination.

### Program content

Sources of human rights, hierarchy of legal acts. Human rights in the system of the UN, the Council of Europe, and the European Union. The constitutional catalog of human freedoms, rights and obligations.

Right to equal treatment and non-discrimination. The right to life and the right to decide about your personal life. Law and gender - the situation of women in international and national terms. Rights of persons with disabilities in the light of the UN Convention on the Rights of Persons with Disabilities. Children's rights in international and national terms.

### Convention on the Rights of the Child

#### Learning outcomes

Lp.	Reference to directional effects (effect symbol)	Knowledge
1.	ID_W02	The graduate knows and deeply understands the provisions of the Convention on the Rights of the Child, its international origins, knows the Polish contribution to its creation and the political, social and cultural context associated with it.
2.	ID_W08	The graduate knows and understands the development trends of disciplines related to children's rights and social changes and understands how it affects the practical application of the Convention on the Rights of the Child.
3.	ID_W08	The graduate knows the basic principles of creating and developing various forms of entrepreneurship of children and their legal position in relation to the Convention on the Rights of the Child.
		<b>Skills</b>
4.	ID_U02	The graduate can read and interpret Polish and international standards related to the Convention on the Rights of the Child, legal and institutional solutions as well as reports on international monitoring.

5-6	ID_U04 ID_U06	Can communicate with specialists and interdisciplinary teams working for the implementation of the Convention on the Rights of the Child. The graduate is able to conduct a debate in the appropriate language of science and social practice (both in Polish and in a foreign language). He participates in team projects for the provisions of the Convention on the Rights of the Child. Can interact with other people as part of teamwork.
7.	ID_K05	It is ready to reflectively promote the Convention on the Rights of the Child and activities on its behalf, and thus for anti-discrimination activities.
8.	ID_K06	Is ready to act responsibly as a leader of children's rights, to uphold ethical principles, including the protection of intellectual property.

### **Program content**

Convention on the Rights of the Child - signatories and executive monitoring. International instruments, legal and executive dimension in individual countries. Provisions of the Convention on the Rights of the Child in pedagogical and social practice. Provisions of the Convention on the Rights of the Child and social change. The Convention on the Rights of the Child and its practical significance in children's lives, e.g. in relation to children's entrepreneurship.

### **European legislation to protect children's rights**

#### **Learning outcomes**

<b>Lp.</b>	<b>Reference to directional effects (effect symbol)</b>	<b>Knowledge</b>
1.	ID_W01	The graduate knows and deeply understands the legal basis of European legislation and the relevant recommendations of the Committee of Ministers of the Council of Europe regarding the rights of children to life and health, upbringing in the family and decent social conditions. They know the European legislation to protect against violence, the rights of disabled children to participate in public life, the rights of migrant children.
2.	ID_W05	The graduate knows and understands the specificity of the functioning of the above-mentioned recommendations in different countries.
		<b>Skills</b>
3.	ID_U02	The graduate can search for appropriate legal regulations and use their knowledge about European regulations in specific situations.
4.	ID_U07	The graduate can develop their competences in order to communicate effectively with lawyers, doctors, employees



		and join interdisciplinary teams dealing with the protection of children's rights and manage their work.
		<b>Social competence</b>
5.	ID_K03	It always defends the rights of the child, and at the same time responsibly fulfils social obligations towards the child, family, local environment and the state.
6.	ID_K04	The graduate is ready to take a critical look at the various recommendations of the Council of Europe on the rights of the child, at conflicts and conflicts of interest of various groups and environments.
<b>Program content</b>		
UN directives, recommendations of the Council of Europe, Green and White Papers of the European Commission, recommendations of WHO, UNICEF, in the field of children's rights to life and health, upbringing in the family and to decent social conditions. European legislation on protection against violence, the rights of children with disabilities to participate in public life and the rights of migrant children.		

<b>European legislation for anti-discrimination measures</b>		
<b>Learning outcomes</b>		
<b>No.</b>	<b>Reference to directional effects (effect symbol)</b>	<b>Knowledge</b>
1.	ID_W02	The graduate knows and understands the assumptions of the United Nations Declaration of Human Rights and the Convention on the Rights of the Child as well as the practical effects of their impact and implementation.
		<b>Skills</b>
2.	ID_U04	Can communicate on specialist topics related to the protection of children's rights and anti-discrimination activities with a diverse audience
		<b>Social competence</b>
3.	ID_K02	Is ready to recognize the importance of knowledge in solving cognitive and practical problems in the field of child rights protection and anti-discrimination activities He is ready to consult experts in case of difficulties with solving the problem on their own.
4.	ID_K04	The graduate is ready to fulfil the professional roles related to the protection of children's rights in a responsible manner, taking into account the changing social needs and ready to take anti-discrimination measures.
5.	ID_K05	The graduate is ready to promote the law on the protection of children's rights and anti-discrimination measures, taking into account Polish and international experience.
<b>Program content</b>		

European Commission announcements regarding the regulation of children's rights in the European Union Reports of the European Parliament on the European Union's strategy for the rights of the child. The anti-discrimination law system in Europe. Protection of children's rights and anti-discrimination activities in the Convention for the Protection of Human Rights and Fundamental Freedoms and the UN Convention on the Rights of Persons with Disabilities. Legal basis for the implementation and protection of children's rights in Poland.

## Medical module

Medical module	semester	ECTS / hour
Emergency medical Services	I	2/15
Mental diseases of children	I	3/30
Child welfare - health, disease	I	3/30
Health and quality of life – case studies	I	3/30
Early Childhood Intervention Strategies (online)	III	3/30

First Aid - babies, toddlers, children		
Learning outcomes		
No.	Reference to directional effects (effect symbol)	Knowledge
1.	ID_W04	The graduate knows and deeply understands the specificity of medical rescue of children and infants. They know the anatomical conditions of children and infants that may affect different recommendations related to resuscitation and first aid in the event of a life-threatening situation.
		<b>Skills</b>
2.	ID_U01	The graduate can read signals that indicate a threat to the life and health of a child.
		<b>Social competence</b>
3.	ID_K02	The graduate is ready to critically analyse the emergency situation and the condition of the child / infant.
4.	ID_K04	The graduate is ready to responsible reactions and actions in situations where a child's health and life are in danger, as well as in pain and discomfort.
Program content		
Anatomy of an infant and child at different stages of development. Recognition of symptoms flowing from the child's body and indicative of threats to health or life. First aid techniques in practice. Practicing their use. Development, exercise and implementation of a rescue action		

plan in crisis situations critical to the health and life of the child, as well as for its comfort and sense of security.

### Mental diseases of children

#### Learning outcomes

Lp.	Reference to directional effects (effect symbol)	Knowledge
1.	ID_W01	The graduate knows and understands the processes of biological and physical, cognitive, social and personality development of children. They know the criteria of mental and behavioral disorders developing in infancy, early childhood and childhood. Knows the criteria for the diagnosis of mental and behavioral disorders according to the ICD-10.
2.	ID_W05	The graduate knows the ecological, social and cultural determinants of mental and behavioral disorders developing in childhood. Knows selected procedures, techniques and diagnostic tools for mental and behavioral disorders.
3.	ID_W08	Knows and understands development trends in medical science related to mental diseases, their prevention and treatment.
<b>Skills</b>		
4.	ID_U03	Can plan consultation and diagnostic sessions. Can apply the known techniques and diagnostic tools and adjust them to the individual needs of the client and their physical and psychosocial functioning. Can adapt existing or develop new methods and tools.
5.	ID_U07	Can reflectively assess the level of knowledge and diagnostic and therapeutic skills necessary in working with children with mental and behavioral disorders and their families. Understands the need for continuous professional training and personal development.
<b>Social competence</b>		
6.	ID_K05	The graduate is ready to strengthen its competences in the area of diagnostic and intervention work with children and their immediate environment, remaining open to Polish traditions and experiences, as well as international processes and challenges.

#### Program content

Abnormalities in cognitive, emotional and social development. Diagnostic criteria of selected disease entities and diagnostic procedures according to ICD 10. Changes in the diagnosis, prevention and treatment of mental diseases in children and adolescents. Ethical principles and norms in diagnostic procedures and aid interactions, with particular emphasis on the specificity of working with children. Introduction to the basics of pedagogical therapy and cognitive-behavioral therapy, family therapy.

<b>Child's well-being health &amp; disease</b>		
<b>Learning outcomes</b>		
<b>No.</b>	<b>Reference to directional effects (effect symbol)</b>	<b>Knowledge</b>
1.	ID_W01	The graduate knows and understands to a greater extent the problems of health and diseases of the child as well as factors related to health prevention, child welfare indicators adopted by WHO and UNICEF and relevant reports.
2.	ID_W05	Knows and understands the psychological, pedagogical, social and cultural determinants of a child's well-being.
<b>Skills</b>		
3.	ID_U02	The graduate can read, interpret and critically analyse Polish and international reports related to health prevention and join a variety of comparative studies.
4.	ID_U04	Is able to communicate on health topics with specialists in individual health care and experts dealing with health treatment and prophylaxis from a local and supra-local perspective.
5.	ID_U07	Is able to independently plan and implement their own learning about the health and well-being of a child and use this knowledge in professional work and private life.
<b>Social competence</b>		
6.	ID_K01	The graduate is ready to critically analyse data on the health and illness of children, they notice hidden interests, stereotypes and distortions of the social message.
7.	ID_K03	The graduate is ready to join the sometimes important, controversial initiatives and activities to raise public awareness of the child's health.
8.	ID_K04	The graduate is ready to act responsibly as an educator dealing with rational pro-health activities correcting cultural myths and prejudices.
<b>Program content</b>		
<p>Child well-being indicators - measurements and interpretation. Health-promoting behavior - prophylaxis. Myths and stereotypes that may affect a child's well-being (vaccinations, development scales, sustainable development). Cultural phenomena affecting the child's well-being (FGM, body rituals, age of marriage, contraception, sexual education). Quality of life indicators and their analysis. Sustainable development policy. Socio-economic development and the caring role of the state in the field of child well-being. Pedagogical competences of guardians and the child's well-being.</p>		

<b>Health and quality of life – case studies</b>
<b>Learning outcomes</b>

<b>No.</b>	<b>Reference to directional effects (effect symbol)</b>	<b>Knowledge</b>
1.	ID_W01	The graduate knows and understands the basic assumptions of health pedagogy. They know and understands to a greater extent issues related to health and disease, including knowledge of biomedical and psychosocial health conditions.
2.	ID_W05	The graduate knows the ecological, social and cultural determinants of health and disease resulting from the development of civilization, with particular emphasis on eating disorders and addiction to psychoactive substances and behavioral addictions. They know what a Blue Card is, domestic violence.
<b>Skills</b>		
3.	ID_U04	Is able to communicate on health topics with specialists in individual health care and experts dealing with health treatment and prophylaxis from a local and supra-local perspective.
4.	ID_U01	The graduate can use their knowledge related to social, cultural and ecological conditions of health and disease in order to adjust appropriate methods and tools for working with a child and its immediate environment.
<b>Social competence</b>		
5.	ID_K03	The graduate is ready to act responsibly as a pedagogue promoting health in various environments, including, above all, shaping healthy eating behavior and conducting preventive education.

### **Program content**

Basic assumptions of health pedagogy. Introduction to the area of knowledge on biomedical and psychosocial health determinants. Civilization diseases, with particular emphasis on gluttony, binge eating, anorexia nervosa, behavioral addictions and addiction to psychoactive substances. Blue Card and domestic violence. Health prophylaxis and health promotion. Concepts of health and disease, including salutogenetic, biological, psychological and social models (Antonovsky's Salutogenesis Model, Resilience Model). The presented issues will be presented on the basis of selected case studies.

### **Early Childhood Intervention Strategies (online)**

#### **Learning outcomes**

<b>Lp.</b>	<b>Reference to directional effects (effect symbol)</b>	<b>Knowledge</b>
1.	ID_W04	The graduate has knowledge of the biological, physical, cognitive and social development of a child. They know the

		basic theories of a child's development, including cognitive and developmental models, learning theories.
2.	ID_W03	Knows and understands the basic methods of research on early childhood, including descriptive, correlational, experimental, longitudinal and transverse research. Is aware of ethical issues.
		<b>Skills</b>
3.	ID_U01	The graduate is able to use their knowledge in the area of cognitive, biological, emotional and social development of a child. Can formulate and analyse research problems, select methods and tools for research on early childhood. Can carry out preventive activities.
4.	ID_U04	Is able to communicate effectively with families in need of help and to construct oral and written advice in a language understandable to the recipients.
5.	ID_U06	The graduate can manage the work of the team and communicate with institutions and specialists working for the benefit of the child and the family.
		<b>Social competence</b>
6.	ID_K01	The graduate is ready to critically analyse data on the health and disease of children, to see hidden interests, stereotypes and distortions of the social message. The graduate is ready to consult experts in case of difficulties with solving the problem on their own.
7.	ID_K03	The graduate is ready to join the sometimes important, controversial initiatives and activities to raise public awareness of the child's health.
8.	ID_K04	The graduate is ready to act responsibly as an educator dealing with rational pro-health activities correcting cultural myths and prejudices.
<b>Program content</b>		
Basic terminology in the field of biological, physical, cognitive and social development of a child, with particular emphasis on early childhood. Basic theories of child development, including cognitive-developmental models, learning theories and their main representatives: John B. Watson, Jean Piaget. Basic research methods on early childhood.		

## Social policy module

<b>Social policy module</b>	<b>semester</b>	<b>ECTS / hour</b>
Local Government in support of Community and Children - case studies	II	2/15
Child-focussed NGOs	III	2/15
Citizenship and child participation - indicators, monitoring, reports	III	2/30

<b>Local Government in support of Community and Children - case studies</b>		
<b>Learning outcomes</b>		
<b>No.</b>	<b>Reference to directional effects (effect symbol)</b>	<b>Knowledge</b>
1.	ID_W05	The graduate knows and understands to a greater extent what the local policy towards children and youth is. Knows and understands the principles of local policy towards children and youth. They know and understands the theoretical assumptions of local policy towards children and youth. Knows and understands advanced general knowledge in the field of social policy. They know and understands the models of social policy.
2.	ID_W04	Knows and understands the basic issues related to the functioning of children and youth in the local community. They know and understands what problems children and adolescents are currently experiencing. They know and understands the various sections of social policy relating to children and youth.
		<b>Skills</b>
3.	ID_U02	The graduate can use their knowledge, formulate and solve complex and unusual problems related to the situation of children and adolescents. Can search for appropriate legal regulations concerning children and youth, taking into account the ordinances of the Ministry of Labor and Social Policy. They are able to use their knowledge about the possibilities of supporting children and youth.

4.	ID_U04	The graduate is able to communicate with specialists dealing with children and youth from the closest environment, i.g. with family, psychologist, school educator, addiction therapist, teachers, employees of community and social therapy clubs, social worker, probation officer and the police.
5.	ID_U07	The graduate is able to independently plan and implement their own learning about local politics, models of social policy, scopes of support for children and youth. They can learn. It is open to the changing legal, social and local reality.
<b>Social competence</b>		
6.	ID_K01	The graduate is ready to critically analyse and evaluate their work. They are ready to learn about the new regulations regarding the support of children and youth and the help offered to them. They are ready to see the difficulties associated with working for children and youth in the local environment. They are ready to consult experts in case of difficulties with solving the problem on their own.
7.	ID_K03	The graduate is ready to join activities for the benefit of the family and local community. It is ready to strive to improve the educational, work, housing, health and social prospects of children and young people. He is ready to act responsibly as a pedagogue dealing with matters of children and youth from the perspective of local politics. It ensures that their rights are respected inside and outside educational institutions.

### **Program content**

The concept, scope and genesis of local politics. Principles and instruments of local policy with particular emphasis on activities aimed at children and youth. Local policy entities; participation of children and youth in activities for the benefit of the local community. Models of social policy and their impact on children, youth and families. Social policy sections: health policy, family policy, education policy; Challenges for local politics. Act on social assistance. Regulations of the Ministry of Family and Social Policy regarding children and youth. Problems of children and adolescents and a critical analysis of system solutions

### **Local Government in support of Community and Children - case studies**

#### **Learning outcomes**

<b>Lp.</b>	<b>Reference to directional effects (effect symbol)</b>	<b>Knowledge</b>
1.	ID_W01	The graduate knows and understands European legislation to protect against violence, the rights of children with disabilities, the rights of migrant children. They know the legal acts and activities of non-governmental organizations,



		local governments for the benefit of the child.
2.	ID_W02	The graduate knows and understands the assumptions of the United Nations Declaration of Human Rights and the Convention on the Rights of the Child as well as the practical effects of their impact and implementation.
3.	ID_W05	The graduate knows and understands the specificity of the functioning of institutions dealing with child support. They know the social and cultural conditions of the child.
4.	ID_W08	The graduate knows the basic principles of creating and developing various forms of entrepreneurship related to the needs of children.
		<b>Skills</b>
5.	ID_U01	The graduate is able to identify and diagnose various problems of the child and the family with the use of appropriate diagnostic tools.
6.	ID_U03	Can use specialized methods, tools, including advanced information and communication techniques to solve complex and unusual problems concerning a child. Is able to join interdisciplinary teams dealing with the protection of children's rights. Can work in a teamwork group with a specific family.
7.	ID_U04	The graduate is able to communicate effectively with doctors, social workers and family assistants from a local and supra-local perspective. Participates in teams, research and practical projects in the field of child and family support.
8.	ID_U06	The graduate is able to independently plan and implement activities for the child in the family and school environment, as well as cooperate in planning and implementing these tasks. They can use their knowledge in practice.
		<b>Social competence</b>
9.	ID_K02	The graduate is ready to take a critical look at various activities of local governments for the benefit of the child, at conflicts and contradictions in the interests of various groups and environments.
10.	ID_K03	Is ready to fulfil social obligations towards the child, family, institutions working for the benefit of the child, inspiring and organizing activities for the child's social environment. They always stand up for the child, responsibly fulfils social obligations towards the child, family and school environment.
11.	ID_K04	Is ready to act responsibly as an educator taking care of the child, taking into account the changing social needs.
<b>Program content</b>		
Legal acts, regulations on social assistance. Violence against a child: a legal and psychological approach. Helping an abused child. Procedures for the conduct of institutions, services,		

organizations, specialists taking care of the child, working for the family. Blue Card Procedure. Principles of intervention in the situation of domestic violence. Activities of the commune, local self-governments and non-governmental organizations towards the child. Developing a service base for the child (entrepreneurship).

<b>Child-focussed NGOs</b>		
<b>Learning outcomes</b>		
<b>Lp.</b>	<b>Reference to directional effects (effect symbol)</b>	<b>Knowledge</b>
1.	ID_W02	Knows and understands the political, social and cultural conditions of the formation and operation of NGOs aimed at supporting children.
2.	ID_W04	The graduate has pedagogical, sociological, political and legal knowledge which allows them to understand the functioning of non-governmental organizations working for children. This knowledge allows them to use professional vocabulary necessary in academic writing.
		<b>Skills</b>
3.	ID_U06	The graduate is able to independently plan and implement activities for NGOs, as well as cooperate in the planning and implementation of tasks of non-governmental organizations acting for the benefit of children.
4.	ID_U08	The graduate can plan and undertake their own learning related to the third sector and direct others in this area by taking initiatives related to children and their rights.
		<b>Social competence</b>
5.	ID_K02	The graduate is ready to critically analyse data on NGOs in the service of children.
6.	ID_K04	It is ready to responsibly support foundations and associations working on behalf of children and their rights.
<b>Program content</b>		
Types of local and supranational non-governmental organizations working for children. Reports of NGOs and their analysis. Watch dog function. Institutional problems and barriers as well as factors in favor of NGOs. Volunteering.		

<b>Citizenship and child participation - indicators, monitoring, reports</b>		
<b>Learning outcomes</b>		
<b>Lp.</b>	<b>Reference to directional effects (effect symbol)</b>	<b>Knowledge</b>
1.	ID_W01	The graduate knows and deeply understands issues related

		to children's participation and citizenship of children.
2.	ID_W03	Has an orderly knowledge of children's rights to social participation.
3.	ID_W05	Knows the basic European documents on citizenship and child participation The graduate knows and deeply understands the ideas of practicing the participation of children, including the children's parliament and the peers' court.
4.	ID_W08	Knows and understands critical discourse analysis as a research method allowing for the interpretation of indicators, monitoring and reports on citizenship and social participation.
		<b>Skills</b>
5.	ID_U01	The graduate can use their knowledge to solve complex problems of practicing citizenship and participation in children.
6.	ID_U02	Can select appropriate sources and information on youth participation and the future of civil society for critical analysis and presentation of this information.
7.	ID_U03	The graduate can use the idea of participation of young people in local and regional life.
		<b>Social competence</b>
8.	ID_K01	The graduate is ready to critically assess young people's access to information and to see hidden activities of society.
9.	ID_K03	It is ready to inspire children and young people to think and act for the benefit of civil society and children's participation.
<b>Program content</b>		
<p>Concepts of children's rights to social participation: the right to freedom of expression, to information, the right to freedom of thought, conscience, religion, the right to freedom of association and the right to privacy and access to media information. Documents on children's participation: 2003 European Charter for Young People's Participation in Local and Regional Life. Recommendation of the Committee of Ministers of the Council of Europe member states on the participation of young people in local and regional life; 2009 Council of Europe recommendations. 2009 General Comment of the Committee on the Rights of the Child. Recommendations of the Committee of Ministers on youth participation and the future of civil society and on children's citizenship. Concepts of child citizenship, in particular the ideas of democracy as a way to make independent decisions on basic matters concerning the life of children. Critical discourse analysis - indicators, monitoring, reports related to the child, and in particular to child participation.</p>		

## Practical module

Practical module	semester	ECTS / hour
Psycho-pedagogical diagnosis and counselling - child and family	III	4/30
Pedagogical projects - 1 Pedagogical projects - 2 Pedagogical projects - 3  (optional classes)	I II III	2/15 2/15 3/15
Continuous three-month apprenticeship (optional classes)	IV	18/300
Social projects	III	2/30

Psycho-pedagogical diagnosis and counselling - child and family		
Learning outcomes		
Lp.	Reference to directional effects (effect symbol)	Knowledge
1.	ID_W01	The graduate knows and understands to a deeper degree the terminology related to the family and the child. They know the basic principles of psycho-pedagogical diagnosis of family systems and the concepts of family counseling and understands their application. They know the main areas of psycho-pedagogical diagnosis, theoretical assumptions and methodological solutions. They know selected issues in family and criminal law as well as psychological and pedagogical assistance.
2.	ID_W06	Knows and understands the ecological, social and cultural determinants of children's health resulting from the

		development of civilization.
		<b>Skills</b>
3.	ID_U01	The graduate is able to identify and diagnose various problems of the child and the family with the use of appropriate diagnostic tools. Can formulate and analyse research problems, select methods and tools for psychological and pedagogical diagnosis, synthesize various concepts and means of family and child diagnosis. They can diagnose and conduct activities of a preventive, caring, psycho-pedagogical, intervention and mediation character.
4.	ID_U03	Is able to communicate effectively with families in need of help and to construct oral and written advice in a language understandable to the recipients. They are able to communicate with specialists, interdisciplinary teams, support centers acting for the benefit of the child and the family.
5.	ID_U04	The graduate can manage the work of the team and communicate with institutions and specialists working for the benefit of the child and the family. They are able to join the activities of the interdisciplinary team dealing with the child and family.
6.	ID_U08	The graduate is able to independently plan and implement their own learning to work with the family and institutions supporting it. Is able to use theoretical knowledge to design, organize and implement aid activities for a child and family.
		<b>Social competence</b>
7.	ID_K02	It is ready to join in and build a support network and cooperation with other entities in the field of assistance. Responsibly fulfils social obligations towards the child, family, local environment and the state. He is ready to consult experts in case of difficulties with solving the problem on their own.
8.	ID_K03	The graduate is ready to independently formulate conclusions, substantive arguments regarding diagnostic and counselling procedures.
9.	ID_K06	The graduate is ready to act responsibly as a family and child specialist in the context of psycho-pedagogical diagnosis and counselling.
<b>Program content</b>		
Psycho-pedagogical diagnosis - theoretical assumptions, areas of psychopedagogical diagnosis, introduction to psychoeducation and family counselling. Pathologies and dysfunctions in the family from a psycho-pedagogical and therapeutic perspective. Regulation on psychological and pedagogical assistance, selected issues in family and criminal law, training in family mediation, workshop of sociotherapeutic skills, systemic therapy of children and youth, methodology of therapeutic work with the family, career counselling.		

<b>Continuous three-month apprenticeship</b>		
<b>Learning outcomes</b>		
<b>No.</b>	<b>Reference to directional effects (effect symbol)</b>	<b>Knowledge</b>
1.	ID_W08	The graduate knows the basic principles of self-development in the field of own professional entrepreneurship.
2.	ID_U01	The graduate is able to use the possessed knowledge related to the child, the determinants of its development, well-being and social functioning during professional practice.
3.	ID_U03	Is able to use specialized methods, tools, including advanced information and communication techniques in order to solve problems related to the child and childhood, which they or she will encounter in the course of professional practice.
4.	ID_U04	Can communicate on specialist topics related to the child and children's rights with diverse audiences from different areas of professional practice.
5.	ID_U05	In the case of a professional internship abroad, they can use a foreign language at the B2 + level of the European System for the Description of Languages, and to a higher degree use specialist terminology related to children's rights and the leading discipline.
6.	ID_K03	Is ready to fulfil social obligations towards the child, family, institutions working for the rights of the child, inspiring and organizing activities for the benefit of the child's social environment, initiating actions for the public interest, thinking and acting in an entrepreneurial manner.
7.	ID_K04	Is ready to responsibly fulfil professional roles related to the child and children's rights, taking into account changing social needs, and ready to take anti-discrimination measures
8.	ID_K06	Has the competences necessary to be a caring child's guardian, offering advice and assistance, and at the same time respecting the subjectivity and autonomy of the child, who can create challenges and situations prompting the child and its living environment to undertake individual and collective educational activities.
<b>Program content</b>		
<p>Two paths to choose from:</p> <ul style="list-style-type: none"> <li>- domestic and</li> <li>- foreign.</li> </ul> <p>Internship in Poland – Internships in future potential workplaces (domestic and institutions and institutions dealing with children and children's rights, the Office of the Ombudsman for Children, local governments, non-governmental organizations, media and other places thematically related to the field of study). Opportunity to participate in Polish projects run by foundations and associations.</p>		

International internship – internships focused on international activity and increasing linguistic and communication skills in a foreign language (foreign or international institutions and institutions dealing with children and children's rights, including those affiliated by UNESCO, UNICEF, UN, CREAN, the UNESCO Janusz Korczak Chair, as well as diplomatic missions). they will also be able to participate in international projects run by international agencies, as well as foundations and associations.

The internship will be aimed at building the professional identity of a specialist in the rights of children and childhood, built on universal values in the service of the child's welfare, respect for its dignity, freedom and children's citizenship, combined with a compliant attitude towards the child, supporting its development. It will involve students in the Polish and international environment of researchers of childhood and children's rights.

The student – apprentice will be a reflective practitioner, able to manage their own development, gain theoretical and practical knowledge, reflectively evaluate himself and their actions. They will assume the attitude of the child's guardian offering advice and help. they will have a positive attitude towards himself, towards the child, towards other people and towards the world.

<b>Pedagogical projects – 1</b>		
<b>Learning outcomes</b>		
<b>No.</b>	<b>Reference to directional effects (effect symbol)</b>	<b>Knowledge</b>
1.	ID_W01	The graduate knows and deeply understands the idea and meaning of the project in broadly understood pedagogical work. Has an in-depth and structured knowledge of the structure and procedure of a research procedure (research by action).
2-3	ID_W03 ID_W08	The graduate knows and understands the advanced research methodology in this field of studies on childhood and children's rights. Knows and understands the concept of research in action - their conditions, goal, stages, dynamics. They understand the related ethical issues and knows the areas of application in the area of social and pedagogical interactions.
		<b>Skills</b>
4.	ID_U02	Can make the right selection of information and knowledge sources and make their evaluation, critical analysis, synthesis and interpretation. Can critically analyse scientific texts and present information and knowledge. Can use these skills in academic writing.
		<b>Social competence</b>
5.	ID_K03	Is ready to fulfil social obligations towards the child, family,

		institutions working for the rights of the child, inspiring and organizing activities for the benefit of the child's social environment, initiating actions for the public interest, thinking and acting in an entrepreneurial manner.
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**Program content**

Pedagogical projects: research and activities. Methodological workshop: Concept of action research. Research questions, research objectives and activities, subsequent stages of a research project. Analysis of selected projects. Designing your own project. Participation in the project.

**Pedagogical projects – 2**

**Learning outcomes**

No.	Reference to directional effects (effect symbol)	Knowledge
1.	ID_W01	The graduate knows and deeply understands the idea and meaning of the project in broadly understood pedagogical work. Has an in-depth and structured knowledge of the structure and procedure of a research procedure (research by action).
2.	ID_W03 ID_W08	The graduate knows and understands the advanced research methodology in this field of studies on childhood and children's rights. Knows and understands the concept of research in action - their conditions, goal, stages, dynamics. They understand the related ethical issues and knows the areas of application in the area of social and pedagogical interactions.
		<b>Skills</b>
1.	ID_U01	Can use the knowledge they have related to the child, the determinants of its development, well-being and social functioning when designing practical tasks.
2.	ID_U03	Can use specialized methods, tools, including advanced information and communication techniques to solve complex and unusual problems concerning children and childhood. Can adapt existing or develop new methods and tools. Can formulate and test hypotheses related to simple research problems.
3.	ID_U06	Is able to independently plan and implement activities for the rights of the child, as well as cooperate in the planning and implementation of research tasks related to children's rights, as well as perform a leadership role in a team performing professional tasks.
		<b>Social competence</b>
4.	ID_K01	They are ready to critically evaluate the content they receive regarding the rights of children and childhood.



<b>Program content</b>
Pedagogical projects: research and activities. Keeping documentation and field notes. Implementation of designed activities and research on these activities. Researcher's self-reflection and practitioner. Consultation with teachers.

<b>Pedagogical projects – 3</b>
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<b>Learning outcomes</b>		
No	Reference to directional effects (effect symbol)	Knowledge
1.	ID_W03	They know and understands the advanced research methodology in this field of research on childhood and children's rights.
		<b>Skills</b>
2.	ID_U03	Can use specialized methods, tools, including advanced information and communication techniques to solve complex and unusual problems concerning children and childhood. Can adapt existing or develop new methods and tools. Can formulate and test hypotheses related to simple research problems.
3.	ID_U04	Can communicate on specialist topics related to the child and children's rights with a wide variety of audiences.
4.	ID_U07	They can manage their own development, acquire theoretical and practical knowledge, reflectively evaluate himself and their actions, build and develop their intellectual and social capital. They are a reflective practitioner.
		<b>Social competence</b>
5.	ID_K02	They are ready to recognize the importance of knowledge in solving cognitive and practical problems in the area of children's and childhood rights.
6.	ID_K05	It is ready to build its professional identity in a local and global perspective, remaining open to Polish traditions and experiences as well as international processes and challenges.

<b>Program content</b>
Pedagogical projects: research and activities. Consultation, documentation and field notes. Presentation of the results of participation in the project from the perspective of action research. Recommendations and evaluation of the social impact of the project on a micro, mezzo and macro scale. Reflective and critical assessment of changes related to the designed and implemented activity.

<b>Social projects</b>
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<b>Learning outcomes</b>		
<b>No.</b>	<b>Reference to directional effects (effect symbol)</b>	<b>Knowledge</b>
1.	ID_W01	They know and deeply understand the idea and meaning of the social project. Have in-depth and structured knowledge of the structure and procedure of the project procedure. Know and understands the diagnostic and evaluation methods used in a social project. They know how to independently make and implement a project.
2.	ID_W05	They know and understand the various faces of childhood, its individual social, cultural, economic and political conditions in today's world. Has knowledge of the legal and institutional framework for helping and supporting a child in multiple situations and the determinants of social inclusion.
		<b>Skills</b>
3.	ID_U01	Is able to use the possessed knowledge related to the child, the determinants of its development, well-being and social functioning during the development of a social project.
4.	ID_U02	Can make the right selection of information and knowledge sources and make their evaluation, critical analysis, synthesis and interpretation. Can critically analyze scientific texts and present information and knowledge. Can use these skills in academic writing.
5.	ID_U06	Is able to independently plan and implement activities for the rights of the child, as well as cooperate with others in the planning and implementation of research tasks related to children's rights, as well as perform a leadership role in a team carrying out professional tasks.
6.	ID_U08	Can plan and undertake their own lifelong learning and guide others in this regard by adopting a positive attitude towards himself, towards the child, towards other people and towards the world. They are a creative, creative person, looking for new solutions, ready to initiate and implement changes.
		<b>Social competence</b>
7.	ID_K03	Is ready to fulfil social obligations towards the child, family, institutions working for the rights of the child, inspiring and organizing activities for the benefit of the child's social environment, initiating actions for the public interest, thinking and acting in an entrepreneurial manner.
<b>Program content</b>		
Social project concept. Structure of a social project (parts, stages). A wide range of potential uses for working for a variety of environments. Design and preparation of social projects in		

groups. Attempts to obtain institutional support in order to implement a selected social project.

## Individual development path module

Individual development path module	semester	ECTS / hour
EFL laboratory – 1 – Holocaust History and its Significance in Education for Peace or Facultative choice from APS offer	I	2/30
EFL lab – 2 – Toolkit for Field Researchers 00-0F-TFR	II	2/30
EFL lab – 3 – Reflective Diary, Self-awareness, Holistic Development (selective classes)	III	5/60
Tutoring in the selected module - 1	I	2/15
Tutoring in the selected module - 2	II	2/30
Tutoring in the selected module - 3	III	2/30
Tutoring in the selected module - 4 (optional classes)	IV	2/30
Master's degree seminar - 1	I	5/30
Master's degree seminar - 2	II	5/30
Master's degree seminar - 3	III	5/30
Master's degree seminar - 4 and submission of thesis (optional classes)	IV	10/30

Occupational Health and Safety			
Learning outcomes			
No.	Directional reference symbol)	effect (effect	Knowledge
1.	ID_W04		The student has elementary knowledge of occupational safety and health in educational, care, cultural and support institutions.
2.	ID_W01		They know the provisions of the labour law.
3.	ID_W04		Have knowledge of the risks in the work environment, occupational risk assessment in the field of acquiring occupational diseases and accidents at work.
4.	ID_W01		Have knowledge about health related prevention and pro-health healthy life styles.
5.	ID_W01		They know the rules of conduct in the event of an accident, in emergency situations (fire, breakdown), including first aid

		in the event of an accident.
		<b>Skills</b>
6.	ID_U01	The student analyses the circumstances and causes of accidents at work and occupational diseases and the related prevention.
		<b>Social competence</b>
7.	ID_K04	The student is convinced of the importance of behaving in a professional manner; prepares responsibly for their work.
8.	ID_K03	Is aware of social security.
9.	ID_K03	Is aware of the economic effects of improper working conditions.
<b>Program content</b>		
Selected legal issues related to health and safety. Information on potential threats to life and health. Information on protection against occurring threats. Rules of conduct in the event of threats (including first aid). Evacuation rules, procedures in the event of accidents, fire hazard. Risk assessment.		

<b>EFL Lab – 1</b>		
<b>EFL Lab – 2</b>		
<b>EFL Lab – 3</b>		
<b>Learning outcomes</b>		
<b>No.</b>	<b>Reference to directional effects (effect symbol)</b>	<b>Knowledge</b>
1.	<b>ID_W04</b>	They have knowledge in selected areas of social and medical sciences allowing them to build an individual development program related to the development of practical competences and related to scientific (including research) activities and academic writing in English. English.
		<b>Skills</b>
2.	<b>ID_U04</b>	Can communicate on specialist topics related to the child and children's rights in English with a diverse audience, also from abroad.
3.	<b>ID_U05</b>	Can use a foreign language at the B2 + level of the European Framework of Reference for Languages and to a higher degree use specialist terminology related to children's rights and the leading discipline.
4.	<b>ID_U08</b>	Can plan and undertake own lifelong learning and guide others in the development of linguistic competences.
		<b>Social competence</b>
5.	<b>ID_K01</b>	Is ready to critically evaluate the content received regarding the rights of the child and childhood and is able to engage in a critical discussion in English.

6.	<b>ID_K05</b>	It is ready to build its professional identity in a local and global perspective, remaining open to Polish traditions and experiences as well as international processes and challenges.
7.	<b>ID_K06</b>	Is ready to follow and develop the principles of professional ethics with special respect for the diversity of different cultures and languages.

### **Program content**

The student will be able to choose a seminar from the range of generally accessible academic seminars in English. English.

The subject of seminars within the offered field of study will include problems in the field of social, critical and comparative pedagogy, developmental psychology, anthropology and sociology of culture, and the sociology of education.

The issues are oriented towards developing linguistic and communicative competences in English in the studied area, in order to expand the vocabulary resources and encourage participants to active, interpersonal international contacts.

Depending on the language level of the participants, they will be encouraged to critically analyse scientific texts and to write scientific exercises in English.

**Tutoring in the selected module – 1**

**Tutoring in the selected module – 2**

**Tutoring in the selected module – 3**

**Tutoring in the selected module – 4**

### **Learning outcomes**

<b>No.</b>	<b>Reference to directional effects (effect symbol)</b>	<b>Knowledge</b>
1.	ID_W04	They have knowledge in selected areas of social and medical sciences, allowing them to build an individual development program related to the development of practical competences and related to scientific (including research) activities and academic writing.
		<b>Skills</b>
2.	ID_U02	Can make the right selection of information and knowledge sources and make their evaluation, critical analysis, synthesis and interpretation. Can critically analyse scientific texts and present information and knowledge. Can use these skills in academic writing.
3.	ID_U07	They can manage their own development, acquire theoretical and practical knowledge, reflectively evaluate himself and their actions, build and develop their intellectual and social capital. They are reflective practitioners.
4.	ID_U08	Can plan and undertake their own lifelong learning and guide others in this regard by adopting a positive attitude towards himself, towards the child, towards other people

		and towards the world. They are a creative, creative person, looking for new solutions, ready to initiate and implement changes.
		<b>Social competence</b>
5.	ID_K01	Graduate is ready to critically evaluate the content they receive regarding the rights of children and childhood.
6.	ID_K02	Graduate is ready to recognize the importance of knowledge in solving cognitive and practical problems in the area of children's and childhood rights.
7.	ID_K03	Is ready to fulfil social obligations towards the child, family, institutions working for the rights of the child, inspiring and organizing activities for the benefit of the child's social environment, initiating actions for the public interest, thinking and acting in an entrepreneurial manner.
<b>Program content</b>		
<p>The study participant will have the opportunity to choose the area of education in which they would like to develop their knowledge and skills in an individualized tutoring program. The selection will concern one of the modules:</p> <ul style="list-style-type: none"> <li>- pedagogical</li> <li>- legal</li> <li>- medical (medical issues and psycho-therapeutic support)</li> <li>- social policy (political science and administration - social sciences).</li> </ul> <p>Pedagogical module - The aim of the course will be to teach independent thinking, building opinions and judgments based on knowledge, scientific research and other substantive arguments related to knowledge in the field of pedagogy.</p>		

**Master's degree seminar – 1**  
**Master's degree seminar – 2**  
**Master's degree seminar – 3**  
**Master's degree seminar – 4 and submission of thesis**

**Learning outcomes**  
**All the effects planned to be implemented at APS as part of the master's diploma seminars, moreover, the effects specific to the Interdisciplinary studies on childhood and children's rights, listed below**

No.	Reference to directional effects (effect symbol)	Knowledge
1.	ID_W08	Graduate knows and understands the methodological specifics of research related to children and knows the methodology of research in this field well.
2.	ID_W08	Knows and understands the main development trends of scientific disciplines related to childhood studies and children's rights, including the methodology of research in this field.
		<b>Skills</b>
3.	ID_U03	Can conduct research thematically related to the child, childhood and children's rights, using specialized methods, tools and advanced information and communication techniques.

**Program content**

Stages of the research procedure. Basic methodological concepts: research purpose and research subject, problems, hypotheses, variables, indicators, methods, techniques and research tools. Formulating the scope of research issues and research topic. Analysis, selection and categorization of theoretical issues and terminology related to the topic of work. Development of a bibliography using editorial standards.

Legal module – The aim of the course will be to teach independent thinking, building opinions and judgments based on knowledge, scientific research and other substantive arguments related to knowledge in the field of legal sciences in the field of children's rights.

Medical module – The aim of the course will be to teach independent thinking, building opinions and judgments based on knowledge, scientific research and other substantive arguments related to knowledge in the field of medical sciences.

Module on social policy – The aim of the course will be to teach independent thinking, building opinions and judgments based on knowledge, scientific research and other substantive arguments related to knowledge in the field of social policy.