

**SWK -7051B**  
**TRANSITIONAL SAFEGUARDING: AN APPROACH TO SAFEGUARDING YOUNG PEOPLE**  
**2025/26**

**Module leader:** Professor Christine Cocker

**Staff delivering the teaching:** Professor Christine Cocker, Dr Nathalie Huegler and Dez Holmes

**Credit value:** 20 Level 7 (M) credits, Spring Semester

**Module fee:** £560

**Delivery method:** Online

**Summative assessment submission:** Thurs 25 June 2026 (please check module handbook for further information)

This module can be taken as a stand-alone module, or the credits can be put towards the MA in Advanced Social Work or the MA in Advanced Social Care. It is possible to exit from either MA with a Post Graduate Certificate (60 credits) or Post Graduate Diploma (120 credits).

### **INTRODUCTION**

This module is aimed at practitioners and managers at all levels and in all areas of practice, including social work, social care, youth work, sports sciences, education, health, mental health, youth justice, probation, voluntary sector organisations etc.

Transitional Safeguarding is an approach to safeguarding young people (aged mid-teens to mid-twenties), recognising that some young people are currently falling between gaps in current service systems with often devastating results. Legislation and organisations delivering statutory and non-statutory services to young people often have rigid criteria regarding who is eligible and not eligible for support and safeguarding, particularly around the age of 18 years. Differing thresholds between services mean that previously recognised needs are no longer being met. This can lead to young people being inadequately supported and safeguarded.

Transitional Safeguarding provides an approach that encourages professionals at every level across a variety of public and voluntary sector organisations to think differently about how they safeguard young people, working together across systems and recognising the need for tailored support that is focused on the particular needs and risks faced by young people as they move into adulthood. Those who require safeguarding support at this age often have complex histories and face intersecting adversities. This module seeks to explore how it is possible to address the safeguarding needs of these young people, involving them in decisions that are made about them.

## **LEARNING OBJECTIVES AND OUTCOMES**

This objective of this module is to provide participants with in-depth knowledge of Transitional Safeguarding, and, through tailored learning activities and the module assignments, to support participants to develop confidence, skills and understanding about how they can support young people with safeguarding needs through this transition period, into adulthood. It will also examine how participants can influence practice through their own networks to ensure they are not working in a siloed way that perpetuates a binary approach to safeguarding children and adults. For middle and senior managers studying on this module, emphasis will be on how participants can use new knowledge to improve systems and shape services to address the safeguarding needs of young people.

The learning outcomes for this module are:

- To develop a comprehensive understanding of Transitional Safeguarding, which includes the existing legislative and policy context affecting how services support young people facing safeguarding concerns and relevant research findings;
- To enable participants to critically reflect on approaches to safeguarding in their day-to-day practice (whether in direct practice or in managerial or leadership positions) and the extent to which their organisations demonstrate the six key principles of Transitional Safeguarding;
- To understand why whole systems change is necessary within and between services to support young people facing harm in their lives, and situate their own agency in these systems;
- To enable participants to plan for change in their own local services/role;
- To develop the skills and knowledge of every student in understanding how intersectionality impacts on young peoples' experiences and how this relates to Transitional Safeguarding.

## **TEACHING METHODS**

Teaching will take place via live online workshops. Teaching takes place across two and a half days, which includes a half-day workshop on the assignment activity.

## **EXPECTED TIME SPENT BY STUDENTS**

For 20 credits: 200 effort hours

## **ASSESSMENT**

Participants will choose to write a 4000-word essay from any one of the options below:

1. Presenting and analysing a piece of work undertaken with a young person and applying the six key principles to that work.
2. To consider how the six key principles apply to organisational change designed to improve safeguarding support for young people as they move into adulthood.
3. To identify a specific group of young people who experience safeguarding needs as they move to adulthood (e.g. young people who are criminally exploited or who are sexually exploited, young people who are care experienced, young people who move from youth justice to probation services) and apply the six key principles to

interventions that are offered by the student's service to identify what works well and what needs to change.

4. To develop a plan/programme of work to introduce a Transitional Safeguarding approach into their workplace/organisation/partnership and apply the six key Transitional Safeguarding principles, or critique a programme of work already underway in the student's workplace using the six key principles.
5. Critique a multi disciplinary/multi agency partnership response to developing a Transitional Safeguarding approach, applying the six key principles.

**Each essay must address intersectional issues**

### **SUMMATIVE ASSESSMENT SUBMISSION**

25 June 2026 (please check module handbook for details)

### **TEACHING DATES**

5 March 2026 – 10am to 4pm

28 April 2026 – 10am to 4pm

14 May 2026 – 10am to 12.30pm

These sessions are delivered live online.

### **APPLICATIONS**

Please contact your agency Workforce Development Department about the application process if you are applying via your employer. We can also accept individuals who self-fund. If this is your first CPD module at UEA you will need to register with UEA Admissions <https://www.uea.ac.uk/study/postgraduate/apply>. If this is a second or further CPD module you will need to enrol through the Academic Registry. We will let you know whether or not you need to apply once we have received expressions of interest. Further information on applying can be found here: <https://www.uea.ac.uk/about/school-of-social-work/continuing-professional-development-programmes/how-to-apply-for-social-work-cpd-courses>

If you are a social work or social care organisation wishing to book places for your staff on this module, please email [acr.ssf@uea.ac.uk](mailto:acr.ssf@uea.ac.uk) with a list of delegates you are putting forward for the module. This will serve as confirmation that you are agreeing to fund these individuals to take the module.

**Please wait until you have approval from your agency before you enrol. Once you are enrolled, please check you have access to Blackboard before the first teaching date.**

**Applications open on the 1<sup>st</sup> of December 2025 and close on the 31<sup>st</sup> of January 2026.**

**Please be aware that this module will need a minimum of 15 students in order to run and that teaching and assessment dates are subject to change. All up to date information will be available via your UEA E-vision account once you are enrolled onto the module.**