1. **Title of the module**

 SOCI9270 (SO927) - Definitions, prevalence, causes and consequences of child abuse and neglect

1. **School or partner institution which will be responsible for management of the module**

School of Social Policy, Sociology and Social Research

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

20 credits (10 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring term (term 2)

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Advanced Child Protection (Distance Learning) MA

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Have a systematic understanding and critical awareness of the issues surrounding child abuse and neglect definitions, and the impact of different definitions on policy, practice and research.

8.2 Have an advanced knowledge base of the historical and contemporary definitions and discourses of child protection

8.3 Demonstrate a systematic understanding and critical awareness of the different theoretical paradigms underpinning child protection definitions, causes and consequences.

8.4 Be able to critically analyse and communicate to specialist and non-specialist audiences how social and political forces have shaped the way in which we define and respond to child safeguarding issues today and critically analyse the reasons for the complex and often contradictory nature of responses by multiple agencies.

8.5 Possess a critical awareness of the consequences of child protection intervention for children, their families, wider society and agencies.

8.6 Critically analyse and systematically synthesise research evidence on child protection through application of sociological and psychological theories to develop a comprehensive understandings of child abuse and policy responses.

8.7 Possess a systematic understanding and critical awareness of cross cultural and global comparative perspectives on child protection

8.8 Demonstrate critical awareness awareness and systematic understanding of the validity of research into the incidence and prevalence of child abuse and neglect.

8.9 Critically analyse and possess a systematic understanding of research regarding the question of likely and potential factors involved in the perpetration of child abuse.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Demonstrate advanced level communication skills commensurate with postgraduate study and the ability to interpret and use research, statistical material and empirical data at an advanced level

9.2 Collect,collate and interpret on a systematic library and web based research and resources on child protection issues at an advanced level appropriate for postgraduate study.

9.3 Ssnthesise and systematically evaluate complex knowledge and theoretical perspectives from different disciplines and countries

9.4 Use IT resources to achieve a systematic and critical awareness of the material provided in recorded online lectures and web based material

9.5 Summarise the material used for private study on a systematic, critical and coherent fashion in order to contribute critically and with originality to web based discussions

9.6 Work systematicallywith others during study days and in online forums to prepare and discuss complex topics

9.7 Organise and manage their studying independently and with originality with online and phone support from their tutors

1. **A synopsis of the curriculum**

This module will provide students with a historical and contemporary perspective of child abuse and examine child and family centred practice, and will allow students to explore definitions of abuse, nationally and internationally. A significant area of research will be drawn upon with regards to the role of men in child protection. The module will also introduce key agencies in the field. The child protection simulations created by the Centre for Child Protection around child sexual exploitation (Looking for Lottie) and radicalization (ZAK), are embedded in this module.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Blok, W. (2012) *The essentials of social work: International theory, values and practice*

Brooker, S., Cawson, P., Kelly, G. and Wattam, C. (2001) The prevalence of child abuse and neglect: a survey of young people, *International Journal of Market Research, 43*: 249–89.

Lefevrre, M. (2010) *“Communicating with children and young people.”* The Policy Press*.*

Lyons, K. et al (2010) *“International perspectives on social work; global conditions and local practice.”* Palgrave Macmillan.

Munro, E. (2008) *Effective Child Protection.* Sage Publications. London.

Munro, E. (2011*) The Munro review of child protection: Final Report. A child centred system.*

Reder, P., Duncan, S., & Gray, M. (1993) *Beyond Blame Child Abuse Tragedies Revisited.* Routledge, London.

Relevant legislation, Government guidance and policy

1. **Learning and teaching methods**

Total contact hours: 32

Private study hours: 168

Total study hours: 200

1. **Assessment methods**
	1. Main assessment methods

Coursework –essay (5000 words) – 85%

Coursework - Online forum/seminar participation – 15%

The written assignment must be passed in order for the module to be passed overall

13.2 Reassessment methods

100% coursework.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *8.8* | *8.9* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | X | X | X |  |  | X |  |  |  |  | X | X |  | X |  |  |
| Lectures podcasts | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Online forums/ seminars | X | X | X | X | X | X | X | X | X |  |  |  |  |  |  |  |
| Workshop/ group work/study day | X | X | X | X | X | X |  | X | X | X |  |  |  |  | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay – 5000 words | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Forum / seminar participation |  |  |  |  |  |  | X |  |  |  | X | X | X | X | X | X |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury and distance learning

1. **Internationalisation**

The module includes theoretical approaches with international applicability and specific topics with internationalisation dimensions including awareness of cross cultural and global comparative perspectives on child protection. In addition a range of research and presentation skills will be developed that are applicable to international contexts.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 2012 | Original specification | January 2013 | N/A | N/A |
| 27/01/2019 | Major  | January 2020 | 13, 14 | No |

Revised FSO Feb 2018