1. **Title of the module**

SOCI9790 (SO979): Support, Help and Intervention in International Child Protection

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 Demonstrate advanced awareness of different perspectives of international support, help and intervention in families where there are global child protection concerns and evaluate the impact of these.

8.2 Be able to critically evaluate different types of international child protection interventions with mothers, fathers, parental figures and children/young people.

8.3 Demonstrate an in-depth understanding of the impact of different types of support and intervention on mothers, fathers, parental figures and children/young people within the international child protection context.

8.4 Be able to critically reflect on service users’ perceptions of global child protection support and intervention and how these might be perceived as helpful and unhelpful in particular from the perspectives of children and young people

8.5 Understand and critically evaluate different sociological and psychological theoretical paradigms which underpin international interventions for mothers, fathers, parental figures and children/young people in particular the perspectives of children and young

8.6 Be able to critically analyse and communicate to both specialist and non-specialist audiences different styles of global intervention and support in child protection

8.7 Thoroughly assess the type and nature of validity of research into support and intervention in international child welfare in terms of a holistic and life course approach rather than episodic

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

9.1 Demonstrate advanced communication skills commensurate with postgraduate and systematically assess and critically evaluate research and empirical data.

9.2 Systematically gather, collate and interpret library and web-based research and resources on child protection issues at a level appropriate for postgraduate study

9.3 Systematically synthesise and critically evaluate complex knowledge and theoretical perspectives from different disciplines and countries

9.4 Possess a comprehensive understanding of IT resources and appropriate techniques to robustly to follow up what they hear in recorded online lectures and what they read in web-based material

9.5 Summarise their reading coherently, creatively and with originality in order to contribute to web based discussions

9.6 Work collaboratively with others in a systematic and creative manner during in-depth study days and in online forums to prepare and critically discuss topics

9.7 Organise and manage their studying independently and with originality at a level commensurate with postgraduate study with online and phone support from their tutors

1. **A synopsis of the curriculum**

This module aims to provide students with a chance to develop a critical understanding of international child protection practice. It will facilitate critical discussion and expression of informed views on various types of international child protection interventions used by agencies across the world , exploring issues of diversity, anti-oppressive practice, cultural and emotional intelligence and the politics of international policies design,. The module will significantly consider service users' perspectives of the support, which is available as well as what works and what does not work. It will consider implications and interpretations of the United Nations Convention of the Rights of Child across the world and robustly evaluate this legislation in practice. This module also aims to critique and consider partnership collaboration in working across boards in the best interest of protecting the rights of children.

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

Brown, L. Lei, J. and Strydom, M. (2017). Comparing international approaches to safeguarding children: Global lesson learning. *Child Abuse Review*. 26, p. 247-251.

Bryce, I. (2018). A review of cumulative harm: A comparison of international child protection practices. *Children Australia*. (43(1), p. 23-31.

Collins, T.M. (2017). A child’s right to participate: Implications for international child protection. *The International Journal of Human Rights*. 21(1), p. 14-46.

Gilbert, N., Parton, N. and Skivenes, M.(2011). Changing patterns of response and emerging orientations. In: Gilbert, N, Parton, N and Skivenes, M. eds. *Child Protection Systems: International Trends and Orientations*. Oxford: Oxford University Press, p. 243-257.

Thompson, H. (2012). Cash and child protection: *How Cash Transfer Programming can Protect Children from Abuse, Neglect, Exploitation and Violence*. Save the Children.

1. **Learning and teaching methods**

Total contact hours: 32

Private study hours: 168

Total study hours: 200 hours

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

Coursework – essay (5000 words) – 85%

Coursework - online forum 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 (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *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** | **X** | **X** |  | **X** |
| Lectures podcasts | **X** |  | **X** | **X** | **X** | **X** |  |  |  |  |  |  |  |  |
| Online forums/ presentations | **X** |  | **X** | **X** | **X** |  |  | **X** |  |  |  |  | **X** |  |
| Serious Game | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |  |  |  |  |
| Role plays |  | **X** | **X** |  |  |  | **X** |  |  | **X** |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay – 5000 words | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |
| Forum participation |  |  |  | **X** |  | **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**

Though a UK practice model will be reflected on, this module is focused on international child protection; looking across European countries and further afield like Asia, Africa and other regions. The module includes theoretical approaches with international applicability and specific topics with internationalisation dimensions. 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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
|  |  |  |  |  |