1. **Title of the module**

SOCI9950 (SO995) - Dissertation Child Protection

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

School of Social Policy, Sociology and Social Research (Centre for Child Protection)

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**

60 credits (30 ECTS)

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

Autumn (term 1), Spring term (term 2) and Summer terms (term 3)

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 a critically analytic understanding of qualitative and quantitative research methods as applied to child protection and critically evaluate the limitations of both approaches

8.2 Possess a systematic understanding and critical awareness of the political and social context of child protection research

8.3 Possess a systematic understanding and critical awareness of the complexity of child protection situations and therefore how complex the ethical issues of research can be in this area

8.4 Demonstrate and critically apply advanced skills in interrogating and extracting information from statistical data including charts, graphs and tables

8.5 Critically evaluate research findings and a variety of methodological approaches

8.6 Demonstrate and communicate a systematic understanding critical awareness of the implications and limitations of research in relation to child protection practice

8.7 Critically evaluate the research based practice approach in child protection

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 study i 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 Be able to synthesise and evaluate complex knowledge and theoretical perspectives from different disciplines and countries

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

9.5 Summarise and critically evaluate their reading coherently, creatively and with originality communicate the conclusions and contribute to web based discussions

9.6 Work with others in a systematic and creative manner during study days and in online forums to prepare and discuss topics and the dissertation

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**

The dissertation is a major component of the MA and its content and intellectual standard should reflect this. Whilst the dissertation does not have to demonstrate the kind of originality required for theses submitted for degrees by research, it should have a wider scope, including a research element, and contain more detail and sustained argument than other coursework assignments. The overall aim of this Module is to build on the theoretical and methodological material included in the six compulsory modules. It addresses practical questions of research and writing the dissertation, and the construction of the dissertation itself. It also follows on and draws on the use of research materials (qualitative and quantitative data); using research and resources (libraries, documentation, and the internet); and drafting and writing, including the use of appropriate academic style and format. The dissertation will be library-based and not field research*.*

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

Alston M & Bowles W (2003) *Research for Social Workers* London, Routledge

Drew P et al (2006) *Talk and Interaction in Social Research Methods* London Sage

Hollway, W. and T. Jefferson (2000). *Doing Qualitative Research Differently*. London, Sage Publications.

McLaughlin, H. (2007) *Understanding Social Work Research*, London. Sage

Robson, C (2002) *Real World Research* London, Blackwell

Shaw, I et al (2010) *The Sage Handbook of Social Work Research*. Sage, London.

Thyer, B. (2001) *The Handbook of Social Work Research Methods*

Swetnam, D & R. (2000) *Writing your dissertation.”* How to Books Ltd.

Weyers, J. & McMillan, K. (2009) *How to write dissertation and project reports*. Pearson Education Ltd

1. **Learning and teaching methods**

Total contact hours: 42

Private study hours: 558

Total study hours: 600

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

Dissertation [12,000 words (references are excluded from the word count)] – 100%

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* | *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** |  |  |
| Lectures podcasts | **X** |  | **X** | **X** | **X** | **X** |  | **X** |  |  | **X** |  | **X** | **X** |
| Online forums/ seminars/presentations | **X** | **X** | **X** | **X** |  | **X** |  |  |  |  |  |  |  |  |
| Supervisor support | **X** |  |  |  | **X** |  | **X** |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dissertation – 12,000 words | **X** | **X** | **X** | **X** | **X** | **X** | **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**

The degree to which internationalisation activities will occur in this module will depend on the given dissertation topic. This said, 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 2014 | N/A | N/A |
| 27/01/2019 | Major | September 2019 | 10, 13, 14 | No |

Revised FSO Feb 2018