1. **Title of the module**

 SOCI9290 (SO929) - New Perspectives on Assessment and Observation

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)**

Autumn term (term 1)

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 Possess a systematic understanding and critical awareness of models and methods of assessment, including factors underpinning the selection and testing of relevant information, the nature of professional judgement and the processes of risk assessment

8.2 Systematically assess human situations, taking into account a variety of factors including agency perspective

8.3 Demonstrate systematic knowledge and critical awareness of approaches and methods of intervention in child protection including factors guiding the choice and evaluation of these.

8.4 Have a comprehensive and systematic understanding of relevant social research and evaluation methodologies on planning and intervention in child protection

8.5 Develop on a systematic basis relevant expertise and critical awareness in theoretical knowledge, particularly in attachment theories whilst maintaining a clear focus on the importance of the child,

8.6 Identify and apply systematically and creatively the place of theoretical perspectives and evidence in assessment, decision-making and intervention processes in child protection practice.

8.7 Have developed systematic knowledge of communication techniques with children/young people and of the elements of working in partnership with parents in child protection

8.8 T A comprehensive understanding of the techniques for the processes of reflection and evaluation, including familiarity with the range of approaches for evaluating welfare outcomes, and systematic knowledge and critical awareness of their significance for the development of practice and the practitioner.

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

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

9.4 Use IT resources to support achievement of 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 systematically with others during study days and in online forums to prepare and critically 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 provides professionals with in depth knowledge about current assessment practice including the Attachment and Relationship-Based Practice Project. The likelihood of maltreatment is significantly higher where a child demonstrates disorganized attachment behaviour and this thread runs throughout the module, paying special attention to the behaviour of the caregiver. The module is suitable for a wide range of professionals who work with complex family circumstances.

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

Corby, B., Shemmings, D. and Wilkins, D. (2012). *Child Abuse*. Maidenhead: Open University Press.

Department for Health (2000). *A Framework for the of Children in need and their Families*

Department for Education (2015). *Working Together. A guide to inter-agency working to safeguard and promote the welfare of children*.

Fonagy, P. and Allison, E. (2012). 'What is mentalization? The concept and its foundations in developmental research'. in: Midgley, N. and Vrouva, I. eds *Minding the Child*. Routledge.

Out, D., Bakermans-Kranenburg, M.J. and Van Ijzendoorn, M.H. (2009). The role of disconnected and extremely insensitive parenting in the development of disorganized attachment: validation of a new measure. *Attachment and Human Development*, V.11(5), pp.419-443.

Shemmings, D. and Shemmings, Y. (2011). *Understanding Disorganised Attachment*. London: Jessica Kingsley.

Shemmings, D. and Shemmings, Y. (2014). *Assessing Disorganized Attachment Behaviour in Children: An Evidence-Based Model for Understanding and Supporting Families*. London: Jessica Kingsley.

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 – assignment – 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 (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* | *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** | **X** |  | **X** |
| Lectures podcasts |  |  |  |  |  |  |  |  | **X** | **X** | **X** | **X** | **X** |  |  |
| Online forums/ seminars | **X** |  | **X** |  |  |  |  |  | **X** |  |  |  |  | **X** |  |
| Serious Game | **X** |  | **X** | **X** |  | **X** | **X** |  |  |  |  |  |  |  |  |
| Role plays |  | **X** | **X** |  |  |  | **X** |  |  |  | **X** |  |  |  |  |
| Presentations |  |  |  | **X** | **X** |  |  | **X** |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay – 5,000 words | **X** | **X** | **X** | **X** | **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 focused on UK practice 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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 2013 | Original specification | September 2013 | N/A | N/A |
| 27/01/2019 | Major | January 2020 | 8, 9, 13, 14 | No |

Revised FSO Feb 2018