1. **Title of the module**

SAPO5310 (SA531): Care and Protection of Children and Families

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

SSPSSR

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

6

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

15 (7.5 ECTS)

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

Autumn

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

None

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

SA531 contributes particularly to Health and Social Care and Social Policy, but more broadly to programmes of study across the School. It is also available as a wild course for students outside the School who have a particular interest in childhood.

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Demonstrate understanding of the key policy and practice issues associated with family support, child protection, and substitute (family) care, including adoption
   2. Demonstrate familiarity with competing perspectives relating to child care – their differing interpretations of, and emphases upon; the rights of children’s and families, and the role of the state – and their influence on policy and practice
   3. Demonstrate a critical understanding of the legal framework within which social care services for children and families are delivered
   4. Demonstrate a critical appreciation of ‘evidence-based practice’ in relation to work with children and families
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Present arguments in writing through exams and essay writing, and orally through delivering and responding to seminar discussion
   2. Critically analyse and utilise research and statistical data
   3. Synthesise knowledge across a range of disciplinary fields within the social sciences
3. **A synopsis of the curriculum**

In broad terms, this module explore the workings of child social care and relationships between children, families and the state. This includes a range of interventions and service provision – covering the areas of family support, child protection and out-of-home care for looked after children. In social scientific terms, the focus is on the dynamic social construction of problems such as child abuse or neglect, their intersection with social divisions and the shaping of state and civil society responses.

The following is an indicative list of topics:

* Social Work & Social Care for Children
* Supporting Families and Children in Need
* Child Protection – An Historical Overview
* What is Child Maltreatment? Contemporary Debates
* (Re)Discovering Child Sexual Abuse and Exploitation
* Understanding Child Maltreatment: private troubles and public issues
* The State as Parent: Looked After Children and Leaving Care
* Adoption: Private Lives and Public Policy
* Interethnic and International Adoption
* Child Welfare and Disabled Children

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

Davies, M. (ed) (2012) *Social Work with Children and Families*, Basingstoke: Palgrave

Frost, N. & Parton, N. (2009) *Understanding Children’s Social Care: Politics, Policy and Practice*, London: Sage

Kirton, D. (2009) *Child Social Work Policy and Practice*, London: Sage

Rogowski, S. (2013*) Critical Social Work with Children and Families*, Bristol: Policy Press

Stein, M. (2009) *Quality Matters in Children's services: messages from research*, London: Jessica Kingsley

Holland, S. (2011) *Child and Family Assessment in Social Work Practice.* London: Sage

Jowitt, M. and O’Loughlin, S. (2012) *Social Work with Children and Families (*3rd edn)Exeter: Learning Matters

1. **Learning and teaching methods**

The module will be taught by lectures, seminars and private study.

Total Contact Hours: 22

Private Study Hours: 128

1. **Assessment methods**

13.1 Main assessment methods

Exam – 2 hours: 50%

Essay – 2,500 words: 35%

Seminar Participation Mark: 15%

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 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Lecture | x | x | x | x |  | x | x |
| Seminar | x | x | x | x | x | x | x |
| Private Study | x | x | x | x | x | x | x |
| **Assessment method** |  |  |  |  |  |  |  |
| Essay | x | x | x | x | x | x | x |
| Seminar participation |  | x |  | x | x |  | x |
| Examination | 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

1. **Internationalisation**

Although the primary focus is on child social care in the UK, the module content includes comparative material, highlighting similarities, differences and transfers between countries. One specific international element is the inclusion of international adoption.

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**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) |
| 09/03/18 | Major | September 2018 | 11,13,14 | No |
|  |  |  |  |  |