1. **Title of the module**

SOCI7160 (SO716) Social Work with Children and Families

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

Division of Law, Society and Social Justice (School of Social Policy, Sociology, and Social Research)

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

Level 5

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

15 credits (7.5 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 (All Social Work modules are compulsory)

1. **The course(s) of study to which the module contributes**

BA (Hons) Social Work (compulsory)

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Demonstrate a critical understanding of the impact of injustice, socio economic factors, social inequalities and oppressive social relations on the lives of children and families
   2. Demonstrate a critical understanding of the range of roles and service settings in which children and families social workers are employed and how support is delivered across the continuum of social need, with a focus on outcomes, best practice and early intervention
   3. Demonstrate an understanding of, and ability to apply the main legal and professional responsibilities of a social worker with children and families and the key systems and guidance in use
   4. Have a conceptual understanding of child protection and safeguarding issues that enables learners to critically evaluate research and practice.
   5. Demonstrate a thorough understanding of effective communication, engagement and intervention with children/young people including partnership working with parents and carers
   6. Critically apply ethical concepts of rights, responsibility, freedom, authority and power inherent in the practice of social workers as moral and statutory agents
   7. Demonstrate expertise and theoretical knowledge (including child development and attachment theories) maintaining a clear focus on a child centred approach
   8. Understand the established techniques of reflection and evaluation, including familiarity with a range of approaches for evaluating social work outcomes, and their significance for the development of practice and personal learning
   9. Critically understand the relationship between agency policies, legal requirements and professional responsibilities, the issues associated with working across professional boundaries and the factors and processes that facilitate effective inter-disciplinary collaboration and partnership
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Demonstrate of academic skills through library investigation, web-based resources (e-journals and other on-line resources) appropriate to level 5 study
   2. Demonstrate the ability to integrate theoretical perspectives and evidence from a range of appropriate sources in order to construct a coherent argument in writing
3. **A synopsis of the curriculum**

This module will outline the principles underpinning the assessment of children in need (including children with disabilities) and their families. The legal and policy framework within which social work in children’s services operates will be addressed, including its core principles such as working in partnership with parents. The relationship between child protection and family support; outcomes, best practice and early intervention will be examined.

Working with Children in Care is another core area of practice that will be outlined, including fostering and adoption issues and aftercare.

Key messages from research and theory in relation to interventions and outcomes, along with key messages from Inquiry reports, serious case reviews and government commissioned reports will form part of the curriculum. Here, multi-disciplinary and multi-agency working will feature as a core theme.

The identification of child abuse and assessment of significant harm, including the assessment of risk, thresholds, child protection investigations, changing practice and policy trends and the different ways in which children might be subject to neglect and abuse will be examined. Here, procedural intervention in child protection and safeguarding work and developing critical analysis and professional judgement will be discussed in depth

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

* Corby, B., Shemmings, D. & Wilkins, D. (2012) *Child Abuse: An evidence base for confident practice*. 4th edn. Maidenhead: Open University Press
* Daniel, B., Wassel, S. and Gilligan, R. (*2010*) *Child Development for Child Care and Protection Workers.* London: Jessica Kingsley
* Featherstone, B., White, S. & Morris, K. (2014) *Re-Imagining Child Protection: Towards humane social work with families*. Bristol: Policy Press
* Ferguson, H. (2011) *Child Protection Practice*. Basingstoke: Palgrave Macmillan
* Gardner, R. (ed) (2016) *Tackling Child Neglect*. London: Jessica Kingsley
* Basarab-Horwath, J. (ed) (2019) *The Child’s World: The Essential Guide to Assessing Children in Need*. London: Jessica Kinglsey
* Lefevre, M (2010) *Communicating with Children and Young People.* Bristol: The Policy Press

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**

13.1 Main assessment methods

Coursework – essay (2000 words) - 70%\*

Response to a legal problem (1250 words) – 30%

\* The essay must be passed in order to pass the module.

13.2 Reassessment methods

Like-for-like

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 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X | X | X | X | X | X |
| Lectures | X | X | X | X | X |  |  | X | X |  | X |
| Seminars/workshops | X |  |  | X | X | X | X | X | X |  | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Essay (70%) | X | X | X | X | X | X | X | X | X | X | X |
| Legal problem (30%) |  | X | X | X |  |  |  |  |  | X | X |

1. **Inclusive module design**

The Division 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**

Medway

1. **Internationalisation**

This module is largely domestically focused due to the nature of the professionally accredited programme to which it contributes. However, students will develop a range of skills that are transferable to international contexts.

**DIVISIONAL 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) |
| 24/03/17 | Minor | September 2017 | 13 | No |
| EAP | Major | September 2021 | 11, 13, 14 | No |

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| Updated by SSPSSR into CMA compliant format November 2018 |