1. **Title of the module**

SOCI9300 (SO930) - Support, Help and Intervention

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 critical awareness of a comprehensive range of perspectives of support, help and intervention in families where there are child protection concerns and systematically and creatively evaluate the impact of these.

8.2 Systematically evaluate different types of interventions with mothers, fathers, parental figures and children/young people

8.3 Demonstrate a systematic understanding and critical awareness of the impact of different types of support and intervention on mothers, fathers, parental figures and children/young people

8.4 Critically and systematically reflect on service users perceptions of 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 Possess systematic understanding and critically evaluate different sociological and psychological theoretical paradigms which underpin interventions for mothers, fathers, parental figures and children/young people in particular the perspectives of children and young

8.6 Systematically analyse and communicate to specialist nd non-specialist audiences a comprehensive range of styles and techniques of intervention and support in child protection

8.7 Demonstrate the ability to critically assess at an advanced level the type, nature and validity of research into support and intervention in child welfare. In terms of a holistic and life course rather than episodic approach

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

9.1 Possess advanced level communication skills commensurate with postgraduate study i 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 to 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 achieve 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 in 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 aims to provide students with a chance to discuss various types of intervention used by agencies in child protection, exploring issues of diversity, anti-oppressive practice, cultural and emotional intelligence. Targeted interventions as well as universal services will be considered. The module will significantly consider service users' perspectives of the support which is available as well as what works and what does not work.

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

Horwath, J. (2010) (eds).*The child's world: The comprehensive guide to assessing children in need.* Jessica Kingsley Publishers.

Daniel, B., Gilligan, R., & Wassell, S. (2011). *Child development for child care and protection workers. Jessica Kingsley Publishers.*

G.Allen, G. (2011). *Early intervention: smart investment, massive savings.* Cabinet Office.

*SIGNS OF SAFETY® IN ENGLAND* An NSPCC commissioned report on the Signs of Safety model in child protection. Amanda Bunn, Freelance Research Consultant.

Platt, D and Turney, D (2013). Making Threshold Decisions in Child Protection. *British Journal of Social Work.* Advance Access.

Music, G (2011). 'Infant coping mechanisms, mismatches, and repairs in relating' and 'Empathy, Self, and other minds'. in: *Nurturing Natures: attachment and children's emotional, sociocultural and brain development.* Psychology Press.

Bennett, S. & Hamilton-Perry, M. *'Health Needs Assessment of the Gypsy and Traveller Community in Bedfordshire* (with kind permission of the authors and NHS Bedfordshire / Ormiston Children & Families Trust).

Howe, D. (2006). 'Disabled children, maltreatment and attachment'. *British Journal of Social Work,* 36 (5), pp743-760.

MacPherson, K et al (2010) Volunteer Support for Mothers with New Babies: Perceptions of Need and Support Received*, Children and Society,* V. 24, pp.175-187.

Cottle, M. (2011). 'Understanding and achieving quality in Sure Start Children's Centres: practitioner perspectives'. *International Journal of Early Years Education,* V.19 (3-4), pp249-266

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 (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 | X |  | X |
| Lectures podcasts | X |  | X | X | X | X |  |  |  |  |  |  |  |  |
| Online forums/ seminars/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 | X | X | X |
| Forum participation |  |  |  | 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 | January 2014 | N/A | N/A |
| 27/01/2019 | Minor | January 2020 | 9, 10, 13, 14 | No |

Revised FSO Jan 2018