1. **Title of the module**

SOCI9820 (SO928) - Contemporary Child Protection Practice and Policies

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)**

Summer term (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 To have an overarching awareness of child protection policy and practice in the pre and post Munro era and be able to outline the implications of this Report for agencies involved in child protection.

8.2 To be able to recognise and evaluate the relationship between agency policies and professional responses in child protection and outline the issues associated across professional boundaries and identify factors that facilitate inter-professional collaboration and partnership

8.3 Be able to distinguish the consequences of child protection and safeguarding policies and practice for children, their families, wider society and agencies

8.4 Demonstrate effective understanding of universal and discipline specific skills in working together in child protection and safeguarding practice and be able to evaluate the strengths and weaknesses of the application of these skills and the consequences of not using them

8.5 To be able to express awareness of values and ethics in child protection practice

8.6 Be able to critically evaluate skills in child protection in terms of a given scenario from the Serious Game

8.7 Be able to analyse in written and verbal format the risks posed by a new generation child abuse situations online and assess the validity of research into the incidence of online child protection and the skills and policies needed to combat them

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

9.1 Demonstrate skills commensurate with postgraduate study in online and face to face presentations and debate verbally, in written and electronic format and in the use of research and empirical data.

9.2 Gather 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

With relation to key skills students will:

9.4 Learn to use IT resources to follow up what they hear in recorded online lectures and what they read in web based material

9.5 Learn to summarise their reading coherently in order to contribute to web based discussions

9.6 Work with others during study days and in online forums to prepare and discuss topics

9.7 Organise and manage their studying independently with online and phone support from their tutors

1. **A synopsis of the curriculum**

The aim of this module is to focus on contemporary child protection policies and practice and provide the current legal context for child protection. In particular it will discuss policy and practice following the Munro Review (2011) and it will draw upon the implications of inter-professional and interdisciplinary research, theory and practice pre- and post- Baby Peter Connelly. The module will focus upon key agencies in child protection and practitioner communication skills. Students will be introduced to the Centre's child protection simulation, 'Rosie 2', where they will have the opportunity to analyse the different skills of practitioners involved in child protection practice.

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

Ayre, P. & Preston-Shoot, M. (2010) *Children’s Services at the Crossroads.*

Broadhurst et al (2009) *Safeguarding Children; Critical Perspectives.* Wiley Blackwell

Broadhurst et al (2010) *Ten pitfalls and how to avoid them. What research tells us*” NSPCC Inform

Kellet, M. (2011) *Children’s perspectives on integrated services*.

Munro, E. (2011) *The Munro Review of Child Protection; Final Report*

*Working Together to Safeguard Children: A guide to inter-agency working* (Department for Children, Schools and Families [DCSF], 2010)

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 (5,000 words) – 85%

Coursework - online forum/seminar participation – 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* | *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** | **X** |  |  |  |  |  |  |  |
| Online forums/ seminars |  |  |  | **X** | **X** | **X** |  |  |  |  | **X** | **X** | **X** | **X** |
| Serious Game | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay – 5,000 words | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| Forum / seminar participation |  |  |  |  |  |  |  |  |  |  |  | **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 focussed on UK policy and 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

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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) |
| 2012 | Original specification | April 2013 | N/A` | N//A |
|  |  |  |  |  |

Revised FSO Feb 2018