The Centre for Child Protection (CCP) was launched in October 2012 and from the beginning has aimed to get to the heart of child protection training by using innovative ideas and the latest technology.

It combines contemporary research with an online, multi-professional advanced MA, and cutting-edge child protection simulations.

Core principles for professional development
The Centre creates diverse learning opportunities for professionals involved in child protection and is inclusive of all disciplines. A number of key messages about Continuing Professional Development (CPD) are addressed. CPD should:
• comprise easily accessible components
• be available outside of traditional ‘office hours’
• fit around learners’ needs and timetables, rather than university semesters/terms
• consist of ‘mix and match’ provision
• be responsive to organisational needs, particularly in terms of linking skills at post-qualification and advanced levels
• provide opportunities for participants to revisit academic skills acquired at undergraduate level because, in practice, these skills can become underutilised
• strengthen effective supervision and leadership in child protection, especially by recognising the ‘emotional climate’ of the organisation
• promote innovative and contemporary approaches to the study of child protection
• develop skills in advanced communication, reflective analysis, the realistic and critical use of research, and promote a confident use of direct skills with adults and children
• embed core values within confident and accountable professional practice.

Academic excellence
The Centre is led and informed by a team of experts in the field of child protection, who have many years’ experience of working with traumatised children and young people. CCP is a centre of excellence and innovation in training, research and practice. It is designed for the full range of professionals involved in child protection.

Research
The Centre has a strong research focus, developing child protection simulations (serious training games) and innovative eye-tracking technology to help interpret the games’ effectiveness as a training tool. It has attracted significant external research and grants, including: a research project for the Department for Education (DfE) on how young people in care use technology; a European Erasmus+ grant on social work education across Europe, led by the University of Stirling; Home Office grant for our high-profile work on radicalisation.

Serious game simulations
The Centre breaks new ground by giving participants a chance to reflect on their practice skills within complex scenarios using virtual reality technology. Such immersive environments are known as child protection simulations (serious games).

MA in Advanced Child Protection and stand-alone modules
This is a distance learning programme which runs on a part-time basis for two or more years. The programme is for experienced professionals and is fully accredited by the University of Kent. It gives a 360-degree perspective on child protection, introducing the viewpoints of academics, practitioners, organisations, parents, children and young people, integrated with contemporary research theory and policy. The impact that technology has on protecting children as well as the effect of the globalisation of the abuse and exploitation of vulnerable children is considered throughout.

The MA has attracted national and international students, all with a variety of experience in child protection. This combination of the opportunity for a diverse pool of knowledge, and a desire to question and excel, has made the MA a success.

All of our MA modules, as well as the Direct Work With Children module, are available on a stand-alone basis.
STAFF PROFILES

Professor David Shemmings OBE
Professor of Child Protection Research; Co-Director, Centre for Child Protection
David is a visiting Professor of Child Protection Research at Royal Holloway, University of London, and was Professor of Social Work Research at Middlesex University. He has written more than 60 articles, books and chapters on relationally based social work theory, research and practice. In 2010, he co-authored a government-funded, C4EO Knowledge Review Working with Highly Resistant Families. In 2011, he published *Understanding Disorganized Attachment: Theory and Practice for Working with Children and Adults* (JKP Books).

He leads the Advanced Child Protection stream within the West London Alliance Post-qualifying Initiative (involving eight London boroughs) and directs the Assessment of Disorganised Attachment and Maltreatment (ADAM) Project in 23 child protection organisations across the UK and Europe. In 2014, David was awarded an OBE for his contribution to child protection.

Professor Jane Reeves
Professor of Teaching, Learning and Innovation in Child Protection; Director of Studies, Advanced Child Protection MA; Co-Director, Centre for Child Protection
Professor Jane Reeves is a qualified social worker. Since becoming Co-Director of CCP she has co-written several immersive simulations. Jane’s research and publications include working with psychology to evaluate the simulations using eye tracker and emotion reader software and evaluating effectiveness of the Zak simulation as a teaching tool in the classroom. She has also recently collaborated with the University of Portsmouth and two SMEs to complete the TSB project to design a new approach to artificially intelligent care (www.rita.me.uk). Current projects include: the DfE Innovation Programme to investigate how traumatised young people in care use technology, and if technology can be used to keep them safe; a European Erasmus+ Project with the University of Stirling, looking at how child protection is taught across Europe; Innovate UK to design a new safeguarding simulation.

Vanisha Jassal
Lecturer in Advanced Child Protection
Vanisha has several years’ experience in child protection learning and development, including the impact of e-learning and other interactive technologies, knowledge transfer into frontline practice and related organisational factors, and training evaluation systems. Her research interests include early years’ development, mental health, attachment relations and the concept of mentalisation. Current areas of interest include forced marriages of those under the age of 16 and identifying and assessing child maltreatment within the UK-based South Asian community.

Tracee Green
Lecturer in Advanced Child Protection
Tracee’s role as social worker within a family assessment and support service included the provision of expert assessments on parenting capacity and risk for court and Public Law Outline (PLO) purposes. She has worked with parents with learning needs, mental health needs, and with parents who have been involved with domestic abuse and substance misuse. Tracee started her part-time studies for a PhD in 2012, with a focus on parenting assessments undertaken in Care Proceedings and Public Law Outline, and her research is entitled: Forensic Parenting Assessments Using PAMS and Better Outcomes. Tracee also delivers ‘My Courtroom – Rosie’s family go to court’ interactive training sessions.

The Centre for Child Protection now has two trainers, Emma Soutar, who leads on the training for Child Sexual Exploitation and Sally Green, a former police officer, who leads on the Prevent training. They use the Zak, Behind Closed Doors and Looking out for Lottie simulations in their training sessions delivered regularly at the University of Kent at the Canterbury, Medway and Tonbridge sites, as well as delivering training all over the UK to schools, colleges, universities, children’s homes and third sector organisations. The staff who receive this training are then able to use the simulations directly with young people individually and in groups.
SIMULATIONS

The Centre offers a suite of child protection simulations (serious games) for use in CPD.

These widely used, award-winning simulations allow professionals to encounter a variety of situations faced in practice, with an opportunity to discuss these issues in a safe environment. They:

- offer a more intense experience than paper-based case studies
- give a child’s perspective
- provide research-based case studies
- offer opportunities to explore complex dynamics involved in professional assessments of risk
- offer a safe medium in which to explore child protection assessments
- promote discussion.

These simulations, unique to the sector, have firmly placed the University of Kent on the national/international radar for this innovative learning technique. They transform research findings into useable and interactive resources, tackling difficult practice issues. Products of collaborative working with local and national agencies, the simulations provide tools of excellence for multi-agency practice.

Rosie 1
The prototype introduces the McGraw family and offers professionals, at different stages of their careers, a unique way to evaluate child protection situations. The Rosie 1 free download and worksheet is available from our website.

Rosie 2
Revisits the McGraw family five years on. It promotes the theme of inter-professional practice by exploring the boundaries and challenges of a joint visit by a health visitor and social worker.

My Courtroom – Rosie’s family goes to court
A simulation developed with Cafcass for professionals and young people to provide an insight into the family court arena and its procedures. Rosie is now 11 years old.

Zak
Developed with Kent Police (Special Branch) and Kent County Council, Zak is an engaging learning tool, based on a social-media-style interface that increases staff confidence and raises awareness of radicalisation and online grooming.

Looking out for Lottie
Developed with NHS Kent, Surrey and Sussex, Lottie is designed to raise awareness of, and to prevent, child sexual exploitation and grooming. It is styled to incorporate aspects of the latest social media apps to appeal to young people. Winner of The Guardian University Award for Digital Innovation 2016.

Visiting Elliot
Developed in collaboration with Kent Police and Kent, Surrey and Sussex Community Rehabilitation Company to train all professionals who visit sex offenders on licence in the community.

Behind Closed Doors
The Centre’s latest online interactive simulation, funded by the Home Office, to address routes to radicalisation and extremism.

RITA
The Responsive InTeractive Advocate (RITA) utilises emerging gaming and artificial intelligence technologies for the benefit of new models of personalised care for the future (www.rita.me.uk).

CPD workshops
Dates for CPD workshops using our CPD-accredited simulations are listed on our website and group discounts are available should you wish to host a session at your premises. Please email ccp@kent.ac.uk or call us to discuss your requirements.

“Rosie…is something new, different and innovative for practitioners and, given adequate time and space to play, should inspire reflection, discussion and important learning about child protection practice.”

Child Abuse Review Journal
v22, pp222-226
ADVANCED CHILD PROTECTION MA AND STAND-ALONE MODULES

The Centre for Child Protection has created a child-centred distance learning MA, which focuses on the ‘welfare of the child as being paramount’ and provides practitioners with the knowledge, skills and confidence to ensure they take this perspective into their practice.

Entry requirements
A minimum of a second class honours degree. However, relevant practice and professional experience will be considered and these cases are assessed individually. In certain circumstances the Centre will consider candidates who have not followed a conventional education path. Please also check our general entry requirements (including English language requirements) – see p6.

Programme outline
The MA runs over two years part-time and is awarded to participants completing 180 credits of study. After consultation with stakeholders in the statutory, independent and voluntary sectors, the modules have been designed to appeal to a multidisciplinary audience. In addition to the compulsory modules outlined below, you are required to write a dissertation on a key aspect of child protection.

Modules
1 Understanding Social Research (20 credits)

2 Definitions, Prevalence, Causes and Consequences of Child Abuse and Neglect (20 credits)
3 Contemporary Child Protection Practice and Policies (20 credits)
4 New Perspectives on Assessment and Observation (20 credits)
5 Support, Help and Intervention – what ‘works’, how and when? (20 credits)
6 The ‘Unconscious at Work’: The Organisational Dimensions of Risk-Management (20 credits)
7 Dissertation (60 credits)

MA Stand-alone modules
Our new online distance learning stand-alone modules are now available and are a great taster to Master’s-level study. All the resources, journal articles, specialist materials, and videos are available online. After successful completion of the assignment, the module is equivalent to 20 credits at Master’s level.

The design of these modules adheres to the Centre’s approach to innovative learning through use of interactive materials and video lectures from experienced professionals in the field, as well as other academically rigorous resources. All our MA modules are now available as stand-alone modules and more information is available on our website.

The Direct Work With Children stand-alone module focuses on the skills and knowledge required to help understand children and young people’s experiences, which is crucial at both the assessment and intervention stage.

“The Centre for Child Protection offers new and innovative ways of training through the use of simulations and flexible learning. Our resources are now used across the UK and overseas by a variety of inter-professional child protection workers, managers and organisations.”

Dr Jane Reeves
Co-Director, Centre for Child Protection
APPLYING TO KENT

General entry requirements
If you wish to apply for a higher degree, you must normally have a first or second class honours degree in a relevant or appropriate subject, or the equivalent from an internationally recognised institution (for more information on requirements for international qualifications, visit www.kent.ac.uk/internationalstudent/country)

For specific entry requirements, please see p5.

English language
The University requires all non-native speakers of English to reach a minimum standard of proficiency in written and spoken English before beginning a postgraduate degree.

You should provide us with one of the following: an IELTS certificate with a minimum score of 7.0, including 6.5 in each component; or a Pearson Test of English Academic (PTE Academic) with a score of 68, including 65 in all four subtests.

If you do not reach the required standard, you can apply for one of our pre-sessional courses. For further information, please see www.kent.ac.uk/international-pathways

Only English language tests taken up to a maximum of two years prior to the date of registration will be accepted for admission to the University. Please note that if your university studies have been completed entirely in English, you may be exempt from providing an English test certificate. Please contact the International Development team for clarification (www.kent.ac.uk/internationalstudent/contact-us)

Making an application
You can apply for a Kent higher degree electronically via our website at www.kent.ac.uk/courses/postgrad/apply

If you do not have access to the web, please contact the Recruitment and Admissions Office for advice: T: +44 (0)1227 827272

Tuition fees
For the most up-to-date information on tuition fees, please visit www.kent.ac.uk/finance-student/fees

This brochure was produced in January 2017. The University of Kent makes every effort to ensure that the information contained in its publicity materials is fair and accurate and to provide educational services as described. However, the courses, services and other matters may be subject to change. For the most up-to-date information, see www.kent.ac.uk/pg

Full details of our terms and conditions can be found at: www.kent.ac.uk/termsandconditions

For the University to operate efficiently, it needs to process information about you for administrative, academic and health and safety reasons. Any offer we make to you is subject to your consent to process such information and is a requirement in order for you to be registered as a student. All students must agree to abide by the University rules and regulations at: www.kent.ac.uk/regulations
European connections
Kent is known as the UK’s European university. Our two main UK campuses, Canterbury and Medway, are located in the south-east of England, close to London, and we also have study locations in Brussels, Paris, Athens and Rome.

We have a diverse, cosmopolitan population with 158 nationalities represented. We have strong links with universities in Europe and, from Kent, you are around two hours away from Paris and Brussels by train.

World-leading research
As a student at Kent, you are taught by leading academics, who produce research of international standing. Based on our excellent results in the Research Excellence Framework (REF) 2014, Kent was ranked 17th* in the UK for research intensity by the Times Higher Education, confirming our position as one of the UK’s leading research universities.

Strong academic community
Kent’s postgraduate students are part of a thriving intellectual community. In addition to lectures, seminars and supervision, you benefit from a rich and stimulating research culture. We have also invested in Woolf College, a modern facility on the Canterbury campus dedicated to postgraduates, which combines accommodation with academic and social space.

A global outlook
Kent has a great international reputation, attracting academic staff and students from around the world. Thirty-seven per cent of our academic staff are from overseas and our schools are engaged in collaborative research with universities worldwide. We also offer a range of opportunities to study abroad and an approach that is truly global.

The Graduate School
As a postgraduate student, you also have the support of the Graduate School, which promotes your academic interests, co-ordinates the Researcher Development Programme and the Global Skills Award, and facilitates cross-disciplinary interaction and social networking.

Funding
Kent provides a variety of financial support opportunities for postgraduate students. These range from research studentships, location-specific funding, sport and music scholarships, and funding specifically for overseas fee-paying students. For further information, see www.kent.ac.uk/pgfunding

Enhanced career prospects
At Kent, we want you to be in a good position to face the demands of a tough economic environment. During your studies, you acquire a high level of academic knowledge and specialist practical skills. We also help you to develop key transferable skills that are essential within the competitive world of work.

Further information
For more details, visit our website at www.kent.ac.uk/sspssr/ccp

The Centre for Child Protection
Contacts
Professor David Shemmings
T: +44 (0)7949 058556
E: ccp@kent.ac.uk
Dr Jane Reeves,
T: +44 (0)1227 823528
E: ccp@kent.ac.uk
The Centre for Child Protection, University of Kent
Canterbury,
Kent CT2 7LR, UK
T: +44 (0)1227 827546
E: ccp@kent.ac.uk

Applications
Online at www.kent.ac.uk/courses/postgrad/apply

Further information
For more details, visit our website at www.kent.ac.uk/opendays
COME AND VISIT US

To find out more about visiting the University, see our website:
www.kent.ac.uk/visit