

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Contemporary Issues In Child Protection				
Module Code	UZVSJ5-30-M		Level	M	Version 1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	Health and Applied Sciences		Field	Health, Community and Policy Studies	
Department	Health and Social Sciences		Module Type	Standard	
Contributes towards	Post Graduate Diploma Social Work				
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
First CAP Approval Date	30 th September 2015		Valid from	September 2016	
Revision CAP Approval Date			Valid from	September 2016	

Review Date	30 th September 2021
--------------------	---------------------------------

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Critically evaluate historical and contemporary explanations of causation in relation to child abuse • Critically debate the participation, rights and 'lived experience' of children and young people. • Develop an understanding of research and all forms of evidence, and their application to all aspects of child protection work. • Understand and be able to critically apply competing psychosocial theory bases within the child protection arena. • Critically appraise the contemporary legal, and policy and socio-economic context of child protection • Critically analyse and reflect on personal and professional values, dilemmas and attitudes in the context of child protection theory and practice.

	<ul style="list-style-type: none"> Evaluate and analyse the implications of technology and social media in the child protection environment. <p>All Learning Outcomes assessed in Components A and B</p>
Syllabus Outline	<p>Introduction Safe working and effective group learning including confidentiality and anonymity. Sources of evidence and retrieval for specialist child protection materials (library session)</p> <p>Law, Policy and Social Context Contemporary drivers in policy and legislation in child protection in the UK The child's world in the context of the family and contemporary households and communities including the social, cultural and historical construction of the family, adulthood, childhood, youth and disability. Parenting and caring capacity in policy and practice – gender, culture and economic disadvantage. Protection and rights issues in relation to individuals, groups and communities in the context of safeguarding policy and practice.</p> <p>Theory, knowledge and research for practice Appraisal of relevant research and its application to practice in child protection and safeguarding The challenge of defining child abuse. Disabled children - theorising disability. Explanations and causation of child abuse. Social divisions and inequalities including disability, class, race, ethnicity, gender, sexuality, legal status, culture and age in relation to protecting children Changing constructs of protection and risk. Reviewing and appraising and critically analysing thresholds within different professional groups, culturally historically and socially Professional boundaries and multi-agency and professional working. Critically applying theoretical debates to practice in child protection working. Exploring the changing nature and context of practice for example:- female genital mutilation, child sexual abuse, domestic abuse, the 'toxic trio', working with asylum seekers and refugees, and oppressed and excluded communities.</p>
Contact Hours	<p>60 contact Hours</p> <p>All students will be expected to attend a series of 15 lectures, which focus on contemporary issues in child protection. These may include DVD clips and some inter-active small group work. These will be followed by a smaller group seminar which will allow students to critically analyse the lecture material. They will be given compulsory reading through Blackboard for each lecture topic which they will discuss and debate with a seminar facilitator</p> <p>1hr + 1 hours x 15 = 30 hours</p> <p>There will be 4 x 3 hours sessions in small learning sets (3/4 students) where students will discuss research in practice focused on contemporary issues in the child protection</p> <p>3hrs x 4 = 12 hours</p>

	<p>Online learning- including lectures and exercises will also introduce students to broader dimensions of each of the topics and contextual background material within a virtual learning environment : 16 hours</p> <p>Each student will be offered 2 x1 hr personal tutorials in relation to the module and its assessment. 2hr</p> <p>= 60 hrs total</p>
Teaching and Learning Methods	<p>A variety of approaches will be used which may include: Lectures, small groups, DVD and case study based discussion, e-learning including Blackboard.</p> <p>The use of invited specialist visiting lecturers both practitioners academics and researchers</p> <p>The involvement of service-users where appropriate and possible.</p> <p>One to one tutorial assignment support and regular group learning sessions for writing the 4,000 word assignment.</p>
Reading Strategy	<p>Students will be directed to one or more key texts for the core content of the module.</p> <p>Students will also be given (via Blackboard) a key journal article or chapter to read in preparation for the lectures and following seminars.</p> <p>Students will be directed to further reading which is available electronically through Blackboard. Students will also be expected to read more widely by identifying relevant material using the module handbook, the library catalogue and a variety of bibliographic and full text databases.</p> <p>Formal opportunities for students to develop their library and information skills are provided within the induction period of the programme. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.</p>
Indicative Reading List	<p><i>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</i></p> <p>Buckingham, D. (2011) The Material Child. Wiley/Blackwell</p> <p>Canary, H and Canary, D (2013) Family Conflict. Polity Press Cambridge.</p> <p>Chambers, D (2012) the Sociology of Family Life. Polity Press Cambridge</p> <p>Cleaver, H. Cawson, P. Gorin, S and Walker, S (2009) Safeguarding Children – A Shared Responsibility Wiley-Blackwell Chichester</p> <p>Cooper, B, Gordon, J, and Rixon, A. (2015) Best Practice with Children and Families. Palgrave Macmillan Basingstoke.</p>

Curran, T. Runswick-Cole, K. (Ed) (2013) Disabled Children's Childhood Studies. Critical Approaches in a Global Context. Palgrave. MacMillan Basingstoke.

DOH (2015) Working Together to Safeguard Children TSO

Ferguson, H (2011) Child Protection Practice Palgrave/Macmillan - Basingstoke

Iwaniec, D. (2006) The Emotionally Abused and Neglected Child: Identification, Assessment and Intervention: A Practice Handbook Wiley-Blackwell. Chichester

Jones, R. (2014) The Story of Baby P. Policy Press Bristol

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

Wells, K. (2014) Childhood in a Global Perspective. Wiley/Blackwell

Journals

Child Abuse Review Wiley is particularly useful

[http://onlinelibrary.wiley.com/journal/10.1002/\(ISSN\)1099-0852](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1099-0852)

Child Abuse and Neglect <http://www.journals.elsevier.com/child-abuse-and-neglect/>

Useful websites for child protection

Hadley research Centre

<http://www.bristol.ac.uk/sps/research/centres/hadley/>

NSPCC research section website <http://www.nspcc.org.uk/preventing-abuse/research-and-resources/>

Barnardos Website www.barnardos.org.uk

Social Science Information Gateway www.sosig.ac.uk

Social care institute for excellence www.scie-socialcareonline.org.uk

Community Care Articles www.communitycare.co.uk/

Changing Legislative and Policy Frameworks www.doh.uk/research/index.htm

British Agencies for Fostering and Adoption. <http://www.baaf.org.uk>

Part 3: Assessment

Assessment Strategy

The assignment strategy is designed to assess:

	<p>Firstly, students' ability to verbally present complex multi-stranded critical perspectives in relation to the module content.</p> <p>Students will be required to draw on theory, research policy and practice issues to construct their presentation</p> <p>Students capacity to construct a coherent presentation, and deliver it credibly will be examined (A)</p> <p>Secondly students will produce a written assignment which will require them to critically appraise research papers, theoretical texts, policy, law and contemporary child practice.</p> <p>It will assess their capacity to write discursively about these areas. .</p> <p>The assignment will be on a topic of their own choosing (discussed in tutorial time with a member of the module team) but tightly related to contemporary child protection social work practice within a multi-agency environment.</p> <p>The assignment will have to integrate a child protection "live" case example(s) drawn from their own, or shadowed/supervised child protection practice. (B)</p> <p>Both assignments will expect the students to problematize perceived research and practice "wisdoms". (A and B)</p>
--	---

Identify final assessment component and element	Components B	
% weighting between components A and B (Standard modules only)	A:	B:
	50	50
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
Oral presentation (Up to 30 mins including time for critical questions)	100%	
Component B Description of each element	Element weighting (as % of component)	
. 4000 word assignment	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
Oral presentation (Up to 30 mins including time for critical questions)	100%	
Component B	Element weighting	

Description of each element	(as % of component)
. 4000 word assignment	100%
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>	