



## **Module Specification**

# **Contextual Safeguarding in Child Protection**

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## Part 1: Information

**Module title:** Contextual Safeguarding in Child Protection

**Module code:** UZVYF8-15-M

**Level:** Level 7

**For implementation from:** 2021-22

**UWE credit rating:** 15

**ECTS credit rating:** 7.5

**Faculty:** Faculty of Health & Applied Sciences

**Department:** HAS Dept of Social Sciences

**Partner institutions:** None

**Delivery locations:** CPD Distance Learning (Glenside)

**Field:**

**Module type:** Standard

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** Yes

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** This 15 credit masters level CPD module is designed for qualified and experienced children's social workers.

**Features:** Not applicable

**Educational aims:** This module is designed to specifically focus on abuse from outside of the family and its impact on children, young people, their families and

communities. Through shared practice experience, together with critical analysis of theory, legislation and contemporary research, the module will explore the issues of child sexual exploitation, modern slavery, county lines, online abuse and bullying, trafficking and cuckooing. This module will look at the global nature of extra familial abuse, legislation and multi-agency working .

**Outline syllabus:** The syllabus would typically include the following:

- The opportunity to critically explore , discuss and debate all aspects of extra familial abuse and its impact on children, young people, their families and communities.
- Recognition of the global nature of extra familial abuse and the role of the internet in grooming children and young people.
- Review the literature and current research, listening to the voices of children and young people to better understand and respond to young people's experiences of significant harm beyond their families.

The child protection system in the UK has tended to focus internally on the impact of abuse within the family or by people known to the family. This module focuses on that the different relationships that young people form in their neighbourhoods, schools and online and how they can feature violence and abuse. Families, parents and carers often have little influence over extra familial harm and its contexts and an understanding of how young people's experiences of extra-familial abuse can undermine parent-child relationships will be explored.

Multi-agency working and partnerships are key to engage with individuals and sectors who have influence within extra-familial contexts. The module will focus on theoretical debates on the role of power and authority, poverty and inequality, race, gender and class, age and transition points. Students will be given the opportunity to focus their assignment presentation on one particular area of contextual safeguarding that is particularly relevant within their practice context.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** All students will be expected to attend a series of lectures, which focus on contextual safeguarding issues in child protection. These will include film clips, research and some inter-active small group work. There will be smaller group seminars, which will allow students to critically analyse the lecture material and to focus on specific areas of interest and relevance to their practice.

There will be compulsory reading through Blackboard for each lecture topic, which will be used to facilitate group discussion. There will be sessions in small learning sets (3/4 students) where students will discuss research in practice, focussed on contextual safeguarding issues.

A variety of other approaches will be used which may include:

- The use of invited specialist visiting lecturers including practitioners, academics and researchers, this may be via pre-recorded lectures online.
- The involvement of service users where appropriate and possible and if not in person their voices will be included within the learning on this module through specific research or film materials.

Delivery may be via face to face teaching, online learning or a blend of the two depending on public health and stakeholder requirements.

**Module Learning outcomes:**

**MO1** Critically apply relevant law and policy in contextual safeguarding including the construction of thresholds in child protection and the challenges that contextual safeguarding poses in terms of thresholds, assessment models and multi-agency frameworks

**MO2** Develop critical knowledge of the global nature of contextual safeguarding and the diverse forms it takes

**MO3** Critically review and apply relevant theories to enhance understanding of contextual safeguarding practice and effective interventions

**MO4** Critically evaluate risk factors, which might lead to children and young people being at risk of forms of contextual abuse as well as the evidence available to prevent abuse and support children, young people and their families.

**MO5** Critically explore and apply the intersectionality of gender, sexuality, age, disability, class, poverty, ethnicity, and power to contextual safeguarding

**Hours to be allocated:** 150

**Contact hours:**

Face-to-face learning = 150 hours

Total = 150

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/230F65B8-99F7-129C-1299-87B29000696E.html?lang=en-GB&login=1) via the following link <https://rl.talis.com/3/uwe/lists/230F65B8-99F7-129C-1299-87B29000696E.html?lang=en-GB&login=1>

## **Part 4: Assessment**

**Assessment strategy:** The assignment strategy is comprised of:

Component A – Presentation 30 minutes (including 15 minutes for assessor questions).

Students will be assessed on their capacity to construct a coherent presentation and on their ability to verbally present complex multi-stranded critical perspectives in relation to the module content. Students will be required to draw on theory, research policy and practice issues to construct their presentation.

Formative feedback for the module will be in small groups to review assessment plans with members of the module team.

**Assessment components:**

**Presentation - Component A (First Sit)**

Description: Presentation 30 minutes (including 15 minutes for assessor questions)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

**Presentation - Component A (Resit)**

Description: Presentation 30 minutes (including 15 minutes for assessor questioning)

Students will be assessed on their capacity to construct a coherent presentation and on their ability to verbally present complex multi-stranded critical perspectives in relation to the module content. Students will be required to draw on theory, research policy and practice issues to construct their presentation.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

**Part 5: Contributes towards**

This module contributes towards the following programmes of study: