



## **Module Specification**

### **Child Protection for Contemporary Social Work Practice**

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## Part 1: Information

**Module title:** Child Protection for Contemporary Social Work Practice

**Module code:** UZVYL5-20-M

**Level:** Level 7

**For implementation from:** 2023-24

**UWE credit rating:** 20

**ECTS credit rating:** 10

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

**School:** HAS School of Health and Social Wellbeing

**Partner institutions:** None

**Field:** Health, Community and Policy Studies

**Module type:** Module

**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 module is designed to develop the skills and knowledge of experienced social workers in the contemporary context and challenges of child protection practice.

**Features:** Not applicable

**Educational aims:** This 20 credit CPD module is designed to develop the child protection practice of qualified and experienced children's social workers.

It focuses on supporting students to develop their knowledge of child protection practice in relation to abuse experienced both within the family and within the wider community. It is designed for social work practitioners to critically reflect on their existing knowledge, skills and experience of working with child abuse. Through students sharing of their practice experience, alongside critical analysis of theory, legislation and contemporary research, the module explores specific issues relating to contemporary safeguarding practice. It examines contemporary research and literature relevant to child sexual abuse, physical abuse, neglect and emotional abuse as well as considering contextual elements to abuse such as child sexual and criminal exploitations, online abuse, trafficking, cuckooing and modern slavery. The module also considers the skills practitioners require to practice child safeguarding in a collaborative, empathic and authoritative manner.

**Outline syllabus:**

Teaching will focus on the challenges and complexities of safeguarding children. The syllabus will typically include the following:

- The opportunity to critically explore, discuss and debate all aspects of abuse that occurs within and external to the family context and its impact on children, young people, their families and communities.
- Provide the opportunity to review knowledge and understanding of the legal and policy framework for child protection practice.
- Recognition of the global nature of abuse beyond the familial context and the contribution of technology
- Review contemporary literature and research in relation to causation and explanations of child abuse and listen to the voices of children and young people to better understand and respond to experiences of significant harm both within and beyond the familial context.

It is known that there are long term negative life outcomes for victims of abuse across the whole of the life course. The students will examine their interpersonal skills and methods of intervention when safeguarding children, drawing on learning from one another as well as evidenced based practice from literature and research.

Working with families and carers is key to protecting children and young people and the teaching will review and evaluate methods of assessing and strengthening parental capacity to protect children subject to abuse. Safeguarding children is a multi-agency responsibility and focus will be given to the role of effective multi-professional working as well as the role of specialist services. The module will explore child protection within diverse experiences focusing on theoretical debates on the role of power and authority, poverty and inequality, race, gender and class, age and transition points. The experience of secondary trauma and compassion fatigue are well-documented for social workers and consideration will be given to the importance of self-care and the use of reflective supervision when working with child abuse.

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

**Teaching and learning methods:** Online and face to face learning will include recorded and live online teaching, large and small group teaching, structured reading and reflective activities. The involvement of service users will be through the service user voice in research and film clips. In recognition of the needs of CPD learners the teaching delivery may be via face to face teaching, online learning or a blend of the two depending on public health and stakeholder requirements.

This module is taught and assessed at both level 6/3 and 7/M.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1.** Critically evaluate the legal and policy framework for safeguarding children in England and Wales, including the construction of thresholds, assessment modes and multi-agency frameworks.

**MO2.** Critically analyse the causation and explanations for child abuse, both within and beyond the familial context, through application of relevant theories to enhance understanding of safeguarding children and effective interventions.

**MO3.** Critically evaluate contemporary assessment approaches in child protection demonstrating an understanding of effective analysis of risk factors to inform decision-making, relevant methods of intervention analysis of parental capacity to protect from abuse and interpersonal skills required in safeguarding assessments.

**MO4** Demonstrate their understanding of the importance of self-care and the role of supervision in reflexive practice to promote emotional wellbeing to support ethical child protection social work.

**MO5.** Critically explore and apply social work values, including the intersectionality of gender, sexuality, disability, class, poverty, ethnicity and power in when safeguarding children.

**Hours to be allocated:** 200

**Contact hours:**

Independent study/self-guided study = 152 hours

Face-to-face learning = 48 hours

Total = 200

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/17BB3C32-C034-1BB0-DB72-C4B31FFE7040.html?lang=en&login=1) via the following link <https://rl.talis.com/3/uwe/lists/17BB3C32-C034-1BB0-DB72-C4B31FFE7040.html?lang=en&login=1>

## **Part 4: Assessment**

**Assessment strategy:**

The module will be assessed in the following ways.

Formative feedback will be given to students during the teaching via reflective activities in small and large group teaching.

Summative assessment will be via a 15 minute presentation, with 10 minutes for assessor questions. The presentation will focus on a specific area of contemporary

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

**Assessment tasks:****Presentation (First Sit)**

Description: 15 minute presentation, with 10 minutes for assessor questions

Weighting: 100 %

Final assessment: Yes

Group work: No

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

**Presentation (Resit)**

Description: 15 minute presentation, with 10 minutes for assessor questions

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: