1. KentVision Code and title of the module

SOCI9830 Child Protection in Health Care

## Division and School/Department or partner institution which will be responsible for management of the module

Division for the Study of Law, Society and Social Justice (School of Social Policy, Sociology and Social Research - Centre for Child Protection)

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

 Level 7

## The number of credits and the ECTS value which the module represents

 20 credits (10 ECTS)

## Which term(s) the module is to be taught in (or other teaching pattern)

 Autumn term (term 1) or Spring Term (term 2)

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

Compulsory to the following courses: None

Optional to the following courses: None

Also available as an elective module:- None

To be available as a standalone module

## The intended subject specific learning outcomes.On successfully completing the module students will be able to:

8.1 Possess a systematic understanding of child maltreatment and neglect and an appreciation of the role medical professionals in safeguarding children.

8.2 Demonstrate an understanding of, and ability to apply the main legal and professional responsibilities of a health care practitioner when working with children and families

8.3 Develop a thorough understanding of effective communication with range of people, including effective engagement and intervention with children/young people and caregivers

8.4 Develop relevant expertise and theoretical knowledge (including complex systems and attachment perspectives) maintaining a clear focus on a child centred approach

8.5 Possess a critical understanding of the importance of multi-disciplinary working and culturally competent reflective practice in child protection practice.

8.6 Build critical thinking abilities around assessment and intervention in child protection.

8.7 Have a conceptual understanding of child protection and safeguarding issues that enables learners to critically evaluate research evidence and its application to practice.

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

9.1 Collect, collate and interpret on a systematic basis library and web based research and resources on child protection issues at an advanced level appropriate for postgraduate study and demonstrate the ability to interpret and use research and empirical data at an advanced level.

9.2 Synthesise and systematically evaluate complex knowledge and theoretical perspectives from different disciplines.

9.3 Use IT resources to support achievement of a systematic and critical awareness of the material provided in recorded online lectures and web-based material.

9.4 Work systematically with others during study days and in online forums to prepare and critically discuss complex topics.

9.5 Organise and manage their studying independently and with originality with online support from their tutors

## A synopsis of the curriculum

This is a distance learning module offered to health care practitioners. Health care practitioners have a statutory duty to safeguard children and this short credit enables health care staff, particularly aimed at enabling medical students and newly qualified health professionals such as doctors, nurses, clinical commissioners, to build their knowledge and understanding of child protection in the UK. Teaching will be through virtual learning platforms with set days where live teaching blocks are offered. This course is especially suitable to professionals who have little time to undertake extensive degree programmes as they are already working fulltime/parttime within the health care profession and provides an opportunity to undertake continued professional development. It will build professional’s understanding of child maltreatment, the role of health care staff in safeguarding children from harm. It will instil an understanding of the responsibilities, rights and codes of practice in protecting children and will provide an insight into what multi-agency cooperation, robust assessment and effective interventions will look like and will draw on varied theoretical perspectives, mainly emphasising the importance of child centred practice in child protection.

## Reading list

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

* Department of Education (2018). *Working Together to Safeguard Children*. London.
* Foster, D. (2020) A*n overview of child protection legislation in England. Briefing paper Number 6787*. House of Commons Library.
* General Medical Council (2012) Protecting children and young people: the responsibilities of all doctors. [Accessed 06 April 2022]. [Accessed from: [www.gmc-uk.org/guidance](http://www.gmc-uk.org/guidance)]
* Green, P. (2019). The role of designated and named professionals in child safeguarding. *Paediatrics and child health*, *29* (1), pp. 1-5.
* Horwath, J. and Platt, D. (Ed.) 2018. *The Child's World: The Essential Guide to Assessing Vulnerable Children, Young People and Their Families*, *Third Edition.* Jessica Kingsley Publishers.
* Lefevre, M., Hickle, K., Luckock, B. and Ruch, G. (2017). Building trust with children and young people at risk of child sexual exploitation: The professional challenge. *British Journal of Social Work*, *47*(8), pp. 2456-2473.
* Meadows, P. Tunstill, J. George, A. Dhudwar, A. and Kurt, Z (2011) *The costs and consequences of child maltreatment*. London: NSPCC.
* Neil, P. Hodson, D. and Taylor, J. (2019). Collaborative practice and participation: Early help to child protection. In Horwath, J. and Platt, D. (eds) *The Child's World*. London: Jessica Kingsley Publishers, pp. 159-175.
* NICE (2017) Child abuse and neglect – NICE guideline [NG 76). [Accessed on 06 April 2022] [Accessed from: <https://www.nice.org.uk/guidance/ng76>]
* Rogowski, S. (2015) From Child Welfare to Child Protection/Safeguarding: A Critical Practitioner’s View of Changing Conceptions, Policies and Practice, *Practice*, 27:2, 97-112.
* Wilkins, D. Shemmings, D. and Pasco, C. (2019) *Child abuse – An evidence base for confident practice*, Fifth edition. London: Open University Press- Mc Graw Hill Education.

## Contact Hours

Private Study: 168

Contact Hours: 32

Total: 200

##  Assessment methods

* 1. Main assessment methods

 Coursework- Written assignment essay (2000-words) – 50%

 Coursework - 15-minute oral presentation - 50%

 Both components must be passed in order for the module to be passed overall.

13.2 Reassessment methods

 Like for like 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 outcomes against learning and teaching methods:**

| **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 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Private Study | **X** | **X** |  |  | **X** | **X** | **X** | **X** |  |  |  | **X** |
| *Lectures and podcasts* | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |  |  |  |
| *Group work activities* |  |  | **X** |  | **X** |  |  |  |  | **X** | **X** |  |
| *Simulative learning games* | **X** |  | **X** |  | **X** | **X** |  |  |  |  |  |  |

**Module learning outcomes against assessment methods:**

| **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 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Written assignment (2000 words) | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Oral presentation (15 minutes | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |

## Inclusive module design

The Division 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

## Campus(es) or centre(s) where module will be delivered

 Medway

## Internationalisation

Though focused on UK child protection 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.

**DIVISIONAL USE ONLY**

**Module record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

| Date approved | New/Major/minor revision | Start date of delivery of (revised) version | Section revised(if applicable) | Impacts PLOs (Q6&7 cover sheet) |
| --- | --- | --- | --- | --- |
| 16/12/2022 | New | September 2023 | N/A | N/A (standalone module) |
|  |  |  |  |  |