1. KentVision Code and title of the module

SOCI9840 Safeguarding children from exploitation

## 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

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 exploitation including sexual and criminal exploitation and an appreciation of the role of professionals working in education, social care, health, law enforcement and youth/criminal justice in safeguarding children

8.2 Demonstrate an understanding of, and ability to apply key national and international legal frameworks and professional codes of practice when working with children and families in identifying and responding to exploitation of children.

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

8.4. Develop relevant expertise and theoretical knowledge (including complex systems, intersectionality, and other practice theories) maintaining a clear focus on a child and family centred approach.

8.5 Possess a critical understanding of the importance of multi-disciplinary working and culturally competent, trauma informed and reflective practice in safeguarding children from exploitation

8.6 Build critical thinking abilities around assessment and intervention in child protection enabling practitioners to identify opportunities for developing effective preventive, protective and criminal justice strategies to tackle the exploitation of children.

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 multiagency practitioners working to safeguard children from sexual and criminal exploitation. This module aims to build the knowledge and understanding of the forms of exploitation, its impact on children and families and effective approaches to identifying and responding to safeguard children from exploitation. Teaching will be through virtual learning platforms, online simulative games along with live teaching on set days. This course is especially suitable to professionals who have little time to undertake extensive degree programmes as they are already working fulltime/parttime within education, social care, law enforcement, health, youth/criminal justice, sporting, recreation and transport industries and provides an opportunity to undertake continued professional development.

## 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).

* Cockbain, E., 2013. Grooming and the ‘Asian sex gang predator’: the construction of a racial crime threat. *Race & Class*, *54*(4), pp.22-32.
* Department for Education (2017) Child Sexual Exploitation: Definitions and Guide for Practitioners https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners
* Firmin, C. (2020)., Contextual safeguarding and child protection: re-writing the rules. London: Taylor & Francis Group.
* Hallett, S., 2017. *Making sense of child sexual exploitation: exchange, abuse and young people*. Policy Press.
* Harding, S., 2020. *County lines: Exploitation and drug dealing among urban street gangs*. Policy Press.
* Jago, S., et al. (2011). *What’s Going on to Safeguard Children and Young People from Sexual Exploitation? how Local Partnerships Respond to Child Sexual Exploitation*. Luton: University of Bedfordshire.
* Kelly, L. and Karsna, K. (2017). *Measuring the Scale and Changing Nature of Child Sexual Abuse and Child Sexual Exploitation. Scoping Report*. Centre of Expertise on Child Sexual Abuse, London Metropolitan University.
* Marshall, H., 2022. Young Men’s Perspectives on Child Criminal Exploitation and Their Involvement in County Lines Drug Dealing: An Intersectional Analysis. In *Contemporary Intersectional Criminology in the UK* (pp. 87-101). Bristol University Press.
* McAlinden, A.M., 2014. Deconstructing victim and offender identites in discourses on child sexual abuse: Hierarchies, blame and the good/evil dialectic. *British Journal of Criminology*, *54*(2), pp.180-198.
* Melrose, M. and Pearce, J. eds., (2013) Critical perspectives on child sexual exploitation and related trafficking, Springer.
* O'Brien, M., 2017. *Criminalising Peacekeepers: Modernising National Approaches to Sexual Exploitation and Abuse*. Springer.
* OCC (2015) *Protecting children from harm: A critical assessment of child sexual abuse in the family network in England and priorities for action.* London: Office of the Children’s Commissioner.
* Wroe, L.E., 2021. Young people and “county lines”: a contextual and social account. *Journal of Children's Services*.

## Contact Hours

Private Study: 168

Contact Hours: 32

Total study hours : 200

## Assessment methods

13.1 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.

## 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 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Oral presentation | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |

## Inclusive module design

The Division/School 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

This module is applicable to audiences at both UK national and global level. The module includes theoretical approaches and a critical consideration of legal frameworks 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) |
| --- | --- | --- | --- | --- |
| 16/12/20222022 | New | September 2023 | N/A | N/A (standalone module) |
|  |  |  |  |  |