MODULE SPECIFICATION

KEY FACTS

<table>
<thead>
<tr>
<th>Module name</th>
<th>Child Protection: Managing Risk and Resilience Together</th>
</tr>
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<tbody>
<tr>
<td>Module code</td>
<td>NMM400</td>
</tr>
<tr>
<td>School</td>
<td>School of Health Sciences</td>
</tr>
<tr>
<td>Department or equivalent</td>
<td>Division of Nursing</td>
</tr>
<tr>
<td>UK credits</td>
<td>15</td>
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<tr>
<td>ECTS</td>
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<td>Level</td>
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MODULE SUMMARY

Module outline and aims

This child protection module is aimed at any student working professionally with children, young people and/or their families and carers. The main learning objectives will focus on developing students' knowledge and awareness of the safe and ethical implementation in practice of safeguarding policy and legislative frameworks to promote effective inter-agency and collaborative practice in the statutory and voluntary sectors in line with Working together to safeguard children (HM Government, 2006).

This module will examine and evaluate knowledge and skills to understand and identify risks and vulnerability and to consider the concept of resilience and its promotion in line with the emotional well being of the child and its family. The module will be delivered collaboratively from a child health and a child and adolescent mental health perspective.

All professionals have a statutory responsibility of safeguarding children and vulnerable adults.

WHAT WILL I BE EXPECTED TO ACHIEVE?

On successful completion of this module, you will be expected to be able to:

Knowledge and understanding:

- Analyse and critically evaluate the International evidence base available related to child protection work, policy and inter-professional practice
- Demonstrate enhanced levels of knowledge and conceptual ability in relation to identification, assessment and management of risk in particular to significant harm and emotional well being.
- Critically evaluate and analyse the theories underpinning family systems and parenting variables.
- Identify and analyse the cultural, environmental and economic factors that induce risk or promote resilience in the individual and the family.
- Demonstrate a competent level of knowledge of the legal framework,
investigative processes and professional accountability in the safeguarding of children.

Skills:

- Develop and manage effective local inter-professional partnerships and develop strategies for early identification and intervention in relationship to safeguarding children.
- Explore the complexities and dynamics of conscious and unconscious communication in child protection work with families.
- Participate in developing and disseminating local policies and guidelines relating to the mental health and well-being of the child, young person and their families/carers.

Values and attitudes:

- Recognise the professionals’ duty of care to children within their families and the complexities of formal power and how this impacts on practice.
- Develop and sustain collaborative inter-professional relationships including conflict negotiation and management.
- Explore critically through reflection and discussion the factors at an inter-personal, intra-personal and systemic level which can impact on practise delivery, equity of access and parity of service provision across agencies and boundaries.
- Critically analyse the influence of culture and diversity when working within the complexities of the child protection system considering anti-oppressive and anti-discriminatory practice including the perspectives of service users and carers.

**HOW WILL I LEARN?**

The module will be delivered over 7 study days. Each day will include the following activities:-

- Reflective Practice Seminars
- Lectures
- Journal group seminar

*Teaching pattern:*

This module will run every year in Term Three (Summer term) over seven consecutive weekly study days, taking place over the first year of the MSc programme.

<table>
<thead>
<tr>
<th>Teaching component</th>
<th>Teaching type</th>
<th>Contact hours (scheduled)</th>
<th>Self-directed study hours (independent)</th>
<th>Placement hours</th>
<th>Total student learning hours</th>
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<td>61</td>
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<td>75</td>
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<td>Health</td>
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<td>Lecture</td>
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<td>Totals:</td>
<td></td>
<td></td>
<td>28</td>
<td>122</td>
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**WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?**

**Assessments**

This written assessment comprises of 3000 words and provides you with an opportunity to identify and critically analyse an area of safeguarding risk and evaluate the implications for practice, making recommendations to promote resilience. Specific learning outcomes achieved through assessment of this module are identified in the module handbook.

**Assessment pattern:**

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Assessment type</th>
<th>Weighting</th>
<th>Minimum qualifying mark</th>
<th>Pass/Fail?</th>
</tr>
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<tbody>
<tr>
<td>3000 Word Essay</td>
<td>• Written assignment, including essay</td>
<td>100%</td>
<td>50%</td>
<td>N/A</td>
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</table>

**Assessment criteria**

Information on the above module assessment criteria and grade-related criteria can be found on the module space in Moodle.

**Feedback on assessment**

Following an assessment, you will be given your marks and feedback in line with the assessment regulations and policy. More information on the timing and type of feedback that will be provided for each assessment will be available from the module leader.

**Assessment Regulations**

The Pass mark for the module is 50%. Any minimum qualifying marks for specific assessments are listed in the table above. The weighting of the different components can also be found above. The Programme Specification contains information on what happens if you fail an assessment component or the module.
INDICATIVE READING LIST


**Useful Journals**

Child and Adolescent Mental Health
Journal of Adolescence Journal of Child Health Care Journal of Interprofessional Care

**Useful sites**

[www.dfes.gov.uk/everychildmatters](http://www.dfes.gov.uk/everychildmatters)
[www.dfes.gov.uk](http://www.dfes.gov.uk)
[www.tso.co.uk](http://www.tso.co.uk)
[www.blackwellpublishing.com/journals/camh](http://www.blackwellpublishing.com/journals/camh)
[www.doh.gov.uk](http://www.doh.gov.uk)
[www.mind.do.uk](http://www.mind.do.uk)
[www.rcpsych.ac.uk](http://www.rcpsych.ac.uk)
[www.youngminds.co.uk](http://www.youngminds.co.uk)
[www.aimh.org.uk](http://www.aimh.org.uk)
[www.aft.org.uk](http://www.aft.org.uk)
[www.cabinetoffice.gov.uk](http://www.cabinetoffice.gov.uk)
[www.cebmh.wame.ox.ac.uk.](http://www.cebmh.wame.ox.ac.uk)
[www.eppic.org.uk](http://www.eppic.org.uk)
[www.qscc.org.uk](http://www.qscc.org.uk)
[www.mentalhealth.org.uk](http://www.mentalhealth.org.uk)
[www.rcvcco.org.uk](http://www.rcvcco.org.uk)
[www.parenting-forum.org.uk](http://www.parenting-forum.org.uk)
[www.pippin.org.uk](http://www.pippin.org.uk)
[www.rip.org.uk](http://www.rip.org.uk)
[www.scie.org.uk](http://www.scie.org.uk)
[www.soton.ac.uk](http://www.soton.ac.uk)
[www.spn.org.uk](http://www.spn.org.uk)
[www.safeguardingchildren.org.uk](http://www.safeguardingchildren.org.uk)
[www.waimh.org.uk](http://www.waimh.org.uk)
### Appendix

See [http://www.hesa.ac.uk/content/view/1805/296/](http://www.hesa.ac.uk/content/view/1805/296/) for the full list of JACS codes and descriptions

## CODES

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<th>Description</th>
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<table>
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<tr>
<th>HESA Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>B</td>
<td>Subject allied to medicine</td>
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