

<b>Module Code:</b>	SOC439
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<b>Module Title:</b>	Child Sexual Exploitation: Critical Perspectives on Safeguarding
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<b>Level:</b>	4	<b>Credit Value:</b>	20
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<b>Cost Centre(s):</b>	GASW	<b>JACS3 code:</b>	L520
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Dr Caroline Hughes
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Scheduled learning and teaching hours	36 hrs
Guided independent study	164 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	200 hrs

<b>Programme(s) in which to be offered (not including exit awards)</b>	Core	Option
Stand-alone module - Aligned with FdA Therapeutic Child Care	✓	<input type="checkbox"/>

<b>Pre-requisites</b>

**Office use only**

Initial approval: 11/01/2018

Version no: 1

With effect from: 01/09/2019

Date and details of revision:

Version no:

**Module Aims**

The module aims to provide an understanding into the nature and prevalence of sexual exploitation of children and young people, and to explore policy and legislative perspectives and responses.

**Intended Learning Outcomes**

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

1	Understand, describe and explain the definition, nature and prevalence of child sexual exploitation	KS1	KS3
		KS4	KS6
		KS6	
2	Recognise and discuss the potential indicators of child sexual exploitation.	KS1	KS3
		KS4	KS6
3	Identify the issues around perpetrators and sexual grooming.	KS1	KS3
		KS4	KS6
4	Explain and review legislative and policy responses to child sexual exploitation.	KS1	KS3
		KS10	KS4
		KS6	

**Transferable skills and other attributes**

Written skills, IT; Problem solving; Organising; Working to deadlines; Making decisions; Research skills.

**Derogations**

None

**Assessment:**

## Indicative Assessment Tasks:

The assessment requires students to complete a SERAF (Sexual Assessment Risk Assessment Framework) Form based on a Case Study.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4	Case Study	100%		3,000

**Learning and Teaching Strategies:**

The module will be taught through a blended learning approach of face to face classroom sessions and e learning. Tutors will engage with students through the medium of the VLE. Additional support will be accessed through group or individual tutorials

**Syllabus outline:**

- The definition of Child Sexual Exploitation
- Sexual Grooming and targeting of children and young people
- The digital world and associated risks
- 'Push pull' factors and child sexual exploitation
- Identifiers of child sexual exploitation
- The relationship between young people going missing and being at risk of, or abused through, child sexual exploitation
- High profile child sexual exploitation cases and key messages
- Risk assessment tools
- Policy and practice responses

**Indicative Bibliography:****Essential reading**

HM Government (2015), *Child Sexual Exploitation*. London: Cabinet Office.

Jay, A., (2014), *Independent Inquiry Into Child Sexual Exploitation in Rotherham: 1997-2013*. Rotherham Metropolitan Borough Council.

**Other indicative reading**

All Wales Child Protection Procedures Review Group (2008, reviewed 2013), *Safeguarding and Promoting the Welfare of Children who are at Risk of Abuse through Sexual Exploitation: All Wales Protocol*

All Wales Child Protection Procedures Review Group (2011), *All Wales Protocol- Missing Children: Children who run away or go missing from home or care*.

Clutton, S and Coles, J (2007), *SERAF Sexual Exploitation Risk Assessment Framework: a pilot study*. Barnardo's Cymru.

Cockbain, E., Ashby, M. and Brayley, H., (2015), *Immaterial boys? A large-scale exploration of gender-based differences in child sexual exploitation service users*. *Sexual abuse: a journal of research and treatment*, p.1079063215616817.

Hughes, C. and Thomas, M., (2016), "You can trust me..." *Young people going missing and at risk of, or abused through, child sexual exploitation in North Wales*, Barnardo's.

Palmer, T. (2015), *Digital dangers: The impact of technology on the sexual abuse and exploitation of children and young people*. Barnardo's/The Marie Collins Foundation.

Pearce, J. (2009), *Young People and Sexual Exploitation: 'its not hidden you just aren't looking'*. London: Routledge

Thomas, M. and Speyer, E. (2016), *'I Never Spoke About It'...Supporting sexually exploited boys and young men in Wales*. Barnardo's.

Welsh Government Statutory Guidance (2011), *Safeguarding Children and Young people from Sexual Exploitation: Supplementary guidance to safeguard children, Working Together under The Children Act 2004*. <http://gov.wales/docs/dhss/publications/policy/110107guidanceen.pdf>