

University of the West of Scotland

Module Descriptor

Session: 2023/24

Last modified: 17/01/24

Status: Published

Title of Module: Child Protection in Context

Code: NURS11001	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)		
School:	School of Health and Life Sciences				
Module Co-ordinator:	Maureen Bell				
Summary of Module					
<p>This is a core module of the Post Graduate Certificate Child Protection.</p> <p>The module will provide a critical understanding of the concept of child protection by critically analysing definitions, terminology, research and conventions. Principal theories and concepts relating to the family in contemporary society and how they inform understanding of the phenomenon of child abuse will be critically examined. The impact of poverty and inequalities on child welfare will also be critically evaluated. The law relating to the protection of children will be critically explored in the context of key international conventions and the application of Scottish legislation in practice. The development of child protection policy in Scotland will be critically analysed focusing on key policy initiatives leading to and including Getting It Right for Every Child and the current Child Protection Improvement Programme. In this context students will critically reflect on their own professional roles and responsibilities</p> <p>This module will support students to develop characteristics which can contribute to the UWS graduate attributes of Universal, critical thinking and culturally aware. It will enhance their capacity to make informed judgments in respect of children's wellbeing and protection, through knowledge and problem solving. It will help students to be work ready and develop an innovative and transformational approach, creating successful professionals.</p>					
Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
				✓	

Face-To-Face

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓						

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
	✓	

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

- L1. Critically examine the context of child abuse and child protection within contemporary society.
- L2. Critically analyse the development of national policy in respect of child protection.
- L3. Critically examine the scope of child protection within the legislative and policy frameworks from an interprofessional perspective.
- L4. Demonstrate a critical understanding of the law and legal processes in respect of child protection.

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:

Knowledge and Understanding (K and U)	SCQF Level 11. The demonstration of a critical understanding of the principles underpinning the development of policy and law in respect of child protection.	
Practice: Knowledge and Understanding	Applied	SCQF Level 11. Apply knowledge and understanding of policy and law within a multi-professional work context in working with children who are in need of protection and with their families.
Generic Cognitive skills	SCQF Level 11. Dealing with complex child protection situations and making clear professional judgments informed by current policy and law.	
Communication, ICT and Numeracy Skills	SCQF Level 11. Communicating clearly and openly with children and their families, peers, partner agencies, the Court and the Children's Hearing.	
Autonomy, Accountability and Working with others	SCQF Level 11. Demonstrating critical reflection on the student's own professional value base, judgment and practice in respect of child protection.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	Degree or relevant experience in field of Child Protection. Students must be able to draw from current practice experience to meet the programme's assessment requirements.
Co-requisites	Module Code: NURS11003 NURS11002	Module Title: Child Protection Practice Protecting Children

* Indicates that module descriptor is not published.

Learning and Teaching

The module is delivered through a blended/hybrid learning approach. There will be four supported learning study days on campus, which will consist of a mixture of seminars and group learning. Extensive use of VLE and open learning materials will enhance self-directed learning. Individual support will be available by email, video link, telephone or academic support sessions.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial/Synchronous Support Activity	24
Personal Development Plan	6

Asynchronous Class Activity	16
Independent Study	154
	200 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Link to Module Resource List-; [Child Protection in Context \(exlibrisgroup.com\)](http://exlibrisgroup.com)

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the

Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Supplemental Information

Programme Board	Midwifery & Specialist Nursing
Assessment Results (Pass/Fail)	No
Subject Panel	Midwifery&Specialist Nursing L9-11
Moderator	Ruth Astbury
External Examiner	T Jones
Accreditation Details	None

Changes/Version Number	2.09 Amendment to the hours and categories of various Teaching & Learning Activities to reflect New Curriculum Framework Delete specific details for the "Formative" assignment
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Assessment: (also refer to Assessment Outcomes Grids below)

Integrative assessment will be used comprising of a Formative Assignment and two Summative Assignments.
The formative assignment is designed to help students to consider and plan their approach to completing the essay component of the summative assessment strategy.

Summative Component 1- Essay

This component will be a 3000-word essay in which the student will demonstrate an in-depth level of knowledge and understanding of the current context in which children are protected and families are supported in their children's up-bringing. In this the student will critically analyse definitions of abuse and neglect, prevalence, poverty, inequality, and the role of the family. Throughout the assignment the student will demonstrate their knowledge of and a critical understanding of the legislative frameworks and the children's hearing system in Scotland that supports the child protection system and processes. This component will make up 75% of the overall mark for the module and will be marked out of 100. The pass mark will be 40% in accordance with UWS Regulatory Framework.

Summative Component 2- Group Assignment

This component will be a Group Assignment in which the student will demonstrate a critical understanding of contemporary policy and the impact on children and young people. This will make up 25% of the overall mark for the module and will be marked out of 100. The pass mark will be 40% in accordance with UWS Regulatory Framework.

The composite mark from both components must be 50% or more to achieve an overall module pass in accordance with UWS Regulatory Framework.

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.
(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓	✓		✓	75%	0
Component 2						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours

Group Assignment			✓		25%	0
Combined Total For All Components					100%	0 hours

Footnotes

A. Referred to within Assessment Section above
 B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.

2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note). This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

The School of Health and Life Sciences believes that education and practitioner diversity are central to achieving quality of care.

Within the module, quality of care, inclusiveness and employability are achieved by:

- Provision of a welcoming and supportive culture that promotes accessibility and equal opportunities to students and prospective students.
- Promotion of confidence and knowledge of their rights as a student and employee
- Promotion of respect and knowledge of client diversity, their needs, rights and associated practitioner responsibilities

The above aims, supported by staff belief in fairness and equal opportunities, guide content, teaching and learning, assessment and evaluation.

Disability disclosure is encouraged throughout recruitment, selection and throughout the duration of this module. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced.

To enable the module to be responsive to the demand for equality and diversity, procedures and processes have been subject to Equality Impact Screening and where appropriate Equality Impact Assessment. Evaluation by all key stakeholders through the life of the module is also central to meeting commitments.

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)