Module Descriptor

Title	Child Protection in Context		
Session	2026/27	**Status**	Published
Code	NURS11001	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Maureen Bell		

Summary of Module

This is a core module of the Post Graduate Certificate Child Protection.

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

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.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☐	☐	☐

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Campuses for Module Delivery	☐ Ayr ☐ Dumfries		☐ Lanarkshire ☐ London ☒ Paisley		☐ Online / Distance Learning ☐ Other (specify)	
Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
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.
L5	

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 11** Applying a critical knowledge and understanding of socio-economic, family and environmental influences on child development and promoting and protecting the rights of children. Applying an in-depth and critical understanding of complex policy, legal, moral and ethical issues that relate to the protection of children. Synthesising theoretical knowledge and understanding to articulate a social justice approach to promoting and protecting children's rights.
Practice: Applied Knowledge and Understanding	**SCQF 11** Demonstrating originality, creativity and innovation in the critical application of theories, concepts, principles and models that underpin safeguarding and child protection practice.
Generic Cognitive skills	**SCQF 11** Demonstrating the ability to synthesise and evaluate information from research, policy and other evidence sources and the relevance to the wellbeing and protection of children. Appraising the role and responsibility of key organisations and professionals and how this contributes to safeguarding and protecting children.
Communication, ICT and Numeracy Skills	**SCQF 11** Apply ing a range of advanced skills and strategies to communicate effectively within the context of inter-professional learning and practice.

	Applying digital literacy and numeracy skills to inform the critical appraisal of data sources such as child protection statistics. Applying a range of IT skills to the learning environment.
Autonomy, Accountability and Working with Others	**SCQF 11** Demonstrating competency in critical analysis and decision making when working with others. Develop, sustain and evaluating collaborative working relationships.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**
	NURS11002	Protecting Children
	NURS11003	Child Protection Practice

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. There will be 5 on campus learning events/days for this module which is designed to augment teaching and learning resources provided on the VLE and these will include lecturers, seminars and group activities.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	30
Personal Development Plan	6
Asynchronous Class Activity	10
Independent Study	154
n/a	
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Appleton, J.V. and Peckover, S. (eds.) (2015) Child protection, public health and nursing. United Kingdom: Dunedin Academic Press. Corby, B. Shemmings, D. and Wilkins, D. (2012) Child Abuse: An Evidence Base for Confident Practice. Open University Press.

Featherstone, B., White, S. and Morris, K. (2014) Re-imagining child protection: Towards humane social work with families. Bristol: Policy Press.

Featherstone, B. (2018). Protecting children: a social model (A. Gupta, K. Morris, & S. White, Eds.). Policy Press.

Guthrie, T. (2021). Child abuse, child protection and the law (M. Driscoll, Ed.; 2nd ed.). Thomson Reuters.

Holt, K. (2019). Child protection (2nd ed..). Red Globe Press.

Norrie, K. McK. (2022). Children's hearings in Scotland (4th ed.). W Green.

Scottish Government (2008) A guide to getting it right for every child. Edinburgh: Scottish Government.

Scottish Government (2023) The National Guidance for Child Protection in Scotland.

Scottish Government (2014) Safeguarding Scotland's vulnerable children from child abuse: a review of the Scottish system (The Brock Report).

Scottish Government (2017) Child Protection Improvement Programme.

Smith, A. B. (Ed.). (2015). Enhancing children's rights [electronic book] : connecting research, policy and practice . Palgrave Macmillan.

United Nations (1989) United Nations Convention on the Rights of the Child.

Wilkins, David. (2019). Child abuse: an evidence base for confident practice (D. Shemmings, C. Pascoe, & Brian. Corby, Eds.; 5th ed.). Open University Press.

(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)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Students are required to engage with the teaching and learning resources provided in the Virtual Learning Environment and attend t least 80% of the on campus days.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human 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 tostudents 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 practitionerresponsibilities.

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

Supplemental Information

Divisional Programme Board	**Mental Health Nursing Midwifery Health**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	MHMH L9-11
Moderator	Suzanne Thomson
External Examiner	F Routh
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	3

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Students must achieve a minimum PASS mark of 40% for each component with a total overall assessments mark of 50% in accordance with UWS Regulatory Framework. This component will be an essay (indicative word count 3000-3300) 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.
Assessment 2
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.
Assessment 3
(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 Module Handbook.)

Component 1

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Essay	☒	☒	☐	☒	☐	75	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Demonstrations/ Poster presentations/ Exhibitions	☐	☐	☒	☐	☐	25	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	When	Who
Change to Module Internal Moderator	31/01/25	M Bell
Employability Skills & PDP Skills – Changed in line with minor changes to learning outcomes in the Programme Specification Changed wording in assessment to demonstrate word count is "indicative" Updated Indicative Resources Replace name of EE- with "To be added at later date once new EE identified"	30/01/26	Maureen Bell