



Module Descriptor

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|----------------------------|--------------------------|---|----|
| Title | Protecting Children | | |
| Session | 2024/25 | Status | |
| Code | NURS11002 | SCQF Level | 11 |
| Credit Points | 20 | ECTS (European Credit Transfer Scheme) | 10 |
| School | Health and Life Sciences | | |
| Module Co-ordinator | M Bell | | |

Summary of Module

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

The module will provide a critical knowledge and understanding of the current evidence base and principles which specifically relate to normal Child Development. Factors which may contribute to developmental delay and abnormal psychological development will be critically analysed. The complexities of familial and social factors will be critically analysed and evaluated in terms of their impact on children's welfare and safety. This will include in-depth exploration of the impact of factors drawn from a multiplicity of topics such as problem substance use, domestic abuse, parental mental ill health, caring for children with special needs, child sexual abuse, children with complex needs, child trafficking, sexual exploitation, travelling and immigrant families, looked after children and children with mental health problems.

This module will support the student to develop their skills in critical thinking when considering the impact of family adversity on child development, within a culturally aware context. They will have enhanced skills in making informed judgements in respect of children's well being and safety in families where there are complex needs. It will prepare students to be work ready and successful professionals by being innovative and transformational in their approach to practice.

| Module Delivery Method | On-Campus ¹ | Hybrid ² | Online ³ | Work -Based Learning ⁴ |
|------------------------|-------------------------------------|--------------------------|--------------------------|-----------------------------------|
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

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| Campuses for Module Delivery | <input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries | | <input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley | | <input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify) | |
| | Term 1 | <input type="checkbox"/> | Term 2 | <input checked="" type="checkbox"/> | Term 3 | <input type="checkbox"/> |
| Long-thin Delivery over more than one Term | Term 1 – Term 2 | <input type="checkbox"/> | Term 2 – Term 3 | <input type="checkbox"/> | Term 3 – Term 1 | <input type="checkbox"/> |

| Learning Outcomes | |
|-------------------|---|
| L1 | Outline the key features and stages of a child’s physiological, psychological and emotional development based on a review of current literature and research. |
| L2 | Critically analyse factors which may adversely impact on a child’s overall development. |
| L3 | Critically evaluate how a child’s experience of familial and social factors could impact on his/her development. |
| L4 | |
| 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 The demonstration of a critical knowledge and understanding of Child Development. |
| Practice: Applied Knowledge and Understanding | SCQF 11 Applying knowledge and understanding of the impact of complex social and familial factors to working with children who are in need of protection and with their families. |
| Generic Cognitive skills | SCQF 11 Making clear professional judgments informed by current knowledge of child development and critical analysis of complex factor which may impact on children’s welfare. |
| Communication, ICT and Numeracy Skills | SCQF 11 Communicating clearly and openly with children and their families, peers, and partner agencies in analyzing the complex factors which may impact on a child’s welfare and protection. |
| Autonomy, Accountability and Working with Others | SCQF 11 Demonstrating critical reflection on the student’s own professional judgment in applying their understanding of complex causal factors to their practice in respect of child protection. |

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|---------------|-------------|--------------|
| Prerequisites | Module Code | Module Title |
| | Other | |

| Co-requisites | Module Code | Module Title |
|---------------|-------------|-----------------------------|
| | NURS11001 | Child Protection in Context |
| | NURS11003 | Child Protection Practice |

| Learning and Teaching | |
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| <p>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.</p> <p>There will be 5 on campus learning events/days for this module which is designed to augment teaching and learning resources provided on Aula and these will include lecturers, seminars and group activities.</p> | |
| Learning Activities | Student Learning Hours |
| During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | (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 |
| Please select | |
| Please select | |
| TOTAL | 200 |

| Indicative Resources |
|--|
| <p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Appleton, J. V., & Peckover, S. (Eds.). (2015). Child protection, public health and nursing [electronic book] . Dunedin.</p> <p>Berk, L. E. (2013). Child development (9th ed., International ed.). Pearson.</p> <p>Barnard, M. et al. (2015). Resisting your good intentions: substance-misusing parents and early intervention to support and monitor children in need. <i>Child & Family Social Work</i>, 20(2), 171–180.</p> <p>Cassidy J, Shaver, P, Phillip R. (2018) (3rd ed.) Handbook of attachment: Theory, research, and clinical applications. New York. The Guilford Press.</p> <p>Circuits and circumstances: the neurobiological consequences of early relationship experiences and how they shape later behaviour. <i>Journal of Child Psychotherapy</i>, 27(3), 237–255.</p> <p>Cleaver, H. (2007). Child Protection, Domestic Violence and Parental Substance Misuse : Family Experiences and Effective Practice (Don. Nicholson, Ed.). Jessica Kingsley.</p> <p>Daniel, B. (2010). Child development for child care and protection workers [electronic book] (Sally. Wassell, Robbie. Gilligan, & David. Howe, Eds.; 2nd ed.). Jessica Kingsley</p> |

Daniel, B. (2002a). Assessing and promoting resilience in vulnerable children [electronic book]. Gerhardt, S. (2015a). Why love matters : how affection shapes a baby's brain (2nd ed.). Routledge.

Gerhardt, S. (2015b). Why love matters [electronic book] : how affection shapes a baby's brain (2nd ed.). Routledge Taylor & Francis Group.

Glaser, D. (2011). How to deal with emotional abuse and neglect—further development of a conceptual framework (FRAMEA). Child Abuse & Neglect : The International Journal, 35(10), 866–875.

Hunter-Carsch, M. The handbook of social, emotional, and behavioural difficulties (pp. 151–166). Continuum International Pub. Group.

Mercer, J., Hupp, S., Jewell, J. (2020) (4th ed.) Thinking critically about child development: examining myths and misunderstandings. Los Angeles. SAGE Publications

Prior, Vivien. (2006). Understanding attachment and attachment disorders : theory, evidence, and practice (Danya. Glaser, Ed.). Jessica Kingsley Publishers.

(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 regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, 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 at 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 Rights 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. Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.

(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

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| Divisional Programme Board | Mental Health Nursing Midwifery Health |
| Overall Assessment Results | <input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded |
| Module Eligible for Compensation | <input type="checkbox"/> Yes <input type="checkbox"/> 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 | Mental Health Nursing Midwifery Health |
| Moderator | Ruth Astbury |
| External Examiner | Keely Guest |
| Accreditation Details | N/A |
| Module Appears in CPD catalogue | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Changes / Version Number | |

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Integrative assessment will be used comprising of a Formative assignment and a Summative Written Assignment of 4000 words. The formative assignment will inform the Summative Written Assignment. The Summative Written Assignment will comprise of an essay in which the student will demonstrate a critical understanding of child development and how complex familial and social factors impact on a child's development and protection. This assignment will be worth 100% of the total marks for the module. In compliance with the University Regulatory Framework the pass mark will be 50%.

Assessment 2

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 |
|-----------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 100 | 0 |

| Component 2 | | | | | | | |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |

| Component 3 | | | | | | | |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Combined total for all components | | | | | | 100% | hours |

Change Control

| What | When | Who |
|------|------|-----|
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