

Session: 2022/23

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Title of Module: Protecting Children			
Code: NURS11002	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. 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.</p> <p>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.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
				✓	
<p>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.</p> <p>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</p> <p>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.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

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		

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Learning Outcomes: (maximum of 5 statements)	
On successful completion of this module the student will be able to: 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.	
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 knowledge and understanding of Child Development.
Practice: Applied Knowledge and Understanding	SCQF Level 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 Level 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 Level 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 Level 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.
Pre-requisites:	Before undertaking this module the student should have undertaken the following:
	Module Code:
	Module Title:

	Other:	Degree or relevant experience in the field of Child Protection. Students must be able to draw from current practice experience in order to meet the programme's assessment requirements.
Co-requisites	Module Code: NURS11001 NURS11003	Module Title: Child Protection in Context Child Protection Practice

* Indicates that module descriptor is not published.

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Learning and Teaching	
The module is delivered through a blended learning approach. There will be four compulsory supported learning study days, which will consist of a mixture of lectures, seminars and group learning. Extensive use of VLE and open learning materials will enhance self-directed learning. Individual support will be available by e-mail, 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- Protecting Children (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	

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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	
Version Number	2.09

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Assessment: (also refer to Assessment Outcomes Grids below)
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%.
(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)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Essay	✓	✓	✓	100	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

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Note(s):
<ol style="list-style-type: none"> More than one assessment method can be used to assess individual learning outcomes. 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)