Module Descriptor

Title	Protecting Children		
Session	2026/27	**Status**	Published
Code	NURS11002	**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 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]**
	☒	☐	☐	☐

[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	Demonstrate a critical understanding of the key features and stages of a child's physiological, psychological and emotional development based on 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** Critically appraise, analyse and evaluate theories, concepts and research evidence in relation to safeguarding and protecting children Applying a critical knowledge and understanding of socio-economic, family and environmental influences on child development and promoting and protecting the rights 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.
Communication, ICT and Numeracy Skills	**SCQF 11** Demonstrating 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	**SCQF 11**

and Working with Others	Demonstrating accountability for own practice and critically reflect the role and responsibility of self and others in safeguarding and protecting children.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**
	NURS11001	Child Protection in Context
	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 deisnged 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., & Peckover, S. (Eds.). (2015). Child protection, public health and nursing [electronic book] . Dunedin.

Berk, L. E. (2013). Child development (9th ed., International ed.). Pearson.

Barnard, M. et al. (2015). Resisting your good intentions: substance-misusing parents and early intervention to support and monitor children in need. Child & Family Social Work, 20(2), 171–180.

Cassidy J, Shaver, P, Phillip R. (2018) (3rd ed.) Handbook of attachment: Theory, research, and clinical applications. New York. The Guilford Press.

Circuits and circumstances: the neurobiological consequences of early relationship experiences and how they shape later behaviour. Journal of Child Psychotherapy, 27(3), 237–255.

Cleaver, H. (2007). Child Protection, Domestic Violence and Parental Substance Misuse : Family Experiences and Effective Practice (Don. Nicholson, Ed.). Jessica Kingsley.

Daniel, B. (2010). Child development for child care and protection workers [electronic book] (Sally. Wassell, Robbie. Gilligan, & David. Howe, Eds.; 2nd ed.). Jessica Kingsley

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

Packer, MJ. (2021)(2nd ed.) Child Development:understanding cultural perspectives. London. 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 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. 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

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
Integrative assessment will be used comprising of a Formative assignment and a Summative Written Assignment. The formative assignment will inform the Summative Written Assignment. The Summative Written Assignment will comprise of an essay (indicative word count 4000-4400) in which the student will demonstrates 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**
Essay	☒	☒	☒	☐	☐	100	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

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 of internal Module Moderator	31/01/25	M Bell
Module LO1- Replaced the word “Outline” with “Demonstrate a critical understanding of” Changed wording in assessment to demonstrate word count is “indicative” Employability Skills & PDP Skills – Changed to reflect minor changes to learning outcomes in the Programme Specification Updated Indicative Resources Replace name of EE- with “To be added at later date once new EE identified”	30/01/26	Maureen Bell