Module Descriptor

Title	Child Protection Practice		
Session	2026/27	**Status**	Published
Code	NURS11003	**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.

This module will provide a critical examination of the complex issues which arise in planning and implementing an integrated assessment of a child's needs. Students will achieve a critical awareness of current issues facing the implementation of integrated assessment frameworks on a multi-professional basis. Key theoretical concepts relating to need, adversity, vulnerability, attachment, resilience and protective environment will be critically examined. A critical understanding of a range of principle intervention strategies will be pursued. This knowledge and understanding will then be applied in critically reflecting on the student's own practice and practice with others in undertaking assessments and in the delivery of resources and interventions.

This module will support students to develop characteristics that enable critically thinking on their role and practice in undertaking assessments of children within a cultural aware context. It will enhance their capacity to make informed judgments in relation to the complex issues which arise in planning and implementing an assessment of a child's needs and delivering appropriate interventions and resources to facilitate adequate safeguarding. The student will be work ready and have the ability to apply an innovative and transformational approach to the sustained development of collaborative work.

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 evaluate the assessment process for vulnerable children.
L2	Demonstrate an understanding of the theoretical concepts which relate to need, adversity, vulnerability, attachment, resilience and protective environment.
L3	Demonstrate the ability to relate theory to the practice of assessing vulnerable children.
L4	Critically analyse intervention strategies which promote children's protection and well-being.
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. 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** Evidencing professional, moral and ethical values in the delivery of strengths-based child protection practice. Collaborating in an inter-professional context to critically appraise and manage complex concepts and themes related to the wellbeing and protection of children.
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 prtecting children. Demonstrating the enhanced use of systematic problem-solving skills in responding to practice issues related to safeguarding and protecting children.

Communication, ICT and Numeracy Skills	**SCQF 11** Applying a range of advanced skills and strategies to communicate effectively within the context of inter-professional learning and practice.
Autonomy, Accountability and Working with Others	**SCQF 11** Demonstrating competency in critical analysis and decision making when 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**
	NUSR11001	Child Protection in Context
	NURS11002	Protecting Children

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.

Basarab-Horwath, J. A., & Platt, D. (Eds.). (2019). The child's world: the essential guide to assessing vulnerable children, young people and their families (Third Edition.). Jessica Kingsley Publishers.

Connolly, M. (2012). Understanding child and family welfare : statutory responses to children at risk (K. Morris, Ed.). Palgrave Macmillan.

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

Daniel, B (2011). Recognizing and helping the neglected child [electronic book] : evidence-based practice for assessment and intervention . Jessica Kingsley Publishers.

Doyle, C., Working with abused children: focus on the child (pp. 50–77). In Understanding and assessing abused children. (n.d.). Pagrave Macmillan.

Helm, D (2010) Making sense of child and family assessment: hew to interpret children's needs. Jessica Kingsley.

Koubel G. & H. (eds) Bungay,H. Interprofessional working to safeguard an dprotect children. Rights, risks and responsibilities (pp. 142–158). Palgrave Macmillan.

Laird, E Managing conflict with mothers. (n.d.). Child Protection : Managing Conflict, Hostility and Aggression (pp. 151–185). Policy Press.

Lishman, J. Risk assessment and management: an overview. (n.d.). Handbook for practice learning in social work and social care : knowledge and theory (pp. 153–166). 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
The Formative Component will require the submission of an anonymised Case Scenario and Essay Plan (500 words). The Case Scenario will be drawn from the student's current or recent practice experience. The Summative Component will require the submission of a reflective Case Study (indictative word count 4000-4400) in which the student will consider the anonymised Case Scenario and critically analyse their own practice and their experience within a multi-disciplinary practice environment. This will include critical evaluation of assessment processes and the delivery of interventions in pursuing the child's protection in the context of their family or care setting and the broader practice environment. This reflective Case analysis will constitute 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**
Case study	☒	☒	☒	☒	☐	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 to 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