

Session: 2022/23

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Title of Module: Child Protection Practice

Code: NURS11003	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

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

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
				✓	

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.

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

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.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

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
	✓	✓

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

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.

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 the integrated assessment process for vulnerable children and of key theoretical concepts relating to need, adversity, vulnerability, attachment, resilience and protective environment.
Practice: Applied Knowledge and Understanding	SCQF Level 11. Applying knowledge and understanding of the assessment process and intervention strategies 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 the integrated assessment process and critical analysis protective factors and intervention strategies.

Communication, ICT and Numeracy Skills	SCQF Level 11. Communicating clearly and openly with children and their families, peers, and partner agencies in developing integrated assessments and intervention strategies 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 practice in undertaking an integrated assessment and demonstrate an ability to make an identifiable contribution to assessment and intervention.	
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 NURS11002	Module Title: Child Protection in Context Protecting Children

* Indicates that module descriptor is not published.

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 email, video link, telephone or academic support sessions.

NB: The module will be delivered on a 'long-thin' basis in tandem with 'Protecting Children' NURS11002 in Trimester 2 and trimester 3.

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
Independent Study	154
Asynchronous Class Activity	16
	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- [Child Protection Practice \(exlibrisgroup.com\)](http://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](#)

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	None
Changes/Version Number	2.11 Amendment to hours and categories of Teaching & Learning Activities to reflect the New Curriculum Framework. Delete specific/extended details for the "Formative" assignment Amend the word count for the summative assignment from 3500 to 4000 (approved at the Divisional Board)

Assessment: (also refer to Assessment Outcomes Grids below)

There will be two assessment components, one Formative and one Summative.

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 (4000 words) 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%.

(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)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Case study	✓	✓	✓	✓	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

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. 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)