

University of the West of Scotland

Module Descriptor

Session: 2022/23

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Status: Published

Title of Module: Safeguard Children, Enable Families

Code: NURS11098	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:	Fiona Stuart		

Summary of Module

The module is designed to provide students with the opportunity to critically examine theory relating to health, social and voluntary organisations' work with children, families and communities. It is based on the political premise that every individual has the right to be safe, healthy, nurtured, respected and included whilst also being given freedoms, guidance and opportunities to be active, to achieve and to be responsible (UNICEF 1989, Scottish Government 2012).

The module builds on the students' existing knowledge of human growth and development, public health theory and key political drivers. Throughout the module students are expected to critically evaluate the complexity of safeguarding and protecting children and families, especially when competing care demands are evident e.g. maternal mental health concerns, family substance misuse and/or socio-economic deprivation in communities. This learning challenges students to critically analyse and reflect on their own belief and value systems relating to choice and the ethical, moral and legislative responsibilities surrounding child protection.

The module is core for students undertaking the Specialist Community Public Health Nursing - Health Visiting pathway in MSc Health Studies (Community Health). The above skills acquisition, contributes to the development of the UWS Graduate Attributes: Universal - critical thinking, analytical, inquiring, culturally aware, emotionally intelligent, ethically-minded, culturally aware, collaborative, research-minded and socially responsible; Work-Ready -knowledgeable, digitally literate, effective communicator, motivated, potential leader; and Successful -autonomous, incisive, creative, resilient and daring.

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 DeliveryThe 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. Demonstrate an in-depth knowledge of the unequal, diverse and culturally complex nature of the human experience, including the impact of vulnerability and abuse.

L2. Show a critical understanding of national child protection policies and procedures and the legal framework in which they are set.

L3. Synthesise knowledge from a variety of sources and use this to stimulate an awareness of need

L4. Demonstrate a critical understanding of the ethical, professional and accountability issues facing health and social care practitioners

L5. Demonstrate a knowledge base of reflection in relation to decision making to sustain safe and effective practice for self and others.

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. Demonstrate a critical understanding of the strategies and interventions adopted to assess need, manage risk and positively prevent and influence outcomes.
Practice: Applied Knowledge and Understanding	SCQF Level 11. Demonstrate competency and proficiency in using risk assessment tools in practice and interpreting and analysing the findings Utilise in-depth knowledge, high order thinking skills and professional values to develop and provide safe and effective person-centred interventions Demonstrate advanced communication skills when requesting assistance for and working collaboratively to enhance children and family wellbeing
Generic Cognitive skills	SCQF Level 11.

	<p>Demonstrate a critically analytic and reflective approach to address the identified health needs of individuals, families and communities</p> <p>Critically appraise evidence from a range of sources to synthesise ideas and concepts suitable for application in practice to promote positive health outcomes</p> <p>Critically understand methods used to evaluate and demonstrate outcomes from planned interventions.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 11.</p> <p>Utilise advanced inter-personal skills to motivate change</p> <p>Demonstrate extensive knowledge of communication methods and apply these appropriately when interacting with people with varying degrees of understanding</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 11.</p> <p>Demonstrate critically reflexive evidence-based practice supported by personal development planning and clinical supervision</p> <p>Illustrate extensive knowledge of clinical governance frameworks and maintain the parameters of practice</p>

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
<p>A range of learning and teaching methods are utilised within the module to enable learners to achieve the set learning outcomes. Methods employed throughout the module are set to facilitate student development; building on their existing knowledge and stimulating higher order thinking skills. The learning outcomes set for the module take cognisance of the Scottish Credit Qualification Framework (SCQF) statements for level 11 study. The module enjoys a hybrid delivery with aligned practice-based hours. The hybrid delivery utilises the virtual learning environment (VLE) to support learning through a variety of synchronous/asynchronous learning activities, the sharing of materials and the development of an online learning community. Learning is further supported by on-campus delivery which focuses upon collaborative learning opportunities.</p> <p>There are extensive online and hard copy library resources available to students. Student support services are accessible to ensure effective learning via the student HUB.</p>	
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)
Lecture/Core Content Delivery	50
Tutorial/Synchronous Support Activity	10
Personal Development Plan	10
Independent Study	130
	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:

- Featherstone, B., Gupta, A. Morris, K. and White (2018) Protecting Children A Social Model. Bristol:Policy Press
- Meyer, S. and Frost, A. (2019) Domestic and Family Violence A Critical Introduction to Knowledge and Practice. Oxon: Routledge
- McCormack, B., McCance, T., Bulley, C., Brown, D., McMillan, A. and Martin, S. (2021) Fundamentals of Person-Centred Practice. Chichester: WILEY Blackwell
- Legislation.Gov.UK Children (Scotland) Act 2020 <https://betaproxy2.parliament.scot/bills-and-laws/bills/united-nations-convention-on-the-rights-of-the-child-incorporation-scotland-bill>
- Munro, E. (2020) Effective Child Protection. London:SAGE.
- Norrie, K. McK. (2004) Children (Scotland) Act 1995 (Greens annotated acts series 2nd Edit) Edinburgh: W Green
http://www.opsi.gov.uk/acts/acts1995/Ukpga_19950036_en_1.htm
- RCN (2019) Safeguarding Children and Young People: Roles and Competencies for Healthcare Staff 4th edn. (online) Available: [file:///C:/Users/22222159/Downloads/007-366%20\(2\).pdf](file:///C:/Users/22222159/Downloads/007-366%20(2).pdf) (Date accessed: 3/2/19)
- Rollnick, S., Miller, W.R., Butler, C.C. (2008) Motivational Interviewing in Health Care. Helping patients change behavior. Guilford Press: London
- Scottish Government (2021) National Guidance for Child Protection in Scotland 2021 Available at:<https://www.gov.scot/publications/national-guidance-child-protection-scotland-2021/documents/>
- Scottish Government (2012) A guide to Getting it Right for every child
<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>
- Scottish Government (2012) National risk framework to support the assessment of children and young people
<http://www.gov.scot/Publications/2012/11/7143/0>
- Treanor, M. (2020). Child poverty: aspiring to survive. Bristol: Policy Press.
- UNICEF (1989) The United Nations Convention on the Rights of the Child (online)
Available:https://www.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_united_nations_convention_on_the_rights_of_the_child.pdf (Date accessed: 3/2/19)
- Vincent S (2010) Learning from child deaths and serious abuse in Scotland Edinburgh, Dunedin Academic Press

(**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](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:
In line with the Academic Engagement and Attendance 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 VLE, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link:
<https://www.uws.ac.uk/media/4153/academic-engagement-and-attendance-procedure.pdf>

Supplemental Information

Programme Board	Midwifery & Specialist Nursing
Assessment Results (Pass/Fail)	No
Subject Panel	Midwifery&Specialist Nursing L9-11
Moderator	Maureen Bell
External Examiner	K Guest
Accreditation Details	Nursing and Midwifery Council
Changes/Version Number	2.05 Module summary: grammatical changes only Module delivery: Changed to blended Indicative resources: Updated Accreditation details: changed to Nursing and Midwifery Council

Assessment: (also refer to Assessment Outcomes Grids below)

Both formative and summative assessment strategies will be utilised within the module.

Formative assessment: For formative assessment, students are expected to submit a proposed plan for the group teaching session. The plan will be submitted as a group and will include detail about the theme of the session, the sub themes to be included, the resources to be used and the planned structure of the session.

Summative assessment: The summative assessment consists of 2 component parts. Each component is marked out of 100% and requires a minimum mark of 50% to be deemed a pass. Both components have to be passed individually to pass the module which also has a pass mark of 50%.

The individual pass mark for each component is to comply with NMC Quality Assurance Framework for Nursing and Education (2013, updated 2017) and is in exception to UWS regulatory framework (2017-2018) section 7.3.2.

Component 1

Students will collaborate in groups to develop and deliver a teaching session on a chosen topic with several strands, which relates to learning outcomes 2 & 4. This first component carries a 40% weighting towards the overall module mark.

Component 2

Invigilated OSPRE (Objective structure professional examination). This second component carries a 60% weighting towards the overall module mark and will be set to assess learning outcomes 1, 3 & 5. The OSPRE will be organised as a digital exam.

(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)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation		✓		✓		40	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (% of Assessment Element)	Timetabled Contact Hours
Objective Structured Professional Examinations (OSPRES)	✓		✓		✓	60	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 Science believes that education and practitioner diversity are central to achieving quality of care.

Within this 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, taking cognisance of students individual needs in relation to VLE.

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 are supported by staff belief in fairness and equal opportunities and thus guide the content, teaching and learning, assessment and evaluation.

Disability disclosure is encouraged throughout recruitment, selection and throughout the duration of this module to enable support structures to be put in place. However, emphasis is placed on the confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced by the student.

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.

Further detail is available in the specific section of the programme specification

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)