Postgraduate Programme Specification

Session	2026/27	**Last Modified**	August 2024
Named Award Title	PG Cert Child Protection		
Award Title for Each Award	PG Cert Child Protection		
Date of Approval	January 2020		
Details of Cohort Applies to	All new and existing cohorts		
Awarding Institution	University of the West of Scotland	**Teaching Institution(s)**	University of the West of Scotland
Language of Instruction & Examination		English	
Award Accredited by			
Maximum Period of Registration			
Duration of Study			
Full-time		**Part-time**	1 year
Placement (compulsory)	No		
Mode of Study	☐ Full-time ☒ Part-time		
Campus	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)
School	**Health and Life Sciences**		
Divisional Programme Board	**Mental Health Nursing Midwifery Health**		
Programme Leader	Maureen Bell		

Admissions Criteria
Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

Appropriate Undergraduate Qualifications:
Applicants will typically possess a degree or equivalent. In the absence of a degree, where entry requirements do not conform to the general entry requirements, other evidence can be considered on an individual basis in line with Regulations 2.13 – 2.36 (Recognition of Prior Learning – RPL / Recognition of Credit).

Other Required Qualifications/Experience
Candidates must have relevant experience in the field of child care and protection to meet the programme's assessment requirements.

Further desirable skills pre-application
ICT skills and good communication skills.

General Overview
The Post Graduate Certificate Child Protection is designed and developed in the context of the Scottish Government's vision for the Child Protection system in Scotland, the ongoing policy initiative Getting It Right For Every Child and the current Child Protection Improvement Programme. This programme of education is for professionals who have a role in protecting children and has been developed in partnership with, and for a range of practitioners from Health, Social Work, Education, and Third Sector settings. The Post Graduate Certificate Child Protection uses a blended approach delivering three modules which are focussed around current policy themes and practice requirements. The structured approach to teaching and learning strategies enables progressive introduction to the skills required to function effectively as a member of staff with responsibilities in protecting children. Teaching and Learning strategies include self-directed study and lectures to enhance existing knowledge in relation to the protection of children. Simultaneously group work promotes communication, teamwork and mutual understanding of the roles and responsibilities of those who may be involved in the protection of children. Case studies facilitate the development of problem solving skills and a practical understanding of the complex legal, moral and ethical issues in Child Protection. Students will also participate in the use of the Virtual Learning Environment where lecture materials, external links to relevant websites and communication with staff and student colleagues can be accessed. Learning outcomes will be assessed by a variety of written assignments including a case study, group assignments, and essays with an emphasis on critical reflection on individual practice. There are opportunities for Recognition of Prior Learning (SCQF Level 11) towards some MSc programmes within the School of Health and Life Sciences for student to progress their studies and exit at Diploma or Masters Level.

Typical Delivery Method
There will be 5 on campus study days for each of the 3 core modules which are deisnged to augment teaching and learning resources provided on the Virtual Learning Environment which will include lecturers, seminars and group activities.

Any additional costs
None

Graduate Attributes, Employability & Personal Development Planning
This programme will support students to develop characteristics which can contribute to the UWS graduate attributes of Universal, critical thinking and culturally aware. It will enhance their capacity to make informed judgments in respect of children's wellbeing and protection, through knowledge and problem solving. It will help students to be work ready and develop an innovative and transformational approach, creating successful professionals.

Work Based Learning/Placement Details
None

Attendance and Engagement
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 programme, academic engagement equates to the following:

Students are required to engage with the teaching and learning resources provided in the Virtual Learning Environment Aula and attend at 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.

Programme structures and requirements, SCQF level, term, module name and code, credits and awards (Chapter 1, Regulatory Framework)

Learning Outcomes

SCQF LEVEL 11 - Postgraduate Certificate (PgCert) Learning Outcomes	
Knowledge and Understanding	
A1	Critically appraise, analyse and evaluate theories, concepts and research evidence in relation to safeguarding and protecting children.
A2	Demonstrated a critical knowledge and understanding of socio-economic, family and environmental influences on child development and promoting and protecting the rights of children.
A3	Demonstrate an in-depth and critical understanding of complex policy, legal, moral and ethical issues that relate to the protection of children.
A4	Synthesise theoretical knowledge and understanding to articulate a social justice approach to promoting and protecting children's rights.
A5	
Practice - Applied Knowledge and Understanding	
B1	Evidence professional, moral and ethical values in the delivery of strengths-based child protection practice.
B2	Demonstrate originality, creativity and innovation in the critical application of theories, concepts, principles and models that underpin safeguarding and child protection practice.
B3	Collaborate in an inter-professional context to critically appraise and manage complex concepts and themes related to the wellbeing and protection of children.
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Apply a range of advanced skills and strategies to communicate effectively within the context of inter-professional learning and practice.
C2	Demonstrate digital literacy and numeracy skills to inform the critical appraisal of data sources such as child protection statistics.
C3	Apply a range of IT skills to the learning environment.
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Demonstrates the ability to synthesise and evaluate information from research, policy and other evidence sources and the relevance to the wellbeing and protection of children.
D2	Appraise the role and responsibility of key organisations and professionals and how this contributes to safeguarding and prtecting children.

D3	Demonstrates the enhanced use of systematic problem-solving skills in responding to practice issues related to safeguarding and protecting children.
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Demonstrate competency in critical analysis and decision making when working with others.
E2	Develop, sustain and evaluate collaborative working relationships.
E3	Demonstrate accountability for own practice and critically reflect the role and responsibility of self and others in safeguarding and protecting children.
E4	
E5	

Postgraduate Certificate (PgCert) Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
11	NURS11001	Child Protection in Context		☒	☐	☐	
11	NURS11002	Protecting Children		☐	☒	☐	
11	NURS11003	Child Protection Practice		☐	☒	☒	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	

Footnotes for Core Modules

Module NURS11003 'Child Protection Practice' is delivered on a 'long thin' basis across Terms 2 and 3, initially in tandem with Module NURS11002 Protecting Children in Term 2.

Postgraduate Certificate (PgCert) Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	

Footnotes for Option Modules

Level 11- Postgraduate Certificate (PgCert) **Criteria for Award** *Please refer to UWS Regulatory Framework for related regulations*
The award of Post Graduate Certificate Child Protection will be conferred when the student has met the University requirements for the award of a Post Graduate Certificate in line with UWS Regulatory Framework which is 60 credit points of which a minimum of 40 are at SCQF 11 and none less than SCQF level 10.

SCQF LEVEL 11 - Postgraduate Diploma (PgDip) Learning Outcomes	
Knowledge and Understanding	
A1	
A2	
A3	
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	
B2	
B3	
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	
C2	
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	
D2	
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	
E2	
E3	
E4	
E5	

Postgraduate Diploma (PgDip) Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	

				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Postgraduate Diploma (PgDip) Modules

OPTION

SCQF Level	**Module Code**	**Module Title**	**Credit**	**Term**			**Footnotes**
				1	**2**	**3**	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 11- Postgraduate Diploma (PgDip) **Criteria for Award** *Please refer to UWS Regulatory Framework for related regulations*

SCQF LEVEL 11 – Masters Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	
A2	
A3	
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	
B2	
B3	
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	
C2	
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	
D2	
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	
E2	
E3	
E4	
E5	

Masters Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	

				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Masters Modules

OPTION

SCQF Level	**Module Code**	**Module Title**	**Credit**	**Term**			**Footnotes**
				1	**2**	**3**	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 11- Masters **Criteria for Award** ***Please refer to UWS Regulatory Framework for related regulations***

Regulations of Assessment
Candidates will be bound by the general assessment regulations of the University as specified in the University Regulatory Framework. An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework. To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

Combined Studies
There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for a Combined Studies award (please see Regulation 1.61). For students studying at Level 11, they will normally be eligible for an exit award of PgCert / PgDip / Masters in Combined Studies.

Version no: 1

Change/Version Control

What	**When**	**Who**
Updated/reworded LOs Removed any reference to Aula	30/1/26	Maureen Bell