

## Module specification

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Module Code	NHS7F8
Module Title	Safeguarding vulnerable children and families
Level	7
Credit value	20
Faculty	FSLS
HECoS Code	100293/100295
Cost Code	GANG

### Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Postgraduate Diploma in Specialist Community Public Health Nursing (Health Visiting)	Core
Postgraduate Diploma in Specialist Community Public Health Nursing (School Nursing)	Core

### Pre-requisites

None

### Breakdown of module hours

Learning and teaching hours	40 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total active learning and teaching hours</b>	<b>40hrs</b>
Placement / work based learning	0 hrs
Guided independent study	160hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

For office use only	
Initial approval date	07/11/2024
With effect from date	06/01/2025
Date and details of revision	
Version number	1



## Module aims

This module aims to develop the student's ability to:

- make complex health assessments underpinned by systematic evidence and advancing knowledge of the contexts in which the vulnerability of children, families and populations is increased
- work with people who use services and carers (PUSCs) and other professional /interdisciplinary groups to co-produce and critically evaluate interventions to improve and safeguard health and wellbeing
- advocate for the improvement of public health at a local and national level
- safeguard the health and well-being of children and vulnerable adults

**Module Learning Outcomes** - at the end of this module, students will be able to:

1	Demonstrate systematic assessment of the multi factorial and complex contexts in which the vulnerability of children, families and populations is increased (SPSCPHN: C11, CVH3, CHV4, CSN6, CSN7, CHV8, DHV1, DSN10, DSN11, EHV2, ESN7)
2	Demonstrate use of advanced communication skills when conducting conversations and making referrals in safeguarding within the health visiting or school nursing field of practice (SPSCPHN: C8, F8, F9, CSN1, CHV2, CHV8, CSN7, CSN8, DHV2, DHV4, DSN7, DSN9, EHV1, EHV2, EHV3)
3	Critically evaluate and record the effectiveness of SCPHN and inter-agency approaches in safeguarding a vulnerable child or young person and support their family and/ or carers (SPSCPHN: A4, B11, CHV3, CHV8, CSN4, CSN5, CS9, DHV3, DSN12, DSN13, ESN6, FSN1, FHV3, FHV4)
4	Propose evidence based, person-centred SCPHN interventions, including interagency referrals, designed to empower and promote family partnerships while safeguarding the health and wellbeing of children and families (SPSCPHN A1, A7, A8, A11, B4, B5, B9, CHV1, CHV5, CHV6, CHV7, CHV8, CSN8, DHV5, DHV6, DHV7, DSN13, EHV2, ESN7, F2, F10, FHV1, FHV2, FHV3, FHV4, FSN5, FSN10)

## Assessment

Indicative Assessment Tasks:

### Formative:

Participation in simulated safeguarding scenarios in health visiting and school nursing with debriefing and feedback. The development of scenarios will be co-produced by the programme team with practice assessors or other specialist representatives from practice learning partners. Practitioners and people who use services and carers will be involved in formative simulation activities and feedback to students.

### Summative:

OSCE (100 %)

A simulated OSCE assessment of advanced communication and decision making based on a safeguarding scenario designed for the student's field of practice. The scenario used will be selected from three field specific scenarios provided to students four programmed weeks prior to the OSCE examination period. The OSCE will include two stations



- i) Advanced communication (20 minutes): The student will review the selected scenario and formulate planned points/questions to be addressed within a simulated interview with SCPHN service user or care giver (5 minutes). They will then undertake the simulated interview based on information contained within the scenario (15 minutes). (Learning outcome 2)
- ii) Action planning (30 mins): The student will complete a simulated record and evidence based action plan based on their critical evaluation of the information provided in the scenario and the outcomes of their interview (Learning outcomes 1, 3, 4)

More details will be made available in the relevant academic year module handbook.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 3, 4	OSCE	100%

## Derogations

The student must pass all assessment elements in order to pass the module. No compensation is allowed.

## Additional Requirements

All students must abide by "The Code" (NMC, 2018) including patient safety, client confidentiality and public trust. If any part of the code is breached, students will receive a referral in that assessment element.

Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will result in overall refer/defer of the module. In some circumstances, this may also result in the employer being informed which may trigger additional disciplinary processes.

## Learning and Teaching Strategies

The module will be delivered using a blended learning strategy. On campus learning and teaching will comprise 50% of the total contact hours with the other 50% using synchronous and asynchronous learning activity. Supervised asynchronous learning will include the delivery of recorded lectures, discussion forums, quizzes, group tasks, workbooks and key readings. Synchronous online learning is used for live lectures, discussion, live group tasks and reflective or debriefing activity. On campus activities will be focused on enquiry-based learning through the use of case studies, seminars and peer presentations, Simulated learning will focus on the use of advanced communication skills in safeguarding scenarios, including opportunities for reflection and structured debriefing. Interdisciplinary education is fundamental to safeguarding and the learning and teaching strategy will invite contributions from social workers, teachers, police and legal professionals both in developing the range of scenarios used and contribution to simulated learning and formative assessment feedback.

Representatives of People who use SCPHN services and practice assessors/safeguarding professionals will be invited to contribute to formative and summative OSCE assessment, by providing feedback to inform the final assessment judgement.

## Indicative Syllabus Outline

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### All:

- Theories of vulnerability
- Advanced communication: professional communication skills for building trust, managing conflict resolution, holding difficult conversations, breaking bad news. Professional handover and interagency transferral, record keeping. Communication during legal proceedings.
- Legal and policy context, human rights, equity and social justice
- Statutory safeguarding frameworks. Principles of person-centred safeguarding for children and adults
- Adverse childhood experiences
- Impact of the home and/or school environment:
- Impact of physical, emotional and mental health and co-morbidity.
- Recognition and impact of alcohol and drugs (prescribed, over the counter and illegal)
- Physical and domestic violence, sexual violence.
- Neglect and exploitation, psychological and emotional abuse.
- Human trafficking
- Parents in custody/ prison
- Young carer experiences
- Parental or child bereavement.
- Looked after children.
- Inter-agency working in safeguarding. Communication and record keeping
- Professional vulnerability: models of reflection, supervision and restorative practice.

### Health Visitors:

- Perinatal Mental Health- assessment, early identification, support for families and children
- Vulnerabilities of children 0-5: coping with a crying baby/ shaken baby syndrome, recognition of non-accidental injury in babies and young children, representing the voice of the child in safeguarding

### School Nurses:

- Adolescent Mental Health- CAHMS, brain development, impact of home and school environment.
- Vulnerabilities of School age children- e.g. grooming, violence, exploitation
- Gang culture.
- Excluded children
- Safeguarding home educated children

## Indicative Bibliography:

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Please note the essential reads and other indicative reading are subject to annual review and update.

### Essential Reads

Horwarth, J. and Platt, D. (2019), *The Child's World: the essential guide to assessing vulnerable children, young people and their families*. 3<sup>rd</sup> ed. London: Jessica Kingsley



### Other indicative reading

Hawkins, P. and McMahon, A. (2020), *Supervision in the helping professions*. Open International Publishing.

Laird, S.E and Tadam, P. (2019), *Cultural diversity in child protection: cultural competence in practice*. Red Globe press.

Lindon, J and Webb, J. (2016), *Safeguarding and child protection: Linking theory and practice*. 5<sup>th</sup> ed. Hodder Education

Parkinson, L. (2023), *Restorative practice at work, six habits for improving relationships in healthcare settings*. Crown House Publishing

Wallbank, S. (2016), *The restorative resilience model of supervision: a reader for exploring resilience to workplace stress in health and social care professionals*. Hove, Pavilion publishing and media Ltd

Wales Safeguarding procedures <https://www.safeguarding.wales/en/>

Welsh Government (2015), The Wellbeing of Future Generations Act  
<https://www.gov.wales/well-being-of-future-generations-wales> accessed 20 Jan 2024

Welsh Government (2014), Social services and well-being (Wales) Act  
2014 <https://www.legislation.gov.uk/anaw/2014/4/contents> accessed 20 Jan 2024

Welsh Government (2022), Working together to safeguard people, code of safeguarding practice