






**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Social Policy & Law for Social Work				
Module Code	UZVSM9-30-1	Level	1	Version	1
Owning Faculty	Health and Applied Sciences	Field	Health and Social Sciences		
Contributes towards	BSc (Hons) Social Work				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	Sept 2013		Valid to	Sept 2018	

<b>CAP Approval Date</b>	June 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand issues in contemporary public and social policy in relation to practice and service delivery in social work with adults, children and families, and in related fields. (Component A)</li> <li>2. Demonstrate knowledge and understanding of approaches to the provision of social care and related services including the relationships between the statutory, voluntary, private and informal sectors of welfare provision and of inter-professional and partnership working. (Component A)</li> <li>3. Draw on a range of concepts and theories to explain policy and legal practice in social work and other fields of relevance to social work practice. (Component A and B)</li> <li>4. Appreciate key ethical and value-based dilemmas in the provision, delivery and management of social care and related services. (Component A)</li> <li>5. Identify major statutory powers and duties for social work practice in relation to service users and carers. (Component B)</li> <li>6. Understand the significance of legislative and policy frameworks and service delivery standards. (Component A and B)</li> <li>7. Be able to recall and apply the relevant policy and legal frameworks in application to the social work role. (Component A and B)</li> <li>8. Understand statutory accountability and the tensions and relationship between statute, policy and practice. (Component A and B)</li> <li>9. Interpret and evaluate sources of information. (Component A and B)</li> <li>10. Communicate in written and verbal forms. (Component A and B)</li> <li>11. Construct and present logical arguments. (Component A and B)</li> </ol>

<p>Syllabus Outline</p>	<p>History and contemporary organisation of social policy and the legal system, primarily with reference to England and the UK</p> <p>The relationship between the law, social policy and social work practice with children, young people and adults</p> <p>Contemporary legal and policy developments in relation to welfare, health care, social care, criminal justice, housing, education, immigration/asylum and other fields of relevance to social work practice</p> <p>Dilemmas and debates in social work, social care and related fields of practice</p> <p>Central concepts and theoretical perspectives in relation to social policy and law including application to:</p> <ul style="list-style-type: none"> <li>- citizenship</li> <li>- human rights and social justice</li> <li>- discrimination and equalities</li> <li>- poverty and other forms of social disadvantage</li> <li>- voluntary, statutory, private and informal sector provision</li> <li>- advocacy, service user involvement and personalisation</li> <li>- the nature of legal authority and statutory accountability</li> </ul> <p>Philosophy and key principles of law and social policy relating to children, young people and adults</p>																								
<p>Contact Hours/Scheduled Hours</p>	<p>72 hours contact time including lectures workshops and seminars. On line engagement on a weekly basis across the course of the module delivery. Small group work, phone and email contact across the course of the module.</p>																								
<p>Teaching and Learning Methods</p>	<p><b>Scheduled learning</b> includes lectures, seminars, group discussion and tutorials.</p> <p>Technology Enhanced Learning: The module will be supported by BlackBoard. The programme will develop a resource, e.g. Pebblepad, to support students' learning across the programme and to contribute to the assessment of readiness for direct practice. Students will be encouraged to use an electronic reflective diary in relation to the module. Students will be encouraged and supported to engage with eLearning resources relating to law for social work practice.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, seminar preparation, assignment preparation and completion. These sessions constitute an average time per level as indicated in the table below.</p> <table border="1" data-bbox="400 1442 1310 1832"> <thead> <tr> <th colspan="6"><b>Key Information Set - Module data</b></th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> <td style="border: 2px solid black; text-align: center;">30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> <th></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">228</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> <td style="text-align: center;"></td> </tr> </tbody> </table>	<b>Key Information Set - Module data</b>						<i>Number of credits for this module</i>					30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		300	72	228	0	300	
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Total assessment of the module:			
Written exam assessment percentage		50%	
Presentation assessment percentage		50%	
		100%	

**Reading Strategy**

Students will be expected to use at least one core text for both social policy and law. The following are indicative core texts:

**Social Policy**

Blakemore, K. and Griggs, E. (2007) *Social Policy: an Introduction*. 3<sup>rd</sup> ed. Maidenhead: Open University Press.

Alcock, P., May, M. and Rowlingson, K. (eds) (2008) *The Student's Companion to Social Policy*. Oxford: Blackwell.

Dickens, J. (2010) *Social Work and Social Policy: an Introduction*. London: Routledge.

Lister, R. (2010) *Understanding Theories and Concepts in Social Policy*. Bristol: Policy Press.

**Law**

Brammer, A. (2010) *Social Work Law*. 3rd ed. Harlow: Longman.

Brayne, H. and Carr, H. (2012) *Law for Social Workers*. 12th ed. Oxford: Oxford University Press.

Students will be directed to reading which is available electronically. Students will also be expected to read more widely by identifying relevant material using the module handbook, the library catalogue and a variety of bibliographic and full text databases.

Formal opportunities for students to develop their library and information skills are provided within the induction period. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library

**Indicative Reading List**

Blakemore, K. and Griggs, E. (2007) *Social Policy: an Introduction*. 3<sup>rd</sup> ed. Maidenhead: Open University Press.

Alcock, C. et al (2008) *Introducing Social Policy*. 2nd ed. Harlow: Longman.

Alcock, P., May, M. and Rowlingson, K. (eds.) (2008) *The Student's Companion to Social Policy*. Oxford: Blackwell.

Adams, R. (2002) *Social Policy for Social Work*. Basingstoke: Palgrave.

Dean, H. (2012) *Social Policy*. London: Polity Press.

Dickens, J. (2010) *Social Work and Social Policy: an Introduction*. London: Routledge.

Lister, R. (2010) *Understanding Theories and Concepts in Social Policy*. Bristol: Policy Press.

Brammer, A. (2010) *Social Work Law*. 3rd ed, Harlow: Longman.

Brayne, H. and Carr, H. (2010) *Law for Social Workers*. 11th ed. Oxford: Oxford

	<p>University Press.</p> <p>Braye, S. and Preston-Shoot, M. (2010) <i>Practising Social Work Law</i>. 3rd ed. Basingstoke: Palgrave Macmillan.</p> <p>Johns, R. (2011) <i>Using the Law in Social Work</i>. 5<sup>th</sup> ed. Exeter: Learning Matters.</p>
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<b>Part 3: Assessment</b>	
<b>Assessment Strategy</b>	<p>This module is assessed through presentation, written and timed examination assignments. The combination of approaches is intended to comprehensively assess a range of capabilities of the student, in terms of oral communication; critical evaluation; recall and application of practice related knowledge</p> <p>Formative assessment will be used to support students in preparation for summative assessments.</p>

Identify final assessment component and element	<b>Component B</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>50%</b>	<b>50%</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
1. Seminar presentation and associated 2000 word assignment	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>	
2. 2 hour timed assignment: multiple choice plus short questions	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
1. Seminar presentation and associated 2000 word assignment on an aspect of social policy and the law	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>	
2. 2 hour timed assignment: multiple choice plus short questions	100%	
<p>If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>		