




CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Protection and Risk in Social Work				
Module Code	UZVSMJ-15-3	Level	3	Version	1
Owning Faculty	Health and Applied Sciences	Field	Health and Social Sciences		
Contributes towards	BSc (Hons) Social Work				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	Reflective Practice in Social Work (UZVSMF-30-2)	Co- requisites	Social Work with Children and Families (UZVSPW-45-3) OR Social Work with Vulnerable Adults (UZVSMG-45-3)		
Excluded Combinations	None	Module Entry requirements			
Valid From	Sept 2013	Valid to	Sept 2019		

CAP Approval Date	June 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module all students will be able to:</p> <ol style="list-style-type: none"> 1. Understand and identify types of abuse and neglect 2. Understand and identify the signs and symptoms of abuse and neglect 3. Discuss the significance of diverse social and cultural contexts for understanding issues of abuse and neglect 4. Critically apply an understanding of legal and policy frameworks in situations of vulnerability, risk and harm 5. Understand roles and responsibilities within formal procedures in protection and risk 6. Demonstrate knowledge and understanding of frameworks for the assessment and management of risk
Syllabus Outline	<ul style="list-style-type: none"> • Types, signs and symptoms of abuse and neglect • Perceptions of abuse and neglect in different cultural contexts • Legal and policy frameworks for dealing with vulnerability, risk and harm • Similarities and differences in approaches to vulnerability, risk and harm amongst different service user groups • 'Think family' • Roles and responsibilities and multi-/inter-professional working

	<ul style="list-style-type: none"> • Assessment and management of risk • Risk and vulnerability in context: developmental, inter-personal, environmental, organisational (in health and social work) 																														
Contact Hours/Scheduled Hours	36 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 and email contact across the course of the module.																														
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which a requirement is set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black;">15</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> </tr> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p style="text-align: right;"></p> <p>Written Exam Open book written exam,</p> <table border="1"> <tbody> <tr> <td colspan="2">Total assessment of the module:</td> </tr> <tr> <td>Written exam assessment percentage</td> <td style="border: 2px solid black;">100%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> </tr> <tr> <td></td> <td style="text-align: right;">100%</td> </tr> </tbody> </table>	Key Information Set - Module data					<i>Number of credits for this module</i>				15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150	Total assessment of the module:		Written exam assessment percentage	100%	Coursework assessment percentage		Practical exam assessment percentage			100%
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Teaching and Learning Methods	<p>Scheduled learning 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 and supported to engage with eLearning resources relating to law for social work practice.</p> <p>Independent learning 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>																														
Reading Strategy	<ul style="list-style-type: none"> • Key texts will be identified for the general teaching and learning on protection and risk. • Students will also be encouraged to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. There will be input from specialist 																														

	<p>librarians.</p> <ul style="list-style-type: none"> • Blackboard will be used extensively to make all lecture presentations and essential preparatory readings for seminars available to all students. • Students will be encouraged to share with peers on the module discussion board up to date and new material relating to the topic. • Practitioners and visiting specialists will provide topical and explicitly focused reading on their specialist subject areas. • TEL will be used to promote learning
Indicative Reading List	<p>Brayne, H. and Carr, H. (2010) <i>Law for Social Workers</i>. Oxford: Oxford University Press.</p> <p>Collins, S. (2009) <i>Safeguarding Adults: a Workbook for Social Care Workers</i>. London: Jessica Kingsley.</p> <p>Department for Education (2013) <i>Childhood Neglect</i>. Available from: http://www.education.gov.uk/childrenandyoungpeople/safeguardingchildren/childhoodneglect [Accessed 23 April 2013].</p> <p>Department for Education. (2013) <i>Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children</i>. Available from: https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00030-2013 [Accessed 23 April 2013].</p> <p>Department of Health (2010) <i>Practical Approaches to Safeguarding and Personalisation</i>. Available from: http://webarchive.nationalarchives.gov.uk/20130107105354/http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/@dh/@en/@ps/documents/digitalasset/dh_121671.pdf [Accessed 23 April 2013].</p> <p>Duffy, S. And Gillespie, J (2009) <i>Personalisation and Safeguarding</i>. Available from: http://www.in-control.org.uk/media/52833/personalisation%20safeguarding%20discussion%20paper%20version%201.0.pdf [Accessed 23 April 2013].</p> <p>Ferguson, H. (2011) <i>Child Protection Practice</i>. Basingstoke: Palgrave Macmillan.</p> <p>Richards, P. and Spreadbury, K. (2011) <i>ADASS South West Safeguarding and Personalisation Framework</i>. Available from: http://www.thinklocalactpersonal.org.uk/Regions/SouthWest/index.cfm [Accessed 23 April 2013].</p> <p>Webb, S. (2006) <i>Social Work in a Risk Society: Social and Political Perspectives</i> Basingstoke: Palgrave Macmillan.</p>

Part 3: Assessment

Assessment Strategy	<p>Law and policy are fundamental to the understanding of social work practices within the field of protection and risk. This assessment will be a 2 hour exam on law, policy and risk. The exam format lends itself to law and policy questions, the former of which at least have a factual basis, and accuracy and knowledge are crucial to both</p> <p style="text-align: center;"><u>Assessment criteria</u></p> <ul style="list-style-type: none"> • Factual accuracy • Focused and analytical discussion • Evidence of wide reading • Relevant, focused and organised material • Critical appraisal of the law applied to protection and risk and the way it might be applied 		
Identify final assessment component and element	Component A		
% weighting between components A and B (Standard modules only)	A:	B:	
	100		
First Sit			
Component A (controlled conditions) Description of each element	Element weighting (as % of component)		
1. 2 hour Exam	100		
Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) Description of each element	Element weighting (as % of component)		
1. 2 hour Exam	100		
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>			