



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Protection and Risk in Social Work				
Module Code	UZVSMJ-15-3	Level	3	Version	2
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Health, Community and Policy Studies		
Department	Health and Social Sciences	Module Type	<i>Standard</i>		
Contributes towards	BSc(Hons) Social Work				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
First CAP Approval Date	June 2013		Valid from	September 2013	
Revision CAP Approval Date	2 nd February 2016		Revised with effect from	September 2016	

Review Date	September 2022
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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"> 1. Understand and identify types of abuse and neglect (Component A) 2. Understand and identify the signs and symptoms of abuse and neglect (Component A) 3. Discuss the significance of diverse social and cultural contexts for understanding issues of abuse and neglect (Component A) 4. Demonstrate critical reflective practice with understanding of the application of values, theory, knowledge, research and legal and policy frameworks and guidance. Recognising the scope for professional judgment in situations impacting on issues of protection and risk. (Component A) 5. Show the ability to protect, safeguard and promote the well being of service users and carers; recognise signs of harm and practices that present a risk to or from service users and carers and respond appropriately. (Component A)
Syllabus Outline	<ul style="list-style-type: none"> • Types, signs and symptoms of abuse and neglect • Theories explaining risk and abuse • Perceptions of abuse and neglect in different cultural contexts • Similarities and differences in approaches to vulnerability, risk and harm amongst different service user groups

	<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	<ul style="list-style-type: none"> • 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. 																														
Teaching and Learning Methods	<p>Scheduled learning includes lectures and seminars</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, exam preparation etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p>																														
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement 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" data-bbox="459 801 1369 1191"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</td> <td>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>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam</p> <table border="1" data-bbox="571 1377 1264 1617"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>100%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>0%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Key Information Set - Module data					Number of credits for this module				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	0%	Practical exam assessment percentage	0%		100%
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Reading Strategy	<p>The development of literature searching skills is supported by a Library seminar provided within the first semester. These will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing.</p> <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 librarians. 																														

	<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>Brammer, A. (2014) <i>Safeguarding Adults</i>. Basingstoke: Palgrave Macmillan.</p> <p>Browne-Miller, A. (2012) <i>Violence and Abuse in Society: Understanding a global Crisis</i> [online]. Westport: Praeger. [Accessed 1 September 2015].</p> <p>Calder, M. (2008) <i>Contemporary Risk Assessment in Safeguarding Children</i>. Lyme Regis: Russell House Publishing.</p> <p>Cocker, C. and Allain, L., eds. (2011) <i>Advanced Social Work with Children and Families</i>. Exeter: Learning Matters.</p> <p>Davies, L and Duckett, N. (2008) <i>Proactive Child protection and Social Work</i> [online]. Exeter: Learning Matters. [Accessed 1 September 2015].</p> <p>Denney, D., ed. (2009) <i>Living in Dangerous Times: Fear, Insecurity, Risk and Social Policy</i>. Chichester: Wiley-Blackwell.</p> <p>Doctor, R., ed. (2008) <i>Murder: A Psychotherapeutic Investigation</i>. London: Karnac.</p> <p>Ferguson, H. (2011) <i>Child Protection Practice</i>. Basingstoke: Palgrave Macmillan.</p> <p>Hardy, M. (2015) <i>Governing Risk: Care and Control in Contemporary Social Work</i>. London: Palgrave Macmillan.</p> <p>Hothersall, S. and Maas-Lowt, M., eds. (2010) <i>Need, Risk and Protection in Social Work Practice</i> [online]. Exeter: Learning Matters. [Accessed 1 September 2015].</p> <p>Hughes, R., ed. (2010) <i>Rights, Risk and Restraint-free Care of Older People</i> [online]. London: Jessica Kingsley. [Accessed 1 September 2015].</p> <p>Iwaniec, D. (2006) <i>The Emotionally Abused and Neglected Child: Identification, Assessment and Intervention: A Practice Handbook</i> [online]. 2nd ed. Chichester: Wiley-Blackwell. [Accessed 26 June 2015].</p> <p>Johns, R. (2014) <i>Capacity and Autonomy</i>. Basingstoke: Palgrave Macmillan.</p> <p>Kemshall, H., Wilkinson, B. and Baker, K. (2013) <i>Working with risk: skills for contemporary social work</i>. Cambridge: Polity.</p> <p>Mantell, A. and Scragg, T., eds. (2011) <i>Safeguarding Adults in Social Work</i>. 2nd ed. Exeter: Learning Matters.</p> <p>Muncie, J. (2009) <i>Youth and Crime</i>. 3rd ed. London: Sage.</p> <p>Turpin-Petrosino, C. (2015) <i>Understanding Hate Crimes: Acts, Motives, Offenders, Victims and Justice</i>. London: Routledge.</p> <p>Webb, S. (2006) <i>Social work in a risk society: social and political perspectives</i>. Basingstoke: Palgrave Macmillan.</p>

	<p><u>Journal Articles</u></p> <p>Ferguson, H. (2010) Walks, home visits and atmospheres: Risk and the everyday practices and mobilities of social work and child protection. <i>British Journal of Social Work</i> [online]. 40 (4), pp 1100-1117. [Accessed 1 September 2015].</p> <p>Keddell, E. (2014) Theorising the signs of safety approach to child protection social work: Positioning, codes and power. <i>Children and Youth Services Review</i> [online]. 47 (1), pp. 70 – 77. [Accessed 1 September 2015].</p> <p>McLaughlin, K. (2007) Regulation and risk in social work: The general social care council and the social care register in context. <i>British Journal of Social Work</i> [online]. 37 (7), pp. 1263 – 1277. [Accessed 1 September 2015].</p> <p>Sexton, M. (2009) Fine lines and hard choices: Adult protection and social work ethics. <i>Ethics and Social Welfare</i> [online]. 3 (1), pp. 79 – 86. [Accessed 1 September 2015].</p> <p>Varley, A. (2013) Professional decision making and risk in social work. <i>The Journal of Adult Protection</i> [online]. 15 (5), pp 271 – 272. [Accessed 1 September 2015].</p>
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Part 3: Assessment	
Assessment Strategy	<p>Summative assessment will involve an unseen 2 hour exam in order to demonstrate the students' understanding of key theories and concepts relating to protection and risk in social work and the ability to relate these to practice.</p> <p>Formative feedback opportunities are provided to students throughout the module in small seminar groups. Students will be asked to read and discuss specific journal articles which will form the basis for exam questions. They will thus gain feedback on their developing understanding, knowledge and critical evaluation skills within a supportive context. Teaching staff will provide ongoing feedback on the appropriateness and level of student understanding and skills.</p>

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. Exam (2 hour)	100	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Exam (2 hour)	100	
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>		