



CORPORATE AND ACADEMIC SERVICES




MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Social Work With Vulnerable Adults				
Module Code	UZVSMG-45-3	Level	3	Version	1
Owning Faculty	Health and Applied Sciences	Field	Health and Social Sciences		
Contributes towards	BSc (Hons) Social Work				
UWE Credit Rating	45	ECTS Credit Rating	22.5	Module Type	Project
Pre-requisites	Reflective Practice in Social Work (UZVSMF-30-2)	Co- requisites	Protection and Risk in Social Work (UZVSMJ-15-3)		
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	
	<p>On successful completion of this module, students will be able to;</p> <ol style="list-style-type: none"> 1. Demonstrate a detailed understanding of law, policy and procedure in relation to social work with vulnerable adults building on existing generic knowledge 2. Demonstrate an understanding of specific roles and responsibilities in the safeguarding of vulnerable adults, including possible professional tensions and approaches to collaboration 3. Demonstrate knowledge and understanding of frameworks for the assessment and management of risks in relation to practice in this area 4. Critically discuss thresholds for intervention and the socially constructed nature of policy and practice in this area. 5. Critically apply theory and knowledge from psychosocial theory and research to social work practice in this field 6. Demonstrate a critical understanding for social work of complex relationships and the inter-personal dynamics in issues of care, anger, grief, loss and change, in diverse cultural and gender contexts 7. Critically appraise social work research papers, analyse findings and evaluate validity and relevance 8. Demonstrate a critical understanding of ethical issues in social work research 9. Develop independent research and information management skills by

	<p>undertaking a literature review on an agreed topic within social work with vulnerable adults</p> <p>10. Develop the ability to work and learn in small groups (learning sets) in order to develop reflexive and reflective thinking in relation to abstract theoretical ideas, to practice and to research papers</p> <p>11. Develop an understanding of self and others in the social work arena when working with vulnerable adults</p> <p>12. Synthesise research theory, reflection and application to social work practice of an agreed issue within social work with vulnerable adults</p>
Syllabus Outline	<ul style="list-style-type: none"> • Understanding social work practice with protection and abuse in relation to assessments, therapeutic engagement, relationship work, inter-professional practice, indicators, thresholds, interventions in the specific field of social work with adults • Protection: social construction of and theorising the concept. Processes, basic principles, the scope of social work, roles and responsibilities • Risk and vulnerability in context: developmental, inter-personal, environmental, organisational (in health and social work) • Abuse, neglect, harm: causes, interactions, outcomes, agency requirements and practices in relation to alerting • Culturally relative and relevant practices, diversity and its impact, methods and ethics, in protection and risk social work • Understanding protection and risk law, policy and theory for social work practice with protection and risk in relation to the specific field of social work with adults • Understanding complex relationships and the inter-personal dynamics in issues of care, anger, grief, loss and change, in diverse cultural and gender contexts • Critical appraisal of research in social work with vulnerable adults • Practical research skills: searches, questions, aims, proposals, methodology samples, data • Devising, managing and constructing a social work literature review: skills and knowledge • Critical appraisal of research in a specific area of work with adults in the field of protection and risk in social work
Contact Hours/Scheduled Hours	<p>108 hours to include:</p> <p>Lectures, seminars and practitioner and service user led workshop days</p> <p>Conference day</p> <p>Research workshops</p> <p>Learning sets and group supervision of dissertations</p> <p>Individual supervision of dissertations</p> <p>Independent study for the dissertation</p>
Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, tutorials, project supervision, workshops; conference days, learning sets, group supervision</p> <p>Technology Enhanced Learning: The module will be supported by BlackBoard. The</p>

	<p>programme will develop a resource, e.g. Pebblepad, to support students' learning across the module.</p> <p>Directed independent learning includes hours engaged with essential reading, dissertation proposal construction, literature searches and the (tutored) development of a literature review</p>																																						
<p>Key Information Sets Information</p>	<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="432 548 1347 936"> <thead> <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>450</td> <td>108</td> <td>342</td> <td>0</td> <td>450</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Coursework: Written dissertation,</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table border="1" data-bbox="544 1274 1240 1507"> <tbody> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		450	108	342	0	450																				Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%
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<p>Reading Strategy</p>	<p>Key texts will be identified for this specialist option and for constructing a literature review. Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will 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.</p> <p>Blackboard will be used extensively to make all lecture presentations and essential preparatory readings for seminars available to all students.</p> <p>It is essential that students read one of the many texts on research methods available through the Library. Part of the module involves developing literature search skills and the retrieval of research papers prior to constructing a literature review. The development of literature searching skills is supported by a Library seminar provided within the first semester and students will also be encouraged to read round this topic.</p>																																						

	<p>Students will be encouraged to share with peers on the module discussion board up to date and new material relating to the topic.</p> <p>All students will be expected to read extensively on the subject of their chosen literature review.</p> <p>Students will be able to engage with module staff and other specialist subject staff about their chosen topic and they can seek help on their reading and research papers in this context.</p>
Indicative Reading List	<p>Aveyard, H. (2010) <i>Doing a Literature Review in Health and Social Care</i>. 2nd ed. Maidenhead: Open University Press.</p> <p>Brayne, H. and Carr, H. (2010) <i>Law for Social Workers</i>. Oxford: Oxford University Press.</p> <p>Clough, P. and Nutbrown, C. (2012) <i>A Student's Guide to Methodology</i>. 3rd ed. (ch. 2) London: Sage.</p> <p>Collins, S. (2009) <i>Safeguarding Adults; A Workbook for Social Care Workers</i>. London: Jessica Kingsley.</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 22 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>Gilbert, N., ed. (2009) <i>Researching Social Life</i>. 3rd ed. London: Sage.</p> <p>Gould, N. (2009) <i>Mental Health Social Work in Context</i>. London: Routledge.</p> <p>Jones, K. and Watson, S. (2013) <i>Critical Best Practice with Older People: Social Work Stories</i>. Basingstoke: Macmillan.</p> <p>Julian, G. and Penhale, B. (2009) <i>Safety Matters: Developing Practice in Safeguarding Adults</i>. Totnes: Research in Practice for Adults.</p> <p>Mandelstram, M. (2009) <i>Safeguarding Vulnerable Adults and the Law</i>. London: Jessica Kingsley.</p> <p>Richards, P. and Ogilvy, K. (2009) <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>Ridley, D. (2012) <i>The Literature Review</i>. 2nd ed. London: Sage.</p> <p>Schwehr, B. (2010) Safeguarding and personalization. <i>The Journal of Adult Protection</i>. 12 (2), pp. 43-51.</p> <p>Tew, J. (2011) <i>Social Approaches to Mental Distress</i>. London: Palgrave MacMillan.</p> <p>Williams, P. <i>Social Work With People With Learning Difficulties</i>. Exeter: Learning Matters.</p>

Part 3: Assessment

Assessment Strategy	<p>The assessment is an extended independent study. The module requires students to understand how to read and apply research for social work practice, and how to conduct a small scale literature review, involving data collection, management of an extended independent study, integrative skills and analysis. 6,000 words</p> <p><u>Formative assessment</u> Students will bring dissertation proposals and outlines of the various stages of this work to learning sets, where peer and staff review and feed-back will offer mutual support with the development of the extended study.</p> <p><u>Assessment criteria</u> Evidence of wide reading to develop a strong knowledge base</p> <ul style="list-style-type: none"> • Capacity to formulate and respond to a research question and appropriate aims • Evidence of a capacity to search for and analyse data • Critical analysis and evaluation • The capacity to related theory to a discussion • Capacity to synthesise forms of knowledge, reflection to address a defined practice problematic • Structure, presentation of accurate UWE Harvard referencing
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Identify final assessment component and element	Component A
First Sit	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Extended independent study (6000 words)	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Extended independent study (6000 words)	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>	