



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Social Work with Adults at Risk				
Module Code	UZVRU7-15-3	Level	3	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	HCPS		
Department	Health and Social Studies	Module Type	Standard		
Contributes towards	BSc (Hons) Social Work				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	UZVRU9-15-3 UZVRU8-15-3		Module Entry requirements	None	
First CAP Approval Date	2 nd February 2016		Valid from	September 2016	
Revision CAP Approval Date			Valid from		

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. Critically apply the relevant legal and policy frameworks to contemporary practice. (Component A) 2. Critically debate and review the current inter-professional environment in work with adults at risk. (Component A) 3. Demonstrate a critical knowledge and understanding of current assessment frameworks. (Component A) 4. Critically discuss thresholds for intervention and the socially constructed nature of policy and practice in this area. (Component A) 5. Critically apply theory, knowledge and research to social work practice in this field. (Component A) 6. Demonstrate a critical understanding of complex family and personal relationships. (Component A) 7. Demonstrate an ability to present theory, knowledge and research coherently. (Component A)
Syllabus Outline	Law, policy and local and national procedures and protocols for social work practice with vulnerable adults at risk.

	<p>Contemporary issues in safeguarding in an inter-professional arena.</p> <p>Assessment, intervention and engagement approaches including therapeutic engagement, relationship based work, inter-professional practice and making safeguarding personal.</p> <p>Assessing mental capacity within complex decision making frameworks.</p> <p>Decision making thresholds, including analysis and learning from case law.</p> <p>Critical reflection and knowledge base on formal meetings, best interest meetings and deprivation of liberty.</p>																																			
Contact Hours	<ul style="list-style-type: none"> 36 hours of contact time including lectures, discussion groups, workshops, and tutorials. Online weekly engagement with learning materials through Blackboard. 																																			
Teaching and Learning Methods	<p>Lectures, small group discussion and online engagement on a weekly basis across the course of the module delivery. Small group work and email contact across the course of the module .Assignment support and surgery</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="459 965 1369 1355"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></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>The table below indicates as a percentage the total assessment of the module which constitutes-</p> <p>Practical Exam: Oral presentation.</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="566 1664 1265 1899"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>0%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>100%</td> </tr> <tr> <td></td> <td>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	0%	Coursework assessment percentage	0%	Practical exam assessment percentage	100%		100%
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Reading Strategy	<p>It is essential that students make use of the extensive resources available through the Library. Module handbooks will also reflect the range of reading to be carried out.</p> <p>Key text books will be identified for the teaching covering all subjects included in the</p>																																			

	<p>module. These texts will be current since safeguarding adults as risk is a fluid and moving field of practice and research. 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>This module is supported by Blackboard where students will be able to find all necessary module information. Direct links to information sources will also be provided from within Blackboard. Pre-course/module reading given two weeks before the module begins and up to date reading material will be posted on Blackboard for each taught session. Blackboard will be used to make all lecture presentations and essential preparatory readings for small group work available, and provide reading to enable students to complete their presentation effectively. Students will be encouraged to share with their reading with peers to promote shared learning using the Blackboard discussion board.</p>
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, current advice on readings will be available via the module handbook.</p> <p>Brammer, A. (2014) <i>Safeguarding Adults (focus on social work law)</i>. Hampshire: Palgrave Macmillan.</p> <p>Brammer, A. (2015) <i>Social Work Law</i> 4th ed. Harlow: Pearson.</p> <p>Brayne, H., Carr, H., and Goosey, D. (2013) <i>Law for Social Workers</i>. 13th ed . 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 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 03/12/2015].</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 03/12/2015].</p> <p>Graham, M. and Cowley, J. (2015) <i>A practical guide to Mental Capacity Act 2005 – Putting the Principles of the Act into Practice</i>. London: Jessica Kingsley Publishers</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>Mantell, A. and Scragg, T. (2013) <i>Safeguarding Adults in Social Work</i>. 2nd ed. Exeter: Learning Matters.</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 18 January 2016].</p> <p>Schwehr, B. (2010) Safeguarding and personalization. <i>The Journal of Adult Protection</i>. 12 (2), pp. 43-51.</p>

	<p>Journals</p> <p>British journal of social work</p> <p>European journal of social work</p> <p>Health & social care in the community</p> <p>Health & social work</p> <p>International social work</p> <p>Journal of social work education</p> <p>Journal of social work : JSW</p> <p>Journal of social work practice</p> <p>Journal of social work values and ethics</p> <p>Social work in health care</p> <p>Social work in mental health</p> <p>Social work research</p>
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Part 3: Assessment	
Assessment Strategy	<p>Summative assessment will involve presentation and discussion/questions with two examiners and peers in order to demonstrate the integration of theory and practice. The presentation will offer the student creative ways to demonstrate critical thinking and to make links to their future practice. The assessment will involve an oral presentation followed by discussion/questions of 20 minutes maximum.</p> <p>Formative assessment provides opportunities for students to gain feedback on their developing understanding, knowledge and critical evaluation skills. These will be embedded throughout the module, in group discussions and activities. Students will be required to share their understandings and skills with teaching staff. Teaching staff will provide ongoing feedback on the appropriateness and level of student understanding and skills.</p>

Identify final assessment component and element	A	
% weighting between components A and B (Standard modules only)	A: 100%	B: 0%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. Oral examination of 20 minutes maximum consisting of a 10 minute presentation and 10 minute discussion/questions.	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1. Oral examination of 20 minutes maximum consisting of a 10 minute presentation and 10 minute discussion/questions.	100%	
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.		