ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Social work with children and young people					
Module Code	UZVRU8-15-3		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 Sciences		Module Type	Standard		
Contributes towards	BSc (Hons) Social Work					
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	UZVRU9-15-3 UZVRU7-15-3		Module Entry requirements	None		
First CAP Approval Date	2nd February 2016		Valid from	September 2016		
Revision CAP Approval Date			Valid from			

Review Date	September 2022

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 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 children and families (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 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 children, young people and families.

	Contemporary issues in child protection in an inter-professional arena.
	Assessment, intervention and engagement approaches including therapeutic engagement, relationship based work and inter-professional practice.
	Assessing parenting capacity within complex family situations.
	Decision making thresholds, including analysis and learning from serious case reviews.
	Critical reflection and knowledge base on formal meetings, case conferences and appearances in court.
Contact Hours	36 hours contact time.
Teaching and Learning Methods	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
Key Information Sets Information	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.

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	✅

The table below indicates as a percentage the total assessment of the module which constitutes-

Practical Exam: Oral presentation.

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:

Total assessment of the module:			
Written exam assessment percentage			0%
Coursework assessment percentage			0%
Practical exam assessment percentage			100%
			100%

Reading Strategy	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.
	Key text books will be identified for the teaching covering all subjects included in the module. These texts will be current since child protection 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.
	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.
Indicative Reading List	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. Curran, T. and Runswick-Cole, K. eds. (2013) *Disabled Children's Childhood Studies: Critical Approaches in a Global Context*. Basingstoke: Palgrave Macmillan.
	Department for Education (2015) *Working Together to Safeguard Children: a Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children* [online]. Available from: https://www.gov.uk/government/publications/working-together-to-safeguard-children--2 [Accessed 18 January 2016.]
	Daniel, B. et. al. (2010) *Child Development for Child Care and Protection Workers.* London: Jessica Kingsley.
	Ferguson, H. (2011) *Child Protection Practice*. Basingstoke: Palgrave Macmillan.
	Howarth, J. ed. (2010) *The Child's World: The Comprehensive Guide to Assessing Children in Need.* 2nd ed. London: Jessica Kingsley.
	Howe, D. (2005) *Child Abuse and Neglect: Attachment, Development and Intervention.* Basingstoke: Palgrave Macmillan.
	Jones, R. (2014) *The story of baby P.* Bristol: Policy Press
	MacDonald, G. (2001) *Effective Interventions for Child Abuse and Neglect: an evidence-based approach to planning and evaluating interventions.* Chichester: Wiley.
	Rogowski, S. (2013) *Critical Social Work with Children and Families: Theory, Context and Practice*. Bristol: Policy Press.
	Stevenson, O. (2007) *Neglected Children and Their Families.* Oxford: Blackwell.
	Serious Case Reviews – historical and current
	Court Judgments for example Brighton and Hove, Neutral Citation Number: [2015] EWHC 2039 (Fam), Case No: UQ12C00161/SD14C00594
	Online Journals Child Abuse Review Child Abuse & Neglect Family Law Quarterly British Journal of Social Work

Part 3: Assessment	
Assessment Strategy	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. 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.

Identify final assessment component and element		A	
		A:	**B**:
% weighting between components A and B (Standard modules only)		100%	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 presentation of 20 minutes maximum consisting of a presentation and 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.