



MODULE SPECIFICATION

Part 1: Information			
Module Title	Protection, Risk and Decision Making		
Module Code	UZVY6T-15-M	Level	M
For implementation from	September 2018		
UWE Credit Rating	15 Credits	ECTS Credit Rating	7.5
Faculty	Health and Applied Sciences	Field	Health Community and Policy Studies
Department	Health and Social Sciences		
Contributes towards	Professional Development Awards		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	Registered Health and Social Care Professional		

Part 2: Description	
<p>The aim of the module is to provide theoretical and practical context to issues of protection, risk and decision making in social work with both adults and children. As such it addresses such topics as psycho-social theories of violence and abuse, cultural aspects of abuse and risk and working with and managing risk. It addresses specific areas of abuse such as sexual abuse and signs and symptoms of abuse in adults and in children.</p> <p>Protection and risk are social as well as individual and family issues. The teaching will focus on issues such as different theoretical insights into abusive behaviours, the signs and symptoms of different sorts of abuse in adults and children, social and cultural contexts for understanding issues of abuse and risk and different ways of managing risk. Professionals in health and social care are required to be accountable for and defend their decision making, and this module will enable students to think critically about this.</p>	
Part 3: Assessment	
<p>Summative assessment for this module is a 3000 word assignment 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 by the teaching staff and through peer led learning sets. Students will be asked to read and discuss specific journal articles which will form the basis for the assignment 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 timetabled piece of assessment (component and element)		Component A	
% weighting between components A and B (Standard modules only)		A: 100%	B:
First Sit			
Component A (controlled conditions) Description of each element		Element weighting (as % of component)	
3000 word assignment		100	
Component B (controlled Conditions) Description of each element		Element weighting (as % of component)	
Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) Description of each element		Element weighting (as % of component)	
3000 word assignment		100	
Component B Description of each element		Element weighting (as % of component)	
Part 4: Teaching and Learning Methods			
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Critically analyse and identify types, signs, symptoms of abuse and neglect 2. Evaluate and critically discuss the impact of diverse social and cultural contexts for understanding issues of abuse and neglect and management of risk. 3. Critically examine the strengths and limitations and ethical dimensions of approaches taken by health and social care professionals to managing risk and making decisions. 4. Critically analyse and reflect on theoretical understandings of decision making. 5. Demonstrate critical reflective practice with understanding of the application of values, theory, knowledge, research and legal and policy frameworks and guidance. <p>All LO's to be met by component A</p> <p>Scheduled learning includes lectures and learning sets.</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 (KIS)	Key Information Set - Module data																				
	<i>Number of credits for this module</i>					15															
Contact Hours	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	The table below indicates as a percentage the total assessment of the module which constitutes a;																				
	<p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p>																				
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td style="text-align: center;">0%</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">100%</td> </tr> </table>					Total assessment of the module:			Written exam assessment percentage		0%	Coursework assessment percentage		100%	Practical exam assessment percentage		0%			100%	
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Written exam assessment percentage		0%																			
Coursework assessment percentage		100%																			
Practical exam assessment percentage		0%																			
		100%																			
Reading List	https://uwe.rl.talis.com/lists/1EE0139C-8CE9-7301-D648-D26099066D1D.html																				

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First ASQC Approval Date	06 Mar 2018			
Revision CAP Approval Date		Version	1	RIA 12542
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