



MODULE SPECIFICATION

Part 1: Information			
Module Title	Working with Adults		
Module Code	UZVK9H-15-M	Level	M
For implementation from	October 2019		
UWE Credit Rating	15 Credits	ECTS Credit Rating	7.5
Faculty	Health and Applied Social 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 professionals e.g. current registration with Health and Care Professions Council, Social Work England, Care Council for Wales, and practice role working with children		

Part 2: Description
<p>Shifts in contemporary social care policy at both national and local levels require practitioners in health and social care to develop effective partnerships across agencies, services and professions. Centred on the Think Family agenda, practitioners are directed to take a holistic approach to assessment and consider the family, cultural, social and community based systems in which people live along with a shared ambition to deliver a positive experience for parents and their children. Working with parents who may have personal experience of the child care system or who have health and social care needs themselves represents one of the sharpest edges in contemporary social work practice and is complex and demanding.</p> <p>Delivered via three days of face to face teaching, the aim of the module is to support practitioners based primarily in children's services to develop an understanding of the legislative and policy frameworks as they apply to working with adults in a statutory context. In addition, students will be invited to explore and challenge current discourses on mental capacity, consent, safeguarding, co-production, wellbeing and resilience, adulthood and autonomy in decision making and to use this insight to critically interrogate the existing interface between different agencies and services. Further consideration will be given to the impact of austerity measures on practice and service provision as well as the regulatory, economic and systemic contexts for adult social care.</p> <p>In this module students will be asked to critically reflect on and apply to their practice a range of theoretical perspectives including strengths and recovery based approaches, empowerment and intersectionality in order to better understand the lived experience of the people they work with.</p>

On completing this module students will be able to demonstrate enhanced capability and employability, as well as greater authority and confidence in themselves as practitioners, able to extend and apply their skills, insight and knowledge across different professional contexts and service user groups.

Generic Graduate Skill	<i>Specific strand (eg presentation) - Optional</i>	Introduce	Develop	Evidence
1. Communication	Across CPD module	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Professionalism	Across CPD module	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Critical Thinking	In assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Digital Fluency	Use of BlackBoard and online searches for relevant evidence	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Innovative and Enterprising		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Forward Looking	Awareness of legislative and organisational change	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Emotional Intelligence	Across CPD module	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. Globally Engaged		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 3: Assessment

Assessment Strategy

This module will be assessed with a summative 3000 word written assessment as a critical reflection on working with adults based on a single case study using the structure of a Critical Incident Analysis. The written assessment will also focus on how the student has developed their knowledge of working with adults and how they have integrated this understanding into their practice.

Scheduled learning includes lectures and peer led learning sets and students will be given texts to read in preparation and in class. Ongoing formative assessment will be provided via peer based feedback and discussion. Teaching staff in addition will offer formative assessment to support students identify key ideas and themes for critical analysis in preparation for their written assessment.

Identify final timetabled piece of assessment (component and element)

Component A

% weighting between components A and B (Standard modules only)

A:

B:

First Sit

Component A (controlled conditions)
Description of each element

Element weighting
(as % of component)

1. 3000 word Critical Incident Analysis

100%

Component B
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)																									
1. 3000 word Critical Incident Analysis	100%																									
Component B Description of each element	Element weighting (as % of component)																									
Part 4: Learning Outcomes & KIS Data																										
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a sophisticated understanding and knowledge of the key principles contained within legislative and policy frameworks for adult social care 2. Critically explore contemporary theories and key concepts underpinning adult social care and use this insight to understand and evaluate the risks to health and wellbeing that occur across families and generations. 3. Critically reflect on how they have integrated their knowledge of working with adults into their practice to enhance and extend their professional judgement and decision making. 4. Evidence a critical awareness of systematic and organisational challenges in social care and demonstrate the capacity to work collaboratively to manage these risks to reduce their impact. <p>All learning outcomes are assessed by component A</p>																									
Key Information Sets Information (KIS)	<table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> <tr> <td colspan="4"></td> <td style="text-align: center;">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 style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</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
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Contact Hours	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <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>																									
Total Assessment	<table border="1"> <tbody> <tr> <td colspan="2">Total assessment of the module:</td> </tr> <tr> <td>Written exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </tbody> </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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Reading List	Indicative Reading List https://rl.talis.com/3/uwe/lists/A30D0235-615B-9D55-7207-02E5ED4A6A92.html?lang=en-GB&login=1

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First Approval Date (and panel type)	26 June 2019			
Revision ASQC Approval Date Update this row each time a change goes to ASQC		Version	1	RIA 13010