MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Law and Knowledge for Social Work					
Module Code	UZVRU6-30-2		Level	2	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15		WBL module?	*No*
Owning Faculty	Health and Applied Sciences		Field	Health, Community and Policy Studies		
Department	Health and Social Sciences		Module Type	Project		
Contributes towards	BSc (Hons) Social Work Degree					
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements			
First CAP Approval Date	2nd February 2016		Valid from	September 2016		
Revision CAP Approval Date			Revised with effect from			

Review Date	September 2022

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Demonstrate an understanding of and ability to apply their knowledge of law and policy. (Component A) 2. Demonstrate an understanding of and an ability to apply explanatory theories in relation to risk, vulnerability, safeguarding and strengthening individuals, groups and communities. (Component A) 3. Demonstrate an understanding of models and frameworks for social work intervention with individuals, families, communities and groups. (Component A) 4. Demonstrate a theoretical and practical understanding of the use of power and authority in social work and its relationship to anti-oppressive practice. (Component A) 5. Demonstrate understanding of ethical ideas for social work practice. (Component A) 6. Show an understanding of the required knowledge for working in a range of organisational and professional contexts. (Component A) 7. Understand and apply appropriate skills to intervene effectively in social work in a multi-professional environment. (Component A)
Syllabus Outline	A library session will be delivered by a subject librarian at the start of the module to aid

	in the development of students' reading and knowledge skills.
	Law and policy for child care, mental health, and adult care social work, including sessions on safeguarding, vulnerability and discussion of risk.
	Intervention, engagement and assessment methods for practice with service user groups such as carers, older people, vulnerable adults, people with physical disabilities, children and young people and their families within a multi-professional working arena.
	Categories of abuse for children and vulnerable adults
	Knowledge and skills for working with people who present as "hard to engage" / "resistant" / "challenging" to social workers and other professionals
	Knowledge and skills for working where there is threat of violence or aggression to others or from others.
	Knowledge and skills for working with complexity such as families where there is domestic abuse, mental illness and substance misuse (The Toxic Trio) Brandon (2007)
	Theories on power and authority in order to work professionally and ethically in social work practice.
Contact Hours	72 Hours 12 days x 6 hours lectures and workshops and seminars
Teaching and Learning Methods	Lectures, seminars, Film triggers, role play, reflective exercises, case studies, skills classes and workshops, VLE discussion board and debate. Assignment surgeries for the project/case studies assignment. Essential reading will include one article per topic area through VLE, work on case studies for the assignment, and shared discussion of short papers for the seminars There will be reading list of indicative social work text books indicated with advice on reading more generally from the module leader.
Key Information Sets Information	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.

Key Information Set - Module data

Number of credits for this module				30	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	228	0	300	✅

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		100%
		Practical exam assessment percentage		0%
				100%

| Reading Strategy | Lecture notes and PowerPoints for all legal teaching will be on VLE site

There will be one journal article or the equivalent for each taught 3 x hour session

There will be some use of serious case reviews for discussion as excellent learning material.

There will be suggested reading to encourage wider reading of social work and other relevant texts.

Students will be encouraged to share useful reading via a discussion board through their VLE site |
|---|---|
| Indicative Reading List | Brammer, A. (2014) *Safeguarding Adults (focus on social work law)*. Hampshire: Palgrave Macmillan.

Brayne, H. and Carr, H. (2014) *Law for Social Workers*. Oxford: Oxford University Press.

Department of Health (2010) *Practical Approaches to Safeguarding and Personalisation.* 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].

 Ferguson, H. (2011) *Child Protection Practice.* Basingstoke: Palgrave Macmillan.

 Gould, N. (2009) *Mental Health Social Work in Context.* London: Routledge.

 Jones, K. and Watson, S. (2013*) Critical Best Practice with Older People; Social Work Stories.* Basingstoke: Palgrave Macmillan.

 Lishman, J. (2007) *A Handbook for Practice Learning in Social Work and Social Care: Knowledge and Theory*. London: Jessica Kingsley.

 Lishman, J. ed. (2009) *Communication in Social Work.* London: Jessica Kingsley.

 Munro, E. (2011) *The Munro Report of Child Protection: Final Report: A Child-Centred System.* Norwich: TSO.

 Phillips, P., Sandford, T. and Johnston, C. (2012*) Working in Mental Health: Practice and Policy in a Changing Environment.* London: Routledge.

 Ruch, G., Turney, D. and Ward, A. (2010) *Relationship-Based Social Work: Getting to the Heart of Practice.* London: Jessica Kingsley.

 Tew, J. (2011) *Social Approaches to Mental Distress*. Basingstoke: Palgrave MacMillan.

 Warren, R. (2007) *Service User and Carer Participation in Social Work* Exeter: Learning Matters.

 Williams, P. (2013)   *Social Work with People with Learning Difficulties.* Exeter: Learning Matters. |

	Online Journals (examples) Child Abuse Review Ageing and Society British Journal of Social Work Social work & society Social work in health care Child Abuse and Neglect Social work in mental health Journal of social work practice in the addictions Journal of elder abuse & neglect

Part 3: Assessment

Assessment Strategy	All students will be set the same assessment; A 4000 word essay based on case study material to assess their knowledge of the relevant law, policy, safety issues, danger/risks, intervention and theory. The case study essay will enable students to apply the knowledge and law in the module to realistic scenario relevant to their future placement and practice. Marking will be in accordance with the assessment cycle policy. Formative assessment through assignment workshops and peer learning together with past students providing oral tips for success.

Identify final assessment component and element	**Component A**	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**100%**	

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting**
1. Essay based on case study material (4000 words)	100%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) **Description of each element**	**Element weighting**
1. Essay based on case study material (4000 words)	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.