

MODULE SPECIFICATION

Part 1: Information			
Module Title	Advanced Practice with Adults at Risk		
Module Code	UZVSRN-15-3	Level	3
For implementation from	January 2017		
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	MSc Professional Development (Social Work) BA (Hons) Professional Development (Social Work) BA Professional Development Award (Social Work) All HAS Professional Development Awards All HAS Health and Social Care Awards MSc Advance Practice MSc Specialist Practice BSc (Hons) Specialist Practice MSc Specialist Practice		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	Students must be in relevant employment to enable access to safeguarding work.		

Part 2: Description

This module enables practitioners in health and social care setting to demonstrate advance practice with working with adults at risk, by critically analysing and evaluating contemporary legislation, knowledge, policy and interventions.

The learning and teaching methods of the module will combine classroom teaching and supported self-directed study. The module offers six taught sessions with six structured self-directed learning sessions using Blackboard (VLE) and other on-line and taught materials. The module aims to offer a flexible approach to learning that can accommodate practitioner and sponsoring employer demands. The teaching and content will be delivered by academic and practitioners engaged in safeguarding activity alongside experts by experience.

The syllabus of the module will focus on the required professional standards of the student's profession i.e. HCPC, NMC etc.

Part 3: Assessment					
Summative assessment					
<p>The summative assessment will require the student to individually write a reflective 3000 word assignment, based upon a piece of anonymised safeguarding work which they have directly undertaken, or supported a supervisee to complete. The student will be expected to draw upon contemporary legislation, policy and practice which they have learnt through direct teaching, group discussion and evaluation of their interventions.</p>					
Formative feedback					
<p>As part of the learning activity discussion boards will be made available for students to discuss contemporary issues in safeguarding work. This will enable students from differing local authority, social care and health settings to exchange legal and the theoretical knowledge and practice experiences beyond their organisation. It will also enable formative feedback to be offered. Further formative feedback will be offered to the cohort through the use of technology or question and answer sessions.</p> <p>As part of the submission each student will be required to complete an authentication Appendix form, which a senior member of staff at their employed place of practice will confirm that the piece of safeguarding work was undertaken.</p>					
Identify final timetabled piece of assessment (component and element)	Component A				
% weighting between components A and B (Standard modules only)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">A:</th> <th style="width: 50%; text-align: center;">B:</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </tbody> </table>	A:	B:		
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First Sit					
Component A (controlled conditions) Description of each element	Element weighting (as % of component)				
1. A 3000 word reflective assignment based upon a piece of safeguarding practice.	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. A 3000 word reflective assignment based upon a piece of safeguarding practice.	100%				
Component B Description of each element	Element weighting (as % of component)				

1. A 3000 word reflective assignment based upon a piece of safeguarding practice.

100%

1. A 3000 word reflective assignment based upon a piece of safeguarding practice.

100%

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. Analyse and evaluate strategies and approaches to the implementation of safeguarding procedures. (Component A) 2. Analyse a range of interpretations of the causes, signs and symptoms of abuse and harm. (Component A) 3. Analyse a range of adulthood and their relationship to situations of adults at risk. (Component A) 4. Analyse key concepts including 'risk', 'vulnerability', 'safeguarding' and 'abuse' and the implications of these for policy and practice. (Component A) 5. Reflect upon their own personal and professional values, attitudes and beliefs in relation to the safeguarding of vulnerable adults and the implications of these for professional practice. (Component A) 6. Analyse complex issues involved in ensuring that service users and carers are at the heart of safeguarding practice. (Component A) 7. Apply a thorough working knowledge of the relevant, policy, legislation and how to respond to future legislation. (Component A) 																				
Key Information Sets Information (KIS)	<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>																				
Contact Hours	<table border="1" data-bbox="518 1198 1428 1579"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="4">Number of credits for this module</td> <td>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> </thead> <tbody> <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 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>	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
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Total Assessment																					

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Reading List	<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>																				

	British journal of social work European journal of social work Health & social care in the community Health & social work International social work Journal of social work education Journal of social work : JSW Journal of social work practice Journal of social work values and ethics Social work in health care Social work in mental health Social work research
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First CAP Approval Date	15/11/2016			
Revision CAP Approval Date	15/11/2016	Version	1	RIA-12035