MODULE DESCRIPTOR

<table>
<thead>
<tr>
<th>TITLE</th>
<th>Law and Policy for Social Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>SI MODULE CODE</td>
<td>66-7410-00N</td>
</tr>
<tr>
<td>CREDITS</td>
<td>15</td>
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<tr>
<td>LEVEL</td>
<td>7</td>
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<tr>
<td>JACS CODE</td>
<td>L500</td>
</tr>
<tr>
<td>SUBJECT GROUP</td>
<td>Social Work</td>
</tr>
<tr>
<td>DEPARTMENT</td>
<td>Social Work, Social Care, Community Care Studies</td>
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</table>

MODULE STUDY HOURS (based on 10 hours per credit)*

<table>
<thead>
<tr>
<th>Scheduled Learning and Teaching Activities</th>
<th>Placement (if applicable)</th>
<th>Independent Guided Study</th>
<th>Total Number of Study Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 hours</td>
<td>N/A</td>
<td>130 hours</td>
<td>150 hours</td>
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*to be used for Key Information Sets - see Module Descriptor guidance notes

MODULE AIM

To analyse the policy and legal context of Social Work practice, including the creation and enforcement of statute law, in order to engage with core Social Work processes within a framework of rights, duties, responsibilities and powers.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to:-

1. Critique the legal frameworks of human rights and social justice, as applied to individuals, groups and communities in international contexts (HCPC Sops 2.1; 2.4; 2.7;2.8;5.1;5.2;9.3;9.4)
2. Critically evaluate key legal provisions that relate to social work practice and process with children, young people, families and adults (HCPC Sops 1.2; 1.5; 2.1; 2.4;4.1;9.4;13.4;15.2)
3. Apply legal and policy definitions of roles, responsibilities, confidentiality powers and duties of social work, with regard to children, young people, families and adults (HCPC Sops 1.1; 1.2; 1.5;2.3; 2.4; 3.1; 4.1; 4.3; 7.2; 9.3; 13.1;13.4;15.2)
4. Critically reflect on the use of legal authority and ethical boundaries by social workers and the possible impacts upon service users. (HCPC Sops 4.1; 4.3; 9.3; 11.1; 13.4)

INDICATIVE CONTENT

- The legal system in England and Wales;
- The making of Statute Law;
- Differences between statute law, common law, local, national and international policies and procedures;
- Rights-based law, including human and civil rights, and equalities legislation;
- Welfare rights and the benefits system;
• Child and adult protection – law and policy;
• The rights of the child;
• Looked After Children, Care Proceedings;
• Youth Justice;
• Community Care and Personalisation;
• Adult Safeguarding
• Migration and Asylum laws;
• Social work roles and processes as defined in law and policy (for example, APIR/E cycle);
• Assessing for needs, risks and strengths;
• Legal interventions in social work practice;
• The professional authority of the social worker and
• Mental capacity, deprivation of liberty, mental health, detention and compulsion

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways:-

• Lectures will introduce underpinning, and key concepts and theories. In the main these will be interactive sessions in which there will also be group discussions and small group activity, based around exercises and case studies. A Blackboard site on the virtual learning environment, which will include discussion board activities and resources, will support learning.

• This approach to learning and teaching will draw on and challenge students' knowledge and experience in order to explore issues fully and to enhance their understanding. Students will be expected to research topics, individually or in groups, in preparation for tasks presented in the formal teaching sessions.

• Self-Directed Learning (SDL): While on the programme students will be encouraged to use a wide range of different resources accessed via the virtual learning environment. Some of the SDL will aim to prepare you for active learning in taught sessions.

• Formative assessment will take place within seminar groups, with students developing and sharing resources built up in relation the seen case study, in preparation for the examination.

• The summative assessment will take the form of an open-book examination where students will be required to respond to a range of legal and practice-based scenarios, drawing on materials developed during the course of the module.
You will be assessed through ONE task:-

- Students will be assessed by means of an open-book examination to analyse the policy and legal context of Social Work practice. This would include the creation and enforcement of statute law, in order to engage with core Social Work processes within a framework of rights, duties, responsibilities and powers applied to relevant case studies. (LO1.2.3.4) and (HCPC Sops 1.1;1.2; 1.5; 2.1; 2.3; 2.4; 2.7;2.8;3.1; 4.1; 4.3; 5.1;5.2; 7.2;9.3;9.4; 11.1;13.1;13.4;15.2)

ASSSESSMENT TASK INFORMATION

<table>
<thead>
<tr>
<th>Task No.*</th>
<th>Short Description of Task</th>
<th>SI Code EX/CW/PR</th>
<th>Task Weighting %</th>
<th>Word Count or Exam Duration**</th>
<th>In-module retrieval available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Open-book examination</td>
<td>EX</td>
<td>100%</td>
<td>3 hours</td>
<td>N</td>
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*Assessment task limit of a max of two tasks per 20 credits, and a max of three tasks for a module larger than 20 credits
** Timetabled examinations - duration must be whole numbers of one, two or three hours and ten minutes of reading time will be added on to this as standard.

FEEDBACK

Students will receive feedback on their performance in the following ways:-

- Academics and peers will provide formative feedback on materials developed in seminars as part of exam preparation activities and black board discussion tools.
- Summative feedback will be provided by academics, following the exam, in line with University Assessment, Operational Moderation Guidelines and Feedback policy. The feedback would be available electronically.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)


E Resources:
SCIE Online: Open access to a site with e resources & scenarios These resources are suitable for students studying towards the Social Work degree. http://www.scie.org.uk/publications/elearning/law/index.asp

E journals
Social Welfare and Family Law
Adult Social Care:
The adult social care project is concerned with reviewing the law relating to the provision of adult social care in England and Wales. The legislative framework for adult residential care, community care, adult protection and support for carers is inadequate, often incomprehensible and outdated. To this day, it remains a confusing patchwork of conflicting statues enacted over a period of 60 years. There is no single, modern statute to which service providers and service users can look to understand whether (and, if so, what kind of) services can or must be provided.

http://www.lawcom.gov.uk/adult_social_care.htm

Childrens:
Every Child Matters
www.everychildmatters.gov.uk

DOE:
http://www.education.gov.uk/

British Association for Adoption and Fostering.
www.baaf.org.uk

Children's Rights Website
http://www.childrenslegalcentre.com/?gclid=CJ3Ov9XVirQCFW_KtAodWiYAqA

Human Rights blog
http://ukhumanrightsblog.com/

Adult Care blog on Community Care website
http://www.communitycare.co.uk/blogs/adult-care-blog/

Adult Protection Blog
http://elderabuseadultprotection.blogspot.co.uk/
## SECION 2: MODULE INFORMATION FOR STAFF ONLY: LAW AND POLICY FOR SOCIAL WORK

### MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

### MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NEW MODULE</strong></td>
<td>Y</td>
</tr>
<tr>
<td><strong>EXISTING MODULE - NO CHANGE</strong></td>
<td>N/A</td>
</tr>
<tr>
<td>Title Change</td>
<td>N/A</td>
</tr>
<tr>
<td>Level Change</td>
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<tr>
<td>Credit Change</td>
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<tr>
<td>Assessment Pattern Change</td>
<td>N/A</td>
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<tr>
<td>Change to Delivery Pattern</td>
<td>N/A</td>
</tr>
<tr>
<td>Date the changes (or new module) will be implemented</td>
<td>January 2014</td>
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### MODULE DELIVERY PATTERN - Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.

<table>
<thead>
<tr>
<th>Course Intake</th>
<th>Module Begins</th>
<th>Module Ends</th>
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<tbody>
<tr>
<td>Intake 1</td>
<td>Week 25, 2014</td>
<td>Week 34, 2014</td>
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</table>

| Is timetabled contact time required for this module? | Y |

| Are any staff teaching on this module non-SHU employees? | Y |

<table>
<thead>
<tr>
<th>If yes, please give details of the employer institution(s) below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practitioners and experts from practice in and around South Yorkshire and North East Midlands</td>
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| What proportion of the module is taught by these non-SHU staff, expressed as a percentage? | 10% |

### MODULE ASSESSMENT INFORMATION

<table>
<thead>
<tr>
<th>Indicate how the module will be marked</th>
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<tbody>
<tr>
<td>*Overall PERCENTAGE Mark of 50%</td>
<td>Y</td>
</tr>
<tr>
<td>*Overall PASS / FAIL Grade</td>
<td>N</td>
</tr>
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*Choose one only – module cannot include both percentage mark and pass/fail graded tasks

### SUB-TASKS

| Will any sub-tasks (activities) be used as part of the assessment strategy for this module? | N |

*If sub-tasks / activities are to be used this must be approved within the Faculty prior to approval. Sub-task / activity marks will be recorded locally and extenuating circumstances, extensions, referrals and deferrals will not apply to sub-tasks / activities.*

### FINAL TASK

| According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor) | Task No. 1 |

### NON-STANDARD ASSESSMENT PATTERNS

**MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 50%.

**NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.**
<table>
<thead>
<tr>
<th>Date</th>
<th>Reason</th>
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<tbody>
<tr>
<td>Nov 2013</td>
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