**MODULE TITLE**  
Readiness to Practice and ‘Safeguarding’

**MODULE LEVEL**  
4

**MODULE CREDIT POINTS**  
10

**SI MODULE CODE (if known)**

**MODULE JACS CODE**  
Social Work, Social Care and Community Studies

**SUBJECT GROUP**  
Social Work, Social Care and Community Studies

**MODULE DELIVERY PATTERN** (✓ as applicable or give dates for non-standard delivery)  
NB “Semester 3” ends on 31 July each year

<table>
<thead>
<tr>
<th>DELIVERY PATTERN</th>
<th>LONG (2 semesters)</th>
<th>SHORT (1 semester)</th>
<th>NON-STANDARD DELIVERY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sem 1 &amp; 2</td>
<td>Sem 1</td>
<td>Start Date</td>
</tr>
<tr>
<td></td>
<td>Sem 2 &amp; 3</td>
<td>Sem 2</td>
<td>End Date</td>
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<td></td>
<td></td>
<td>Sem 3</td>
<td></td>
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</tbody>
</table>

**MODULE ASSESSMENT PATTERN** (✓ as applicable - also complete Table A, Section 5, below)  
Single Module Mark with Overall Module Pass Mark of 40%

Single Module Mark - Pass/Fail only

Up to Three Assessment Tasks with Pass Mark of 40% for each Task and Overall Module Pass Mark of 40% ✓

Up to Three Assessment Tasks - Pass/Fail only

Other - if choosing "Other" please give further details of assessment pattern in the blank space below. "Other" should be chosen where, for example, a PSRB has specified an overall Module Pass Mark of higher than 40% - if so, give details below and specify higher pass mark. Or, e.g. where PSRB has specified an Individual Task Pass Mark of higher than 40% give details in space below and complete final column in Table A, Section 5)

Overall Module Pass Mark if other than 40% (subject to approval)  
%

**MODULE INFORMATION** (✓ as applicable - also complete Table A, Section 5)

Is a timetabled examination required for the assessment of this module? ✓

Is a timetabled examination required for the reassessment of this module?

Is the module delivered wholly by Distance Learning (i.e. not timetabled at SHU)

Are any staff who are responsible for teaching on this module non-SHU employees? ✓

**MODULE STATUS** (✓ as applicable to status of module in the context of current proposal)

Unchanged: an existing module, presented as unchanged from previous years

Modified: an existing module being modified as a result of this validation, e.g. changes to delivery or assessment pattern, title, credit weighting etc. ✓

New: new module to be approved through current validation process

If status is 'Modified', please give date when modified version is to be available from

<table>
<thead>
<tr>
<th>Modified Version Available from</th>
<th>Sept 2009</th>
</tr>
</thead>
</table>

**Breakdown of notional study hours by type** (Typically requires 10 hours of notional study time for 1 CATS credit)

<table>
<thead>
<tr>
<th>Tutor-Led (Contact Hours)</th>
<th>Tutor-Directed Study</th>
<th>Self-Directed Study</th>
<th>TOTAL STUDY HOURS for this Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>40</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

**OTHER COURSES FEATURING THIS MODULE** (please list below)

None
1. **AIM OF THIS MODULE**
This module prepares students for their first placement and assesses their Readiness to Practice as outlined by the General Social Care Council (DoH 2002).

2. **BY ENGAGING SUCCESSFULLY WITH THIS MODULE YOU WILL BE ABLE TO**
2.1. Identify the signs of abuse in children and adults
2.2. Understand the basic frameworks for responding to concerns about possible abuse
2.3. Demonstrate an understanding of the Key Roles that social workers may carry out according to the National Occupational Standard
2.4. Reflect on the views and experiences of service users and carers about services they have received or would like to receive
2.5. Undertake 1 day's Direct Observation of a qualified social worker and reflect on this
2.6. Reflect on your own learning needs in relation to placement and devise an Action Plan to be taken forward into the first placement.

3. **THESE ARE EXAMPLES OF THE CONTENT OF THE MODULE**
- The basic legal and policy frameworks for safeguarding children and adults
- The signs and symptoms of abuse in children and adults, e.g. child abuse, domestic violence, abuse of vulnerable adults
- Service users' and carers' views and experiences through direct presentations
- The varying and various professional roles of social workers
- 1 day's direct observation of a qualified social worker in a social care setting
- Teaching by academic staff and practising social workers about the Key Roles and how they are carried out in practice
- The purpose and nature of placement and practice learning; the challenges that this may present and what is expected of a social work student on placement
- Skills of reflection for practice

4. **THESE ARE THE MAIN WAYS YOU WILL BE SUPPORTED IN YOUR LEARNING TO ACHIEVE THESE OUTCOMES**
The direct contact hours will be structured over a 4 week delivery pattern, giving four 5 hour workshops per week. The workshops will promote reflection on the experiences of service users and carers and will introduce students to the Key Roles of social workers, and familiarise students with basic law and practice guidance involved in safeguarding children and adults. These will be delivered by teaching staff and guest speakers including service users and carers and practitioners with relevant experience and with diverse roles. This latter element is core input for the learning outcomes of this module.

Workshops will combine elements of presentation with student based activities such as role play and small group exercises where students will explore scenarios eg where there is concern about abuse, or where students have to consider their professional role in a particular setting.
Students will be asked to engage in tasks, in small groups, in between workshops and to post the outcomes of their work on the VLE, to which staff will respond. Students will be encouraged to use the Discussion Board to explore issues that arise in the workshops. Activities will be devised that enable students to practise the skills involved in reflection.

Students will reflect on and explore what they have learnt during their shadowing, how this links to the Key Roles and how it may link to safeguarding processes. They will consider the impact of social work roles and practice on service users and carers.

Students will be required to access knowledge about service user and carer experiences through Internet resources, books, presentations and discussions led by service users and carers.

5. THESE ARE THE WAYS THAT WILL BE USED TO ENABLE YOU TO DEMONSTRATE YOU HAVE MET THE LEARNING OUTCOMES

Task 1 (20%):
- Evidence of passing an e-based test in relation to safeguarding and identifying abuse LO1 and 2

Task 2 (80%) (1200 words) LO3-6:
- Demonstration of understanding the Key Roles for Social Work (TOPSS 2002) and service users’ and carers’ views and experiences
- Demonstration of the ability to assess your readiness for practice and to identify areas for development including an action plan

Task 3 (0%):
- Evidence of satisfactory shadowing (direct observation).

In-module retrieval will be used.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Threshold pass criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the signs of abuse in children and adults.</td>
<td>Identify at least two indicators of abuse in both children and adults, from the given materials</td>
</tr>
<tr>
<td>Understand the basic frameworks for responding to concerns about possible abuse.</td>
<td>Explain at least one basic framework for both adults and children that can be used for responding to concerns about possible abuse</td>
</tr>
<tr>
<td>Demonstrate an understanding of the Key Roles that social workers may carry out according to the National Occupational Standard.</td>
<td>Explain several roles that are carried about by social workers in different contexts. Explain several social work roles in relation to the NOS.</td>
</tr>
</tbody>
</table>
Learning Outcomes | Threshold pass criteria
---|---
Reflect on the views and experiences of service users and carers about services they have received or would like to receive | Explain, from the perspectives of service users or carers, several key characteristics of services they would like/have received.

Undertake 1 day's Direct Observation of a qualified social worker and reflect on this | Relevant reflection on the 1 day's Direct Observation of a qualified social worker

Reflect on your own learning needs in relation to placement and devise an Action Plan to be taken forward into the first placement. | * Reflection on identified, relevant learning needs for forthcoming practice.  
* Relevant action points are presented to meet the identified learning needs.

<table>
<thead>
<tr>
<th><strong>Assessment Task</strong></th>
<th><strong>% weighting of overall module mark</strong></th>
<th><strong>Duration of task, word, count, length of exam</strong></th>
<th><strong>In-module retrieval available</strong></th>
<th><strong>Individual task pass mark ONLY IF OVER 40%</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task 1:</strong> Assessment of identification of abuse and knowledge of basic safeguarding processes</td>
<td>20%</td>
<td>e-learning test</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td><strong>Task 2:</strong> Essay and Action Plan</td>
<td>80%</td>
<td>1,200 word essay</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td><strong>Task 3:</strong> Direct Observation of a Qualified Social Worker</td>
<td>0%</td>
<td>1 day</td>
<td>No</td>
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</tbody>
</table>

**TABLE A: ASSESSMENT TASK INFORMATION**

*Students have to demonstrate competence via a 40% Pass mark. It is a professional body requirement that students pass this module before undertaking their first practice placement.*

6. **THIS IS HOW YOU WILL BE GIVEN FEEDBACK ON YOUR PERFORMANCE**

Formative feedback will be provided during university based teaching activities, from service users and carers as well as teaching staff. The VLE through the discussion board will also provide formative feedback.

Formative feedback during seminar activity in preparation for the assignment.
You will receive summative feedback from markers following the submission of the written assignment which will identify areas of strengths and areas for development of your knowledge and skills. The dates for receiving summative feedback will be published in advance in line with agreed (students and assessment officer) subject group timescales which is normally a period of 4-5 weeks between submission and return of feedback and provisional marks.

Group feedback will be provided electronically in respect of key points arising from the assignment following the completion of the marking and moderation process by the module leader.

The following is a range of pertinent texts that are core to the module teaching.


