

MODULE SPECIFICATION PROFORMA

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| Module Title: | Vulnerability Across the Lifespan | Level: | 6 | Credit Value: | 20 |
|----------------------|-----------------------------------|---------------|---|----------------------|----|

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| Module code: | SOC627 | Is this a new module? | Yes | Code of module being replaced: | SOC613 SOC616 |
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| Cost Centre: | GASY | JACS3 code: | L432 |
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| Trimester(s) in which to be offered: | 1, 2 | With effect from: | September 16 |
|---|------|--------------------------|--------------|

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| School: | Social & Life Sciences | Module Leader: | Dr Jacquie Don |
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| Scheduled learning and teaching hours | 60 hrs |
| Guided independent study | 140 hrs |
| Placement | 0 hrs |
| Module duration (total hours) | 200 hrs |

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| Programme(s) in which to be offered | Core | Option |
| BA (Hons) Public and Social Policy | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

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| Pre-requisites |
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Office use only

Initial approval August 16

APSC approval of modification *Enter date of approval*

Have any derogations received SQC approval?

Version 1

Yes No

Module Aims

This module aims to explore policy relating to stages of the lifespan. Students will critically evaluate the challenges facing policy makers in addressing the needs of children, young people, families, and older adults.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

| At the end of this module, students will be able to | | Key Skills | |
|---|---|------------|-----|
| 1 | Define the lifespan developmental changes and consider the requirements for differential policy responses. | KS1 | KS4 |
| | | KS5 | KS3 |
| | | KS7 | |
| 2 | Understand and critically evaluate competing theories of causation for abuse (child, older adult and spouse). | KS3 | KS7 |
| 3 | Engage critically with issues of diversity and equality within the lifespan policy areas. | KS1 | KS3 |
| | | KS7 | |
| 4 | Critically analyse the effectiveness of interventions in protecting children, adults and families, including multi-disciplinary approaches. | KS1 | KS3 |
| | | KS4 | KS5 |
| | | KS7 | |

Transferable/key skills and other attributes

- Research and study skills
- Critical thinking skills
- Communication skills
- Problem Solving skills
- Information Technology skills
- Reflection on Learning

Derogations

NA

Assessment:

Students will select one stage in the lifespan i.e. children, young people, older adults.

Assessment 1: Essay: Students will select one 'stage' in the lifespan and analyse current definitions of the 'stage' and identify developmental needs associated with this 'stage'.

Assessment 2: Essay: Students will select one 'stage' in the lifespan and analyse current provision for this client group. They will also evaluate the effectiveness of the provision within a regional and national context.

Assessment 3: Examination: Seen case study: Students will analyse and evaluate the needs of individuals at different stages of the lifespan, within specific contexts. Indicative case studies could include children at risk, young people, older people, or partner violence.

Formative assessment: In-class and online activities will facilitate formative feedback on progress. Exam preparation will be offered in the Personal Development Workshops which will offer formative feedback.

| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting (%) | Duration (if exam) | Word count (or equivalent if appropriate) |
|-------------------|-----------------------------|--------------------|---------------|--------------------|---|
| 1 | 1,2 | Essay | 40% | | 1,600 |
| 2 | 1,2,3,4 | Essay | 40% | | 1,600 |
| 3 | 1,2,3 | Examination | 20% | 1hr | |

Learning and Teaching Strategies:

The module will utilise a variety of methods for teaching and learning. These will include lectures, workshops, presentations, group work, individual tutorials, structured briefing papers, discussion, case studies & research. The VLE (Moodle) will be a key part of this module and will allow peer collaboration, discussion forums, extension online activities and resources.

Syllabus outline:

This module will critically review the contemporary approaches to policy affecting children, young people, families and older adults. This will include a focus on the role of Social Services Departments, the Police, and Health & Education services.

Topics will include:

- Reviewing the changing definitions of childhood and old age.
- Historical, cultural and literary perspectives on lifespan developmental stages.
- The social, political and legal context of child and elder abuse.
- The role of the media in public perception of child and elder abuse.
- Causes and responses to domestic abuse.
- Regulating the professional response: direction and discretion.
- Approaches to effective communication with children and older people.

- Assessment of the effectiveness of a range of organisations including the third sector.

Bibliography:

Essential reading

- Boulton, N. and Wate, R. (2015) Multi Agency Safeguarding in a Public Protection World. 2015. A handbook Protecting Children and Vulnerable Adults. Pavilion Publishing and Media. Hove. England.
- Boyd, B and Bee, H. (2014). Lifespan development. Pearson.
- Chisnell, C. and Kelly, C. (2016) Safeguarding in Social Work Practice: A Lifespan Approach. Learning Matters.

Other indicative reading

- Bramer, A. (2014) Safeguarding Vulnerable Adults Social Work Law. Macmillan Distribution Ltd.:Basingstoke.
- British Journal of Social Work
- Colton, M. Saunders, R. and Williams, M. (2008) An Introduction to Working With Children: A Guide for Social Workers. Basingstoke: Palgrave Macmillan. *Ebook available*
- Community Care
- Featherstone, B. White, S and Morris, K. (2014) Reimagining Child Protection. Towards Humane Social Work. Policy Pres. Bristol.
- Greaves, I. (Ed) (2016) The Disability Rights Handbook April 2016-April 2017. Edition 41 Disability Rights UK.
- Howe, D. (2005) Child Abuse and Neglect: Attachment, Development and Intervention. Basingstoke: Palgrave Macmillan.
- O'Loughlin M, and O'Loughlin S. (2016) Social Work with Children and Families. (4th Edition) Glasgow: Learning Matters Ltd. *Ebook available*.
- Parton, N. (Ed) and Gilbert, N. and Skivenes, S. (2011) Child Protection Systems: International Trends and Orientations. Oxford: Oxford University Press. *Ebook available*.
- Parton, N. (Ed) and Stafford, A. and Vincent, S. (2010) Child Protection Reform across the UK. Edinburgh: Dunedin Academic Press Ltd.
- Social Work Today
- Sugarman, L. (2009) Life-span Development: Frameworks, Accounts and Strategies. New Essential Psychology
- White, R. Carr, P and Lowe, N. (2008) The Children Act in Practice. (Fourth Edition) London: Butterworth Law and Co.