

## Liverpool John Moores University

Title: EPA2 - Consolidation of professional social work practice  
Status: Definitive  
Code: **6040SWA** (128274)  
Version Start Date: 01-08-2021

Owning School/Faculty: Nursing and Allied Health  
Teaching School/Faculty: Nursing and Allied Health

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**Academic Level:** FHEQ6      **Credit Value:** 30      **Total Delivered Hours:** 30

**Total Learning Hours:** 300      **Private Study:** 270

### Delivery Options

Course typically offered: S1 & S2 & Summer

Component	Contact Hours
Lecture	10
Seminar	17

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Exam	Exam	Under examination conditions (three hours), the cohort of apprentices will view a visual (eg approximately 20 minute video or live role play) Scenario Exercise. The scenario exercise	25	3

Category	Short Description	Description	Weighting (%)	Exam Duration
		<p>must enable the apprentice to demonstrate they work in a strengths-based way, are culturally competent and compliant with Knowledge and Skills Statements and Professional Capabilities Framework. It should contain evolving, complex and challenging case scenarios which include risk, abuse and/or exploitation. These will combine generic/specialist elements to meet employer/sector need to produce generic workers who will be able to work in specialist areas.</p> <p>Part 2 – 2hours 40 minutes</p> <p>a. Write an initial analysis based on the above scenario.</p> <p>b. Write a response to two further written data/questions supplied, eg a review report/assessment, email with further information and respond appropriately, demonstrating analytical skills.</p> <p>c. Write a case record</p>		
Exam	Discussion	<p>Within two to five days of the written examination, the apprentice will take part in an assessment discussion with representatives from the learning provider, employer and experts by experience, chaired by the Lead EPA. During the discussion the apprentice can refer to copies of his/her examined work from the Scenario Exercise, and other notes, as desired.</p>	25	

## Aims

*This module will enable students to evaluate social work practice, its benefits and challenges in a complex world in order to meet strand 2 of the End Point Assessment.*

## Learning Outcomes

After completing the module the student should be able to:

- 1 Evaluate how they can work using strengths based and culturally competent

- approaches
- 2 Manage complexity in practice which results from risk and abuse and/or exploitation
- 3 Analyse complex information and log this effectively on case records

### **Learning Outcomes of Assessments**

The assessment item list is assessed via the learning outcomes listed:

Scenario exercises	1	2	3
Assessment discussion	1	2	3

### **Outline Syllabus**

*Managing the social worker's authority within the ethical and legal frameworks*  
*Making effective professional decisions in light of the tensions intrinsic in social work practice*  
*Non-discriminatory practice in a variety of social work areas*  
*Person-centred and strengths practice across the life-course*  
*Developing autonomy and maintaining high standards of professional conduct*  
*Ascertaining and respecting the views of service users, their families and carers*  
*Safeguarding and safe professional conduct – ensuring the safety of service users and the social work*

### **Learning Activities**

Learning on this module will be facilitated through lectures and seminars, including group discussions and reflective exercises.

### **Notes**

Apprenticeship Skills and Knowledge Standards

Professional values and ethics

ensure professional ethical standards are developed, maintained and promoted  
 take responsibility for your decisions and recommendations  
 the importance of maintaining, and the limits of, confidentiality

Views of people who use services, carers, their families and communities

promote the best interests of people who use services, carers, their families and communities

Evidence-based decision making and analysis

manage and weigh up competing/conflicting values or interests to make reasoned professional judgement

the value of research and analysis and be able to evaluate evidence to inform practice

Personal and professional development

the scope and limits of practice and when/how to seek advice from a range of sources

Safe professional practice and safeguarding establish and maintain personal and professional boundaries

the role of the Social Worker and roles of others within safeguarding, appropriate to levels of skills and experience

Communication

communicate in English at the level required by the HCPC

Working with others

engage effectively in inter-professional and inter-agency working to achieve positive outcomes

Recording and reporting

maintain accurate and complete records in accordance with applicable legislation, protocols and guidelines

Use of technology

use technology to communicate appropriately

promote the use of technology to achieve better outcomes

IT data sharing protocols

Social Work England Professional Standard

Promote the rights, strengths and wellbeing of people, families and communities (1.2, 1.3, 1.4, 1.6, 1.7)

Establish and maintain the trust and confidence of people (2.1,2.2, 2.3, 2,4, 2.5, 2.6, 2.7)

Be accountable for the quality of my practice and the decisions I make (3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.9, 3.10, 3.11, 3.12, 3.15)

Maintain my continuing professional development (4.2, 4.4, 4.6, 4.8)

Act safely, respectfully and with professional integrity (5.1, 5.2, 5.5, 5.6)

Promote ethical practice and report concerns (6.1, 6.5, 6.6, 6.7)

PCF domains

Professionalism; Values and ethics; Diversity and equality; Rights, justice and economic wellbeing; Knowledge; Critical reflection and analysis and Skills and interventions.

## Knowledge and Skills Statements

- Knowledge and Skills for Approved Child and Family Practitioners: The law and The family and youth justice systems; and
- Knowledge and Skills Statement for Social Workers in Adult Services: Safeguarding; Mental Capacity and Organisational Context.