

Module Details	
Module Title:	Safeguarding People
Module Code:	NUR6031-C
Academic Year:	2019-20
Credit Rating:	30
School:	School of Nursing and Healthcare Leadership
Subject Area:	Nursing
FHEQ Level:	FHEQ Level 6
Pre-requisites:	
Co-requisites:	

Contact Hours	
Type	Hours
Lectures	25
Seminar	15
Work based learning	150
Directed Study	110

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1 (Sep - Jan)
BDA	University of Bradford / Semester 2 (Feb - May)
BDA	University of Bradford / Semester 3 (June - Oct)

Module Aims
To develop knowledge of the factors influencing the abuse of children, young people and adults and develop a critical understanding of policies and legislation governing the role and responsibility of the professional in safeguarding people.

Outline Syllabus

Definitions of abuse, historical and current perspectives of abuse, incidence and statistical evidence. Ethical, legal, personal, socio-economic, environmental and cultural considerations, Current legislation and policy relating to safeguarding children and adults.
 Response to public inquiries, serious case reviews.
 Working with abusive families.
 Empowerment - power and power relationships.
 Self-safeguarding.
 Professional roles and discipline guidelines, inter-disciplinary and inter-agency working.
 Collaborative working practices, overcoming territorial boundaries.
 Comprehensive assessment, personal conflict issues, advocacy and dealing with difficult situations.
 Communication skills, escalating concerns, vulnerable adults, dignity and respect.

Learning Outcomes

1	1.1 A systematic understanding of key aspects of their field of study, including acquisition of coherent and details knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline 1.2 Critically appraise past and current serious care reviews and legislation relating to safeguarding children and adults. 1.3 The ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).
2	2.1 Critically discuss safeguarding issues considering the legal, ethical, socio-economic, environmental, & cultural implications within the wider parameters of safeguarding work. 2.2 Critically analyse own professional role, responsibilities and boundaries in protecting children & adults. 2.3 To describe & comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline 2.4 The ability to manage their own learning, & to make use of scholarly reviews & primary sources (e.g, refereed research articles &/or original materials appropriate to the discipline)
3	3.1 Discuss and evaluate the communication networks and boundaries required for effective team-working. 3.2 Decision making in complex and unpredictable contexts 3.3 The exercise of initiative and personal responsibility

Learning, Teaching and Assessment Strategy

Research informed key lectures will deliver core content; providing students with the opportunity to acquire knowledge and develop conceptual understanding (LO 1.1, 1.2).
 Seminars and group learning will be used to facilitate teacher/learner/ peer dialogue and inter-

professional discussion and further develop and challenge conceptual understanding (LO 2.2, 3.1). Directed study provides students with the opportunity to undertake reading, participate in enquiry based learning, address individual learning needs and contextualise learning to the students own area of practice (LO 2.4). Technology will be used to enhance learning whenever appropriate and may be used to deliver core content. VLE will be used to provide access to online resources, lecture notes & external links to websites of interest and simulation in labs and practicals will be used, if appropriate, to acquire new skills. 'Work-based learning' consists of opportunities to participate in practice, enhance acquisition of skills and gain competence (LO).

Formative assessment and feedback at individual tutorials, meetings and through electronic communication will facilitate reflection and student self-assessment. (LO 2.4) are assessed by Mode of Assessment 1 . LO 1.3 , are assessed by Mode of Assessment 2. Skills in practice are assessed by a summative competency document.

Mode of Assessment				
Type	Method	Description	Length	Weighting
Summative	Presentation	Seminar- Case study to identify & discuss key communication networks & boundaries for team working (must pass at 40%)		40%
Summative	Coursework	Critically appraise an aspect of safeguarding children &/or adults relating to procedural/legal or ethical issues (Must pass at 40%)		60%
Summative	Clinical Assessment	Achievement of pass in competency outcomes in practice document (pass/fail)		%

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>.

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.