NOTE: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at [Faculty web site address], (2) in the Module Specifications and (3) in the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

<table>
<thead>
<tr>
<th>Awarding Institution / Body:</th>
<th>Birmingham City University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Institution:</td>
<td>Birmingham City University</td>
</tr>
</tbody>
</table>
| Interim Awards and Final Award: | 120 Credits: Certificate of Higher Education (Studies in Social Care)  
|                            | 240 Credits: Diploma of Higher Education (Studies in Social Care)  
|                            | 300 Credits: BSc Studies in Social Care  
|                            | 360 Credits: BSc (Hons) Social Work |
| Programme Title:           | BSc (Hons) Social Work      |
| Main fields of Study:      | Social Work                 |
| Modes of Study:            | Full Time                   |
| Language of Study:         | English                     |
| UCAS Code:                 | L501                        |
| JACS Code:                 |                             |

Professional Status of the programme:

The Social Work Degree is a professional programme awarded by the University as an accredited Higher Education Institution.

The Social Work Degree enables the graduate to be 'eligible to apply' for registration with the Health and Care Professions Council (HCPC) as a professional social worker. If graduates are successful with their application they can use the protected title of 'Social Worker' and be employed and practice in that role.

Relevant subject benchmark statements and other external reference points used to inform programme outcomes:

Programme Philosophy and Aims
We live in a society that is characterised by significant social problems, including inequality, injustice, domestic violence, problematic substance use and the abuse of vulnerable and disadvantaged children and adults. High quality social work education and the development of high quality social work practice are inextricably linked. We believe that high quality social work education and social work practice are an essential part of the ongoing response that is required to prevent, address and ameliorate social problems.

We clearly understand that the current practice environment is complex, constantly changing, and presents a range of ethical dilemmas and challenges. Therefore, our aim is to produce social work practitioners who are skilled, evidence-informed, resilient and empowering and who have the knowledge, values, ethics and leadership qualities to work effectively alongside service users, carers and other professionals in order to achieve excellent outcomes. Effective social work practice is not delivered through knowledge alone, it requires significant skills, the ability to know, to critically evaluate and to do. All students will have opportunities to engage with and be assessed in “statutory tasks” as described in the TCSW (2012) criteria for last placements.

We believe that recruiting students from a diverse range of backgrounds and cultures and involving students, service users, carers, employers and qualified social work and other relevant professionals in programme design, delivery and evaluation, adds considerable value. Success requires significant integration of academic and practice learning consciously created through close collaboration between academics who remain contemporary and dynamic, and practice educators who meet the College of Social Work, (2013) Practice Education Professional Standards for Social Work. Whether one is a social work academic, practice educator or practitioner a key purpose of the role is to transform lives and build futures. The programme will continue to be enriched by taking on board best social work practice in the UK, expertise from other disciplines and international perspectives and developments.

Remaining open to innovation and change, we recognise the student as an engaged individual throughout their academic journey. Working within the principles of adult learning there is an expectation that students will demonstrate personal and professional accountability, whilst being respected for what they bring and contribute from their own life and work experiences. Employing a wide range of teaching and learning methodologies, aligned with modern assessment strategies, we aim to provide a reflective, student centred approach to learning that will facilitate the development of adaptable, lifelong learners, capable of independent practice.

This commitment to partnership working, student support and the long term employability of our graduates leads to the programme aims and learning outcomes detailed below.

The aims of the programme are to:
- Recruit a diverse range of students with the qualities, attitudes and potential to succeed academically and in practice.
- Engage in effective partnership working with all stakeholders.
- Provide the student with the support and environment to develop personally and professionally in order that they are able to meet the needs of modern social work practice.
- Provide suitably qualified social work graduates who are fit for practice, eligible for registration and capable of lifelong learning.

**Intended learning outcomes and the means by which they are achieved and demonstrated:**

**Learning Outcomes**

By the end of the programme the successful student will be able to;

1. Critically apply appropriate knowledge (including theory and research) skills and values to professional practice in order to meet the HCPC (2012) Standards of Proficiency for Social Workers in England.

2. Evidence that they have met the College of Social Work (2012) Professional Capabilities Framework (now owned by BASW) at end of last placement/qualifying level, demonstrating that they can establish a career within the field of social work practice.

3. Adhere to the ethics and values of the profession, including anti-discriminatory practice and the HCPC (2016) Standards of Conduct, Performance and Ethics.

4. Critically evaluate their own practice, and engage in effective independent learning and continuous professional development.

**Learning, teaching and assessment methods used**

**A wide variety of Learning and Teaching methods are used as follows:**

Whole group lectures (Face to Face and Online).

eLearning materials and exercises via our online platform Moodle.

Small group workshops.

Small group tutorials.

One to one tutorials.

Shadowing experienced social workers.

Practice observation reports.

Practice supervision.

Targeted and incremental skills development exercises spread throughout each year of the programme.

Case Studies (Face to Face and Online).

Service user and carer experiential accounts (Face to Face and Online).

Presentations from qualified social workers.

Presentations from students and former students.

Presentations from Practice Educators.

Presentations from other professionals (including nurses, teachers, police officers and occupational therapists).

Written and verbal feedback (Formative feedback will be provided Face to Face and Online, with summative feedback mainly provided through electronic mediums).

Guided study days.

Directed independent reading.

Reflective exercises.

Use of video and DVD material (Face to Face and Online).

Role play and simulation.

Debate (Face to Face and Online).

Student Group work projects (Face to Face and Online).

---

1 Guidance on the specification of learning outcomes is available from the Centre for the Enhancement of Learning and Teaching.
Handouts (Face to Face and Online).
Quizzes (Face to Face and Online).

**A wide variety of Assessment Methods are used as follows:**

- Written assignment.
- Written patchwork assignment.
- Viva Voce examination.
- Practice observation.
- Practice supervision.
- Written examination (open and closed book).
- Portfolio of Evidence.
- Individual presentation including poster presentation.
- Group presentation.
- Observed performance in skills session.
- Quiz.

---

**Support for Learning including Personal Development Planning (PDP)**

As a student you will be encouraged to identify and, with guidance, to reflect on your own learning needs and are offered the following support as appropriate to meet those needs:

- One to one tutorial support from a personal tutor.
- Group tutorials.
- Qualified practice educator whilst on practice placements.
- Access to the personal and professional development department.
- Access to a tutor who specialises in supporting students with a diagnosis of disabilities.
- Library support staff.
- Students Union.

You will be allocated a Personal Tutor on commencement of your programme of study to support you through higher education. The tutor will also be responsible for making regular visits to you at your placement sites during each placement.

You will need to document and reflect on your personal development throughout the programme in your Personal Development Portfolio (electronic or paper based).

Support for academic skills such as referencing, essay writing and critical analysis is available from your personal tutor but also from the Centre for Academic Success and the Personal Development Department. You will be made aware of this provision during the induction period and reminded at key points throughout the academic year via module teams.

The University’s Student Services department provides assistance and support in the following areas, learning skills, careers advice, financial advice, medical and disability services, counselling and chaplaincy. Students can self-refer, and their confidentiality will be maintained.

Appropriate Library provision is made for you at Mary Seacole Library on the City South Campus where dedicated faculty library staff are located.
A Course Guide detailing the University and course policies and procedures are available to you via iCity and the Virtual Learning Environment (MOODLE) which also hosts additional electronic materials to support self-directed study.

You are automatically a member of the Students Union. Advice and support is available from the Students' Union in a range of areas including money matters and academic welfare.

Module Descriptors

<table>
<thead>
<tr>
<th>Faculty: Health, Education and Life Sciences</th>
<th>School/Department: School of Education and Social Work / Department of Social Work</th>
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<tbody>
<tr>
<td>Module Title: Introduction to Social Work</td>
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<tr>
<td>Programme(s) on which the module is delivered: BSc (Hons) Social Work</td>
<td></td>
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<tr>
<td>Date of publication of template to students: September 2017</td>
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<tr>
<th>Module Code: SOW4018</th>
<th>Level: 4</th>
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<tr>
<td>Abbreviated module title</td>
<td>ISW</td>
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<td>ECTS Credit value: 7.5</td>
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<td>Module Leader: Sally Andrews</td>
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<tr>
<td>Module finish date(s) during the current academic year: 20th October 2017</td>
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<td>Assessment weightings: Written Assignment 100%</td>
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<tr>
<th>Date of Module Approval / Review</th>
<th>Version Number</th>
<th>Version Date</th>
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5
Relationship with Programme Philosophy and Aims

We live in a society that is characterised by significant social problems, including inequality, injustice and the abuse of vulnerable and disadvantaged people. High quality social work education and the development of high quality social work practitioners are inextricably linked. We believe that quality social work education and social work practice are an essential part of the ongoing response that is required to prevent, address and reduce social problems.

There is an understanding that today’s practice environment is complex, challenging multi-dimensional, constantly changing and alive with ethical dilemmas and tensions. The programme will continue to develop as a result of ongoing learning from implementation, especially student feedback, in addition to taking on board best practice in the UK and international perspectives and developments.

Guided by the QAA UK Quality Codes for Higher Education, HCPC Standards of Proficiency for Social Workers in England, and College of Social Work Professional Capabilities Frameworks, the programme will use the latest teaching and learning methodologies and technologies, including interactive, dialogic and experiential approaches in a supportive learning environment.

The aims of the programme are to:

- Recruit students with the qualities, attitudes and potential to succeed academically and in practice.

- Create a supportive environment conducive to teaching and learning and use effective teaching, learning, assessment and feedback methods in both academic and practice learning modules.

- Have active and effective partnerships with all stakeholders, including employers, service users, carers, students and student representatives.
• Have good communication skills (including verbal, written and ICT) and can gather and evaluate information, problem solve and make professional decisions and recommendations.

• Have knowledge and understanding of human growth and development and safeguarding vulnerable people.

This module contributes to the delivery of the philosophy and aims; which is designed to introduce you to the rigours of the social work profession within the UK health and social care system. You will be introduced to basic principles associated with key social work legislation, social policies and, social work values.

This module meets the Health Council Professional Council (HCPC) and the Professional Capabilities Framework: Readiness for Practice Capabilities (PCF) 1, 3, 4, 5, 6.

**Indicative content**

• This is your first module on the BSc (Hons) Social Work Programme.

• This module is designed to provide a quality foundation which anchors Social Work as a profession, by providing you with an understanding of the requirements of the Regulatory body The Health and Care Professions Council (HCPC) and the professional standards underpinning practice.

• You will be introduced to a variety of learning opportunities in professional Social Work practice.

• You will be able to identify effective theories and methods relevant to practice interventions.

• You will have an opportunity to examine common principles that define the social work profession, within legal frameworks and professional regulation.

• You will develop the skills and qualities for working in partnership with Service Users and Carers.

• You will learn how to examine the similarities and differences between social work and other professions’ practice and to consider international perspectives.
• You will gain understanding of human growth and development as it relates to working in a safeguarding context with vulnerable service users.

**Study mode / delivery method(s):**

The learning and teaching strategies throughout this module will consist of lead lectures with workshops where possible, to engage you in developing and applying your knowledge to practice. Case studies will be used and you are expected to undertake Skills practice together during the module.

Service Users and Carers as well as social work practitioners will participate in the teaching, learning and assessment of this module.

A Moodle site will be made available - you will be given the address for this link in due course.

<table>
<thead>
<tr>
<th>Intended Learning Outcomes:</th>
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<tr>
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<tr>
<td>Learning outcomes</td>
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</table>
This module is designed to introduce you to the rigours of the Social Work profession within the UK health and social care system.

You will be introduced to basic principles associated with key social work legislations, social policies and, social work values.

1. You will learn how to identify and demonstrate a basic understanding of the professionalism aspect of Social Work.

2. You will be able to identify and discuss the knowledge, ethics and values necessary to be an effective social work practitioner and to work in partnership with service users, carers and other professionals.

3. You will be able to demonstrate an understanding of the relationship between theory and Social Work practice. Shows evidence of relevant reading around the subject.

4. You will be able to demonstrate effective and coherent writing skills including good structure and organisation.

- You will be taught through lead lectures, and small group work sessions.
  - Lead lectures
  - Small group work
  - Workbook
  - Experiential skills sets (including simulation)
  - Moodle
  - Case studies

Breakdown of study time:

| Scheduled learning and teaching activities | 40 |
| Guided independent learning | 110 |
| Placement/study abroad | 0 |
| Total Student Effort Hours | 150 |

Assessment and Feedback:

Summative Assessment:

2500 Written word assignment

You will be able to start this assignment as soon as the module has been formally launched. You will be required to arrange a tutorial session with your Personal Tutor to receive formative feedback to support completing your summative assignment.
The assessment is made up of 3 items which relate to the learning and teaching within this module. Each item is specifically designed to enhance knowledge and skills and values which will enable you to demonstrate that you have met the module learning outcomes. The assignment due date is Friday 21st October 2016 via electronic submission. For students with Reasonable Adjustments the submission date will be calculated in accordance with their Official Statement of Reasonable Adjustments.

The completed assignment will assess Learning Outcomes 1, 2, 3, and 4.

<table>
<thead>
<tr>
<th>Breakdown of summative assessment methods:</th>
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<tbody>
<tr>
<td>Written exams:</td>
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<tr>
<td>Practical exams:</td>
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<tr>
<td>Coursework:</td>
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<td>0%</td>
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<tr>
<td>0%</td>
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<tr>
<td>100%</td>
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Formative assessment:
In preparation for submission of the final summative assignment for this module. You are required to arrange a tutorial session with your Personal Tutor, as per timetable, to discuss your assignment plan. Your Personal Tutor will provide you with formative feedback to assist in completion of the summative assessment.

Feedback:

Formative Feedback:
1. You will receive formative feedback from your Personal Tutor to assist in writing the final summative assignment.

Summative Feedback:
2. 2500 Word written Essay
   Electronic Feedback will be provided in written form by 4 working weeks after submission date

Related Modules
Introduction to Social Work is a key module in preparing you for the program of study, both academic and practice-based, that will follow in years 1, 2 and 3 of the BSc (Hons) Social Work Program.

Learning Resources

Purchase


Essential


Available as an eBook


Available as an eBook
<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher/Edition</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADAMS, R.</td>
<td>Empowerment, Participation and Social Work</td>
<td>Basingstoke, Palgrave Macmillan.</td>
<td></td>
</tr>
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</table>

**Recommended Web Sites**

Department of Education: [www.education.gov.uk](http://www.education.gov.uk)

Department of Health: [www.dh.gov.uk](http://www.dh.gov.uk)

Skills for Care: [www.skillsforcare.org](http://www.skillsforcare.org)

Social Care Institute for Excellence: [www.scie.org.uk](http://www.scie.org.uk)

Health Care Professionals Council [www.hpc-uk.org/](http://www.hpc-uk.org/)

Equality and Human Rights Commission: [www.equalityhumanrights.com](http://www.equalityhumanrights.com)

British Association of Social Workers: [www.basw.co.uk](http://www.basw.co.uk)


<table>
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<tr>
<th>Faculty: Health, Education and Life Sciences</th>
<th>School/Department: School of Education and Social Work / Department of Social Work</th>
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<tr>
<td><strong>Module Title:</strong> Anti-Discriminatory Practice</td>
<td></td>
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<tr>
<td><strong>Programme(s) on which the module is delivered:</strong> BSc (Hons) Social Work Degree</td>
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<td><strong>Date of publication of template to students:</strong> September 2017</td>
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<th>Level: 4</th>
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<tr>
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<td><strong>Module Leader:</strong> Albert Moylan</td>
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<td><strong>Module start date(s) during the current academic year:</strong> 23rd October 2017</td>
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<tr>
<td><strong>Module finish date(s) during the current academic year:</strong> 24th November 2017</td>
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<td><strong>Assessment weightings:</strong> Group Presentation 20%</td>
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<tr>
<td></td>
<td>Written Assignment 80%</td>
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</table>
Relationship with Programme Philosophy and Aims

The programme philosophy is one which acknowledges that we live in a society that is characterised by significant social problems, including inequality and injustice. The programme believes in fostering a commitment to human rights and social justice and to developing students’ ability to work in empowering anti-discriminatory and anti-oppressive ways with vulnerable people.

The Programme Aims include ensuring students:
• Understand and adhere to the ethics and values of social work.
• Have a deep understanding of anti-discriminatory and anti-oppressive practice.
• Can work in an empowering manner with a diverse range of service user groups and their carers.

This module contributes to the delivery of the philosophy and aims by:

• Explaining inequality, equality, identity, difference and diversity and the link between identity and discrimination/oppression.
• Enabling students to learn fundamental sociological theories that give them insights into how and why inequality, injustice, discrimination and oppression are present in society at personal, cultural and structural levels.
• Teaching students about human rights and social justice and how to promote equality, value diversity and engage in empowering anti-discriminatory and anti-oppressive practice.

Giving students opportunities to study the significance of their own identity in a socially structured society.

**Indicative content**

Power and powerlessness, and the processes of discrimination and oppression, including the role of ideology, language, prejudice and stereotyping.

Thompson’s Personal, Cultural and Structural analysis.

Social Structure, Social Stratification and Personal Agency.

Identity, equality, diversity, inequality, social exclusion and social justice.

Role and social identity theory.

Essentialist and non-essential perspectives on identity.

Liberal and radical approaches to promoting equality.

Spirituality, religion, atheism and beliefs.

Social and medical models of disability.

Discrimination and oppression including class/classism, age/ageism, disability/disablism, ‘race’/racism, sex/sexism, religious discrimination and sexual orientation/heterosexism.

Multiple oppressions.

Anti-discriminatory and anti-oppressive practice including, anti-ageist, anti-disablist, anti-racist, anti-sexist, and anti-heterosexualist practice, empowerment, feminism and the WISE model of ADP/AOP.

Group work and group presentation.
Study mode / delivery method(s):

The module will be delivered through a carefully blended combination of face to face lectures, small group work and workshops on campus at the University, supported and enhanced by online e-learning materials located in our virtual learning environment Moodle. You will have access to tutorial support and participate in Self-directed Group Work where they will work closely with and learn from each other as unique individuals.

Academic staff, service users and carers and qualified social work practitioners will participate in the delivery of teaching during the module.

Intended Learning Outcomes:

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Learning and Teaching methods</th>
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<tbody>
<tr>
<td>1. Communicate knowledge, understanding and analysis of the main forms of discrimination and oppression in society at personal, cultural and structural levels.</td>
<td>• Face to face classroom lectures.</td>
</tr>
<tr>
<td>2. Demonstrate the potential to promote equality through identifying and applying anti-discriminatory and anti-oppressive thinking and approaches.</td>
<td>• Handouts.</td>
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<tr>
<td>3. Drawing on a published knowledge base, describe and explain identity, and discuss the potential impact of one’s identity on social work practice.</td>
<td>• Teacher facilitated face to face small group exercises.</td>
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<tr>
<td>4. Join and successfully work with a diverse group of peers to produce and participate in a group presentation focussing on understanding the relevance of identity in society and how to overcome the challenges of working with difference and diversity.</td>
<td>• Self-directed Group Work.</td>
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<td>• Online learning resources via Moodle.</td>
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<td>• Online whole class Moodle forum.</td>
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<td></td>
<td>• Case studies.</td>
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<td>• Reflective exercises.</td>
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<td>• Role play.</td>
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<td>• Directed independent reading.</td>
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<td>• Debate.</td>
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<td>• Video and DVD.</td>
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<td>• Quiz.</td>
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<td>• Written Essay.</td>
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<td>• Formative feedback from Academic Tutors.</td>
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<td>• Formative feedback from peers.</td>
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<tr>
<td></td>
<td>• Summative feedback from Academic Tutor.</td>
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</tbody>
</table>

Breakdown of study time:

|Scheduled learning and teaching activities | 60 |
|Guided independent learning | 240 |
|Placement/study abroad | 0 |
|Total Student Effort Hours | 300 |

Assessment and Feedback:
Summative assessment:

1. **2500 Word Written Essay.**
   You will be able to start this immediately after the module launch and introduction session and will continue to work on the assignment throughout the duration of the module.

   The complete Essay will assess Learning Outcomes 1, 2 and 3.

2. **Group Presentation.**
   By the final F2F classroom teaching session in week 1, you will be divided into diverse groups with approximately 10 people in each group.

   This Group Presentation will assess Learning Outcome 4.

Breakdown of summative assessment methods:

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<tbody>
<tr>
<td>Written exams:</td>
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<td>Coursework:</td>
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</table>

Formative assessment:

1. **Tutor Group Tutorial**
   This will take place during the module.

2. **Peer-Assessment**
   You will be assessed by peers on your performance during the final submission of the group work presentation.

Feedback:

Formative Feedback:
1. Tutor Group Tutorial
   You will receive verbal feedback from an academic tutor during this tutorial.

2. Peer-Assessment
   This will take place immediately after the final group work presentation. You will receive written and verbal peer-feedback.

**Summative Feedback:**

1. 2500 Word Written Essay
   Electronic feedback will be provided in written form to you by 4 working weeks after the submission date.

2. Group Presentation.
   Feedback will be provided in written form on the same date as your receipt of summative feedback for the written essay.

**Related Modules**

There are no pre-requisites or co-requisites.

Introductory learning undertaken in this module will be further built on in all future modules because a core and constant theme of discrimination/oppression and ADP/AOP is necessarily present.

Permeation of social work values including understanding discrimination/oppression and implementing anti-discriminatory and anti-oppressive practice is the central requirement in all considerations of high quality social work.

This module provides the grounding required to enable you to consider and implement these values whilst undertaking all future academic and practice learning modules.

**Good practice is seen as anti-discriminatory practice.**

Follow on modules in year 1 will enable students to integrate, discuss and apply issues of discrimination/oppression and anti-discriminatory and anti-oppressive practice. Year two modules will enable you to move to a greater level of analysis and year three critical analysis and critical
reflection in the areas of discrimination/oppression, ADP and AOP whilst using the knowledge base of social work and engaging in social work practice with vulnerable service users.

Learning Resources

Purchase


Essential


GIDDENS, A. (2009) Sociology. 6th edn. Polity Press. (Chapters 8, 10, 11, 12, 14, 15, 16)


Recommended


<table>
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<tr>
<th>Author</th>
<th>Title and Details</th>
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**Background**


**Other Resources**
Centre for Disability Studies - www.leeds.ac.uk/disability-studies/links.htm.
Institute of Race Relations - www.irr.org.uk.
Refugee Council www.refugeecouncil.org.uk.
Stonewall - Gay rights www.stonewall.org.uk.

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**Faculty:** Health, Education and Life Sciences  
**School/Department:** School of Education and Social Work / Department of Social Work

**Module Title:** Law and Social Policy

**Programme(s) on which the module is delivered:** BSc (Hons) Social Work

**Date of publication of template to students:** September 2017

**Module Code:** SOW4020  
**Level:** 4
Relationship with Programme Philosophy and Aims

In order to prepare you for the complex and constantly evolving nature of modern social work practice this module enables you to develop your knowledge and understanding of law. The module aims to:

- Develop an awareness of the legal skills and knowledge required by social workers
- Develop a practical awareness of court processes and the roles of social workers in various legal and regulatory contexts
- Develop the skill of reading and evaluating legal and policy documents
- Begin to develop an awareness of the policy and legal frameworks of practice specialisms

Indicative content
The English legal system

a. Civil and criminal law; statute law and common law; precedence.
b. Relationship between primary and secondary legislation, policy and practice guidance, and case law.
c. Court structure, personnel and processes, including special measures for certain witnesses.
d. Accessing legal advice and representation.
e. How to do legal research
f. Devolution and the impact on the formation of different national legal and policy frameworks (England and Wales).

Human rights, counteracting discrimination, equality and social justice

c. United Nations Conventions (e.g. relating to children, disabled people, women).

Decision making, accountability and administrative law

b. Complaints procedures, judicial review and the Local Government Ombudsman.
c. Data protection, confidentiality and information sharing.
d. Professional regulation and registration: the Health and Care Professions Council.
e. Inspection of services by OFSTED, Care Quality Commission.
f. Role of Local Safeguarding Children Boards and Local Safeguarding Adults Boards.
g. Negligence.

An introduction to law and policy: Children and families

An introduction to law and policy: Adult social care

An introduction to law and policy: Mental health and mental capacity

An introduction to law and policy: Youth justice

Study mode / delivery method(s):

The module will be delivered by means of a varied teaching and learning strategy including lectures, groupwork and a variety of self study activities.
### Intended Learning Outcomes:

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Learning and Teaching methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate knowledge and understanding of the structure and processes of the legal system in England and Wales as they influence social work practice.</td>
<td>Lectures</td>
</tr>
<tr>
<td>2. Demonstrate an understanding of the general statutes and regulations which underpin social work practice.</td>
<td>Groupwork activities</td>
</tr>
</tbody>
</table>
| 3. Demonstrate knowledge, understanding and basic application of the practical skills necessary for social workers to operate within regulatory and legal frameworks. | - Presentations  
- Discussions  
- Application to case studies  
- Research  
- Exercises |
| 4. Demonstrate an ability to appraise law and social policy, particularly in the context of anti-oppressive practice. | Online activities/self study activities |
| | - Interrogation of legal databases  
- Multiple choice quiz  
- Discussion forum  
- Mock exam |

### Breakdown of study time:

<table>
<thead>
<tr>
<th>Study time category</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduled learning and teaching activities</td>
<td>30</td>
</tr>
<tr>
<td>Guided independent learning</td>
<td>120</td>
</tr>
<tr>
<td>Placement/study abroad</td>
<td>0</td>
</tr>
<tr>
<td>Total Student Effort Hours</td>
<td>150</td>
</tr>
</tbody>
</table>

### Assessment and Feedback

**Summative assessment:**

You will be assessed by means of an open book examination. It is a single piece of assessment that will take place once all related teaching and learning has been completed.
Exam questions will ensure that you are tested on the learning outcomes so you will be expected to:

- Demonstrate knowledge and understanding of the structure and processes of the legal system in England and Wales as they influence social work practice (LO1).
- Demonstrate an understanding of the general statutes and regulations which underpin social work practice (LO2).
- Demonstrate knowledge, understanding and basic application of the practical skills necessary for social workers to operate within regulatory and legal frameworks (LO3).
- Demonstrate an ability to appraise law and social policy, particularly in the context of anti-oppressive practice (LO4).

<table>
<thead>
<tr>
<th>Breakdown of summative assessment methods: Open book exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written exams:</td>
</tr>
<tr>
<td>100%</td>
</tr>
<tr>
<td>Practical exams:</td>
</tr>
<tr>
<td>0%</td>
</tr>
<tr>
<td>Coursework:</td>
</tr>
<tr>
<td>0%</td>
</tr>
</tbody>
</table>

Formative assessment:

You will be offered the opportunity to complete a range of self-study activities and an online mock exam.

Feedback:

Summative feedback: Summative feedback will be provided 4 weeks from the date of the exam as per faculty guidelines.

Formative feedback: You will be able to review your answers and assess your own performance. This will enable you to evaluate areas in need of development and to seek tutorial support prior to the summative assessment.

Related Modules:
The study of law and policy underpins all modules on the course but is most directly related to the level 5 module Law, Policy and Safeguarding One and the level 6 module Law, Policy and Safeguarding Two.

This level 4 module provides a sound foundation in law and policy that will enable you to engage with teaching and learning at levels 5 and 6.

**Learning Resources**

**Some advice**

Don’t buy both of the big law (Brammer or Brayne and Carr) text books as they cover the same materials. Choose the one that best suits your learning style or your needs. The Robert Johns book is a good basic book to start you off. The others are comprehensive enough to last for the whole course and come with companion web sites to ensure the books do not date quickly.

When buying law and policy books always look for the most recent edition and don’t buy something that is more than 3 years old as it is likely to be out of date.

For policy books choose one that explains the political dimensions as this will enable you to take a critical look at policies. Lectures, Community Care website, placements, and keeping up to date with current affairs will provide you with the most up to date policy information; books will enable you to put policies into context.

**Purchase**


Recommended


Background


<table>
<thead>
<tr>
<th>Faculty: Health, Education and Life Sciences</th>
<th>School/Department: School of Education and Social Work / Department of Social Work</th>
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</thead>
<tbody>
<tr>
<td><strong>Module Title:</strong> Human Growth and Development</td>
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<tr>
<td><strong>Programme on which the module is delivered:</strong> BSc (Hons) Social Work</td>
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<td><strong>Module Code:</strong> SOW4021</td>
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<td><strong>Module finish date(s) during the current academic year:</strong> 24th January 2018</td>
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<tr>
<td><strong>Assessment weightings:</strong> Written Assignment 100%</td>
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<table>
<thead>
<tr>
<th>Date of Module Approval / Review</th>
<th>Version Number</th>
<th>Version Date</th>
</tr>
</thead>
</table>

30
Relationship with Programme Philosophy and Aims

The Programme Specification for the BSc Social Work at Birmingham City University is clear in its aim to develop social work professionals whose work is informed by theory and evidence, with the goal of ‘transforming lives’. This module will provide some of the key knowledge required to facilitate this. More specifically, the philosophy states that there are explicit learning outcomes to:

1. Critically apply appropriate knowledge (including theory and research) skills and values to professional practice in order to meet the HCPC (2012) Standards of Proficiency for Social Workers in England.

2. Evidence that they have met the College of Social Work (2012) Professional Capabilities Framework at end of last placement/qualifying level, demonstrating that they can establish a career within the field of social work practice.

The module will most specifically address part 13 of the HCPC Standards of Proficiency, and thus learning outcome 1 of the Programme Philosophy:

13.4 understand in relation to social work practice:

- social work theory;
- the development and application of social work and social work values;
- human growth and development across the lifespan and the impact of key developmental stages and transitions;
- the relevance of psychological, environmental, sociological and physiological perspectives to understanding personal and social development and functioning;
- concepts of participation, advocacy and empowerment; and the relevance of sociological perspectives to understanding
societal and structural influences on human behaviour.

It will also contribute to the ‘Knowledge’ requirements at Level 4 (End of Last Placement) of The Professional Capabilities Framework for Social Workers (and learning outcome 2 of the programme philosophy), which requires that:

Social workers understand psychological, social, cultural, spiritual and physical influences on people; human development throughout the life span and the legal framework for practice. They apply this knowledge in their work with individuals, families and communities. They know and use theories and methods of social work practice.

- Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health
- Demonstrate and apply to practice a working knowledge of human growth and development throughout the life course
- Recognise the short and long term impact of psychological, socio-economic, environmental and physiological factors on people’s lives, taking into account age and development, and how this informs practice
- Acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience
- Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice.

Indicative content

This module will seek to introduce the key sociological and psychological approaches to explaining human growth and development across the full life-span. There will be an aim of introducing international comparison and key social and environmental factors which can have an impact upon development, such as the identified ‘toxic trio’ of domestic violence, substance misuse and mental ill health. There will be an expectation for you to actively debate with each other, including the development of an online forum.

Whilst the focus of the module remains within the psychosocial domain, faculty colleagues in nursing will be called upon to support teaching of physiological development to complement this. Such learning will provide a frame for the concept of the life course, and a multi-disciplinary approach to human development.

It will focus on understanding behaviour using through the developmental, social, cultural, spiritual and physical influences on people. The study will consider some of the many factors
Study mode / delivery method(s):

Keynote lectures, with subsequently linked group-work, will take place throughout the module to introduce phases of human progression and potential barriers to development.

A family-based case study is to run throughout the module with regular updates, applicable to the taught subject.

You will have the opportunity to complete an observation of a child as part of a skills set.

An online (Moodle) forum debate will form a key part of the study, in which all students will be expected to participate ON A WEEKLY BASIS.

A practical debate will be undertaken on the following hypothesis:

‘Sociological and environmental (nurture) approaches to human development have more to offer to the study of social work than those which are biological and psychological (nature’).

### Intended Learning Outcomes:

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Learning and Teaching methods</th>
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</thead>
<tbody>
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</table>

which could affect human development for individuals, families and communities, including:

- Neglect, violence and abuse (of children and adults, including domestic violence)
- Behavioural and/or parenting problems
- Relationship stress and/or breakdown
- Poverty
- Mental distress and ill health
- Physical and learning disability
- Physical ill-health, including dementia
- Dying and the end of life

The learning sessions will include:

- Introduction to the module.
- Introducing psychological and sociological perspectives.
- Physiological development.
- Birth and early life development.
- Attachment.
- Adolescence and early adulthood.
- Theories of middle-life.
- Ageing and death.
- Impact of various potential barriers to development.
- Debate: Nature or Nurture?
1. To summarise and demonstrate understanding of a range of theories of human development, including their social construction.

2. To identify the impact of key social, environmental and health factors upon human development.

3. To apply theories of development to social work practice through consideration of case study.

4. To develop skills in formulating, conceptualising and debating a viewpoint through the medium of the Nature/Nurture debate.

- Keynote lectures.
- Seminars and workshops.
- Self-guided study.
- Observation.
- Case study analysis.
- Online forum debate through Moodle.
- Practical debate.

**Breakdown of study time:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Scheduled learning and teaching activities</td>
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<td>Guided independent learning</td>
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<td>Placement/study abroad</td>
<td>0</td>
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<tr>
<td>Total Student Effort Hours</td>
<td>150</td>
</tr>
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</table>

**Assessment and Feedback:**

**Summative assessment:**

This is one assignment submitted in two parts at the same time, with a total 100% weighting.

**PART 1) Case study (1500 words)**

- A case study (which will have been updated weekly as per the relevant teaching) will require analysis through focus on one key chronological stage of development. You will be expected to theorise the key perspectives on the chosen area, and apply them to the practice issues faced.
- You should consider the impact of psychological, biological, social and environmental factors on your chosen stage of development as indicated by the case study.

**LEARNING OUTCOMES TESTED: 1, 2, 3**
PART 2) Reflection (1000 words)

- You will be expected to reflect upon your changing conceptualisation of human development through the progression of the module, framed by the ‘nature versus nurture’ debate. Particular reflection on your comments and hypotheses in the online and practical debates will require analysis, as well as information gained from the observation.

LEARNING OUTCOMES TESTED: 1, 4

Breakdown of summative assessment methods:

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Written exams</td>
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<tr>
<td>Practical exams</td>
<td>0%</td>
</tr>
<tr>
<td>Coursework</td>
<td>100%</td>
</tr>
</tbody>
</table>

Formative assessment:

You will receive feedback through group-work activity throughout the module, both from peers and staff.

You will gain particular formative feedback in regard to your observation of a child.

There will be a structured debate in which all participants must partake through an online forum and subsequently group-work. The online (Moodle) debate will require you to contribute to discussions around the topic presented at each teaching session. Staff will contribute and provide amalgamated feedback to comments made.

The practical debates will be filmed and published on Moodle. You will be expected to appraise the argument and ‘vote’.

A designated tutorial day has also been assigned for feedback on any work completed.

Feedback:
Formative Feedback:

1. Online Moodle Forum
   Peer contributions and peer feedback comments will be available in written form within this forum throughout the duration of the module.

2. Group or Individual Tutorial
   You will receive verbal feedback from an academic tutor.

Summative Feedback:

This will be by eFeedback, made available for each individual student via the module Moodle site for Human Growth and Development.

Related Modules

Introduction to Social Work (Year 1): This module will broadly introduce you to the application of theory to social work, as well as the schools of psychology and sociology. Within Human Growth and Development, you will build upon this application, and consider both sociological and psychological perspectives to build upon social work theory.

Methods of Social Work intervention (Year 2): This module will develop the learning from Human Growth and Development by considering how the theoretical knowledge gained can be transferred into direct methods within practice.

Learning Resources

Purchase

Essential Reading


Recommended


**Background**


**Useful Journals/Resources:**

British Journal of Social Work e-journal

Journal of Social Work e-journal

Journal of Social Work Practice e-journal

Community Care Magazine e-resource

**Useful Websites:**
Online forum will be developed through Moodle.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>School/Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health, Education and Life Sciences</td>
<td>School of Education and Social Work / Department of Social Work</td>
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<th>Module Title</th>
<th>Skills and Readiness for Direct Practice</th>
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<th>BSc (Hons) Social Work</th>
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<td></td>
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<td>22.5</td>
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<table>
<thead>
<tr>
<th>Module Leader</th>
<th>Jackie Greenwood</th>
</tr>
</thead>
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<table>
<thead>
<tr>
<th>Module start date(s) during the current academic year</th>
<th>25&lt;sup&gt;th&lt;/sup&gt; January 2018</th>
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<table>
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<th>Module finish date(s) during the current academic year</th>
<th>15&lt;sup&gt;th&lt;/sup&gt; May 2018</th>
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<table>
<thead>
<tr>
<th>Assessment weightings</th>
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<table>
<thead>
<tr>
<th>Date of Module Approval / Review</th>
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<th>Version Date</th>
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<tbody>
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</tbody>
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|                                  |                |              |
|                                  |                |              |
Relationship with Programme Philosophy and Aims

Our programme philosophy highlights that today’s practice environment is complex, challenging multi-dimensional, constantly changing, dynamic and alive with ethical dilemmas and tensions. Therefore, our aim is to produce social work practitioners who are skilled, evidence-informed, resilient and empowering and who have the knowledge, values, ethics and leadership qualities to work effectively alongside service users, carers and other professionals in order to achieve excellent outcomes. Effective social work practice is not delivered through knowledge alone - it requires significant skills, the ability to know, to critically evaluate and to do.

The aims of the programme are to:

- Recruit a diverse range of students with the qualities, attitudes and potential to succeed academically and in practice.
- Engage in effective partnership working with all stakeholders.
• Provide the student with the support and environment to develop personally and professionally in order that they are able to meet the needs of modern social work practice.
• Provide suitably qualified social work graduates who are fit for practice, eligible for registration and capable of lifelong learning.

This module contributes to the delivery of the programme philosophy and aims by:

• Understanding that a social worker in training needs to demonstrate knowledge of a variety of techniques and skills inherent in social work practice. Building on the learning from the ‘Introduction to Social Work’, ‘Anti Discriminatory Practice’, “Human, Growth and Development” and “Law and Social Policy” Modules, the Skills and Readiness for Direct Practice Module aims to provide students with the opportunity to develop their ‘Readiness for Practice’ capabilities, and the fundamental skills required thus enabling them to increase their understanding of the social work role.

• Encouraging students to develop core skills in relation to working with a diverse range of people. These core skills are transferable to a variety of social work settings with individuals, families, groups and in the community. In developing core social work skills, students will be given the opportunity to begin to recognise the power differential within the social worker and service user relationship and in turn seek to practice in a professional manner that is empowering, enabling and is in compliance with relevant legislative and policy requirements.

• Providing opportunities for students to develop their self-awareness and sensitivity towards those with whom they will be working, and to demonstrate and start to evidence social work values for practice, in preparation for their learning opportunities in professional practice.

• Emphasising that the departmental and professional social work philosophy is to facilitate Anti-Discriminatory and Anti-Oppressive practice, which is underpinned by service user and carer perspectives. These philosophies will permeate all aspects of the teaching, learning and assessment in this Module. Service users, carers and colleagues from practice partner agencies will be involved in the delivery of this module including role plays, simulation activities and workshops which will enable students to apply skills to practice in a safe environment.

Indicative content

Exploration of the knowledge, understanding and application of the core skills necessary to practice within the standards, values and responsibilities inherent in the social work role.

Discussion and exploration of the skills necessary to undertake assessments with a diverse range of service users and carers within differing contexts.

Create a greater understanding of the skills and qualities necessary for working in partnership with service users and carers.
<table>
<thead>
<tr>
<th>Experiential learning that compounds the knowledge and understanding derived from previous modules, enabling students to gain a deeper understanding of the experience of individuals living in a disabling society.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploration of the skills necessary to ensure practice is both Anti-Discriminatory and Anti-Oppressive with a diverse range of service users, families, carers and communities.</td>
</tr>
<tr>
<td>Understanding of the requirements of the Social Work profession and its role within a wider multi agency context.</td>
</tr>
<tr>
<td>Insight into the demands of working in a constantly changing and dynamic environment where decision-making processes are crucial in order to meet the needs of vulnerable individuals and groups.</td>
</tr>
<tr>
<td>Consideration of how research informs social work practice via Serious Case Reviews, enquiries and literature.</td>
</tr>
<tr>
<td>Insight into the role of an advocate, creating independence as opposed to dependency.</td>
</tr>
<tr>
<td>Consideration of managing risk to self and to others aligned with the duties and accountabilities of the social work practitioner.</td>
</tr>
<tr>
<td>Issues inherent within the social work remit for example assessment, interviewing, decision making, report writing, supervision and confidentiality.</td>
</tr>
</tbody>
</table>

**Study mode / delivery method(s):**

A range of methodologies have been designed to engage you in an interactive manner to provide opportunities to develop an understanding of core social work skills, their relevance in practice, and how they can be transferred into practice settings. These methodologies enable an exploration of relevant theory, methods and values that underpin core skills for social work. Workshop sessions will complement the didactic teaching to provide you with the opportunity to develop and apply your knowledge of skills to practice in a variety of modes, encouraging you to reflect upon and analyse your knowledge and practice.

Experiential skills sets will provide you with the opportunity to put into practice your learning from taught sessions, to develop observation skills and to build upon your understanding of the issues that will be encountered in practice.

An integral and overarching element of the learning opportunities will be your engagement with the structured guided study designed to develop, reinforce and enhance reading, learning, assessment and reflection.
Within the module you will also undertake an assessed period of shadowing within a social care setting. You will be expected to engage with the module Moodle site containing relevant resources.

### Intended Learning Outcomes:

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Learning and Teaching methods</th>
</tr>
</thead>
</table>
| 1. Within the context of Anti-Discriminatory Practice/Anti-Oppressive Practice, identify, demonstrate and apply knowledge of the range of skills necessary to have the potential to work with a diverse range of service users, carers and their families. | • Small group discussions  
• Group work  
• Workshops  
• Role play  
• Simulation  
• Feedback  
• Case studies  
• Shadowing experience in practice  
• Tutorials  
• Reflective exercises  
• Directed independent reading  
• Moodle  
• Use of video and DVD material |
| 2. Demonstrate an understanding of the knowledge, skills and values required to undertake an assessment with a service user. | |
| 3. Demonstrate the ability to evaluate and reflect on your experiences in shadowing and engagement with service user and carer scenarios. | |
| 4. Reflect on the role of the social work practitioner and successfully complete a shadowing experience in an agency setting. | |

### Breakdown of study time:

<table>
<thead>
<tr>
<th>Scheduled learning and teaching activities</th>
<th>139</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Placement/study abroad</td>
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<tr>
<td><strong>Total Student Effort Hours</strong></td>
<td><strong>450</strong></td>
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</table>

### Assessment and Feedback

**Summative assessment:**

1) Shadowing Opportunity – three days shadowing a qualified Social Worker. (Pass/Fail) LO4

2) Practical Skills Simulation Assessment (Marked out of 100%) LO1 & 2
3) Viva Voce Exam (Pass/fail) LO2 & 3

There is no compensation between the elements of assessment.

<table>
<thead>
<tr>
<th>Breakdown of summative assessment methods:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Exam</td>
</tr>
<tr>
<td>Oral exam:</td>
</tr>
<tr>
<td>Shadowing</td>
</tr>
</tbody>
</table>

Formative assessment:

- Skills Sets
- Shadowing opportunity
- Moodle Activities
- Groupwork Activities

Feedback:

Formative feedback will be provided immediately after the learning experience.
Summative feedback will be provided within 4 working weeks after date of submission.

Related Modules


Learning Resources
Purchase

Essential


Recommended


**Background: Service User Perspective/ Specific Service User Groups:**


**Background: Learning:**


**Background: Social Work Processes:**


**Useful Websites:**
- [www.scie.org.uk](http://www.scie.org.uk)
- [www.jrf.org.uk](http://www.jrf.org.uk)
- [www.bild.org.uk](http://www.bild.org.uk)
- [www.carers.org.uk](http://www.carers.org.uk)
- [www.mind.org.uk](http://www.mind.org.uk)
- [www.ageuk.org.uk](http://www.ageuk.org.uk)
- [www.c4eo.org.uk](http://www.c4eo.org.uk)

**Useful Journals/Resources:**
British Journal of Social Work [e-journal](#)
Journal of Social Work [e-journal](#)
Journal of Social Work Practice [e-journal](#)
Community Care Magazine [e-resource](#)

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<tr>
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**ECTS Credit value:** 15

**Module Leader:** David Collins

**Module start date(s) during the current academic year:** 25th September 2017

**Module finish date(s) during the current academic year:** 27th October 2017

**Assessment weightings:** Group Presentation 30%

Individual Written assessment 70%

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**Date of Module Approval / Review**

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**For SRS Team Use Only:**

Created By:  

Date:

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**Relationship with Programme Philosophy and Aims**

This module contributes to the overall programme philosophy of producing reflective and knowledgeable social work graduates, who are prepared for the reality of contemporary modern social work practice. The module builds on your learning from the previous Law and Social Policy module by developing your knowledge and application of the legislative and policy frameworks, specifically in regards to the safeguarding of adults and children. Students are also enabled to recognise the importance of collaborative practice with service users and other professionals and to reflect on the potential ethical dilemmas and challenges which this may present.

The module also considers the significance of organisational culture and how this may impact and shape patterns of inter-professional working, including processes of information sharing and decision making. You will have the opportunity to experience the process of collaborative practice through participation in group learning activities, during which you will prepare a summatively assessed group presentation focused on a specific inter-professional safeguarding context.

Your understanding will also be developed through discussion of findings from a range of Serious Case Reviews and critical analysis of contemporary safeguarding policies and legislation. The
The module is the first module at Level 5. It is awarded 30 academic credits and is the equivalent to 300 hours of academic study.

This module is designed to address the following elements of the Professional Capabilities Framework - 1.1, 1.3, 1.5, 2, 3, 4, 5, 6, 7, 8, and 9.

The module has also been mapped to comply with the following Standards of Proficiency for HCPC -1.2, 1.3, 1.4, 1.5; 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13.1, 13.2, 13.4, 14.1, 14.2, 14.3, 14.4, 14.7, 14.8.

Indicative content

- International perspectives around safeguarding
- Social construction of vulnerability and abuse
- Categories of abuse across the lifespan – i.e. child abuse, elder abuse
- Risk assessment and management – principles and practice
- Expert practitioner teaching from specialist settings – adults, children, disability, mental health
- Application of law, case law and policy in the following areas, Children and families, Mental Health, Adults, and Mental Capacity in order to protect and safeguard vulnerable people
- Sharing information, consent and data protection in safeguarding
- Learning from serious case reviews
- Anti-oppressive practice in safeguarding
- Working with parents within child protection – toxic trio, disguised compliance
- Managing risk within the community
- Responding to domestic violence
- Inter professional practice to safeguard children and vulnerable adults– multi agency decision making and planning
- Organisational barriers to safeguarding
- Critical reflective practice in safeguarding
- Emotional intelligence in safeguarding & managing stress

Study mode / delivery method(s):

The module is the first module at Level 5. It is awarded 30 academic credits and is the equivalent to 300 hours of academic study.

- 60 hours structured teaching and learning activities
- 240 hours self-directed study

You will receive a combination of scheduled teaching activities including: direct teaching, group based learning activities in class, problem based group learning activities, skills simulation of an inter-professional safeguarding forum and e-learning through Moodle.

You will also be expected to take part in self-directed study activity to maximise your learning and understanding.

### Intended Learning Outcomes:

<table>
<thead>
<tr>
<th>Learning outcomes:</th>
<th>Learning and Teaching methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify and critically analyse the factors which impact inter-professional working within a specified safeguarding context.</td>
<td>Lectures</td>
</tr>
<tr>
<td>2. Identify, apply and analyse the legislative and policy framework for safeguarding practice, with reference to learning from serious case reviews.</td>
<td>Class room based group work</td>
</tr>
<tr>
<td>3. Apply and critically examine the theory and practice of risk assessment in social work intervention, incorporating an anti-oppressive and anti-discriminatory perspective.</td>
<td>Guided reading and formative assignments</td>
</tr>
<tr>
<td>4. To prepare an effective social work risk assessment report to inform decision making within an inter-professional safeguarding forum.</td>
<td>E-learning activities.</td>
</tr>
<tr>
<td></td>
<td>Skills sets for inter professional decision making</td>
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</tbody>
</table>

### Breakdown of study time:

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Scheduled learning and teaching activities</td>
<td>60</td>
</tr>
<tr>
<td>Guided independent learning</td>
<td>240</td>
</tr>
<tr>
<td>Placement/study abroad</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Student Effort Hours</strong></td>
<td><strong>300</strong></td>
</tr>
</tbody>
</table>

Assessment and Feedback:
Summative assessment:

The module will have two elements of assessment:

1. Group presentations – 30% (Learning outcomes 1 & 3)

You will be required to work together in designated groups to complete a 30 minute presentation around a specific area of inter-professional safeguarding practice. You will be marked by a panel of academic staff, service user and carer colleagues and practitioners. You will receive written feedback and a mark for your group presentation from the panel which will contribute up to 30% of your final individual mark for the module.

2. Written assessment – 2,500 words 70% (Learning outcomes 2 & 4)

You will be required to produce a 2 part written assessment.

Part 1 – will be a social work assessment report (1000 words) based on a given case study, which could be used to inform an assessment of risk within a safeguarding context

Part 2 – an academic assignment (1,500 words) providing a rationale for your report, with reference to relevant legislation and policy, practice issues, dilemmas, and safeguarding literature.

IMPORTANT

Both elements of assessment must be passed. There is no compensation between elements.

You must pass this module in order to be eligible to undertake First Practice Placement.

If you have ECU or fail at attempt one a further opportunity will be provided for you to submit following an exam board.

Breakdown of summative assessment methods:

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Written exams:</td>
<td>0 %</td>
</tr>
<tr>
<td>Practical exams:</td>
<td>30%</td>
</tr>
<tr>
<td>Coursework:</td>
<td>70%</td>
</tr>
</tbody>
</table>
**Formative assessment:**

You will have opportunities to receive formative feedback throughout the Module. You will participate in group work activity, skills simulation and online forums – during which you will receive both peer feedback and formative feedback from staff, practitioners and service user and carer colleagues. You will also work in groups to design and deliver a group presentation for which you will receive formative verbal feedback from your peers as well as summative written feedback from academic staff.

You will also attend a group tutorial during the Module for formative feedback from your tutor.

**Feedback:**

You will receive formative feedback regularly throughout the module formative verbal feedback from peers and academic staff will be provided to you during the skills set activities and during e–forums on the module Moodle site.

You will receive summative feedback for both elements of assessment within four weeks of the assessment submission date.

**Related Modules**

The module builds on your learning from prior teaching during Law and Social Policy and Skills for Direct Practice at Level 4. It is an important module in preparing you for your First Practice Placement. It also lays the foundation for specialist areas of knowledge in Law, Policy & Safeguarding 2 in year 3.

**Learning Resources**

**Purchase:**


**Essential:**


**Recommended:**


Background


SCIE (2012): *Practice Guide: the Participation of Adult service users, including older People, in Developing Social Care*. Great Britain: SCIE.


Internet sources: Please see the Moodle site for Further Learning resources, including Policy Documents, Serious case reviews and related journal articles.


http://www.scie.org.uk/publications/elearning/ipiac/index.asp e learning resources on Inter Professional collaboration

**Faculty:** Health, Education and Life Sciences  
**School/Department:** School of Education and Social Work / Department of Social Work

**Module Title:** Methods of Social Work Intervention

**Programme(s) on which the module is delivered:** BSc (Hons) Social Work

**Date of publication of template to students:** September 2017

**Module Code:** SOW5014  
**Level:** 5

**Abbreviated module title**  
**MSI**

**Credit value:** 30  
**ECTS Credit value:** 15

**Module Leader:** Caroline Lee

**Module start date(s) during the current academic year:** 30th October 2017  
**Module finish date(s) during the current academic year:** 1st November 2017

**Assessment weightings:** Case study based assignment 100%

<table>
<thead>
<tr>
<th>Date of Module Approval / Review</th>
<th>Version Number</th>
<th>Version Date</th>
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<tbody>
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**For SRS Team Use Only:**

<table>
<thead>
<tr>
<th>Created By:</th>
<th>Date:</th>
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</table>

**Relationship with Programme Philosophy and Aims**

In order to prepare you for the complex and constantly evolving nature of modern social work practice this module enables you to develop your knowledge and understanding of theory and methods of intervention.
It is the aim of qualifying courses to equip you with the necessary knowledge and skills needed to become effective practitioners. This module therefore provides grounding in current theory that has at its core the implications of theory for practice. It consolidates and further develops knowledge and skills introduced in level 4 modules. You are required to not just learn about the theory but to develop skills for using these in practice whilst demonstrating the ability to work in an anti-oppressive/anti-discriminatory manner.

This module aims to:

- Develop and consolidate the your ability to critically appraise and apply a range of social work methods
- Developing the ability to combine the elements of knowledge, values and skills in the helping situation
- Enable you to work in partnership to make sense of difficulties, identify possible solutions and desired outcomes, and evaluate progress
- Enable you to develop a systemic approach and an understanding the social context of practice and working with the ‘bigger picture’

**Indicative content**

Group work theory and practice

The strengths perspective

Person-centred approach

Relationship-based social work

Narrative practice/therapy

Mediation approaches

Psychodynamic theory

Family therapy/systemic practice
Study mode / delivery method(s):
The module will be delivered by means of a varied teaching and learning strategy including lectures, group work activities, and a range of self-study activities.

<table>
<thead>
<tr>
<th>Intended Learning Outcomes:</th>
<th>Learning outcomes:</th>
<th>Learning and Teaching methods</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Identify and apply a range of methods of intervention utilised within current social work practice.</td>
<td>Lectures</td>
</tr>
<tr>
<td></td>
<td>2. Demonstrate knowledge and understanding of how to plan interventions in partnership with service users; and ensure that plans acknowledge issues of power.</td>
<td>Group work activities</td>
</tr>
<tr>
<td></td>
<td>3. Critically analyse methods of intervention, using an anti-oppressive framework</td>
<td></td>
</tr>
</tbody>
</table>
|                             |  | • Discussions  
|                             |  | • Role play  
|                             |  | • Application to case studies  
|                             |  | • Research  
|                             |  | • Exercises  
|                             |  | • Skills based exercises  |
4. Demonstrate an ability to reflect on the use of theory in your own practice and identify areas for personal development.

Self-study/online activities

- Multiple choice quiz
- Discussion forum
- Reading
- Reflection

Breakdown of study time:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduled learning and teaching activities</td>
<td>60</td>
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<tr>
<td>Guided independent learning</td>
<td>240</td>
</tr>
<tr>
<td>Placement/study abroad</td>
<td>0</td>
</tr>
<tr>
<td>Total Student Effort Hours</td>
<td>300</td>
</tr>
</tbody>
</table>

Assessment and Feedback:

Summative assessment:

You will be assessed by means of a 3,000 word assignment.

Assessment Brief

Word count: 3,000

Choose a number of the methods of intervention taught in the module and apply them to ONE person in the case study.

The assignment should comprise:

Part A: 2,500 words

- Apply them to the individual chosen from the case study
- Consider the advantages of each method as they apply to your chosen person
- Consider the disadvantages of each method as they apply to your chosen person
• Reflect on the suitability or otherwise of your chosen methods in relation to the individual

• The assignment should be written to reflect knowledge and understanding of oppression and discrimination

Part B: 500 words

• Reflect on the impact of these methods on your own development as a social worker

Meeting the learning outcomes

By identifying and applying a range of methods of intervention to the case study and reflecting on these and others in part B you will meet learning outcome one.

By demonstrating knowledge and understanding of how to plan interventions in partnership with service users and acknowledging issues of power in your professional relationships you will meet learning outcome two.

By critically analysing methods of intervention, using an anti-oppressive framework you will meet learning outcome three.

By demonstrating an ability to reflect on the use of theory in your own practice and identifying areas for personal development you will meet learning outcome four.

Breakdown of summative assessment methods: Case study based assignment 100%

<table>
<thead>
<tr>
<th>Written exams:</th>
<th>0%</th>
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</thead>
<tbody>
<tr>
<td>Practical exams:</td>
<td>0%</td>
</tr>
<tr>
<td>Coursework:</td>
<td>100%</td>
</tr>
</tbody>
</table>

Formative assessment:

You will be offered the opportunity to complete a range of self-study activities that will enable them to recognise the links between theory and practice.
Feedback:
Summative feedback: Summative feedback will be provided 4 weeks from the date of the assessment as per faculty guidelines.

Formative feedback: You will be able to review your answers and assess your own performance. This will enable you to assess areas in need of development and to seek tutorial support prior to the summative assessment.

Related Modules:
This level 5 module provides a grounding in the knowledge and skills needed for professional practice. It builds on level 4 teaching and learning on theories covered in Human Growth and Development, Anti Discriminatory practice, and Readiness for Direct Practice. It provides a sound foundation for practice placements at levels 5 and 6 as well as linking to the teaching in the level 5 Law, Policy & Safeguarding and Evidence Informed Practice modules.

Learning Resources

There are many books on social work theory so it’s a matter of looking at what’s on offer and choosing ones that cover the theory you are interested in or have a style you can relate to.

Many students find Theory and Practice: A Straightforward Guide for Social Work Students (2011) a very useful book. It is very basic but provides brief introductions to most of the major theories covered on social work courses and used in practice. Using this alone won’t be enough for placements or assignments but if you struggle with theory this is the book to get you started.

Purchase


<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Edition</th>
<th>Publisher</th>
</tr>
</thead>
</table>

**Essential**

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>FROSH, S.</td>
<td>A brief introduction to psychoanalytic theory</td>
<td>Basingstoke. Palgrave</td>
</tr>
<tr>
<td>HEALEY, K.</td>
<td>Social Work Methods and Skills</td>
<td>Basingstoke, Palgrave</td>
</tr>
<tr>
<td>HEALEY, K.</td>
<td>Social Work Theories in Context</td>
<td>Basingstoke. Palgrave</td>
</tr>
<tr>
<td>HOWE, D.</td>
<td>A Brief Introduction to Social Work Theory</td>
<td>Basingstoke: Palgrave Macmillan</td>
</tr>
<tr>
<td>OKO, J.</td>
<td>Understanding and using theory in social work</td>
<td>2nd ed. Exeter: Learning Matters</td>
</tr>
</tbody>
</table>


**Recommended**


**Background**


**Journals**

<table>
<thead>
<tr>
<th><strong>Faculty:</strong></th>
<th>Health, Education &amp; Life Sciences.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School/Department:</strong></td>
<td>School of Education and Social Work / Department of Social Work</td>
</tr>
<tr>
<td><strong>Module Title:</strong></td>
<td>First Practice Placement</td>
</tr>
<tr>
<td><strong>Programme(s) on which the module is delivered:</strong></td>
<td>BSc (Hons) Social Work</td>
</tr>
<tr>
<td><strong>Date of publication of template to students:</strong></td>
<td>September 2017</td>
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<table>
<thead>
<tr>
<th><strong>Module Code:</strong></th>
<th>SOW5016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level:</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>Where necessary, agreed abbreviated module title for the SRS:</strong></td>
<td>FPP</td>
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<tr>
<td><strong>Credit value:</strong></td>
<td>45</td>
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<tr>
<td><strong>ECTS Credit value:</strong></td>
<td>22.5</td>
</tr>
<tr>
<td><strong>Module Leader:</strong></td>
<td>Gero Kaur</td>
</tr>
<tr>
<td><strong>Module start date(s) during the current academic year:</strong></td>
<td>11th December 2017</td>
</tr>
<tr>
<td><strong>Module finish date(s) during the current academic year:</strong></td>
<td>27th April 2018</td>
</tr>
</tbody>
</table>

**Assessment weightings:**

- Academic Assignment – 100%
- Assessment of Practice placement – Pass/ Fail

There is no compensation between the items of assessment.
**Relationship with Programme Philosophy and Aims**

This module is designed to help you in the application of your knowledge, skills and values, within a current social work practice context. The module plays a key role within the overall programme and seeks to prepare you for the challenging practice environment which faces practitioners.

First Practice Placement supports you in your ability to integrate and consolidate learning within your practice, and to deploy your social work skills and knowledge in the real environment of an agency offering social work and social work related services.

The module encourages the development of critical analysis and self-reflection and promotes your ability to engage in self-directed learning during your placement. It is designed to support you in applying anti-discriminatory and anti-oppressive principles in practice, and to enhance your understanding of collaborative practice with service users, carers and other agencies.

Overall FPP aims to develop reflective and emotionally resilient social work practitioners, who are fit for practice and who will become eligible for registration with the HCPC.

The content of the module is mapped against the Standards of Proficiency for Social Work (HCPC) and the Professional Capabilities Framework (College of Social Work) for First Practice Placement.

**Indicative content**

During specific preparation for the first placement you will receive teaching to assist with:

- The Academic Assignment that needs to be completed during First Placement.
- The Practice Assessment that needs to be completed during First Placement.
- Preparing for working within organisations and agency procedures and guidance around conduct and ethical practice during placement.
• Preparation for responding to challenging situations and conflict with others and guidance about managing stressful experiences and emotions

Whilst on placement you will engage in direct practice with service users, carers and other professionals and have opportunities to demonstrate your capability/ability to:

• Identify and behave as a professional social worker.
• Apply ethical principles and values to guide professional practice.
• Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice.
• Advance human rights and promote social justice and economic wellbeing.
• Apply knowledge of social sciences, law and social work practice theory.
• Apply critical reflection and analysis to inform and provide a rationale for professional decision making.
• Use judgement and authority to intervene with individuals’ families and/or communities to promote independence, provide support and prevent harm neglect and abuse.
• Operate effectively within own organisational frameworks and within multi-agency and inter-professional partnerships and settings.
• Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management.

Study mode / delivery method(s):

This module is the fourth module in Year 2 and takes place in the second semester.

The module is awarded 45 academic credits and is the equivalent of at least 450 hours of academic study and practice. The Practice Placement is 70 days duration

Prior to placement you will undertake a preparation period at university. You will also attend two call back days during placement.

The placement is the first period of practice learning based in a practice setting. It is a first opportunity for you to be assessed on your abilities within a practice setting.

Your placement will be allocated by the social work department. Placements are in a variety of settings with different service users, their families and communities, working within the remit of the agency in which you are placed. You will be allocated a practice educator who will support your day to day work within the agency.

<table>
<thead>
<tr>
<th>Intended Learning Outcomes:</th>
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<tbody>
<tr>
<td>Learning outcomes:</td>
</tr>
</tbody>
</table>
1. Demonstrate through practice and provide evidence of capability across all 9 domains of TCSW PCF at the end of First Placement Level

2. Understand and adhere to the HCPC Standards of Conduct performance and Ethics.

3. Demonstrate understanding and the ability to assess, plan, implement and review social work interventions, informed by an anti-discriminatory and anti-oppressive practice framework.

4. Be able to apply and critically analyse relevant legislation and policy, research, social work theory and ethics and values in direct social work practice.

<table>
<thead>
<tr>
<th>Breakdown of study time:</th>
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<tbody>
<tr>
<td>Scheduled learning and teaching activities</td>
<td>60</td>
</tr>
<tr>
<td>Guided independent learning</td>
<td></td>
</tr>
<tr>
<td>Required Placement hours</td>
<td>490</td>
</tr>
<tr>
<td>Total Student Effort Hours</td>
<td>550</td>
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</tbody>
</table>

Assessment and Feedback
**Summative assessment:**

The assessment consists of two items. Both items of assessment must be passed in order for you to pass the module and there is no compensation between them. You cannot proceed to the Last Practice Placement in year 3 if you do not pass this module.

1. You will produce an academic assignment of 3,500 words at the end of the 70 day period of practice learning (Learning outcomes 3 & 4).
2. You will be assessed on your practice in a social work/care setting by a Practice Educator who will examine your practice based on a portfolio of evidence which you will provide. You will be awarded either a Pass or Fail grade within the Practice Educator Final assessment report of your performance on placement (Learning outcomes 1 & 2).

You will have one opportunity to re-take First Practice Placement.

<table>
<thead>
<tr>
<th>Breakdown of summative assessment methods:</th>
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<tbody>
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<tr>
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</tr>
<tr>
<td>Coursework:</td>
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</table>

**Feedback**

**Formative**

Skills simulation and peer feedback during the preparation weeks.

During placement you will receive formative feedback from a variety of sources including placement meetings, direct observations of your practice, during supervision, and from service users and/or carers.

You will receive formative feedback from your practice educator/ placement supervisor during placement and on the second call back day. Formative feedback will be available through weekly supervision and at an interim (mid-point) review.

**Summative**

a) You will receive electronic written summative feedback for your Academic Assignment within four weeks of the submission date. This will be through the Moodle site.
b) You will receive an assessment of Pass / Fail for your Practice Placement and a written report outlining your strengths and areas for development from your practice educator by the final day of placement.

Related Modules

This module relates to the other academic modules at Level 5 and should consolidate your learning on these.

You must have completed and passed Skills for Direct Practice at Level 4 as a pre-requisite to beginning your First Practice Placement.

Successful completion of First Practice Placement is a pre-requisite for beginning Last Practice Placement at Level 6.

Reading List

Purchase


Essential Reading


Recommended Reading


**Background Reading**


Additional reading for the Placement will be guided by the needs of the specific placement setting and agreed between the academic tutor and the practice teacher / placement supervisor. The student is advised to consult the course module reading lists for literature which will be relevant to their particular placement setting and service user group(s). They will also need to refer to documents, policies and procedures used by the agency where they are placed.

**Faculty:** Health, Education and Life Sciences  
**School/Department:** School of Education and Social Work / Department of Social Work

**Module Title:** Research Design and Methods  
**Programme:** BSc (Hons) Social Work  
**Date of publication of template to students:** September 2017

**Module Code:** SOW5017  
**Level:** 5

**Abbreviated module title**  
**Credit value:** 15

**ECTS Credit value:** 7.5

**Module Leader:** Val Sylvester

**Module start date(s) during the current academic year:** 10th May 2018

**Module finish date(s) during the current academic year:** 1st June 2018
Relationship with Programme Philosophy and Aims

The module enhances your understanding and consideration of interventions within a society that is characterised by significant social challenges. In an increasingly complex and constantly changing social environment it is important that you develop your practice by critically engaging with the best evidence and research available.

The module will provide you with the opportunity to understand the relevance and importance of research and how it can challenge, change, and improve social work practice. It will provide you with opportunities to develop a sense of research mindedness, which involves a critical understanding of the application of research in social work. The module will continue to develop you as an independent learner. This is achieved by selecting and evaluating a topic of your own choice that directly relates to a specific social work issue, and designing a research proposal that identifies the relationship between social research and social challenges.

You will engage in identifying appropriate methods of research, and develop an appreciation of the approaches used to obtain research evidence. In doing so you will begin developing the ability to appropriately address and resolving ethical challenges and to critically evaluate the impact of your research design upon vulnerable people and social work services. Although you will not actually carry out your research the design is required to be practical and achievable, and demonstrate appropriateness to your chosen topic.
Identification of social work related topic

Formulating a research proposal

Development of hypothesis or research question

Research techniques including methodological processes

Planning research

Research gathering

Ethics in social research

Evaluating/analysing data - use of Information Technology to support analysis

**Study mode / delivery method(s):**

University based teaching and learning with supervision provided by personal tutors.

There will be a combination of lectures, small group workshops, online e-learning materials, and self-directed study.

**Intended Learning Outcomes:**

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Learning and Teaching methods</th>
</tr>
</thead>
</table>

1. Identified and evaluated a suitable topic that relates to social work practice, and included aims and objectives that potentially could be the subject of social research.

2. Developed an understanding of core research skills and underpinning values necessary to apply research to social work practice.

3. Written a research proposal whilst demonstrating an understanding and critical analysis of research design, process, paradigms, approaches and methods.

4. Developed an understanding of how research can influence social work practice and critical reflection on your own developing research mindedness.

Breakdown of study time:

<table>
<thead>
<tr>
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<tbody>
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<td>0</td>
</tr>
<tr>
<td>Total Student Effort Hours</td>
<td>150</td>
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</tbody>
</table>

**Assessment and Feedback:**

**Summative assessment:**

3,000 word assignment. You select a topic that relates to social work practice. This is agreed in a tutorial and signed off by your personal tutor. The assignment involves you producing a research design for your proposed research, together with an academic rationale for your design. You present a proposal that could feasibly be implemented, but you do not carry out the research.

The assignment is marked and written feedback is provided to you four weeks from submission.

**Breakdown of summative assessment methods:**

<table>
<thead>
<tr>
<th>Breakdown of summative assessment methods:</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>Written exams:</td>
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<td>Practical exams:</td>
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</tr>
<tr>
<td>Coursework:</td>
<td>100%</td>
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</table>

**Formative assessment:**
- Tutorials
- Small group sessions

**Feedback:**
- Formative - tutorials
- Summative - written feedback within 4 weeks from submission

**Related Modules**
- Methods of Social Work Intervention – how research can relate to a wide range of social work interventions and working with other professions.
- Law, Policy and Safeguarding – how social work research operates within to legal, policy and safeguarding frameworks.
- The module provides a foundation for Evidence Informed Practice in year 3 – the importance of research in applying social work practice that can be effectively evidenced.
- The module provides an understanding that will later be explored in the Last Practice Placement in year 3 – an opportunity to relate research to a placement experience to benefit service users and carers.

**Learning Resources**
- Purchase
<table>
<thead>
<tr>
<th>Essential</th>
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<table>
<thead>
<tr>
<th>Recommended</th>
</tr>
</thead>
</table>


Useful Websites

INSTITUTE FOR RESEARCH AND INNOVATION IN SOCIAL SERVICES (IRSS) – Using evidence toolkit http://toolkit.iris.org.uk/

JOSEPH ROWNTREE FOUNDATION - For examples of relevant research projects in relation to social issues www.jrf.org.uk.


SWAPBOX – Research, research capacity/ethics/methods/mindedness www.swapbox.ac.uk
<table>
<thead>
<tr>
<th>Faculty:</th>
<th>Health, Education and Life Sciences</th>
<th>School/Department:</th>
<th>School of Education and Social Work / Department of Social Work</th>
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<tbody>
<tr>
<td>Module Title:</td>
<td>Evidence Informed Practice</td>
<td>Programme(s) on which the module is delivered:</td>
<td>BSc(Hons) Social Work</td>
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<td>Module Code:</td>
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<td>Level:</td>
<td>6</td>
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<td>EIP</td>
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<td>Credit value:</td>
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<td>ECTS Credit value:</td>
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<tr>
<td>Module Leader:</td>
<td>Val Sylvester</td>
<td></td>
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<tr>
<td>Module start date(s) during the current academic year:</td>
<td>23rd October 2017</td>
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<td>2nd January 2018</td>
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<td>Essay 4000 words 100%</td>
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<td>Date of Module Approval / Review</td>
<td>Version Number</td>
<td>Version Date</td>
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<tr>
<td>For SRS Team Use Only:</td>
<td>Created By:</td>
<td>Date:</td>
<td></td>
</tr>
<tr>
<td>Relationship with Programme Philosophy and Aims</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
The programme philosophy is one which acknowledges that we live in a society that is characterised by significant social challenges, including inequality and injustice. The programme believes in fostering a commitment to human rights and social justice and to developing your ability to work in empowering anti-discriminatory and anti-oppressive ways with vulnerable people from diverse backgrounds.

This module builds upon the teaching and learning throughout the social work programme so far, especially the Research Design and Methods module. It enables you to understand the importance of evidence informed social work in general and have the opportunity to explore evidence informed social work in an area of your choice. This is achieved by you conducting a critical literature review into a social challenge related to social work practice.

The Professional Capability Framework (BASW, PCF) and HCPC’s Standards of Proficiency require social workers to be able to gather information from multiple sources, and evaluate evidence including literature and research which is used to underpin and inform their practice conclusions, decisions, recommendations and interventions.

It is also important that you recognise and understand the role of evidence informed practice to contribute to your future practice. This module will therefore ensure you understand the differences between different types and levels of evidence and how the selection and use of good evidence improves social work practice and outcomes for service users and carers.

This module contributes to the delivery of the philosophy and aims by:

- Exploring the concept of evidence based and evidence informed practice and their importance within the formation of theory, legislation, policy, and methods of social work intervention.

- Examining concepts such as equality, anti-discriminatory and anti-oppressive practice in relation to how research and other forms of evidence are gathered and presented.

- Giving you opportunities to study a topic with significance to social work.

- Developing critical evaluation skills in determining the best evidence informed practice in an area of current social work practice.

- Giving you an opportunity to share your learning and gain feedback by presenting your work to academic staff and peers.
Indicative content

- What is evidence informed practice and its relationship to social work?
- Anti-oppressive perspectives on evidence informed practice
- Choosing a social challenge directly related to social work practice
- Finding different kinds and levels of evidence
- Conducting a critical literature review
- Reviewing publications
- Critical appraisal of research-based (and non-research based) sources of information

Study mode / delivery method(s):

The module will be delivered through a carefully blended combination of face to face lectures, small group work and workshops on campus at the University, supported and enhanced by online e-learning materials located in our virtual learning environment Moodle.

You will have access to tutorial support and participate in directed independent study.

Intended Learning Outcomes:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Learning and Teaching methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate insight and critical understanding in recognising what is good evidence informed practice.</td>
<td>Lead lectures.</td>
</tr>
<tr>
<td>2. Find and critically consider different types and levels of information and evidence.</td>
<td>Hand-outs.</td>
</tr>
<tr>
<td>3. Conduct a critical literature review into a social challenge directly related to social work practice.</td>
<td>Teacher facilitated face to face small group exercises.</td>
</tr>
<tr>
<td></td>
<td>Online learning resources via Moodle.</td>
</tr>
<tr>
<td></td>
<td>Written assignment.</td>
</tr>
<tr>
<td></td>
<td>Individual and group tutorials.</td>
</tr>
<tr>
<td></td>
<td>Presentation</td>
</tr>
<tr>
<td></td>
<td>Formative feedback from academic tutors.</td>
</tr>
<tr>
<td></td>
<td>Summative feedback from academic tutor.</td>
</tr>
</tbody>
</table>
Assessment and Feedback:

<table>
<thead>
<tr>
<th>Breakdown of study time:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduled learning and teaching activities</td>
<td>60</td>
</tr>
<tr>
<td>Guided independent learning</td>
<td>240</td>
</tr>
<tr>
<td>Placement/study abroad</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Student Effort Hours</strong></td>
<td><strong>300</strong></td>
</tr>
</tbody>
</table>

Summative assessment:

4000 word assignment
The assignment will assess Learning Outcomes 1, 2, 3 and 4

Breakdown of summative assessment methods:

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Written exams:</strong></td>
<td>0%</td>
</tr>
<tr>
<td><strong>Practical exams:</strong></td>
<td>0%</td>
</tr>
<tr>
<td><strong>Coursework:</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

Formative assessment:

Your presentation of research based literature focusing on a social issue in small group work followed by formative in-class feedback.

Feedback:

Formative feedback: via a structured tutorial with your personal tutor. There will be opportunities for you to receive feedback on your performance during seminars. Your analysis of research based literature focussing on a social challenge in small group presentation followed by formative in-class feedback.
Summative feedback: e-feedback 4 working weeks after the submission date

Related Modules
Law and Safeguarding 1 (serious case reviews and evidence for best interprofessional and interagency practice)

Research Design and Methods (understanding of different approaches to conducting research including reliability and validity in social research).

Law and Safeguarding 2 (how research informs legislation and policy)

Last Practice Placement (use of evidence to inform direct practice interventions)

Learning Resources

Purchase

Essential


Recommended


Background


Electronic Resource/ e-Book


**Faculty:** Health, Education and Life Sciences  
**School/Department:** School of Education and Social Work / Department of Social Work  

**Module Title:** Law, Policy and Safeguarding 2  
**Programme(s) on which the module is delivered:** BSc (Hons) Social Work  
**Date of publication of template to students:** September 2017  

<table>
<thead>
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<th>Module Code</th>
<th>Level</th>
<th>Abbreviated module name</th>
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<th>ECTS Credit value</th>
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<th>Module start date(s) during the current academic year</th>
<th>Module finish date(s) during the current academic year</th>
<th>Assessment weightings</th>
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<tbody>
<tr>
<td>SOW6029</td>
<td>6</td>
<td>LSP2</td>
<td>15</td>
<td>7.5</td>
<td>Inderjit Patel</td>
<td>25th September 2017</td>
<td>19th October 2017</td>
<td>Exam 100%</td>
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**Date of Module Approval / Review** | **Version Number** | **Version Date**


**For SRS Team Use Only:**

<table>
<thead>
<tr>
<th>Created By</th>
<th>Date</th>
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</table>
Relationship with Programme Philosophy and Aims

In order to prepare students for the complex and constantly evolving nature of modern social work practice this module enables students to develop their legal knowledge and skills. Working with a range of practitioners and service users the module aims to:

- Consolidate and further develop the legal skills and knowledge required by newly qualified practitioners
- Develop a practical and critical awareness of court processes and the roles of social workers in various legal and regulatory contexts
- Develop the skill of presenting evidence to courts and tribunals in an ethical and effective manner
- Develop a critical awareness of the policy and legal frameworks of practice specialisms

Indicative content

Children and families

Adult social care

Mental health and mental capacity

Youth justice

Adult criminal justice

Domestic violence

Immigration and asylum

Welfare rights and housing
Forced marriage

Female Genital Mutilation

Court room skills

a. What is legal evidence, giving evidence in court.
b. Role of social workers as officers of court.
c. Preparing statements.
d. Writing court reports

Study mode / delivery method(s):
University based delivery by means of lectures, small group sessions, discussions complemented by a dedicated Moodle site with a variety of problem-based learning activities. Self-study is encouraged in respect of exam preparation and online or face to face tutorial support is available.

Intended Learning Outcomes:

<table>
<thead>
<tr>
<th>Learning outcomes:</th>
<th>Learning and Teaching methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate an analytical and practical understanding of the structure and processes of the legal system in England and Wales as they influence social work practice</td>
<td>• Lectures</td>
</tr>
<tr>
<td>2. Demonstrate an understanding of the general statutes and regulations which underpin social work practice, along with the specialist social work responsibilities, duties and powers.</td>
<td>• Moodle resources</td>
</tr>
<tr>
<td>3. Demonstrate knowledge, understanding and application of the practical skills necessary for social workers to operate within regulatory and legal frameworks</td>
<td>• Self-directed study</td>
</tr>
<tr>
<td></td>
<td>• Small group work</td>
</tr>
<tr>
<td></td>
<td>• Online or face to face tutorial support</td>
</tr>
</tbody>
</table>
4. Demonstrate an ability to critically appraise law and social policy, particularly in the context of anti-oppressive practice.

Assessment and Feedback:

Summative assessment:

You will be assessed by means of an open book examination. It is a single piece of assessment that will take place once all related teaching and learning has been completed.

Part A The paper will consist of a mixture of case study based multiple choice questions and short answer questions designed to demonstrate knowledge of particular areas of law, policy and practice.

Part B A case study based written assessment comprising of a report and rationale. You can choose one from:

- Adult Safeguarding Report
- Mental Health Tribunal Report
- Application for a Care Order
- Pre-sentence Report for Youth Justice

In both the exam questions and the report/rationale you should be demonstrating an analytical and practical understanding of the structure and processes of the legal system in England and Wales as they influence social work practice (LO1). Both of these assessed elements should also demonstrate an understanding of the general statutes and regulations which underpin social work practice, along with specialist social work responsibilities, duties and powers (LO2). In submitting the report and rationale you are expected to demonstrate knowledge, understanding and application of the practical skills necessary for social workers to operate within regulatory and legal frameworks (LO3) as well as the ability to critically appraise law and social policy, particularly in the context of anti-oppressive practice (LO4).

Breakdown of summative assessment methods:

| Written exams: | 100% |

89
Formative assessment:

There is a range of self-assessment/study tools available through Moodle designed to develop your understanding of your role in court.

You have the opportunity to apply knowledge/learning on law and policy to case studies and to discuss these with a lecturer/tutor. These formative assessments are further developed by participation in group work sessions that relate to the assessment.

You will also have the opportunity to practice a mock exam paper and seek tutorial advice where necessary.

Feedback:

Formative – for the exam based element you are given a past exam paper to complete. Some feedback e.g. multiple choice is available for you to assess your own performance. For the written element formative assessment is built into the teaching timetable by means of practising writing court reports based on case studies. You can also seek feedback on the structured report through e-mail or face to face contact with the module coordinator.

Summative – initially after four weeks through the standard university feedback system with the opportunity for further feedback through email or tutorial contact with either the module leader, personal tutor or marker.

Breakdown of study time:

<table>
<thead>
<tr>
<th>Study Time Category</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Scheduled learning and teaching activities</td>
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<tr>
<td>Total Student Effort Hours</td>
<td>150</td>
</tr>
</tbody>
</table>

Related Modules

The module integrates, builds on and develops knowledge gained in all aspects of the course but especially the level 4 and 5 law modules and practice placements.
Learning Resources

Some advice

Don’t buy both of the big law (Brammer or Brayne and Carr) text books as they cover the same materials. Choose the one that best suits your learning style or your needs.

When buying law and policy books always look for the most recent edition and don’t buy something that is more than 3 years old as it is likely to be out of date.

For policy books choose one that explains the political dimensions as this will enable you to take a critical look at policies. Lectures, Community Care web site, placements, and keeping up to date with current affairs will provide you with the most up to date policy information; books will enable you to put policies into context.

Purchase


Essential


Recommended


Background


Faculty: Health, Education and Life Sciences  
School/Department: School of Education and Social Work / Department of Social Work

Module Title: Last Practice Placement
**Programme(s) on which the module is delivered:** BSc (Hons) Social Work

**Date of publication of template to students:** September 2017

<table>
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<td>Module Leader: Gero Kaur</td>
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**Module start date(s) during the current academic year:** 13th November 2017

**Module finish date(s) during the current academic year:** 9th May 2018

**Assessment weightings:**
- Academic Element – Academic Assignment 100%
- Practice Element – Practice Educator Final Report (Pass/Fail)

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<th>Date of Module Approval / Review</th>
<th>Version Number</th>
<th>Version Date</th>
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**For SRS Team Use Only:**

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<th>Date:</th>
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**Relationship with Programme Philosophy and Aims**

The programme philosophy is one which acknowledges that we live in a society that is characterised by significant social problems, including inequality and injustice. The programme believes in fostering a commitment to human rights and social justice and to developing students’ ability to work in empowering anti-discriminatory and anti-oppressive ways with vulnerable people from diverse backgrounds.
The Programme Aims include ensuring you:

- Understand and adhere to the ethics and values of social work.
- Have a deep understanding of anti-discriminatory and anti-oppressive practice.
- Can work in an empowering manner with a diverse range of service user groups and their carers’.

This module contributes to the delivery of the philosophy and aims by:

- Providing practice learning experience within the requirements of the Professional Capabilities Framework at End of Last Placement/Qualifying Social Worker Level.
- Enabling you to practise social work with service users, carers and other professionals.
- Providing supervised practice.
- Providing experience of working in a professional organisation.
- Enhancing your ability to critically analyse the key theoretical disciplines of social work practice.
- Enabling you to synthesise the theoretical knowledge that underpins social work practice.
- Facilitating your ability to integrate the professional and academic standards as a reflective practitioner.
- Enabling you to critically reflect on the values and HCPC standards of conduct performance and ethics that underpin social work.
- Providing practice learning to produce social work practitioners who are adaptable, lifelong learners, capable of independent practice.

Indicative content

- Assessment, risk assessment, safeguarding & managing risk
- Working in organisations and teams.
- Working in partnership with service users, carers and other professionals
- Promoting equality and social justice whilst valuing identity, culture and diversity
- Apply and critically analyse Social Work values and ethics & anti-discriminatory and anti-oppressive practice
- Apply & critically analyse law and policy
- Evidence informed practice
- Apply & critically analyse social work theories and research
- Care planning and review, decision making and accountability
- Report writing and advocacy
- Evaluate effectiveness and service outcomes
- Critical reflection, and continuing professional development of self and others
- Leadership
Study mode / delivery method(s):

You will draw on all previous academic module teaching and practice learning opportunities. Following a full explanation of the practice portfolio rationale and requirements of the university, you will engage in direct practice learning with service users, carers and other professionals in an agency setting where work will be allocated and supervision provided by a qualified social worker.

Intended Learning Outcomes:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Learning and Teaching methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide evidence of capability across all 9 domains of TCSW PCF at End of last placement/Qualifying Social Worker Level.</td>
<td>• Shadowing</td>
</tr>
<tr>
<td></td>
<td>• Joint work</td>
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<tr>
<td></td>
<td>• Independent work</td>
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<tr>
<td></td>
<td>• Direct practice with a diverse range of service users, carers and other professionals</td>
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<tr>
<td></td>
<td>• Supervision</td>
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<td></td>
<td>• Directed reading</td>
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<td></td>
<td>• Constructive Feedback</td>
</tr>
<tr>
<td></td>
<td>• Reflective Portfolio</td>
</tr>
<tr>
<td></td>
<td>• Case Discussion</td>
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<tr>
<td></td>
<td>• Observation</td>
</tr>
<tr>
<td></td>
<td>• Service Provision</td>
</tr>
<tr>
<td></td>
<td>• Face to face Lectures</td>
</tr>
<tr>
<td></td>
<td>• Moodle</td>
</tr>
<tr>
<td></td>
<td>• Small Group Work</td>
</tr>
<tr>
<td>2. Understand and adhere to the HCPC Standards of Conduct, Performance and Ethics.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Shadowing</td>
</tr>
<tr>
<td></td>
<td>• Joint work</td>
</tr>
<tr>
<td></td>
<td>• Independent work</td>
</tr>
<tr>
<td></td>
<td>• Direct practice with a diverse range of service users, carers and other professionals</td>
</tr>
<tr>
<td></td>
<td>• Supervision</td>
</tr>
<tr>
<td></td>
<td>• Directed reading</td>
</tr>
<tr>
<td></td>
<td>• Constructive Feedback</td>
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<tr>
<td></td>
<td>• Reflective Portfolio</td>
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<td>• Observation</td>
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<td></td>
<td>• Service Provision</td>
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<tr>
<td></td>
<td>• Face to face Lectures</td>
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<tr>
<td></td>
<td>• Moodle</td>
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<tr>
<td></td>
<td>• Small Group Work</td>
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</tbody>
</table>

Breakdown of study time:

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<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Scheduled learning and teaching activities</td>
<td>40</td>
</tr>
<tr>
<td>Guided independent learning</td>
<td>12</td>
</tr>
<tr>
<td>Placement/study abroad</td>
<td>700</td>
</tr>
<tr>
<td>Total Student Effort Hours</td>
<td>752</td>
</tr>
</tbody>
</table>

Assessment and Feedback:
Summative assessment:

1. **Practice Portfolio:** Assessment of your practice competencies by a Practice Educator to determine if you have met the requirements of TCSW (BASW) Professional Capabilities Framework at End of Last Placement/Qualifying Social Worker Level. This will clearly indicate pass or fail and assess learning outcomes 1, 2 and 3.

2. **Academic Assignment:** Assessment by a University Academic Tutor your 4000 word Academic Assignment. This will be undertaken at level 6, marked out of 100% and assess learning outcomes 2, 3 & 4.

<table>
<thead>
<tr>
<th>Breakdown of summative assessment methods:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written exams:</td>
</tr>
<tr>
<td>Practical exams:</td>
</tr>
<tr>
<td>Coursework:</td>
</tr>
<tr>
<td>0%</td>
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<tr>
<td>0%</td>
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<tr>
<td>100%</td>
</tr>
</tbody>
</table>

Formative assessment:

- Observation reports on direct practice
- Feedback from service users, carers and other professionals
- Constructive feedback on direct practice in supervision
- Constructive feedback on drafts of academic portfolio items at interim review
- Employability viva voce

Feedback:

**Formative**

Feedback will be available through:

1. Supervision
2. An interim (mid-point) review

3. Written feedback following Employability viva voce

**Summative**

1. Assessment of your practice competencies by a Practice Educator to determine if you have met the requirements of TCSW Professional Capabilities Framework at End of Last Placement/Qualifying Social Worker Level.

This will clearly indicate pass or fail and assess learning outcomes 1, 2 and 3.

2. Assessment by a University Academic Tutor of your 4000 word Academic assignment.

This will be undertaken at level 6, marked out of 100% and assess learning outcomes 2, 3 & 4.

**Related Modules**

This module can be undertaken provided all previous practice learning requirements in years 1 and/or 2 of the social work degree have been successfully completed and passed

Skills and Readiness for Direct Practice

Law, Policy and Safeguarding 1 and 2

First Practice Placement

Research Design and Methods

Evidence Informed Practice

Critical Reflective Practice

**Learning Resources**

**Purchase**


Basingstoke: Palgrave Macmillan

**Essential**


**Recommended**


**Background**


**Faculty:** Health, Education and Life Sciences  
**School/Department:** School of Education and Social Work / Department of Social Work

**Module Title:** Critical Reflective Practice

**Programme(s) on which the module is delivered:** BSc (Hons) Social Work

**Date of publication of template to students:** September 2017
Relationship with Programme Philosophy and Aims

The programme philosophy and aims demonstrate the importance of an inter professional approach to service user care. These aims are:

We clearly understand that the current practice environment is complex, constantly changing, and presents a range of ethical dilemmas and challenges. Therefore, our aim is to produce social work practitioners who are skilled, evidence-informed, resilient and empowering and who have the knowledge, values, ethics and leadership qualities to work effectively alongside service users, carers and other professionals in order to achieve excellent outcomes. Effective social work
practice is not delivered through knowledge alone; it requires significant skills, the ability to know, to critically evaluate and to do.

Remaining open to innovation and change, we recognise the student as an engaged individual throughout their academic journey. Working within the principles of adult learning there is an expectation that you will demonstrate personal and professional accountability, whilst being respected for what you bring and contribute from your own life and work experiences. Employing a wide range of teaching and learning methodologies, aligned with modern assessment strategies, we aim to provide a reflective, student centred approach to learning that will facilitate the development of adaptable, lifelong learners, capable of independent practice.

This commitment to partnership working, student support and the long term employability of our graduates leads to the overarching programme aims and learning outcomes detailed below.

**Indicative content**

- Critical reflection of social work theories, methods and practice within the context of multiculturalism, inequality, discrimination, oppression and criminal justice issues.

- To engage in critical reflection taking account of research findings, serious case reviews, legislation and the media in the context of service delivery, issues of power, discrimination, values and empowerment.

- Appraise the different theoretical explanations and professional dilemmas associated with working in a safeguarding manner with vulnerable adults, children and families including child abuse, youth offending, and special educational needs.

- Demonstrate critical reflective practice in evaluating the social work role within an inter-professional team, and have an understanding of international perspectives.

**Study mode / delivery method(s):**

This final module of the BSc (Hons) Social Work Degree will be delivered in Semester 3. You will be taught in a variety of methods such as lectures, small group sessions, as well as self-directed learning on the module Moodle site.
### Intended Learning Outcomes:

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Learning and Teaching Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Critically demonstrate appropriate knowledge skills and attitudes in relation to working with vulnerable people in complex situations.</td>
<td>- Small group sessions to facilitate critical reflective practice</td>
</tr>
<tr>
<td></td>
<td>- Small group tutorials</td>
</tr>
<tr>
<td></td>
<td>- Independent learning activities through self-guided study to enhance research skills required to compliment the assessment strategy.</td>
</tr>
<tr>
<td></td>
<td>- Use of critical appraisal tools e.g. case scenarios</td>
</tr>
<tr>
<td></td>
<td>- Use of primary and secondary research</td>
</tr>
<tr>
<td>2. Critically evaluate and discuss the significance of working in partnership in a manner which reflects cultural diversity, anti-discriminatory and anti-oppressive practice.</td>
<td></td>
</tr>
<tr>
<td>3. Critically show reflective insight as it relates to different theoretical explanations associated with working with a complex range of vulnerable service users.</td>
<td></td>
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<tr>
<td>4. Reflect on the concept of power inequality and injustice and have strategies to improve and empower service users.</td>
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</tbody>
</table>

### Breakdown of study time:

<table>
<thead>
<tr>
<th>Scheduled learning and teaching activities</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided independent learning</td>
<td>120</td>
</tr>
<tr>
<td>Placement/study abroad</td>
<td>0</td>
</tr>
<tr>
<td>Total Student Effort Hours</td>
<td>150</td>
</tr>
</tbody>
</table>

### Assessment and Feedback:

#### Summative assessment:

The assessment strategy consists of one element:

A 10 minute oral Poster presentation on a theme relating to Social Work Practice (100%)
Breakdown of summative assessment methods:

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written exams</td>
<td>0%</td>
</tr>
<tr>
<td>Practical exams</td>
<td>0%</td>
</tr>
<tr>
<td>Coursework</td>
<td>100%</td>
</tr>
</tbody>
</table>

Formative assessment:

You will be supported by receiving formative feedback on your Poster Presentation Plan.

Feedback:

Written feedback will be given within 4 weeks of submission date.

Related Modules

All Modules taught on the course, especially Anti Discriminatory Practice; Methods of Social Work Intervention; Research Design and methods; Evidence Informed Practice; First Practice Placement and Last Practice Placement.

Learning Resources

Purchase


<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Publisher</th>
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</thead>
</table>

**Essential**

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Publisher</th>
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</thead>
</table>


Recommended


Journals

Community Care
British Journal of Social Work
British Journal of Sociology
British Journal of Sociology of Education—especially the following articles.
Angus et al ICT and educational (dis)advantage: families, computers and contemporary social and educational inequalities.