

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.

Awarding Institution / Body:	Birmingham City University
Teaching Institution:	Birmingham City University
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:

Department of Health (2002) Requirements for Social Work Training.
QAA (2008) Subject Benchmark Statement for Social Work.
HCPC (2012) Standards of Proficiency for Social Workers in England.
HCPC (2016) Standards of Conduct Performance and Ethics.

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 Outcomes¹

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

Faculty: Health, Education and Life Sciences	School/Department: School of Education and Social Work / Department of Social Work
Module Title: Introduction to Social Work	
Programme(s) on which the module is delivered: BSc (Hons) Social Work	
Date of publication of template to students: September 2017	

Module Code: SOW4018	Level: 4
Abbreviated module title	ISW
Credit value: 15	
ECTS Credit value: 7.5	
Module Leader: Sally Andrews	
Module start date(s) during the current academic year: 25 th September 2017	
Module finish date(s) during the current academic year: 20 th October 2017	
Assessment weightings: Written Assignment 100%	

<u>Date of Module Approval / Review</u>	<u>Version Number</u>	<u>Version Date</u>

For SRS Team Use Only:	
Created By:	Date:

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.

Intended Learning Outcomes:

Learning outcomes	Learning and Teaching methods

<p>This module is designed to introduce you to the rigours of the Social Work profession within the UK health and social care system.</p> <p>You will be introduced to basic principles associated with key social work legislations, social policies and, social work values.</p>	
<p>1. You will learn how to identify and demonstrate a basic understanding of the professionalism aspect of Social Work.</p>	<ul style="list-style-type: none"> 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
<p>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.</p>	
<p>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.</p>	
<p>4. You will be able to demonstrate effective and coherent writing skills including good structure and organisation.</p>	

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:

<p>Summative Assessment:</p> <p>2500 Written word assignment</p> <p>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.</p>
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*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.

Breakdown of summative assessment methods:

Written exams:	0%
Practical exams:	0%
Coursework:	100%

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

LISHMAN, J. L., YUILL, C. BRANNAN, J., GIBSON, A. (2014), *Social Work an Introduction*, London: Sage:

PAYNE, M. (2014), *Modern Social Work Theory*. 4th Edn: Basingstoke: Palgrave Macmillan

Essential

BANKS, S. (2012) *Ethics & Values in Social Work*. 4th Edn. Basingstoke: Palgrave Macmillan

DOMINELLI, L. (2002) *Anti-Oppressive Social Work Theory & Practice*. Basingstoke: Palgrave Macmillan

HEALTH AND CARE PROFESSIONS Council (2012) *Standards of Proficiency: Social Workers in England*. Exeter: Health Care Professions Council

TREVITHICK, P. (2012) *Social Work Skills a practice handbook* (3rd edn). Berkshire, Open University Press

Available as an eBook

WILSON, K., RUCH, G., LYMBERY M. & COOPER, A. (2011) *Social Work: An Introduction to Contemporary Practice*. 2nd Edn. Harlow UK: Pearson.

Available as an eBook

WARREN, J. (2007) *Service User and Carer Participation in Social Work*, Exeter: Learning Matters. Available as an eBook

Recommended

ADAMS, R. (2008) *Empowerment, Participation and Social Work* (4th edn). Basingstoke, Palgrave Macmillan.

BECKETT, C. (2006) *Essential Theory for Social Work Practice*. London: Sage

DAVIES M. (2008) *The Blackwell Companion to Social Work*. 3rd Edition. Oxford: Blackwell Publishing.

GIBBS, G. (1988) *Learning by Doing: A Guide to Teaching and Learning Methods*. Oxford Centre for Staff and Learning Development. Available as an eBook

GIBBS, A. & YUILL, C. (2011) *Sociology for Social Work: An Introduction*. London: Sage

HORNER, N. (2009) *What is Social Work?* (3rd Edn). Exeter: Learning Matters.

O'CONNOR, I. et al (Eds) (2006) *Social Work and Social Care Practice*. London, Sage Publications. Available as an eBook

OKO, J. (2010) *Understanding & Using Theory in Social Work*. Exeter: learning Matters

PARROTT, L. (2010) *Values & Ethics in Social Work practice*. (2nd Edn). Exeter: Learning Matters

PAYNE, M. (2007) *What is Professional Social Work?* 2nd Edn. Birmingham: Venture Press.

RUCH, G., TURNEY, D. and WARD, A. (Eds) (2010) *Relationship-Based Social Work: Getting to the Heart of Practice*. London: Jessica Kingsley Publishers.

WATSON, D. and WEST, J. (2006) *Social Work Processes and Practice: Approaches Knowledge and Skills*. Basingstoke: Palgrave Macmillan. Available as an eBook

WALKER, H. (2011) *Studying for your social work degree*. 2nd Edition. Exeter: Learning Matters.

Recommended Web Sites

Department of Education: www.education.gov.uk

Department of Health: www.dh.gov.uk .

Skills for Care: www.skillsforcare.org

Social Care Institute for Excellence: www.scie.org.uk

Health Care Professionals Council www.hpc-uk.org/

Equality and Human Rights Commission: www.equalityhumanrights.com

British Association of Social Workers: www.basw.co.uk

Legislation & Acts of Parliament Online: www.legislation.hms.gov.uk/acts/

Faculty: Health, Education and Life Sciences	School/Department: School of Education and Social Work / Department of Social Work
Module Title: Anti-Discriminatory Practice	
Programme(s) on which the module is delivered: BSc (Hons) Social Work Degree	
Date of publication of template to students: September 2017	

Module Code: SOW4019	Level: 4
Abbreviated module title	ADP
Credit value: 30	
ECTS Credit value: 15	
Module Leader: Albert Moylan	
Module start date(s) during the current academic year: 23rd October 2017	
Module finish date(s) during the current academic year: 24 th November 2017	
Assessment weightings: Group Presentation 20%	
Written Assignment 80%	

<u>Date of Module Approval / Review</u>	<u>Version Number</u>	<u>Version Date</u>
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For SRS Team Use Only:	
Created By:	Date:

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-heterosexist 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:

Learning outcomes:	Learning and Teaching methods
1. Communicate knowledge, understanding and analysis of the main forms of discrimination and oppression in society at personal, cultural and structural levels.	<ul style="list-style-type: none"> • Face to face classroom lectures. • Handouts. • Teacher facilitated face to face small group exercises. • Self-directed Group Work. • Online learning resources via Moodle. • Online whole class Moodle forum. • Case studies. • Reflective exercises. • Role play. • Directed independent reading. • Debate. • Video and DVD. • Quiz. • Written Essay. • Formative feedback from Academic Tutors. • Formative feedback from peers. • Summative feedback from Academic Tutor.
2. Demonstrate the potential to promote equality through identifying and applying anti-discriminatory and anti-oppressive thinking and approaches.	
3. Drawing on a published knowledge base, describe and explain identity, and discuss the potential impact of one's identity on social work practice.	
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.	

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:

Written exams:	0%
Practical exams:	20%
Coursework:	80%

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

THOMPSON, N. (2012) *Anti-Discriminatory Practice*, 5th Edn, Equality, Diversity and Social Justice. Basingstoke: Palgrave Macmillan.

THOMPSON, N (2011) *Promoting Equality*, 3rd edn, Working with Diversity and Difference. Basingstoke: Palgrave Macmillan

Essential

ADAMS, R. (2008) *Empowerment, Participation and Social Work*, 4th ed, Basingstoke: Palgrave Macmillan.

ADAMS, R., DOMINELLI, L. and PAYNE, M. (eds) (2009) *Social Work: Themes, Issues and Critical Debates*, (3rd edn) Basingstoke: Palgrave: (Chapter 5)

ADAMS, R., DOMINELLI, L. and PAYNE, M (eds) (2002) *Social Work: Themes, Issues and Critical Debates*, (2nd edn) Basingstoke: Palgrave: (Chapters 1, 18, 19, 20 and 21)

BHATTI-SINCLAIR, K. (2011) *Anti-Racist Practice in Social Work*. Basingstoke: Palgrave Macmillan

BYWATER, J and JONES, R. (2007) *Sexuality and Social Work*. Exeter. Learning Matters

DOMINELLI, L. (2002) *Anti-Oppressive Social Work Theory and Practice*. Basingstoke: Palgrave

EHRC (2013) *Race Disproportionality in Stops and Searches 2011.12. Briefing Paper No. 7*, Karen Hurrell, Equality and Human Rights Commission.

Every disabled child matters <http://www.edcm.org.uk>.

GAINE, C. (2010) *Equality and Diversity in Social Work Practice*. Exeter: Learning Matters

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

GRAY, M and WEBB, S. A. (2009) *Social Work Theories and Methods*. London: Sage. (Chapter 6)

HCPC (2012) *Standards of Conduct, Performance and Ethics: your duties as a registrant*. London: HCPC

OLIVER, M. and BARNES, C. (2012) *The New Politics of Disablement*. 2nd ed. Basingstoke: Palgrave/Macmillan.

PAYNE, M. (2005) *Modern Social Work Theory*. 3rd edition. Basingstoke: Palgrave/Macmillan. (Chapters 11, 12, 13, 14)

PAYNE, M. (2013) *Modern Social Work Theory*. 4th edn: Basingstoke: Palgrave Macmillan

Recommended

BRAHM, N. (2008) *Dilemmas of difference, inclusion and disability: International perspectives and future direction*. London: Routledge.

BROACH, S., CLEMENTS, L. and READ, J. (2010) *Disabled children: A legal handbook*. London: Legal Action Group.

BREUILLY, E., O'BRIEN, J. and PALMER, M. (1997) *Religions of the World: The Illustrated Guide to Origins, Beliefs, Traditions & Festivals*. Transedition Limited and Fernleigh Books.

COLLEDGE, R. (1999) *Mastering World Religions*. Basingstoke: Palgrave Macmillan

CONSTANTINE-SIMMS, D. (ed) (2000) *The Greatest Taboo: Homosexuality in Black Communities*, Los Angeles: Alyson Books.

CRAWFORD, K. and WALKER, J. (2003) *Social Work and Human Development*. Exeter: Learning Matters

DOMINELLI, L. (2003) *Feminist Social Work Theory and Practice*, Basingstoke: Palgrave.

FANIN, A. et al (2008) *Social Work Practice with Older Lesbians and Gay Men*. Learning Matters.

HOUSE OF COMMONS (2009) *The Macpherson Report - Ten Years On*. House of Commons – Home Affairs Committee, 14th July 2009 (The Stationery Office).

KIRTON, G and GREENE, A. (2005) *The Dynamics of Managing Diversity: A Critical Approach*. 2nd edn, Oxford, Elsevier Butterworth-Heinemann

MACPHERSON, W (1999) *The Stephen Lawrence Inquiry Report*. London: Stationary Office.

MULLALY, R. P. (2003) *Structural Social Work: Ideology, Theory and Practice*. 2nd edn, Ontario: Oxford University Press.

NZIRA, V. and WILLIAMS, P. (2009) *Anti-Oppressive Practice in Health and Social Care*. London: Sage

OLIVER, M. (1990) *The Politics of Disablement*. Basingstoke: Macmillan

OLIVER, M., SAPEY, B. and THOMAS, P. (2012) *Social Work with Disabled People*, 4th edn. Basingstoke: Palgrave Macmillan

RATTANSI, A. (2007) *Racism: A Very Short Introduction*. Oxford: Oxford University Press.

ROBINSON, L. (2007) *Cross-cultural Child Development for Social Workers. An Introduction*. Basingstoke: Palgrave

SWAIN, J. and FRENCH, S. (2008) *Disability on Equal Terms*. London: SAGE Publications

TEW, J. (2006) Understanding Power and Powerlessness: Towards a Framework for Emancipatory Practice in Social Work. *Journal of Social Work* 6:1 pp.33-51

WOODWARD, K. (1997) *Identity and Difference*. The Open University & Sage

Background

CUDD, A. (2006) *Analyzing Oppression*. Oxford: Oxford University Press

DAVIES, D. and NEAL, C. (Eds) (2000) *Issues in Therapy with Lesbian, Gay, Bisexual and Transgender Clients*. Buckingham: OUP.

HURST, C. E. (2004) *Social Inequality: Forms, Causes and Consequences*. 5th edn. London: Pearson Education

KELLY, E. and BOKHARI, F. (2011) *Safeguarding children from abroad: Refugee, asylum-seeking and trafficked children in the UK*. London: Jessica Kingsley Publishers.

MEER, N. (2010) *Citizenship, Identity and the Politics of Multiculturalism: The Rise of Muslim Consciousness*. Basingstoke: Palgrave Macmillan

PICKERING, M. (2001) *Stereotyping*. Basingstoke: Palgrave Macmillan

ROGALY, B. and TAYLOR, B. (2009) *Moving Histories of Class and Community: Identity, Place and Belonging in Contemporary England*. Basingstoke: Palgrave Macmillan

VICKERS, T. (2012) *Refugees, capitalism and the British state: Implications for social workers, volunteers and activists*. Surrey: Ashgate.

YOUNG, I. M. (1990) *Justice and the Politics of Difference*. Princeton New Jersey: Princeton University Press

Other Resources

Centre for Disability Studies - www.leeds.ac.uk/disability-studies/links.htm.

Equality and Human Rights Commission – www.equalityhumanrights.com

Institute of Race Relations - www.irr.org.uk.

Refugee Council www.refugeecouncil.org.uk.

Stonewall - Gay rights www.stonewall.org.uk.

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
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Abbreviated module title:	LSP
Credit value: 15	
ECTS Credit value: 7.5	
Module Leader: Robert Wu	
Module start date(s) during the current academic year: 27 th November 2017	
Module finish date(s) during the current academic year: 15 th December 2017	
Assessment weightings: Open Book Exam 100%	

<u>Date of Module Approval / Review</u>	<u>Version Number</u>	<u>Version Date</u>

For SRS Team Use Only:	
Created By:	Date:

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

- a. Development of legal rules for counteracting discrimination; Equality Act 2010.
- b. Human Rights Act 1998 and the European Convention on Human Rights.
- c. United Nations Conventions (e.g. relating to children, disabled people, women).

Decision making, accountability and administrative law

- a. Care Standards Act 2000 and subsequent regulations/amendments.
- 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:	
Learning outcomes	Learning and Teaching methods
1. Demonstrate knowledge and understanding of the structure and processes of the legal system in England and Wales as they influence social work practice.	Lectures Groupwork activities <ul style="list-style-type: none"> • Presentations • Discussions • Application to case studies • Research • Exercises Online activities/self study activities <ul style="list-style-type: none"> • Interrogation of legal databases • Multiple choice quiz • Discussion forum • Mock exam
2. Demonstrate an understanding of the general statutes and regulations which underpin social work practice.	
3. Demonstrate knowledge, understanding and basic application of the practical skills necessary for social workers to operate within regulatory and legal frameworks.	
4. Demonstrate an ability to appraise law and social policy, particularly in the context of anti-oppressive practice.	

Breakdown of study time:	
Scheduled learning and teaching activities	30
Guided independent learning	120
Placement/study abroad	0
Total Student Effort Hours	150

Assessment and Feedback

<p>Summative assessment:</p> <p>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.</p>
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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).

Breakdown of summative assessment methods: Open book exam

Written exams:	100%
Practical exams:	0%
Coursework:	0%

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

BRAMMER, A. (2010) *Social Work Law*. 3rd ed. Harlow. Longman (newer edition due out soon).

BRAYNE, H. and CARR, H. (2012) *Law for Social Workers*. 12th edition Oxford. OUP.

JOHNS, R. (2014) *Using the Law in Social Work*. 6th edition. Sage/Learning Matters.

Essential

CUNNINGHAM, S.; CUNNINGHAM, J. (2012) *Social policy and social work: an introduction*. London. Learning Matters.

PRESTON-SHOOT, M. (2014) *Making Good Decisions: Law for Social Work Practice*. Basingstoke. Palgrave Macmillan.

Recommended

BALDOCK, J. (2012) *Social Policy*. 4th ed. Oxford. Oxford University Press.

BROWN, R. (2009) *The Mental Capacity Act 2005: a guide for practice*. 2nd ed. Exeter: Learning Matters.

BROWN, R.; BARBER, P.; MARTIN, D. (2008) *Mental health law in England and Wales: a guide for approved mental health professionals*. Exeter. Learning Matters.

ISAACS, E.; SHEPHERD, C. (2012) *Social work decision-making: a guide for childcare lawyers*. Bristol. Family Law.

JOHNS, R. (2011) *Social work, social policy and older people*. Exeter. Learning Matters.

KIRTON, D. (2009) *Child social work policy & practice*. London. Sage.

LAIRD, S (2010) *Practical social work law: analysing court cases and inquiries*. Harlow. Longman.

McDONALD, A.; TAYLOR, M. (2006) *Older people and the law*. Bristol. Policy Press.

ROCHE, J.; STRINGER, D.; LONG, L. (2010) *The law and social work: contemporary issues for practice*. Basingstoke. Palgrave.

ROULSTONE, A.; PRIDEAUX, S. (2012) *Understanding disability policy*. Bristol. Policy Press.

SEYMOUR, C. (2011) *Courtroom and report writing skills for social workers*. 2nd ed. Exeter. Learning Matters.

SIMPSON, G. (2011) *Social policy for social welfare professionals: tools for understanding, analysis and engagement*. Bristol. Policy Press.

SPICKER, P. (2008) *Social policy: themes and approaches*. Bristol. Policy Press.

WHITE, R.; BROWN, K. (2009) *Law and the social work practitioner: a manual for practice*. Exeter. Learning Matters.

Background

ADAMS, R. (2012) *Working with children and families: knowledge and contexts for practice*. Basingstoke. Palgrave.

CRAIG, G. (2012) *Understanding 'race' and ethnicity: theory, history, policy, practice*. Bristol. Policy Press.

GLASBY, J. (2012) *Understanding health and social care*. 2nd ed. Bristol. Policy.

LAVALETTE, M. (2011) *Radical social work today: social work at the crossroads*. Bristol. Policy Press.

OKITIKPI, T. (2011) *Social control and the use of power in social work with children and families*. Lyme Regis. Russell House.

OWEN, F; GRIFFITHS, D.(2009) *Challenges to the human rights of people with intellectual disabilities*. London. Jessica Kingsley.

RICHARDS, M.; CAMBRIDGE SOCIO-LEGAL GROUP; EBTEHAJ, F.; LINDLEY, B. (2006) *Kinship matters*. Oxford. Hart

SOCIAL POLICY ASSOCIATION (GREAT BRITAIN); BRYMAN, A.; FERGUSON, H.; BECKER, S.; SWIFT, R. (2012) *Understanding research for social policy and social work: themes, methods and approaches*. Bristol. Policy Press

WEBBER, M. (2011) *Evidence-based policy and practice in mental health social work*. Exeter. Learning Matters.

Faculty: Health, Education and Life Sciences	School/Department: School of Education and Social Work / Department of Social Work
Module Title: Human Growth and Development	
Programme on which the module is delivered: BSc (Hons) Social Work	
Date of publication of template to students: September 2017	

Module Code: SOW4021	Level: 4
Abbreviated module title	HGD
Credit value: 15	
ECTS Credit value: 7.5	
Module Leader: Caroline Lee	
Module start date(s) during the current academic year: 2nd January 2018	
Module finish date(s) during the current academic year: 24 th January 2018	
Assessment weightings: Written Assignment 100%	

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

Created By:

Date:

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

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?

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:

Learning outcomes	Learning and Teaching methods
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1. To summarise and demonstrate understanding of a range of theories of human development, including their social construction.	<ul style="list-style-type: none"> • Keynote lectures. • Seminars and workshops. • Self-guided study. • Observation. • Case study analysis. • Online forum debate through Moodle. • Practical debate.
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.	

Breakdown of study time:	
Scheduled learning and teaching activities	30
Guided independent learning	120
Placement/study abroad	0
Total Student Effort Hours	150

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:

Written exams:	0%
Practical exams:	0%
Coursework:	100%

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**

BECKETT, C. and TAYLOR, H. (2010) *Human Growth and Development (2nd edition)*. London, Sage.

Essential Reading

BRODIE, S. and SWAN, C. (2014) 'Human Growth and Development', in LISHMAN, J., YUILL, C., BRANNAN, J. and GIBSON, A., *Social Work, and Introduction*. London, Sage.

NICOLSON, P. (2014) *A Critical Approach to Human Growth and Development*. Basingstoke, Palgrave Macmillan.

PARRISH, M. (2010) *Social Work Perspectives on Human Behaviour*. Maidenhead, Open University Press.

SUDBERY, J. (2010) *Human Growth and Development. An Introduction for Social Workers*. Abingdon, Routledge.

Recommended

CATTAN, M. and TILFORD, S. (2006) *Mental Health Promotion: A Lifespan Approach*. Maidenhead, Open University Press.

DANIEL, B., WASSELL, S. and GILLIGAN, R. (2010) *Child Development for Child Care and Protection Workers*. (2nd ed) London Jessica Kingsley.

GREEN, L. (2010) *Understanding the Life Course*. Bristol, Polity Press.

HELLER, T. and HARRIS, S. (2012) *Disability Through the Life Course, The Sage Reference Series on Disability: Key Issues and Future Directions*. London, Sage.

HOWE, D. (2011) *Attachment Across the Lifecourse: A Brief Introduction*. Basingstoke, Palgrave Macmillan.

HUNT, S. (2005) *The Life Course: A Sociological Introduction*. Basingstoke, Palgrave Macmillan.

KEENAN, T. and EVANS, S. (2009) *An Introduction to Child Development. (2nd edition)*. London, Sage.

LINDON, J. (2010) *Understanding Child Development: Linking Theory and Practice*. London, Hodder Arnold.

NEWMAN, B. and NEWMAN, P. (2007) *Theories of Human Development*. Oxford, Routledge.

ROBINSON, L. (2007) *Cross-Cultural Child Development for Social Workers*. Basingstoke, Palgrave.

ROBINSON, L. (2008) *Psychology for Social Workers: Black Perspectives on Human Development and Behaviour (2nd edition)*. Abingdon, Routledge

TEW, J. (2011) *Social Approaches to Mental Distress*. Basingstoke, Palgrave Macmillan.

Background

FAWCETT, B., WEBER, Z. and WILSON, S. (2011) *International Perspectives on Mental Health: Critical Issues across the Life Span*. Basingstoke, Palgrave Macmillan.

HOCKEY, J. (2003) *Social Identities Across the Life Course*. Basingstoke, Palgrave Macmillan.

HOWARTH, J. (ed) (2010) *The Child's World: The Comprehensive Guide to Assessing Children in Need (2nd edition)*. London, Jessica Kingsley.

RIDLEY, M. (2004) *Nature via Nurture: Genes, Experience and What Makes us Human*. London, Harper Perennial.

SHERIDAN, M.D. (2007) *From Birth to Five Years: Children's Developmental Progress*. Abingdon, Routledge.

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:

BBC Child of our Time: <http://www.bbc.co.uk/programmes/b0072bk8>

NHS Choices, Birth to Five Development Timeline:
<http://www.nhs.uk/Tools/Pages/birthtofive.aspx#close>

Online forum will be developed through Moodle.

Faculty: Health, Education and Life Sciences	School/Department: School of Education and Social Work / Department of Social Work
Module Title: Skills and Readiness for Direct Practice	
Programme(s) on which the module is delivered: BSc (Hons) Social Work	
Date of publication of template to students: September 2017	

Module Code: SOW4022	Level: 4
Abbreviated module title	
Credit value: 45	
ECTS Credit value: 22.5	
Module Leader: Jackie Greenwood	
Module start date(s) during the current academic year: 25 th January 2018	
Module finish date(s) during the current academic year: 15 th May 2018	
Assessment weightings: 100%	

<u>Date of Module Approval / Review</u>	<u>Version Number</u>	<u>Version Date</u>

For SRS Team Use Only:	
Created By:	Date:

<p>Relationship with Programme Philosophy and Aims</p> <p>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.</p> <p>The aims of the programme are to:</p> <ul style="list-style-type: none">• 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.
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- 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.

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.

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.

Understanding of the requirements of the Social Work profession and its role within a wider multi agency context.

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.

Consideration of how research informs social work practice via Serious Case Reviews, enquiries and literature.

Insight into the role of an advocate, creating independence as opposed to dependency.

Consideration of managing risk to self and to others aligned with the duties and accountabilities of the social work practitioner.

Issues inherent within the social work remit for example assessment, interviewing, decision making, report writing, supervision and confidentiality.

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:

Learning outcomes	Learning and Teaching methods
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.	<ul style="list-style-type: none"> • 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:

Scheduled learning and teaching activities	139
Guided independent learning	290
Placement/study abroad	21
Total Student Effort Hours	450

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.

Breakdown of summative assessment methods:

Practical Exam	100%
Oral exam:	Pass/Fail
Shadowing	Pass/Fail

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

Introduction to Social Work, Anti Discriminatory Practice, Human Growth and Development, Law and Social Policy.

Learning Resources

Purchase

TREVITHICK, P. (2012) *Social Work Skills: A Practice Handbook* (3rd edn) Berkshire: Open University Press **e-book available**

Essential

GIBBS, G. (1988) *Learning by Doing: A Guide to Teaching and Learning Methods*. Oxford: Oxford Polytechnic

HARMS, L. (2007) *Working with People: Communication Skills for Reflective Practice*. Oxford: Oxford University Press

HEALY, K. (2012) *Writing Skills for Social Workers*. (2nd edn) London: Sage Publications

HEALY, K. (2012) *Social Work Methods and Skills: The Essential Foundations of Practice*. Basingstoke: Palgrave MacMillan

HENNESSEY, R. (2011) *Relationship Skills in Social Work*, London: Sage Publications

KNOTT, C. and SCRAGG, T. (Eds) (2007) *Reflective Practice in Social Work*. Exeter: Learning Matters **e-book available**

KOPROWSKA, J. (2010) *Communication and Interpersonal Skills in Social Work* (3rd edn) Exeter: Learning Matters

LISHMAN, J. (2009) *Communication in Social Work* (2nd edn) Basingstoke: Palgrave Macmillan

MANTELL, A. (2013) *Skills for Social Work Practice* (2nd edn) London: Sage Publications

MARTIN, R. (2010) *Social Work Assessment*. Exeter: Learning Matters **e-book available**

RUCH, G., TURNEY, D and WARD, A. (Eds) (2010) *Relationship-based Social Work: Getting to the Heart of Practice*. London: Jessica Kingsley Publishers

SEDEN, J. (2005) *Counselling Skills in Social Work Practice* (2nd Ed) Berkshire: Open University Press **e-book available**

THOMPSON, N. (2011) *Effective Communication: A Guide for the People Professions* (2nd Ed) Hampshire: Palgrave Macmillan

WARREN, J (2007) *Service User and Carer Participation in Social Work*, Exeter: Learning Matters

WILSON, K., RUCH, G., LYMBERY, M. and COOPER, A. (Eds) (2011) *Social Work: An Introduction to Contemporary Practice* (2nd Ed), Essex: Pearson Education **e-book available**

WOODCOCK ROSS, J. (2011) *Specialist Communication Skills for Social Workers* (3rd Ed) Basingstoke: Palgrave Macmillan

Recommended

ADAMS, R. (2008) *Empowerment, Participation and Social Work* (4th Ed), Basingstoke: Palgrave Macmillan

ADAMS, R., DOMINELLI, L., and PAYNE, M. (Eds) (2009) *Social Work: Themes, issues and critical debates* (3rd Ed), Basingstoke: Palgrave Macmillan

BECKETT, C. (2010) *Assessment and Intervention in Social Work*, London: Sage Publications

DAVIES, M. (ed) (2008) *The Blackwell Companion to Social Work* (3rd Ed), Oxford: Blackwell Publishing

HOWE, D. (2008) *The Emotionally Intelligent Social Worker*, Basingstoke: Palgrave Macmillan

MILLER, L (2012) *Counselling Skills for Social Work*, London: Sage Publications

MILNER, J. and O'BYRNE, P. (Eds) (2009) *Assessment in Social Work* (3rd Ed) Basingstoke: Palgrave Macmillan

O'CONNOR, I., HUGHES, M., TURNEY, D., WILSON, J. and SETTERLUND, D (Eds) (2006) *Social Work and Social Care Practice* (4th Ed), London: Sage Publications **e-book available**

PIERSON, J. (2008) *Going Local: Working in Communities and Neighbourhoods*, London: Routledge **e-book available**

TAYLOR, B. J. (Ed) (2011) *Working with Aggression and Resistance in Social Work*, Exeter: Learning Matters

THOMPSON, N. (2011) *Effective Communication: A Guide For The People Professions* (2nd Ed) Hampshire: Palgrave Macmillan

Background: Service User Perspective/ Specific Service User Groups:

COLEMAN, R. (2004) *Recovery: An Alien Concept* (2nd Ed) Wormit: P and P Press

DAVIES, M. Ed) (2012) *Social Work with Children and Families*, Basingstoke: Palgrave MacMillan

DOEL, M. and BEST, L. (2008) *Experiencing Social Work: Learning from Service Users*, London: Sage Publications

MCLEOD, A (2008) *Listening to Children: A Practitioner's Guide*, London: Jessica Kingsley **e-book available**

NELSON, A. (2012) *Social Work with Substance Users*, London: Sage Publications

TEW, J. (2011) *Social Approaches to Mental Distress*, Basingstoke: Palgrave Macmillan

WILLIAMS, P. (2009) *Social Work with People with Learning Difficulties* (2nd Ed) Exeter: Learning Matters **e-book available**

UNWIN, P. and HOGG, R. (2012) *Effective Social Work with Children and Families: A Skills Handbook*, London: Sage Publications

Background: Learning:

GIBBS, G. (1988) *Learning by Doing: A Guide to Teaching and Learning Methods*, Oxford: Oxford Centre for Staff and Learning Development. **e-book available**

KOLB, D. A. (1984) *Experiential Learning: Experience as the source of Learning and Development*, London: Prentice-Hall

Background: Social Work Processes:

KADUSHIN, A. (2002) *Supervision in Social Work* (4th Ed) New York: Columbia University Press

O'SULLIVAN, T. (2011) *Decision Making in Social Work* (2nd Ed) Basingstoke: Palgrave Macmillan

Useful Websites:

www.scie.org.uk

www.jrf.org.uk

www.bild.org.uk

www.carers.org.uk

www.mind.org.uk

www.ageuk.org.uk

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**

Faculty: Health, Education and Life Sciences.	School/Department: School of Education and Social Work / Department of Social Work
Module Title: Law, Policy and Safeguarding 1	
Programme(s) on which the module is delivered: BSc (Hons) Social Work	
Date of publication of template to students: September 2017	

Module Code: SOW5015	Level: 5
Abbreviated module title	LS1
Credit value: 30	

ECTS Credit value: 15
Module Leader: David Collins
Module start date(s) during the current academic year: 25 th September 2017
Module finish date(s) during the current academic year: 27 th October 2017
Assessment weightings: Group Presentation 30% Individual Written assessment 70%

<u>Date of Module Approval / Review</u>	<u>Version Number</u>	<u>Version Date</u>

For SRS Team Use Only:	
Created By:	Date:

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

module is an important element in preparing you for your First Practice Placement and equipping you with the knowledge and skills you will need.

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

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:

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:	
Written exams:	0 %
Practical exams:	30%
Coursework:	70%

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:**

BRAYNE, H. & CARR, H, (2013) : *Law for Social Workers.12th edition*. Oxford: Oxford University Press.

MUNRO, E. (2008): *Effective Child protection. 2nd edition*. London: Sage

SCRAGG, T. & MANTELL, A. (2008): *Safeguarding Adults in Social Work*. Exeter: Learning Matters.

Essential:

BRAMMER, A. (2009): *Social Work Law 3rd Edition*. Harlow: Longman Publishing.

CARNWELL, R. AND BUCHANAN, J. (2005): *Effective practice in health and social care*. Maidenhead: Open University Press. Available as an e-book from the BCU library website.

DAVIES, L. & OWEN, H. (2009) *Good practice in Safeguarding Children: Working effectively in Child protection*. London: Jessica Kingsley Publishing. Available as an e-book from the BCU library website.

MANDELSTAM, M. (2013) *Safeguarding Adults and the Law 2nd edition*. London: Jessica Kingsley Publishing.

PRITCHARD, J. (2008): *Good practice in Safeguarding Adults; Working Effectively in Adult protection*. London: Jessica Kingsley. Available as an e-book from the BCU library website.

Recommended:

BECKETT, C. (2007) *Child protection: An introduction*. London: Sage.

CLEAVER, H.; NICHOLSON, D.; TARR, S. & CLEAVER, D. (2007): *Child protection, Domestic Violence and Parental Substance Misuse: Family experiences and effective practice*. London: Jessica Kingsley Press.

CRAWFORD, K. (2012) *Inter-Professional Collaboration in Social Work practice*. London: Sage,

FERGUSON, H. (2011): *Child protection Practice*. Basingstoke: Palgrave Macmillan

GLASBY, J. & DICKINSON, H. (2008): *Partnership working in Health and Social Care*. Bristol: Policy Press.

HAMMICK, M., FREETH, D., COPPERMAN, J., GOODSMAN, D: (2009) *Being Inter Professional*. Cambridge: Polity Press

LAIRD, S. (2013): *Child protection: managing conflict, hostility and aggression*. Bristol: Policy Press.

LAIRD, S. (2010): *Practical Social Work Law: Analysing Court cases and Inquiries*. Harlow: Pearson Education.

KOUNEL, G. & BUNGAY, H. (2012): *Rights, Risks & Responsibilities: Inter- Professional Working in Health and Social Care*. Basingstoke: Palgrave Macmillan

MORRIS, K. (2008): *Social work and multi-agency working: making a difference*. Bristol: Policy Press.

QUINNEY, A. & HAFFORD -LETCHFIELD, T. (2012): *Inter professional Social Work: Effective Collaborative approaches*. Exeter: Learning Matters:

SEYMOUR, C. & SEYMOUR, R. (2013): *Practical Child Law for Social Workers*. London: Sage.

Background

BARLOW, J. (2010): *Substance Misuse: The implications of research, policy and practice*. London: Jessica Kingsley.

BROWN, K. (2010): *Vulnerable Adults and Community care*. 2nd edition. Exeter; Learning Matters.

BROWN, R. & BARBER, P. (2008): *The Social workers guide to the Mental Capacity Act*. Exeter: Learning Matters.

COPPOCK, V. & DUNN, R. (2009); *Understanding Social Work In Mental Health*. London: Sage.

CORBY, B.; SHEMMINGS, D. and WILKINS, D. (2012): *Child Abuse: an evidence base for confident practice*. Maidenhead: McGraw Hill/ OUP.

DAVIS, J. M. & SMITH, M.(2012): *Working in Multi professional Contexts: A practical guide for Professionals in Children's Services*. London: Sage.

GARDNER, A. (2011): *Personalisation in Social Work*. Exeter: Learning Matters.

KARBAN, K. (2011): *Social Work and Mental Health*. Cambridge: Polity Press

MEANS, R.; RICHARDS, S. & SMITH, R. (2008): *Community Care: Policy and Practice*. Basingstoke: Palgrave Macmillan.

MURPHY, M. (2004): *Developing Collaborative relationships in Inter-Agency Child Protection Work*. Lyme Regis: Russell House

NELSON, A.(2012): *Social work with Substance Users*. London: Sage.

PETERSEN, T. & MCBRIDE, A.(2002):*Working with Substance Misusers: A Guide to theory and practice*. London: Routledge.

POLLARD, K.; THOMAS, J. & MIERS, M. (2010): *Understanding Inter-Professional Working in Health and Social Care*. Basingstoke: Palgrave Macmillan

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

WALLACE, C. & DAVIES, M. (2009): *Sharing Assessment in Health & Social Care*. London: Sage.
Available as an e –book from the library

WILLIAMS. P. (2009):*Social Work with People with Learning Difficulties.2nd edition*. Exeter: Learning Matters.

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/socialcaretv/video-player.asp?v=healthandwellbeing> - video

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

<http://healthandcare.dh.gov.uk/factsheets/> information on the Health and Social Care Bill 2012

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: 30 th October 2017	
Module finish date(s) during the current academic year: 1 st November 2017	
Assessment weightings: Case study based assignment 100%	

<u>Date of Module Approval / Review</u>	<u>Version Number</u>	<u>Version Date</u>

For SRS Team Use Only:	
Created By:	Date:

<p>Relationship with Programme Philosophy and Aims</p> <p>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.</p>

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

Task-centred social work

Motivational interviewing

Solution-focused practice

Crisis theory and intervention

Substance misuse interventions

Working with traumatic experience

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.

Intended Learning Outcomes:

Learning outcomes:	Learning and Teaching methods
1. Identify and apply a range of methods of intervention utilised within current social work practice.	Lectures
2. Demonstrate knowledge and understanding of how to plan interventions in partnership with service users; and ensure that plans acknowledge issues of power.	Group work activities
3. Critically analyse methods of intervention, using an anti-oppressive framework	<ul style="list-style-type: none">• 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 <ul style="list-style-type: none"> • Multiple choice quiz • Discussion forum • Reading • Reflection
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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:

<p>Summative assessment:</p> <p>You will be assessed by means of a 3,000 word assignment.</p> <p>Assessment Brief</p> <p>Word count: 3,000</p> <p>Choose a number of the methods of intervention taught in the module and apply them to ONE person in the case study.</p> <p>The assignment should comprise:</p> <p>Part A: 2,500 words</p> <ul style="list-style-type: none"> • 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
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- 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%

Written exams:	0%
Practical exams:	0%
Coursework:	100%

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

BECKETT, C. (2007) *Essential Theory for Social Work Practice*. London: Sage.

MACLEAN, S. and HARRISON, R. (2011) *Theory and Practice: A Straightforward Guide for Social Work Students*. Lichfield. Kirwan Maclean

TEATER, B. (2014) *An Introduction to Applying Social Work Theories and Methods*, 2nd edition, Maidenhead: McGraw-Hill/Open University Press

Essential

CONNOLLY, M. and HARMS, L. (2012) *Social Work: From theory to practice*. Cambridge: Cambridge University Press

FERGUSON, H. JONES, K., and COOPER, B. (2007) *Best Practice in Social Work*. London. Sage.

FOOK, J. (2012) *A Critical Approach to practice*. London: Sage

FRASER, S. and MATTHEWS, S. (2008) *The Critical Practitioner in Social Work*. Basingstoke: Palgrave (eBook)

FROSH, S. (2012) *A brief introduction to psychoanalytic theory*. Basingstoke. Palgrave

GRAY, M. and WEBB, S.A. (2009) *Social Work, Theories and Methods*. London. Sage

HEALEY, K. (2012) *Social Work Methods and Skills*. Basingstoke, Palgrave

HEALEY, K. (2005) *Social Work Theories in Context*. Basingstoke. Palgrave

HOWE, D. (2009) *A Brief Introduction to Social Work Theory*. Basingstoke: Palgrave Macmillan

LIDSAY, T and ORTON, S. (2014) *Groupwork Practice in Social Work*. 3rd ed. London. Sage/Learning Matters

OKO, J. (2011) *Understanding and using theory in social work* 2nd ed. Exeter: Learning Matters

PAYNE, M. (2014) *Modern Social Work Theory*. 4th ed. Basingstoke: Macmillan

SHEPPARD, M. (2008) *Social Work and Social Exclusion: The Idea of Practice*. Aldershot: Ashgate

STEPNEY, P. and FORD, D. (2000) *Social Work models, methods and theories*. Lyme Regis: Russell House Publishing

STEPNEY, P. and FORD, D. (2012) *Social Work models, methods and theories*. 2nd Ed. Lyme Regis: Russell House Publishing

THOMPSON, N. (2010) *Theorising Social Work Practice*. Basingstoke: Palgrave Macmillan

TREVITHICK, P. (2012) *Social Work Skills*. 3rd ed. Buckingham: Open University Press

Recommended

ADAMS, R., DOMINELLI, L. and PAYNE, M. (eds) (2002) *Social Work: Themes, Issues and Critical Debates*. (2nd ed) Basingstoke: Palgrave

ADAMS, R., DOMINELLI, L. and PAYNE, M. (eds) (2002) *Critical practice in Social Work*. Basingstoke: Palgrave

BOWER, M (2005) *Psychoanalytic Theory for Social Work Practice*. London: Routledge

COULSHED, V. and ORME, J. (2006), *Social Work Practice*. 4th ed Houndmills, Basingstoke: Macmillan/BASW

DOEL, M. and MARSH, P. (1992) *Task-centred Social Work*. Aldershot: Arena

DOMINELLI, L. (2002) *Feminist social work theory and practice*. Basingstoke : Palgrave Macmillan

EVANS, D and KEARNEY, J (1996) *Working in social care: a systems approach*. Aldershot: Arena

GORRELL BARNES, G. (1998) *Family therapy in changing times*. Basingstoke: Macmillan

HOWE, D. (2005) *Attachment theory and social work practice*. Basingstoke: Palgrave Macmillan

MILNER, J & O'BYRNE, P. (2009) *Assessment in Social Work*. 3rd ed. Basingstoke: Macmillan

MULLALY, R.P. (2007) *The New Structural Social Work*. 3rd ed. Ontario: Oxford University Press

MULLALY, R.P. (1997) *Structural Social Work: ideology, theory and practice*. 2nd ed. Toronto: McClelland and Stewart

PAYNE, M. (2011) *Humanistic Social Work*. Basingstoke, Macmillan

PAYNE, M. (2000) *Teamwork in Multi-professional Care*. London, Macmillan

SMITH, R. (2008) *Social Work and Power*. Basingstoke: Palgrave

TEW, J. (2002) *Social theory, power and practice*. Basingstoke: Palgrave

THOMPSON, N. (2011) *Crisis Intervention*. 2nd ed Lyme Regis: Russell House

THOMPSON, N. (2011) *Promoting equality: Working with diversity and difference*. Basingstoke: Palgrave

WALSH, T. (2010) *The Solution- Focused Helper*. Maidenhead. Open University Press.

Background

BELBIN, M. (1993) *Team Roles at Work*. Oxford: Butterworth Heinemann

BUTLER, S. and WINTRAM, C. (1991) *Feminist Groupwork*. London: Sage

PARTON, N. (2000), 'Some thoughts on the relationship between theory and practice in and for Social Work' in *British Journal of Social Work*, Vol 30.4, pp 449-463

Journals

Faculty: Health, Education & Life Sciences.	School/Department: School of Education and Social Work / Department of Social Work
Module Title: First Practice Placement	
Programme(s) on which the module is delivered: BSc (Hons) Social Work	
Date of publication of template to students: September 2017	

Module Code: SOW5016	Level 5
Where necessary, agreed abbreviated module title for the SRS	FPP
Credit value: 45	
ECTS Credit value: 22.5	
Module Leader: Gero Kaur	
Module start date(s) during the current academic year: 11 th December 2017	
Module finish date(s) during the current academic year: 27 th April 2018	
<p>Assessment weightings:</p> <p>Academic Assignment – 100%</p> <p>Assessment of Practice placement – Pass/ Fail</p> <p>There is no compensation between the items of assessment.</p>	

<u>Date of Module Approval / Review</u>	<u>Version Number</u>	<u>Version Date</u>

For SRS Team Use Only:	
Created By:	Date:

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.

Intended Learning Outcomes:

Learning outcomes:

Learning and Teaching methods

1. Demonstrate through practice and provide evidence of capability across all 9 domains of TCSW PCF at the end of First Placement Level	Preparation week Call Back days Shadowing
2. Understand and adhere to the HCPC Standards of Conduct performance and Ethics.	Joint work Independent work
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.	Direct practice with a diverse range of service users, carers and other professionals Supervision Directed reading
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.	Constructive Feedback Reflective Portfolio Case Discussion Observation & Assessment of practice Viva rehearsal Service Provision Face to face Lectures Moodle Small Group Work

Breakdown of study time:	
Scheduled learning and teaching activities	60
Guided independent learning	
Required Placement hours	490
Total Student Effort Hours	550

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.

Breakdown of summative assessment methods:

Written exams:	0 %
Practical exams:	Pass /Fail
Coursework:	100%

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

LOMAX, R., JONES, K., LEIGH, S., and GAY, C. (2014) *Surviving your Social work Placement*. Basingstoke: Palgrave Macmillan.

MATTHEWS, I., SIMPSON, D., and CRAWFORD, K (2013): *Your social work practice placement: from start to finish*. London: Sage.

STEPNEY, P and FORD, D (eds) (2012) *Social work models, methods and theories: a framework for practice*. 2nd Ed. Lyme Regis: Russell House Publishing.

Essential Reading

BECKETT, C. (2010) *Assessment & Intervention in Social Work*. 2nd Edition. London: Sage.

HEALY, K., & MULHOLLAND, J. (2012) *Writing Skills for Social Workers*. London: Sage.

KOPROSWKA, J. (2014) *Communication and Interpersonal Skills in Social work 4th Edition*. London: Learning Matters.

PARKER, J & BRADLEY, G. (2014.) *Social Work Practice. 4th Edition*. London: Learning Matters.

SCRAGG, T. & KNOTT, C. (2010) *Reflective Practice in Social Work 2nd Edition*. . Exeter: Learning Matters. Available as an e-book from the BCU library website

Recommended Reading

BECKETT, C. (2007) *Child protection: An Introduction. 2nd Edition*. London: Sage.

FERGUSON, H. (2011) *Child protection Practice*. Basingstoke: Palgrave Macmillan.

FOOK, J. (2012) *Social work: a critical approach to practice*. London: Sage

GARDNER, F. (2014): *Being Critically Reflective*. Basingstoke: Palgrave Macmillan.

HEALY, K. (2011) *Social work methods and skills*. Basingstoke. Palgrave Macmillan

HEALY, K. (2014) *Social work theories in Context Second Edition*. . Basingstoke: Palgrave Macmillan.

HENNESSEY, R. (2011) *Relationship Skills In Social Work*. London: Sage.

LAIRD, S. (2013) *Child Protection: managing conflict, hostility and aggression*. Bristol: Policy Press.

MARTIN, R. (2010) *Social Work Assessment*. Exeter; Learning Matters. Available as an e-book from the BCU library website.

MARTIN, R. (2013): *Team-working Skills for Social Workers*. Maidenhead: Open University Press.

O'SULLIVAN, T. (2011) *Decision Making in Social Work*. Basingstoke: Palgrave Macmillan

SCRAGG, T. & MANTELL, A. (2011) *Safeguarding Adults in Social Work. 2nd Edition*. Exeter: Learning Matters.

TAYLOR, B. (2013) *Professional Decision making in Social Work. 2nd Edition* Exeter: Learning matters. Available as an e-book from the BCU library website.

WILSON, K, RUCH, G, LYMBERY, M & COOPER, A. (2011) *Social Work: An introduction to contemporary practice. 2nd edition*. Harlow: Pearson. Available as an e-book from the BCU library website.

WOODCOCK, J. (2011) *Specialist communication skills for Social Workers*. Basingstoke: Palgrave Macmillan

Background Reading

ADAMS, A., DOMINELLI, L. and PAYNE, M (Eds) (2002) *Critical practice in social work*. Basingstoke: Palgrave Macmillan.

BRAYE, S & PRESTON-SHOOT, M (1995) *Empowering Practice in Social Care*. Maidenhead: Open University Press

DALRYMPLE, J & BURKE, B (2006) *Anti Oppressive Practice: Social Care & the Law*. 2nd Edition. Maidenhead: Open University Press.

MACLEAN, S & HARRISON R. (2011); *Theory and practice: A straightforward Guide for Social work students*. Lichfield: Kirwin Maclean Associates.

OKO, J. (2008) *Understanding & using Theory in Social Work*. Exeter: Learning Matters.

TEATER, B (2010) *An Introduction to Applying Social Work theories and Methods*. Maidenhead: Open University Press/McGraw Hill

TREVITHICK, P. (2000) *Social work skills: a practice handbook*. Maidenhead: Open University Press

THOMPSON, N (2012) *Anti-Discriminatory Practice, 5th edition*, Basingstoke: Palgrave

WARD, A. TURNEY D & RUCH G. (2010) *Relationship based Social Work* London: Jessica Kingsley.

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	RDM
Credit value: 15	
ECTS Credit value: 7.5	
Module Leader: Val Sylvester	
Module start date(s) during the current academic year: 10 th May 2018	
Module finish date(s) during the current academic year: 1 st June 2018	

Assessment weightings: Written Assignment 100%

<u>Date of Module Approval / Review</u>	<u>Version Number</u>	<u>Version Date</u>

For SRS Team Use Only:

Created By:

Date:

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.

Indicative content

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:

Learning outcomes

Learning and Teaching methods

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.	<ul style="list-style-type: none"> • Lectures • Small groups • On line Moodle resources • Self-directed study • Peer group discussion • Tutorials
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:	
Scheduled learning and teaching activities	30
Guided independent learning	120
Placement/study abroad	0
Total Student Effort Hours	150

Assessment and Feedback:

<p>Summative assessment:</p> <p>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.</p> <p>The assignment is marked and written feedback is provided to you four weeks from submission.</p>

Breakdown of summative assessment methods:	
Written exams:	0%

Practical exams:	0%
Coursework:	100%

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

Wallisman, N. (2016) Social Research Methods (2nd ed) Sage Publication, London. UK.

Essential

BELL, J. (2010) Doing Your Research Project. A Guide for First Time Researchers in Education and Social Science. (5th Edn). Buckingham: Open University Press.

CORBY, B. (2006) Applying Research in Social Work Practice. Maidenhead: Open University Press.

DENSCOMBE, M. (2010) Ground Rules for Good Research. (2nd Edn). Maidenhead: Open University Press.

WHITTACKER, A. (2009) Research Skills for Social Work. E-book. Exeter: Learning Matters.

Recommended

BECKER, S., BRYMAN, A., & FERGUSON, H. (2012) Research for Social Policy and Social Work: Themes, Methods and Approaches. (2nd Edn). Bristol: Policy Press.

BLAXTER, L., Hughes, C. & Tight, M (2010) How to Research. (4th Edn). Buckingham: Open University Press.

DAVIES, M. (2007) Doing a Successful Research Project. Basingstoke: Palgrave Macmillan.

DENSCOMBE, M. (2010) The Good Research Guide for Small Scale Research Projects (4th Edn). Maidenhead: Open University Press.

HARDWICK, L. (2011) Doing Social Work Research. London: SAGE.

HEK, G., MOULE, P. & JUDD, M. (2002) Making Sense of Research. An Introduction for Health and Social Care Practitioners. (2nd Edn). London: SAGE.

HUMPHRIES, B. (2000) Research in Social Care and Social Welfare: Issues and Debates for Practice. London: Jessica Kingsley.

MARSHALL, C. and Rossman, G (2011) Designing Qualitative Research. (5th Edn). California: SAGE.

MAY, T. (2011) Social Research: Issues, Methods and Process. (4th Edn). E-book. Maidenhead: Open University Press.

MCLAUGHLIN, H. (2012) Understanding Social Work Research. London: SAGE.

ROBERTSON, D. & DEARLING, A. (2004) The Practical Guide to Social Welfare Research. Lyme Regis: Russell House.

SHAW, I. (2010) The SAGE Handbook of Social Research. London: SAGE.

SILVERMAN, D. (2009) Doing Qualitative Research. (3rd Edn). London: SAGE.

SMITH, R. (2009) Doing Social Work Research. London: SAGE.

WISKER, G. (2009) The Undergraduate Research Handbook. Basingstoke: Palgrave MacMillan.

Useful Websites

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

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

SOCIAL CARE INSTITUTE FOR EXCELLENCE - Research-mindedness in Social Work and Social Care
www.scie.org.uk/publications/researchmindedness/index.asp

SWAPBOX – Research, research capacity/ethics/methods/mindedness www.swapbox.ac.uk

Faculty: Health, Education and Life Sciences	School/Department: School of Education and Social Work / Department of Social Work
Module Title: Evidence Informed Practice	
Programme(s) on which the module is delivered: BSc(Hons) Social Work	
Date of publication of template to students: September 2017	

Module Code: SOW6028	Level : 6
Abbreviated module title	EIP
Credit value: 30	
ECTS Credit value: 15	
Module Leader: Val Sylvester	
Module start date(s) during the current academic year: 23 rd October 2017	
Module finish date(s) during the current academic year: 2 nd January 2018	
Assessment weightings: Essay 4000 words 100%	

<u>Date of Module Approval / Review</u>	<u>Version Number</u>	<u>Version Date</u>

For SRS Team Use Only:	
Created By:	Date:

Relationship with Programme Philosophy and Aims
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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:

Learning Outcomes	Learning and Teaching methods
1. Demonstrate insight and critical understanding in recognising what is good evidence informed practice.	Lead lectures. Hand-outs. Teacher facilitated face to face small group exercises. Online learning resources via Moodle. Directed independent reading. Written assignment. Individual and group tutorials Presentation Formative feedback from academic tutors. Summative feedback from academic tutor.
2. Find and critically consider different types and levels of information and evidence.	
3. Conduct a critical literature review into a social challenge directly related to social work practice.	
4. Critically evaluate current understanding of best evidence informed practice in an area of social work practice.	

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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: 4000 word assignment The assignment will assess Learning Outcomes 1, 2, 3 and 4
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Breakdown of summative assessment methods:	
Written exams:	0%
Practical exams:	0%
Coursework:	100%
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.
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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

MATHEWS, I. and CRAWFORD, K. (2011) *Evidence-based Practice in Social Work*. Exeter: Learning Matters.

Essential

EVANS, T. and HARDY, M. (2010) *Evidence & Knowledge for Practice*. Cambridge: Polity.

SMITH, D. (2004) *Social Work and Evidence Based Practice*. London: Kingsley.

Recommended

AVEYARD, H. (2009) *A Beginner's Guide to Evidence Based Practice in Health and Social Care*. Milton Keynes: Open University Press.

NEWMAN, T. (2005) *Evidence –based Social Work: a guide for the perplexed*. Lyme Regis: Routledge.

ORME, J. and SHEMMINGS, D. (2010). *Developing Research based Social Work Practice*. Basingstoke; Palgrave Macmillan.

TAYLOR, B. (2010) *Professional Decision Making in Social Work Practice*. Exeter: Learning Matters

QUINNEY, A. (2006) *Collaborative Social Work Practice*. Exeter: Learning Matters.

WEBBER, M. (2011) *Evidence-based Policy and Practice in Mental Health Social Work*. Exeter: Learning Matters.

Background

DENSCOMBE, M. (2010) *The Good Research Guide for Small Scale Research Projects* 4th ed. Open University Press. Maidenhead.

PARKER, J. and BRADLEY, G. (2010) *Social Work Practice Assessment, Planning, Intervention and Review* 3rd ed. Exeter: Learning Matters.

ROGERS, A. and PILGRIM, D. (2011) *A Sociology of Mental Health and Illness*. 4th ed. Maidenhead: Open University Press.

TREVITHICK, P. (2012) *Social Work Skills and Knowledge, a practice handbook*. 3rd ed. Maidenhead: Open University Press.

Electronic Resource/ e-Book

BRIGID, D. (2011) *Recognising and Helping the Neglected Child: evidence-based practice for assessment and intervention*. London: Kingsley.

CHEETHAM, J. (1992) *Evaluating Social Work Effectiveness*. Buckingham: Open University

GRAY, M. (2009) *Evidence-based Social Work: a critical stance*. London: Routledge.

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	

Module Code: SOW6029	Level: 6
Abbreviated module name	LSP2
Credit value: 15	
ECTS Credit value: 7.5	
Module Leader: Inderjit Patel	
Module start date(s) during the current academic year: 25 th September 2017	
Module finish date(s) during the current academic year: 19 th October 2017	
Assessment weightings: Exam 100%	

<u>Date of Module Approval / Review</u>	<u>Version Number</u>	<u>Version Date</u>

For SRS Team Use Only:	
Created By:	Date:

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:

Learning outcomes:	Learning and Teaching methods
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	<ul style="list-style-type: none">• Lectures• Moodle resources• Self-directed study• Small group work• Online or face to face tutorial support
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.	
3. Demonstrate knowledge, understanding and application of the practical skills necessary for social workers to operate within regulatory and legal frameworks	

4. Demonstrate an ability to critically appraise law and social policy, particularly in the context of anti-oppressive practice.	
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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%
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Practical exams:	0%
Coursework:	0%

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:

Scheduled learning and teaching activities	30
Guided independent learning	120
Placement/study abroad	0
Total Student Effort Hours	150

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

BRAMMER, A. (2010) *Social Work Law*. 3rd ed. Harlow. Longman (newer edition due out soon).

BRAYNE, H. and CARR, H. (2012) *Law for Social Workers*. 12th edition Oxford. OUP.

Essential

CUNNINGHAM, S.; CUNNINGHAM, J. (2012) *Social policy and social work: an introduction*. London. Learning Matters.

PRESTON-SHOOT, M. (2014) *Making Good Decisions: Law for Social Work Practice*. Basingstoke. Palgrave Macmillan.

Recommended

ALLEN, N. (2005) *Making sense of the Children Act 1989*. 4th ed. Chichester. Wiley.

BALDOCK, J. (2012) *Social Policy*. 4th ed. Oxford. Oxford University Press.

BROWN, R. (2009) *The Mental Capacity Act 2005: a guide for practice*. 2nd ed. Exeter: Learning Matters.

BROWN, R.; BARBER, P.; MARTIN, D. (2008) *Mental health law in England and Wales: a guide for approved mental health professionals*. Exeter. Learning Matters.

ISAACS, E.; SHEPHERD, C. (2012) *Social work decision-making: a guide for childcare lawyers*. Bristol. Family Law.

JOHNS, R. (2011) *Social work, social policy and older people*. Exeter. Learning Matters.

JOHNS, R. (2011) *Using the Law in Social Work*. 5th Edition. Exeter. Learning Matters

KIRTON, D. (2009) *Child social work policy & practice*. London. Sage.

LAIRD, S (2010) *Practical social work law: analysing court cases and inquiries*. Harlow. Longman.

McDONALD, A.; TAYLOR, M. (2006) *Older people and the law*. Bristol. Policy Press.

ROCHE, J.; STRINGER, D.; LONG, L. (2010) *The law and social work: contemporary issues for practice*. Basingstoke. Palgrave.

ROULSTONE, A.; PRIDEAUX, S. (2012) *Understanding disability policy*. Bristol. Policy Press.

SEYMOUR, C. (2011) *Courtroom and report writing skills for social workers*. 2nd ed. Exeter. Learning Matters.

SIMPSON, G. (2011) *Social policy for social welfare professionals: tools for understanding, analysis and engagement*. Bristol. Policy Press.

SPICKER, P. (2008) *Social policy: themes and approaches*. Bristol. Policy Press.

WHITE, R.; BROWN, K. (2009) *Law and the social work practitioner: a manual for practice*. Exeter. Learning Matters.

WILLIAMS, J. (2008) *Child Law for Social Work*. London. Sage.

Background

ADAMS, R. (2012) *Working with children and families: knowledge and contexts for practice*. Basingstoke. Palgrave.

CRAIG, G. (2012) *Understanding 'race' and ethnicity: theory, history, policy, practice*. Bristol. Policy Press.

GLASBY, J. (2012) *Understanding health and social care*. 2nd ed. Bristol. Policy.

LAVALETTE, M. (2011) *Radical social work today: social work at the crossroads*. Bristol. Policy Press.

OKITIKPI, T. (2011) *Social control and the use of power in social work with children and families*. Lyme Regis. Russell House.

OWEN, F; GRIFFITHS, D. (2009) *Challenges to the human rights of people with intellectual disabilities*. London. Jessica Kingsley.

RICHARDS, M.; CAMBRIDGE SOCIO-LEGAL GROUP; EBTEHAJ, F.; LINDLEY, B. (2006) *Kinship matters*. Oxford. Hart

SOCIAL POLICY ASSOCIATION (GREAT BRITAIN); BRYMAN, A.; FERGUSON, H.; BECKER, S.; SWIFT, R. (2012) *Understanding research for social policy and social work: themes, methods and approaches*. Bristol. Policy Press

WEBBER, M. (2011) *Evidence-based policy and practice in mental health social work*. Exeter. Learning Matters.

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

Module Code: SOW6030	Level: 6
Abbreviated module title	LPP
Credit value: 60	
ECTS Credit value: 30	
Module Leader: Gero Kaur	
Module start date(s) during the current academic year: 13 th November 2017	
Module finish date(s) during the current academic year: 9 th May 2018	
Assessment weightings: Academic Element – Academic Assignment 100% Practice Element – Practice Educator Final Report (Pass/Fail)	

<u>Date of Module Approval / Review</u>	<u>Version Number</u>	<u>Version Date</u>

For SRS Team Use Only:	
Created By:	Date:

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.
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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:

Learning Outcomes	Learning and Teaching methods
1. Provide evidence of capability across all 9 domains of TCSW PCF at End of last placement/Qualifying Social Worker Level.	<ul style="list-style-type: none"> • Shadowing • Joint work • Independent work • Direct practice with a diverse range of service users, carers and other professionals • Supervision • Directed reading • Constructive Feedback • Reflective Portfolio • Case Discussion • Observation • Service Provision • Face to face Lectures • Moodle • Small Group Work
2. Understand and adhere to the HCPC Standards of Conduct, Performance and Ethics.	
3. Apply and evaluate evidence informed professional practice .	
4. Critically appraise the application of social work theory, research, law, policy, ethics and values in direct social work practice.	

Breakdown of study time:

Scheduled learning and teaching activities	40
Guided independent learning	12
Placement/study abroad	700
Total Student Effort Hours	752

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.

Breakdown of summative assessment methods:

Written exams:	0%
Practical exams:	0%
Coursework:	100%

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

THOMPSON, N. (2011) 3rd edn. *Promoting Equality*. Working with Diversity and Difference. Basingstoke: Palgrave Macmillan

Essential

ADAMS,R. (2008) *Empowerment, Participation and Social Work*, 4th edn. Basingstoke: Palgrave Macmillan.

ADAMS,R.; DOMINELLI, L. and PAYNE, M. (eds) (2009) *Social Work: Themes, Issues and Critical Debates*, 3rd edn. Basingstoke: Palgrave.

ADAMS,R.; DOMINELLI, L. and PAYNE, M. (eds) (2009) *Critical Practice in Social Work*, 2nd Ed. Basingstoke: Palgrave.

BANKS, S. (2012) *Ethics and Values in Social Work*. 4th Ed. Basingstoke: Palgrave.

BROWN, K. and RUTTER, L. (2006) *Critical Thinking for Social Work*. Exeter: Learning Matters

COULSHED, V. and ORME, J. (2012), *Social Work Practice* 5th edn. Basingstoke: Palgrave Macmillan.

CRAWFORD, K. and WALKER, J. (2008) *Social Work with Older People*. 2nd edn. Exeter: Learning Matters.

DAVIES, M. (2012) *Social Work with Adults*. Basingstoke: Palgrave Macmillan

DAVIES, M. (2012) *Social Work with Children and Families*. Basingstoke: Palgrave Macmillan

GARDNER, A. (2011) *Personalisation in Social Work*. Exeter: Learning Matters

GRAY, A. and BIRRELL, D. (2013) *Transforming Adult Social Care. Contemporary Policy and Practice*. Bristol. The Policy Press

HOLOWAY, M. and MOSS, B. (2010) *Spirituality and Social Work*. Basingstoke: Palgrave Macmillan

PAYNE, M. (2014) *Modern Social Work Theory*. 4th edn. Basingstoke: Palgrave

MILNER, J. & O'BYRNE, P. (2009) *Assessment in Social Work*. 3rd edn. Basingstoke: Palgrave Macmillan

Recommended

HOWE, D. (2008) *The Emotionally Intelligent Social Worker*. Basingstoke: Palgrave/Macmillan.

HOWE, D (2012) *Empathy: What it is and why it matters*. Basingstoke: Palgrave/Macmillan

LAIRD, S. E. (2008) *Anti-oppressive Social Work: A Guide for Developing Cultural Competence*. SAGE Publications

THOMPSON, N. (2012) *Anti-Discriminatory Practice*, 5th edn. *Equality, Diversity and Social Justice*. Basingstoke: Palgrave Macmillan.

THOMSON, N. (2005) *Understanding Social Work. Preparing for Practice*. 2nd edn. Basingstoke: Macmillan.

ROLFE,G,; JASPER, M and FRESHWATER, D. (2011) *Critical Reflection in Practice: Generating Knowledge for Care*. 2nd edn. Basingstoke: Palgrave Macmillan

SCRAGG, T. (2011) *Safeguarding Adults in Social Work*. 2nd edn. Exeter: Learning Matters

TAYLOR, B. J. (ed) (2011) *Working with Aggression and Resistance in Social Work*. Exeter: Learning Matters.

TREVITHICK, P. (2012) *Social Work Skills and Knowledge. A Practice Handbook*. 3rd edn. Buckingham: Open University Press.

WALKER, S. and BECKETT, C. (2011) *Social Work Assessment and Intervention*. 2nd edn. Lyme Regis: Russell House Publishing

WOODCOCK-ROSS, J. (2011) *Specialist Communication Skills for Social Workers. Focussing on service user's needs*. Basingstoke: Palgrave Macmillan

Background

BHATTI-SINCLAIR, K. (2011) *Anti-Racist Practice in Social Work*. Basingstoke: Palgrave Macmillan

BECKETT, C. (2007) *Essential Theory for Social Work Practice*. London: Sage

DOEL, M. and MARSH, P. (1992) *Task-centred Social Work*, Aldershot: Arena.

DOMINELLI, L. (2002) *Anti-oppressive Social Work Theory and Practice*. Basingstoke: Palgrave

GAST, L and PATMORE, A. (2012) *Mastering Approaches to Diversity in Social Work*. London: Jessica Kingsley Publishers.

KNOTT, C. and SCRAGG, T. (2007) *Reflective Practice in Social Work*. Exeter: Learning Matters

OLIVER, M.; SAPEY, B. and THOMAS, P. (2012) *Social Work with Disabled People*, 4th edn. Basingstoke: Palgrave Macmillan

O' SULLIVAN, T. (2010) *Decision Making in Social Work*. 2nd edn. Basingstoke: Palgrave

SMITH, D. (2004) *Social Work and Evidence-Based Practice*. London: Jessica Kingsley.

STEWART, N. (2009) *Ethics: An Introduction to Moral Philosophy*. Cambridge: Polity

SMITH, R. (2008) *Social Work and Power*. Basingstoke: Palgrave

TEATER, B. (2010) *An introduction to Applying Social Work Theories and Methods*. Maidenhead: Open University Press.

THOMPSON, S and THOMPSON, N. (2008) *The Critically Reflective Practitioner*. Basingstoke: Palgrave

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	

Module Code: SOW6031	Level: 6
Abbreviated module title	CRP
Credit value: 15	
ECTS Credit value: 7.5	
Module Leader: Robert Wu	
Module start date(s) during the current academic year: 17 th May 2018	
Module finish date(s) during the current academic year: 7 th June 2018	
Assessment weightings: Poster Presentation 100%	

<u>Date of Module Approval / Review</u>	<u>Version Number</u>	<u>Version Date</u>

For SRS Team Use Only:	
Created By:	Date:

<p>Relationship with Programme Philosophy and Aims</p> <p>The programme philosophy and aims demonstrate the importance of an inter professional approach to service user care. These aims are:</p> <p>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</p>
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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.

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Intended Learning Outcomes:	
Learning Outcome	Learning and Teaching Methods
1. Critically demonstrate appropriate knowledge skills and attitudes in relation to working with vulnerable people in complex situations.	<ul style="list-style-type: none"> • Small group sessions to facilitate critical reflective practice • Small group tutorials • Independent learning activities through self-guided study to enhance research skills required to compliment the assessment strategy. • Use of critical appraisal tools e.g. case scenarios • Use of primary and secondary research •
2. Critically evaluate and discuss the significance of working in partnership in a manner which reflects cultural diversity, anti-discriminatory and anti-oppressive practice.	
3. Critically show reflective insight as it relates to different theoretical explanations associated with working with a complex range of vulnerable service users.	
4. Reflect on the concept of power inequality and injustice and have strategies to improve and empower service users.	

Breakdown of study time:	
Scheduled learning and teaching activities	30
Guided independent learning	120
Placement/study abroad	0
Total Student Effort Hours	150

Assessment and Feedback:

<p>Summative assessment:</p> <p>The assessment strategy consists of one element:</p> <p>A 10 minute oral Poster presentation on a theme relating to Social Work Practice (100%)</p>
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Breakdown of summative assessment methods:	
Written exams:	0%
Practical exams:	0%
Coursework:	100%

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

ADAMS, J. and SHEARD, L. (2013) *Positive Social Work: The Essential Toolkit for NQSWs*. St. Albans: Critical Publishing

AKHTAR, F. (2013) *Mastering Social Work Ethics and Values*. London: Jessica Kingsley Publishers

BROWN, K., RUTTER, L (2012) *Critical Thinking and Professional Judgement for Social Work* (3rd Eds). Exeter: Learning Matters

BRUCE, L. (2013) *Reflective Practice for Social Workers, A handbook for developing professional competence*, Buckingham, OUP.

CORBY, B. SHEMMINGS, D, WILKINS, D. (2012), *Child Abuse: An evidence base for confident practice*, 4th (Eds), Berkshire, OUP

FOOK, J. (2010), *Social Work: Critical theory and practice*. London: Sage

KNOTT, C. SCRAGG, T (2010) *Reflective Practice in Social Work*. (2nd Ed) Exeter: Learning Matters

FRASER, S. and MATTHEWS, S. (Eds) (2012) *The Critical Practitioner in Social Work and Health Care*. Sage: London

MOON, J. (2004) *A Handbook of Reflective and Experiential Learning: Theory and Practice*. London: Routledge Falmer.

MUNRO, E. (2011) *The Munro Review of Child Protection Final Report – A child centred system*. DfE

MUNRO, E, (2010) *The Munro Review of Child Protection – Part One: A Systems Analysis*. London: The Stationery Office.

OKO, J. (2008) *Understanding and Using Theory in Social Work*. Exeter: Learning Matters

SCHON, D. (1991) *The Reflective Practitioner. How Professionals Think in Action*. Aldershot: Arena

Essential

ATHERTON, H.; GATES, B. (2007) (Eds) *Learning Disabilities: Towards Inclusion (5th Edition)* Edinburgh: Churchill, Livingstone Press

CALDER, M. (2008) *Contemporary Risk Assessment in safeguarding children*, Russell House: Publishing Ltd.

DoH (2002) *Planning with People: Towards Person Centred Approaches*, London: Stationary Office

DoH (2001) *Valuing People: A New Strategy for Learning Disability for the 21st Century*. London: Stationary Office

KINMAN, G. and GRANT, L. (2011) *Exploring Stress Resilience in Trainee Social Workers: The Role of Emotional and Social Competences*, British Journal of Social Work (2011)41(2):261-75.

KOLB, D.A. (1984) *Experiential Learning: Experience as the Source of Learning and Development*. Prentice Hall.

LAMING, L. (2009) *The Protection of Children in England: A Progress Report*, Crown Copyright

Recommended

COULSHED, V. and ORME, J. (2012) *Social Work Practice*. 5thEdn. Basingstoke: Palgrave Macmillan.

DOEL, M. (2010) *Social Work Placements: A Traveller's Guide*. London: Routledge

EDMONDSON, D. (2013) *Social Work Practice Learning: A Student guide*, London: Sage

HEALTH CARE PROFESSIONS Council (2012) *Standards of Proficiency: Social Workers in England*. Exeter: Health Care Professions Council

JOHNS, R. (2011) Using the Law in Social Work (5th Edn). Exeter: Learning Matters

MESSING, J. (2011) *The Social Control of Family Violence*, Journal of Women and Social Work, 26: 154-68

TREVITHICK, P. (2012) *Social Work Skills a Practice Handbook* (3rd Edn). Berkshire, OUP

WARREN, J. (2007) *Service User and Carer Participation in Social Work*, Exeter: Learning Matters

WONNACOTT, J. (2012) *Mastering Social Work Supervision*, London: Jessica Kingsley.

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.