



Faculty of Health
and Social Care

BSc (Hons) Social Work

Social Work Practice 2 UZVRBS-40-2

40 Credits

Module Handbook

2009 - 2010

University of the West of England, Bristol

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MODULE TEAM

Module leader: Jane Dalrymple
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Tutors:	TEL	E-MAIL
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Jane Dalrymple	0117 32 88473	Jane.Dalrymple@uwe.ac.uk
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Angela Shaw	Contact administrator	angelash@ukonline.co.uk

Administrator: Beverley Mead
Beverley.Mead@uwe.ac.uk
0117 32 88793

Please contact Beverley for queries about administrative matters relating to placements and placement offers.

Practice supervisors and assessors will find electronic copies of supporting documentation for the placements on our practice support net at <http://hsc.uwe.ac.uk/practicesupport/>. However, paper copies of handbooks and portfolios can be obtained from Beverley and she will also assist with queries relating to the payment of practice learning fees.

Projects Officer (Social work placements): Sarah Davies
Sarah9.Davies@uwe.ac.uk
0117 32 88943

Sarah is responsible for linking students with practice learning opportunities and co-ordinating systems relating to the management and quality assurance of placements. Please contact her for any queries relating to these areas.

Chair of Practice Quality Panel: Anne Farmer
Anne.Farmer@bristolcity.gov.uk
0117 9036500

Anne is the independent chair of our Practice Quality Panel which she undertakes on behalf of our partner agencies. Details about how the panel operates are set out in the portfolio guidelines.

INTRODUCTION

Welcome to Social Work Practice 2. This 40 credit module consists of 80 days working in a practice learning setting.

During the course of the module you will be learning in a variety of settings. There will be three workshops to help you to prepare for your placement and four work based learning days included in the period of practice learning which provide an opportunity to share experiences and consolidate learning. You will be encouraged to bring case studies to your groups and there will also be opportunities to focus on specific practice skills.

Normally you are expected to work hours that are typical in that agency, and in any case not more than 37 hours per week (pro-rata where the placement is part-time). Compensation arrangements for work outside the normal pattern or beyond 37 hours (or a pro rata equivalent) should be noted on your placement calendar. An expectation of work at evenings or weekends should have been agreed before the start of the placement and identified in the placement learning agreement. It is in relation to a 37 hour working week that the expectation of 200 days of practice learning is calculated. The GSCC closely monitors the 200 day period and supervisors are expected to sign the placement calendar clearly indicating how the 85 days has been calculated.

Your workload should be planned to take account of the fact that you are students and that your learning about practice will be enhanced by having time to prepare for and reflect on practice as well as undertaking practice. You should therefore have reasonable time to research issues relevant to the practice you undertake and to prepare evidence for the portfolio. In some circumstances it may be appropriate for you to complete this work away from the placement – for example in a situation where there is not quiet space available. However this should be clearly agreed with your practice assessor in advance. Your workload and portfolio evidence should be reviewed and evaluated as part of supervision.

Any queries or concerns directly related to practice learning should first be addressed to your tutor. More general queries about the module should be addressed to Jane as the module leader. Any queries about Level 2 study should be addressed to the relevant module leader or Tillie Curran who is the year Lead Tutor. All other queries or concerns about the degree programme need to be taken to the programme leader, Adrian Vatcher.

Dr. Jane Dalrymple
Module leader

MODULE INFORMATION

Students' Health and Safety while on Placement

This is a particular concern of the Faculty. Specific consideration should be given to this issue in drawing up the initial practice learning agreement and in arranging induction. You should be advised about:

- The agency's general health and safety policy
- How this applies in the particular setting in which you are placed; and of
- Your own and other's responsibilities.

In particular you should know what assessment of risk in the practice learning setting has been carried out, and what you should do if you have reason to believe that an aspect of the work carries particular risk.

Please note that the university does not offer students manual handling training and so you should not be asked to undertake any manual handling tasks unless the agency provides the appropriate training.

The practice learning team is asked to advise the module leader of any injury or accident to the student that occurs during the period of practice learning – including any that the agency would formally record and certainly any that is required to be reported to the Health and Safety Executive under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR).

Student support

During the course of the module you will be supported by the university through your tutor, your GDP group and any additional support mechanisms within your placement setting. Please talk to your tutor or to me if you have any individual queries or concerns.

The Module handbook should be read in conjunction with:

1. Faculty Student Handbook
2. University Student Handbook
3. The Social Work Programme Handbook
4. The Guidelines for the Portfolio of Practice Learning

You may also need to refer to the Academic Regulations, Procedures and Policies
<http://info.uwe.ac.uk/acreg/aro/rfaap.asp>

Action plans for practice learning will be developed for all disabled students before commencing the placement. Students should let their tutor know as soon as possible if their access needs change during the course of the placement with a view to reviewing and revising the action plan. should note the faculty policy statement. Can I also please remind students to look at the information in the university handbook about the Modular Assessment Regulations.

The programme is aware that students who are carers, black, disabled, gay or lesbian, are likely to experience discrimination or oppression both in the University and in the practice setting. In some practice agencies there are groups where staff can take their concerns about these matters and

students may seek to take part in these. In addition the programme can link students with consultants on these matters. If you wish to contact a consultant their contact details are available from Jane Dalrymple or Chrissie Littler (0117 32 88834). Students may also wish to talk to their placement tutors about individual support needs.

Any queries or concerns directly related to practice learning should be addressed to your tutor. More general queries about the module should be addressed in the first instance to Jane Dalrymple as the module leader. Any other queries about the degree programme should be directed to Adrian Vatcher as Programme Leader.

Blackboard

The module is supported by Blackboard. A selection of materials will be available on the module site as well as links to websites and databases. Obviously this is just a selection of materials and you are expected to start to develop skills in finding up to date information using web sites, the library and journals articles. There is a module discussion board where you can discuss module content and placement experiences with other students and tutors and post useful links and articles to help each other.

Difficulties on placement

If there are difficulties on placement that make it difficult for a student to continue please contact the student's tutor or the module leader as soon as possible. The notes of guidance in the Practice Learning and Assessment Guidelines set out the sorts of difficulties that can occur, the processes for dealing with them and the implications for assessment.

MODULE TIMETABLE

Start and finish dates

The practice learning will normally begin on **15th March 2010** and students need to have completed 85 days in the practice learning setting by **July 23rd 2010**

Work based learning

There will be a module induction plus 4 placement workshops before the placement starts followed by 3 work based learning days at UWE while on placement. The workbased learning days will count towards the 80 placement days.

Interim review

The date for this will be individually negotiated in each practice learning team. However, it is likely to take place week beginning **10th May 2010**. Tutors will read portfolios before the interim meeting and will bring written feedback on the portfolio evidence to the meeting to help inform discussion.

Assignment hand-in date

Submission date for the Personal & Professional profile will be **Wednesday 23rd June 2010**

Final evaluation of practice learning

Again the date for this will be individually negotiated. The practice learning team's final recommendation has to be passed to the university by **2.00 pm on Monday July 26th 2010**. Students are expected to submit portfolios in the red submissions box in the corridor near Room 2B03 by **2.00 pm on Monday July 26th**. If you choose to post your portfolio it should be sent to Raymond Taylor HCPS Programme Administrator, Room 2G34 Glenside Campus, Blackberry Hill, Stapleton, Bristol BS16 1DD. The post mark must show the submission date and you should also have proof of postage.

Please note that this is a formal submission date and the portfolio should be complete by that date. Under UWE assessment regulations there is no provision for a 24 hour window or late work for the portfolio. Only in exceptional circumstances will it be possible for students to provide additional evidence following submission (e.g. where a final direct observation has had to be rearranged).

Delayed and interrupted placements

If a student has started their placement late, or for any reason has interrupted their placement, then the tutor and student will need to discuss the situation and work with the module leader to adjust any of the above dates to ensure equity of treatment. A note of revised dates will be formally recorded and circulated to the practice learning team and other relevant personnel by the module leader.

**Timetable for Social Work Practice 2
2009/2010**

Mon 5th October 2.00 - 3.30 pm	Introduction to the module <ul style="list-style-type: none"> • Placement request form • Writing learning objectives 	1C08
Mon 9th November	<i>Placement request forms have to be completed and returned by today!</i>	
Wed 3rd February 9.30 – 11.00 11.30 – 1.00	Preparation for placement workshop Tutorial groups	1 C08
Mon. 15th Feb 9.30 – 12.30 2.30 – 3.30	Preparation for placement workshop Preparation for placement workshop	1H12 1H12
Mon. 1st march 9.30 – 12.30 2.30 – 3.30	Preparation for placement workshop Preparation for placement workshop	1H12 1H12
Thurs 11th March 11.00 – 12.30 1.30 – 3.30	Tutorial groups Preparation for placement workshop	1F11

Monday 15th March	Placement starts	
Thurs 25th March		
11.00 – 12.30	Tutorial groups	H12
1.30 – 4.00	Work based learning	
Mon 17th May		
11.00 – 12.30	Tutorial groups	1H16
1.30 – 4.00	Work based learning	
Thursday 10th June		
11.00 – 12.30	Tutorial groups	1H12
1.30 – 4.00	Work based learning	
Monday 21st June	<i>Assignment submission</i>	
Friday 23rd July	End of Year Day	
11.00 – 12.30	Tutorial groups	1H12
1.30 – 4.00	Evaluation and planning for next year	
Monday 26th July	Portfolio submission	

ASSESSMENT

There are two assessment components for this module

To pass this module you must complete both components

Component A: Portfolio of practice based work

You must submit a Portfolio of Learning Achievement in Practice. The purpose of this portfolio is to enable you to demonstrate your learning achievement through a collection of 'evidence' as well as your ability to function effectively and safely within any practice setting.

The assessment of your practice skills is a continuous process and you will work together with your practice assessor and tutor who will form a practice learning team. When you are in the practice learning setting you will have many opportunities to provide evidence to show that you are competent in each of the Key Roles outlined in the National Occupational Standards. In order to complete the practice component of this module successfully you will be asked to provide a portfolio of evidence of your practice learning to the practice learning team. There will be an interim assessment point halfway through the placement and a final assessment meeting at the end. At this point you should have a portfolio of verified evidence and the practice learning team will have agreed a pass or fail recommendation. Situations of disagreement will be passed to the Practice Quality Panel for review and comment. However, the primary responsibility for this decision rests with the practice learning team. Only in exceptional circumstances agreed with the training team (for example, where a final observation has had to be rearranged) will it be possible for students to provide additional evidence for the portfolio following submission.

Additional guidelines for this part of the assessment process are provided in the Practice Learning Handbook.

The submission deadline for the portfolio is July 26th 2010 at 14.00

Component B: Progress file of Personal and Professional Development

The assignment for this module is a **2000** word critical analysis and evaluation based on a **direct observation** of your practice that provides:

- a) A critical discussion of how you used theory and knowledge to inform, structure and evaluate your practice during this observation.
- b) An analysis of the issues which raise ethical complexity (for example service-users' rights to take risks in their life)
- c) A discussion of how you used your professional status, power and authority.

The assignment should be structured and presented under the following headings:

Preparation and context (approx 350 words)

This section should provide a brief outline of the agency and the legal and policy context within which you are working and clarify the relevance of this to the practice being observed. It should also set the context for the piece of practice observed i.e. who the service users or carers are, how long the agency and you have been in contact with them, the purpose of the intervention.

Application of theory and knowledge (approx 650 words)

This section should explain the main theoretical approach you planned to use, why you thought this would be appropriate and how it worked in practice. (In this section we suggest you focus on a specific method of intervention, for example, assessment, crisis intervention, cognitive behavioural theory, group work, empowerment theory etc.)

Evidence of Value base demonstrated through addressing ethical complexity and appropriate use of power and authority (approx 650 words)

In this section you need to explore some of the ethical issues, such as balancing risk and rights, differences in service users' and carers' views, needs and expectations of service users in the context of resource constraints and competing legal considerations. It is also crucial to reflect on your values with particular regard to how you used your power and authority, how you supported the self-empowerment of users and carers, and the way in which user and carer perspectives informed your approach in the situation observed.

Evaluation and conclusion (approx 350 words)

In this section you need to explore how your practice and understanding of yourself as a professional social worker has developed through undertaking and critically analysing this piece of work.

MARKING CRITERIA

Component B

Knowledge and understanding

Knowledge base 20%

You are expected to demonstrate knowledge and understanding of relevant law, policy, social work methods and approaches to practice. You also need to show how your practice has been informed by relevant research.

Ethical issues 20%

You need to indicate how you have worked within the GSCC Code of Practice, applying principles of anti-oppressive practice and awareness of service user and carer perspectives. You should discuss how you have managed the tensions, ethical dilemmas and value conflicts that arise in practice.

Intellectual skills

Analysis, application and evaluation 50 %

You need to show that you can critically analyse your practice and apply relevant experience, literature, theory and research to inform your practice. You should show that you are able to critically reflect on and evaluate your personal and professional development.

Transferable skills

Learning resources and management of information 10 %

The assignment needs to be structured and presented logically and coherently, demonstrating your ability to identify your sources of information. All sources, including policy documents and legislation, must be correctly referenced and noted in the reference list.

Referencing and reference list

You will need a full reference list for this work and this needs to accurately reflect your referencing in the text of your essay. This should be done according to the Harvard system (see faculty handbook or student intranet) You will be penalised under the marking criteria of transferable skills if you do not accurately reference and provide a list of your references. You also need to note and be aware of the Harvard rules for direct quotations in your text, if you choose to use these.

The submission date for the assignment is Wednesday 23rd June at 14.00

The assignment should be submitted in the red submissions box. If you wish to post your assignment it should be sent to Raymond Taylor HCPS Programme Administrator, Room 2G34 Glenside Campus, Faculty of Health and Life Sciences, University of the West of England, Post Station 2, Glenside Campus, Blackberry Hill, BRISTOL BS16 1DD. If you are submitting by post the envelope must have a postmark showing the submission date and you should also have proof of postage.

Other important information relating to submission of component B

Word count: This must be included on your assignment. You can submit work that is 10% over the limit without penalty but if your assignment is over 2,200 words you will be penalised.

Front sheet: You need to attach a copy of the faculty front sheet to your assignment, this is provided in appendix 1.

- Plan if and when you are likely to want feedback and check that your tutor is likely to be available;
- E-mail your tutor with the section or plan you want them to look at. This would need to be at least 2 weeks before submission date;
- Indicate anything you particularly want feedback on;

Once you have agreed the above tutors will give feedback within 7 working days. If for any reason your tutor is unavailable (for example through sickness) then contact Jane Dalrymple as module leader.

All students must submit ONE paper copy of their assignment and resubmission. Please use the submission box for the module in Block A (the annexe) at Glenside. You are not required to submit an e-copy.

The paper copy needs a front feedback sheet attached.

Please submit your work in word-processed format with 1.5 line spacing using size 12 Ariel font and at least 2 cm margins.

Please put your student number on each page, but do not put your name on your assignment, other than on the front-sheet top right hand corner. Please number the pages of your work.

At the end of your assignment please **state the number of words used**.

All submissions need to be made by **14.00** on the date set. Submissions made after this time are considered as being **late**. Please refer to the Faculty Student Handbook and University student handbook for details on late work applications.

Please **do not** hand your course work to academic staff.

Marks and feedback sheets for assignments submitted on 23rd June will be available in the one stop shop week beginning 20th July. The turn around time for later starts, delayed or interrupted placements will be calculated in line with any other changes in submission dates agreed with the module leader for individual students.

Referencing your written work

- The only words you need to count are those in the text itself (including any references and quotations). Titles, appendices, bibliographies and reference lists are not included.
- **You must provide the word count at the end of your assignment.**
- If your word count is found to be clearly inaccurate it may be treated as an assessment offence.
- Issues of **confidentiality** – any written material about a service user must be made anonymous through the use of fictitious names and places.
- It is important that you acknowledge work that is not your own (i.e. ideas or quotations taken from books, pamphlets, etc).
- There are in existence standard rules about how books, journals, books quoting books etc should be referenced, of which the most common system is the Harvard System. Please use the Harvard system when referencing work that is not your own.
- You may find the publication 'Citing References' by Fisher & Hanstock a useful guide. This is a reasonably priced Blackwells bookshop publication.

Cheating and plagiarism

- Students who use similar material for more than one assignment will have to demonstrate that they are approaching it from a fresh angle with new insights.
- Material submitted for assessment must represent students' own efforts and must be their own work.

- Although you are encouraged to support each other and work with colleagues to prepare for assignments, it is essential that the work you submit should clearly reflect your own independent thought processes. You are expected to acknowledge ideas that are not your own in your written work.
- Brief quotations from the published or unpublished works of another person may be used, but must always be attributed.
- Extensive or unacknowledged quotations, close paraphrasing or copying from the works of another person constitutes plagiarism, which is an examination offence and will be dealt with according to University regulations. If you are in any doubt as to what constitutes plagiarism in a particular instance, you should consult your module leader.
- It is expected that all work undertaken by students in relation to their assessment will be done honestly.
- Plagiarism is a serious assessment offence and **will be penalised**. Procedures for dealing with such an offence are contained within the UWE student handbook under the subheading of 'Rules and Regulations'.

It is your responsibility to ensure that you meet the assessment deadline.

If you fail to meet the assessment deadline the following options are available to you:

Late Work

Work not submitted by the published deadline will be recorded as not having been received by the University and will be recorded as a non-submission.

Extenuating Circumstances

If your coursework is late for good reason then you may have extenuating circumstances. Extenuating circumstances are unforeseen, unexpected, significantly disruptive and beyond a student's control and must relate to a specific piece of assessment or examination rather than being problems of a kind that affect a year as a whole or parts of it. Extenuating circumstances should normally be submitted before a coursework submission date or before the examination

If you believe you have extenuating circumstances you should follow the procedures outlined in the Faculty Student Handbook.

Please note that computer or car breakdown is not considered to be a reason for extenuating circumstances.

Resits (sometimes called referral or second opportunity)

A student who fails a module (i.e. achieves an overall mark of less than 40% (50% for level M) can resit failed coursework and/or examinations as long as they have attempted all assessments required, or if they have been notified that an Extenuating Circumstances (usually referred to as ECs) claim has been approved by an Award Board (an Award Board is an examining board responsible for confirming students' progression and final year degree classification).

Resit marks

The maximum mark possible (usually called a capped mark) in a resit is 40% (50% for postgraduate M level modules) unless an Extenuating Circumstances claim has been accepted by an Award Board in which case the mark will not be capped and the full mark achieved by the student will be recorded against the module.

Return of marked work

Marked work will normally be returned to you via the Student One Stop Shop, within 4 working weeks after the submission deadline.

If you know that you will not be able to collect your marked work then please make sure that you supply the module leader with a stamped addressed envelope and it will be posted to you.

Any mark which is given to you before confirmation by the examining board must be regarded as provisional and not final.

Please refer to the Faculty Student Handbook for dates of the field/award boards.

Further information about the changes to the Academic Regulations can be obtained from your Faculty Student Advisers, from the UWESU Advice Centre or from the Academic Registry's website <http://acreg.uwe.ac.uk/rf.asp>

Please remember that you should always refer to the University Modular Assessment Regulations (MAR) in the University Student Handbook for the year in which you are studying.

The re-submission date for the assignment is: December 9th 2010

Please remember it is your responsibility to ensure that you meet the re-submission deadline.

The Faculty Handbook is your reference point for assessment information and regulations including:

- How and where to submit
- Extenuating circumstances
- Dates of Field Boards and Award boards which confirm your mark
- Information about the Faculty marking criteria.

READING STRATEGY

As each practice learning situation is different you will need to talk with your practice assessor about reading that is particularly useful for your practice learning in relation to the setting you are in.

A Books

All the books that are on the list for Refining Skills for Knowledge and Practice are very relevant for this module too. In addition the hand books that you have been using will be useful on practice.

However there are some books that you are encouraged to buy :

Any of the *Learning Matters* publication . See their website www.learningmatters.co.uk for an up to date list.

Adams, R. Dominelli, L. & Payne, M. (eds) (2002) *Social Work: Themes, Issues and Critical Debates (3rd edition)* Basingstoke, Palgrave Macmillan

Adams, R. Dominelli, L.& Payne, M. (eds) (2002) *Critical Practice In Social Work* Basingstoke, Palgrave Macmillan

Adams, R. Dominelli, L.& Payne, M. (eds) (2005) *Social Work futures, Crossing boundaries, Transforming Practice* Basingstoke, Palgrave Macmillan

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

Banks, S. (2006) *Ethics and Values in Social Work* (3rd edition). Basingstoke, Palgrave Macmillan

Beverly, A. & Worsley, A. (2007) *Learning and Teaching in Social Work Practice*, Basingstoke, Palgrave Macmillan

Clifford, D. & Burke, B. (2008) *Anti-oppressive ethics and values in social work* Basingstoke, Palgrave Macmillan

Dalrymple, J. & Burke, B. (2007) *Anti-oppressive Practice: social care and the law* Maidenhead, Open University Press

Ferguson, H., Jones, K. & Cooper, B. (2008) *Best Practice in Social Work: Critical Perspectives* Basingstoke, Palgrave Macmillan

Healey, V & Spencer, M. (2007) *Surviving your placement in health and social care*. Maidenhead, Open University Press

Lomax, R., Jones, K., Leigh, S. & Gay, C. (2010) *Surviving your social work placement*. Basingstoke, Palgrave Macmillan

Lymbery, M & Butler, S. (eds) (2000) *Social Work Ideals and Practice Realities* Basingstoke, Palgrave Macmillan

Lymbery, M. & Possle, K. (Eds) (2007) *Social work – A Companion to Learning* London, Sage

Kieran O'Hagan (Ed) (2007) *Competence in Social Work Practice: A Practical Guide for Students and Professionals* Second edition

Thompson, S. & Thompson, N. (2008) *Critically reflective practice*, Basingstoke, Palgrave Macmillan

Thompson, N. & Thomspson, S. (2008) *The Social Work Companion*. Basingstoke, Palgrave Macmillan

Trevthick, P. (2005) *Social Work Skills: A Practice Handbook (3rd edition)* Basingstoke, Open University Press

Watson, D. & West, J. (2006) *Social Work Process and Practice* Basingstoke, Palgrave Macmillan

B The Library Catalogue

It is important that you identify further material for yourself using the library catalogue. As well as books this includes journals and many on-line resources. There are many useful journals in the library both in print version and on-line electronically.

It is particularly important to keep up to date with law and practice issues. The two journals that are most easily accessible are Community Care and Care & Health. Another useful publication is the Journal of Social Work Values and Ethics

C On-line Resources

Some useful databases for this module are:

ChildData

Good for finding information about the education, health and welfare of children and young people.

EBSCO

This is a package of over 500 full text electronic journals. It covers a wide variety of subjects and also provides links to the table of contents for another 4500.

Social Care On Line

This has a lot of briefings, reports, legislation and government documents, journal articles, service user knowledge and research.

CommunityWISE

This includes a range of important databases.

CareandHealthlaw

This is linked to the journal of the same name and provides up to date information on law, policy and practice.

Relevant web sites include:

www.everychildmatters.gov.uk

www.barnardos.org.uk

www.sosig.ac.uk

www.elsc.org.uk

www.scie.org.uk

www.dh.gov.uk

www.scmh.org.uk

www.rip.org.uk

www.ripfa.org.uk

Child care

Child care

Social Science Gateway

Social care

Social Care Institute for Excellence

Department of Health

Sainsbury Centre for Mental Health

Research in Practice – children and families

Research in Practice - adults

MODULE SPECIFICATION

Title

Social Work Practice 2

New Code

UZVRBS-40-2

Old Code

UZV401D2

Version

1

Last Updated

07/07/2004 13:22:05

Level

2

UWE Credit Rating

40

ECTS Credit Rating

20

Module Type

Professional Practice

Module Leader

[Jane Dalrymple](#)

Owning Faculty

Faculty of Health and Social Care

Field

Health, Community & Policy Studies

Field Leader

Billie Oliver

Valid from

01/09/2003

Discontinued from

Contributes towards
BSc (Hons) Social Work
Graduate Diploma Social Work

Pre-requisites
Social Work Practice 1 UZVRBP-20-1

Co-requisites
None

Excluded combinations
None

Learning Outcomes

By the end of the module the student should be able to:

Knowledge and Understanding

- Understand sociological and psychological theories and apply in practice.
- Understand and apply the law and social policy relevant to their practice.
- Understand and apply social work methods in practice.

Intellectual Skills

- Reflect upon issues of power and ethics in decision-making.
- Appraise evidence in practice.
- Evaluate and make rational judgements about their practice.

Subject/Professional and Practice Skills

- Show that they have met, to an appropriate standard, a specified range of units from all 6 key roles in the National Occupational Standards for Social Work.

Transferable Skills

- Make effective use of ICT.
- Communicate effectively with professionals and service users.
- Learn in unfamiliar contexts.
- Manage self in a practice setting.

Syllabus Outline

Learning opportunities will vary according to the practice setting and the service-user group. However, each setting will include experience of:

- direct work with service users
- statutory social work tasks
- providing services
- working as an accountable member of an organisation

Each setting will also include opportunities for:

- gaining service user feedback
- reflecting on own presence in working relationships
- applying knowledge, skills and values in practice
- reflection on personal and professional development

Teaching and Learning Methods

85 days learning in practice settings

A practice learning agreement

An induction period

Professional supervision and practice teaching

Direct observation

Personal study

Study days at the university

Self-appraisal

Indicative Sources

Students will be directed to reading which is either available electronically or provided for them in a printed study pack. They will also be expected to read more widely by identifying relevant material using the Module Handbook, the Library Catalogue and resources such as those listed below:

Websites and Databases

www.sosig.ac.uk

www.elsc.org.uk

www.ncb.org.uk/library/services/childdata.htm

www.doh.gov.uk/research/index.htm

Assessment

Where necessary, and appropriate, an alternative medium of assessment may be negotiated.

Weighting between components A and B (standard modules only)

A: %

B: %

Attempt 1

First Assessment Opportunity

Component A

Element

Description

Element Weighting
Controlled Conditions

1

Portfolio of practice based work

Pass/Fail



Component B

Element

Description

Element Weighting
Controlled Conditions

1

Progress file of personal and professional development

100%



Second Assessment Opportunity

Attendance is not required

Component A

Element

Description

Element Weighting
Controlled Conditions

1

Portfolio of practice based work

Pass/Fail



Component B

Element

Description

Element Weighting
Controlled Conditions

1
Progress file of personal and professional development
100%
X

Second (or Subsequent) Attempt

Attendance is not required
