



CORPORATE AND ACADEMIC SERVICES


MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Theory and Research for Social Work Practice				
Module Code	UZVSMD-30-2	Level	2	Version	1
Owning Faculty	Health and Applied Sciences	Field	Health and Social Sciences		
Contributes towards	BSc. (Hons) Social Work				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	Sept 2013		Valid to	Sept 2019	

CAP Approval Date	June 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Evaluate a range of theoretical social science perspectives through which people in their life worlds can be usefully understood (Component B) 2. Understand a range of perspectives on the development of identities and how this knowledge can be utilised in social work practice (Component B) 3. Demonstrate an understanding of theories of unequal power relations and their manifestation in class, gender and cultural differentiation and their application to social work (Component B) 4. Discuss the strengths, limitations and ethical dimensions of a range of sources of knowledge for social work (Component A) 5. Show a growing understanding of the role and importance of research in constructing knowledge, and the strengths and limitations and ethical dimensions of the major (qualitative and quantitative) research paradigms (Component A) 6. Apply social sciences theories of the subject : service users and carers and workers, to the practices of social work (Component A and B) 7. Develop critical reflective capacity in relation to the application of complex theory to understanding self and service users (Component A and B)
Syllabus Outline	<ul style="list-style-type: none"> • Theories of the human subject and identities – e.g. Gidden’s structuration theory, symbolic interactionism, psychosocial theory • Contemporary society as the context of social work - globalisation, social

	<p>justice, individualism, inequalities, diversity</p> <ul style="list-style-type: none"> • Theories of power: structuralism, post-structuralism, social capital, empowerment, governmentality and self- governance • Theories of agency and change, e.g. psychoanalytical theory, habitus, motivation • Knowledge and information evaluation: using multiple sources, consider validity and reliability • Developing skills in critically reading social science research papers and critical appraisal skills, and applying research learning to social work practice thinking • Ethics for research
Contact Hours/Scheduled Hours	<ul style="list-style-type: none"> • 72 hours: 72 hours contact time including lectures, conference days, workshops and seminars. On line engagement on a weekly basis across the course of the module delivery. Small group work, phone and email contact across the course of the module.
Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, online and present tutorials, workshops and conference days.</p> <p>Directed Independent learning includes hours engaged with essential reading, seminar task preparation, assignment preparation and completion etc.</p>
Reading Strategy	<p>2-3 essential texts will be identified as helpful reading for the core content of the seminar, and students will be asked to purchase one of these. along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library</p> <p>Students will be expected to read one academic paper per lecture/seminar session, the critical perusal of which will form the basis of the seminar and these will be available on blackboard</p> <p>Students will be directed to further reading which is available electronically through Blackboard. Students will also be expected to read more widely by identifying relevant material using the module handbook, the library catalogue and a variety of bibliographic and full text databases and Internet resources.</p> <p>Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually.</p> <p>Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.</p>
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p>

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	208		300	

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	50%
Coursework assessment percentage	50%
Practical exam assessment percentage	
	100%

Indicative Reading List

Burr, V. (2003) *An Introduction to Social Constructionism*, 2nd ed. London: Routledge.

Butt, T. (2004) *Understanding People*. Basingstoke: Palgrave Macmillan.

Frost, L. and McClean, S. Forthcoming. *Thinking about the Lifecourse: a Psychosocial Introduction*. Basingstoke: Palgrave Macmillan.

Jones, P., Bradbury, L. and Le Boutillier, S. (2011) *Introducing Social Theory*. 2nd ed. Cambridge: Polity Press.

Lawlor, S. (2008) *Identity: Sociological Perspectives*. Cambridge: Polity Press.

Orme, J. and Shemmings, D. (2010) *Developing Research Based Social Work Practice*. Basingstoke: Palgrave Macmillan.

Whittaker, A. (2012) *Research Skills for Social Work*. London: Sage.

Part 3: Assessment

Assessment Strategy	<p>A - the skills of reading and critically discussing research papers will be examined by the critical discussion of a research paper under controlled conditions (2hrs)</p> <p><u>Assessment criteria</u> Critical evaluation and analysis Factual accuracy Understanding of relevant issues and ideas Capacity to structure and present work</p> <ul style="list-style-type: none"> • <u>Formative assessment</u> – critical discussion and analysis in seminars of set research papers for group discussion and peer feed-back • B- The assignment will assess students' critical understanding a range of competing theories and how they can be used to enhance understanding for social work practice. The most useful format for this is an extended essay, in which ideas can be developed and complex connections explored (3,000wds) • <u>Formative assessment</u>: presentation of essay plan at group assessment support session for peer and tutor feed-back • <u>Assessment criteria</u> Ability to relate theory and concepts to a discussion Critical analysis and evaluation Evidence of wide reading Synthesis, structure, referencing
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Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	50	50
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Exam (2 hrs)	100	
Component B Description of each element	Element weighting (as % of component)	
1. Essay (2500 words)	100	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Exam (2 hrs)	100	
Component B Description of each element	Element weighting (as % of component)	
1. Essay (2500 words)	100	
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>		