University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Reflective Practice in Social Work					
Module Code	UZVSMF-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	Professional Practice	
Pre-requisites	Passing all L1 modules: UZVSMA-30-1 UZVSM9-30-1 UZVSMB-30-1 UZVSMC-30-1		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements			
Valid From	Sept 2013		Valid to	Sept 2019		

CAP Approval Date	June 2013

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Demonstrate capability across all domains of The College of Social Work Professional Capabilities Framework to the appropriate level (details are specified in the module handbook). (Component A) 2. Demonstrate holistic relationship based practice involving service users and carers with effective use of knowledge, skills and commitment to core values in social work (Component A) 3. Undertake and review interprofessional assessment based practice with the use of at least two social work practice methods to promote change with individuals, groups, networks and/or community and be able to gather feedback and review (Component A) 4. Understand the need to protect, safeguard and promote the well being of service users and carers; recognise signs of harm and practices that present a risk to or from service users and carers and respond appropriately (Component A) 5. Recognise, reflect and act on own learning and learning needs including in supervision (Component A) 6. Recognise and understand the emotional impact of practice, and make use of supervision to promote own safety and wellbeing (Component A) 7. Demonstrate application of knowledge including knowledge of discrimination and oppression, interprofessional practice, theories around human growth and development and reflective practice (Component A)
Syllabus Outline	University Based Reflective Practice Workshops

	a) applying models of reflective practice including use of supervision and accountability
	b) Applying relationship based practice, service user and carer involvement and supporting community networks
	c) Selecting and using social work methods and interprofessional working in assessment with service users and carers
	d) Application and review of values, methods, knowledge and theory including legal frameworks and research
	Practice Learning:
	Induction including shadowing of professionals from range of professions
	Use of supervision
	A range of assessment based practice with service users and carers, (individuals, groups and/or communities)
	Selecting and reviewing methods of intervention
	Team and interprofessional working
	The rights and safety of service users carers and colleagues
	Service user and carer involvement and supporting community networks
Contact Hours/Scheduled Hours	70 day practice learning opportunity to include
	Initial and interim meeting with practice educator and tutor plus online contact with tutor.
	Supervision with practice educator 1.5 hours weekly
	Reflective practice group work (1.5 hours x4)
	Reflective Practice Workshops (3 hours x 4)
Teaching and Learning Methods	**Strategy:** The module will run alongside other modules and students will be encouraged to draw on that key learning. This is the first placement for students and the above university based Reflective Practice Workshops and group work is designed to support the practice learning process throughout. In placement the focus and process for active experiential learning is planned with the student, tutor and Practice Educator and is reviewed at interim point. The e-learning strategy includes use of online communication methods, curating of practice material for assessment and showcasing of student's work. **Methods include:** Reflection on practice with service users and carers (individuals, families, groups or communities) Use of supervision Workshops Direct observations of holistic practice Reflection on team and interprofessional working Formative and self assessment Tutor contact and group work Research and reading Technology Enhanced Learning: The module will be supported by BlackBoard. The programme will develop a resource, e.g. Pebblepad, to support students learning across the programme and to contribute to the assessment of readiness for direct practice. Students will be encouraged to use an electronic reflective diary in relation

	to the module. Students will be encouraged and supported to engage with eLearning resources relating to law for social work practice.
	Module organisation:
	Scheduled time
	Work based learning through lectures, seminars and workshops.
	Independent learning
	Students are expected to undertake reading and produce assignment work outside of placement. Students are also expected to complete a reflective practice diary.
	Placement learning
	Practice learning opportunities and arrangements for support and assessment are agreed in a practice learning agreement that is reviewed at interim point. Study time will be taken during the placement as an integral part of reflective practice.
Key Information Sets Information	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.

Number of credits for this module				30	
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	18	0	282	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		0%
Coursework assessment percentage		100%
Practical exam assessment percentage		0%
		100%

Reading Strategy	Students will be given the opportunity to attend Library sessions on selection of appropriate databases and search skills, with particular focus on literature for specific areas of practice. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating

	information and referencing.
	Reading around knowledge, law and theory will be drawn from all other modules undertaken at level 1 and level 2 module learning delivered during this module period. Students will also need to undertake independent searching for literature that relates to the specific area of practice and service user groups and include ethical issues. The library site compiled with the service user and carer HUB group for the programme is there to strengthen understanding of service user and carer perspectives: http://hls.uwe.ac.uk/suci/Default.aspx?pageid=1 **Essential** The College of Social Work Professional Capabilities Framework and Health & Care Professions Council Guidance on Conduct and Ethics for Students. Placement agency policy documents and reports including service user and carer feedback
Indicative Reading List	Foley, P. and Leverett, S. (2008) *Connecting with Children: Developing Working Relationships.* Bristol: Policy Press. Gaine, C., ed. (2010) *Equality and Diversity in Social Work Practice.* Exeter: Learning Matters. Green, L. (2010) *Understanding the Life Course: Sociological and Psychological Perspectives.* Cambridge: Polity Press. Lomax, R., Jones, K., Leigh, S., and Gay, C. (2010) *Surviving Your Social Work Placement.* Basingstoke: Palgrave MacMillan. Doel, M. and Best, L. (2008) *Experiencing Social Work: Learning From Service Users.* London: Sage. Knott, C. and Scragg, T. (2007) *Reflective Practice in Social Work.* Exeter: Learning Matters. Lishman, J. (2009) *Communication in Social Work.* 2nd ed. Basingstoke: Palgrave MacMillan. Maclean, S. and Harrison, R. (2011) *Theory and Practice: A Straightforward Guide for Social Work Students.* Rugeley: Kirwin Maclean Associates. Musson, P. (2011) *Effective Writing Skills for Social Work Students.* Exeter: Learning Matters. Pollard, K.C., Thomas, J. and Meirs, M. (2010) *Understanding Interprofessional Working in Health and Social Care: Theory and Practice.* Basingstoke: Palgrave MacMillan. Ryde, J. (2009) *Being White in the Helping Professions.* London: Jessica Kingsley.

Part 3: Assessment

Assessment Strategy	The strategy aims for holistic and developmental assessment. It includes student self assessment and Practice Educator formative assessment. The portfolio activities are designed to show case the students' practice process, learning, standard and development. The Practice Moderation Panel that includes partner agency and service user

	and carer representatives, reviews recommendations and marks, difficulties, borderline and fail decisions. It will provide action plans and or referrals to other university regulations such as Professional Suitability where necessary. The panel moderates the cohort and selects external examiner sample to ensure consistency of standards. Where students have failed to meet module criteria and fail the module, the panel and University examination boards will make decisions regarding further assessment opportunities. The panel will make recommendations to the module leader for areas for development.

Identify final assessment component and element	**Component A**		
		A:	**B**:
% weighting between components A and B (Standard modules only)			

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Portfolio of Practice Learning to include required Professional Capabilities as specified in module handbook.	Pass/Fail
Component B **Description of each element**	**Element weighting** (as % of component)

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
At the discretion of the Award Board	Pass/Fail
Component B **Description of each element**	**Element weighting** (as % of component)
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.	