ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Social workers and Organisations – Practice Placement 2					
Module Code	UZVS48-15-M		Level	M	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No	
Owning Faculty	Health and Applied Sciences		Field	Health, Community and Policy Studies		
Department	Health and Social Sciences		Module Type	Professional Practice		
Contributes towards	Post Graduate Diploma Social Work					
Pre-requisites	People and Communities – Practice Placement 1		Co-requisites			
Excluded Combinations			Module Entry requirements	If offered as CPD or stand alone		
First CAP Approval Date	30th September 2015		Valid from	September 2016		
Revision CAP Approval Date	30th September 2015		Valid from	September 2016		

Review Date	30th September 2021

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 Professional Capabilities Framework (PCF) (details are specified in the module handbook). 2. Demonstrate capacity to develop respectful partnership work with service users and carers using a range of methods to promote individual, family and community based change. 3. Undertake formal assessment and evidence based decision making with service users, carers and interprofessional teams including situations requiring statutory interventions. 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.

	5. Demonstrate critical reflective practice with understanding of the application of values, theory, knowledge, research and legal and policy frameworks and guidance recognising the scope for professional judgement.
	6. Demonstrate an understanding of the organisational context of statutory social work practice and critically evaluate how systems, policies and procedures impact on the social work role.
Syllabus Outline	The syllabus begins prior to practice with a critical evaluation of statutory social work practice within complex organisations. Students will consider professional development planning using the social work profession capability requirements. In practice learning opportunities will include direct work with service users and carers and completion of statutory tasks. It will also include interprofessional working. University recall learning days will cover application of law, policy and theory and critical reflection with a particular focus on safeguarding and protection of children and young people at risk. The recall days will enable students to consider how relevant theory and frameworks inform practice, enabling the successful integration of theory and practice throughout the placement.
Contact Hours	The student will complete 100 days practice learning within a social care organisation that will provide opportunities to meet the module learning outcomes and the standards set within the 9 domains of the PCF. They will participate in reflective practice groups within their own locality to develop and enhance their critical understanding of working with service users and communities. There will be 4 University recall days during the practice learning component of the module enabling students to participate in shared learning opportunities with their cohort. Students will be allocated an Academic tutor who will support them in practice as well as a Practice Educator and where necessary and practice supervisor.
Teaching and Learning Methods	A variety of approaches will be used which may include: Lectures, small groups, DVD and case study based discussion, e-learning including Blackboard. The use of invited specialist visiting lecturers both practitioners academics The involvement of service-users where appropriate and possible. Reflective practice groups within the locality that students are undertaking their practice experience. 100 day Practice Placement.
Reading Strategy	Students will be directed to reading that is available electronically. 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. Formal opportunities for students to develop their library and information skills are provided within the induction period. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Study skills workshops are also offered by the Library.

	Students will be expected to read specific areas for their placement around service user and carers, relevant theories and practice methods. Students will need to use skills in retrieving and evaluating research.
	Students will need to read about critical reflective practice and evidence based approaches. .
	Students will also need to research and read placement material (i.e. Health and Safety Policy, Equality Policy; Safeguarding Policy).
	Further reading will be linked to the students own learning objectives and professional development.
	Essential British Journal of Social Work, Children and Society, Disability and Society and Social work Journal are examples for articles that are service user, issue, and setting- specific and articles that are critical and based on research.
	All are available from the Library web site at http://www1.uwe.ac.uk/library/
Indicative Reading List	*The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.* Allen, G. and Langford, D. (2008) *Effective Interviewing in Social Work and Social Care.* Basingstoke: Palgrave Macmillan. Aveyard, H., Sharp, P. and Woolliams, M. (2011), *A Beginners Guide to Critical Thinking and Writing in Health and Social Care* [online]. Maidenhead: Open University Press. [Accessed 26 June 2015]. Cree, V.E. (2011) *Social Work: A Reader.* London: Routledge. Doel, M. (2010) *Social Work Placements: A Traveller's Guide.* London: Routledge. HM Government (2015) Working Together to Safeguard Children: a Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children [online]. London: TSO. Available from: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf [Accessed 26 June 2015]. Iwaniec, D. (2006) *The Emotionally Abused and Neglected Child: Identification, Assessment and Intervention: A Practice Handbook* [online]. 2nd ed. Chichester: Wiley-Blackwell. [Accessed 26 June 2015]. O'Hagan, K. (2007) *Competence in Social Work Practice* [online]. 2nd ed. London: Jessica Kingsley. [Accessed 26 June 2015]. Jones, K., Cooper, B. and Ferguson, H. (2008) *Best Practice in Social Work: Critical Perspectives.* Basingstoke: Palgrave MacMillan. Jones, S. (2015) *Social Work Practice Placements: Critical and Reflective Approaches.* London: Sage Learning Matters

	Oliver, B. and Pitt, B. (2013) *Engaging Communities and Service Users: Context, Themes and Methods.* Basingstoke: Palgrave Macmillan. Penhale, B. and Parker, J. (2008) *Working with Vulnerable Adults* [online]. London: Routledge. [Accessed 26 June 2015]. Rogowski, S. (2013) *Critical Social Work with Children and Families: Theory, Context and Practice.* Bristol: Policy Press.

Part 3: Assessment	
Assessment Strategy	The assessment is holistic and developmental portfolio assessed by the Practice Educator who is a qualified and registered Social Worker and includes student reflections on practice, formative assessment, engagement with feedback from service users and carers and others involved in practice learning. 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 Panels where necessary. The panel moderates the cohort and selects an external examiner sample to ensure consistency of standards. Where students have failed to meet module criteria and fail the module, the panel makes recommendations to the University examination boards who will make decisions regarding further assessment opportunities with or without attendance. The panel will make recommendations to the module leader for areas for module development.

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

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of** **component)**
1.Portfolio	Pass/Fail
2.(etc)	
Component B **Description of each element**	**Element weighting** **(as % of** **component)**
1.	
2.(etc)	

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Portfolio	Pass/Fail
2.(etc)	
Component B Description of each element	Element weighting (as % of component)
1.	
2.(etc)	
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	