



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Working to Strengthen Communities				
Module Code	UZVRU9-15-3	Level	3	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	HCPC		
Department	Health and Social Studies	Module Type	Standard		
Contributes towards	BSc (Hons) Social Work				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	UZVRU7-15-3 UZVRU8-15-3		Module Entry requirements	None	
First CAP Approval Date	2 nd February 2016		Valid from	September 2016	
Revision CAP Approval Date			Valid from		

Review Date	September 2022
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate a critical awareness of the policy context aimed at strengthening communities. (Component A) • Demonstrate knowledge and understanding of the meanings of different types of community, and of key concepts such as engagement and participation. (Component A) • Critically analyse and evaluate theories underpinning the practice of working with communities and service users. (Component A) • Identify and evaluate a range of skills, methods and roles required for social work engagement with communities and service users. (Component A) • Critically explore key themes of association, citizenship, capacity and professional boundaries. (Component A) • Critically reflect and analyse your practice to strengthen communities. (Component A)
Syllabus Outline	<ul style="list-style-type: none"> • Definitions, meanings and analysis of community, engagement and participation. • Policy context and current trends in strengthening communities. (Component A) • Exploring themes of association in relation to well-being, civil society and social capital; citizenship as status and practice, and the active citizen; capacity building and community development; professional boundaries and dual relationships. (Component A) • Skills, theory and practice in methods, such as advocacy, mentoring, informal education, conversation and common third, and in roles such as social pedagogue and animateur. (Component A) • Models and frameworks for evaluating practice aimed at strengthening communities.

	<p>(Component A)</p> <ul style="list-style-type: none"> Explore emergent landscapes to consider participation spaces, active partnerships and active practitioners. (Component A) 																														
Contact Hours	<ul style="list-style-type: none"> 36 hours of contact time including lectures, discussion groups, workshops, and tutorials. Online weekly engagement with learning materials through Blackboard. 																														
Teaching and Learning Methods	<p>Scheduled learning: Lectures and workshops will use enquiry based learning with activities and case studies to promote discussion and student presentation. In addition students will be offered both group and individual tutorials. There will be contributions from service users and current practitioners working with communities.</p> <p>Independent learning includes hours engaged with essential reading, use of online resources, preparation for sessions, and assignment work.</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> <table border="1" data-bbox="483 768 1394 1160"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</td> <td>15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes-</p> <p>Practical Exam: Oral presentation.</p> <p>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:</p> <table border="1" data-bbox="592 1435 1289 1675"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>0%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>100%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Key Information Set - Module data					Number of credits for this module				15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	0%	Practical exam assessment percentage	100%		100%
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Reading Strategy	<p>It is essential that students make use of the extensive resources available through the Library. Module handbooks will also reflect the range of reading to be carried out. Essential reading includes a set text which students are expected to buy:</p> <p>Oliver, B. and Pitt, B. (2013) <i>Engaging Communities and Service Users: Context, Themes and Methods</i> Basingstoke: Palgrave Macmillan</p> <p>Other essential reading will be provided electronically. Further reading will supplement the set textbook and other printed readings. Students are expected to identify all other reading relevant to their chosen assignment topic. They will be encouraged to read widely using the library search, a variety of bibliographic and full-text databases, and Internet resources. Many resources can be accessed remotely. The assignment reference list should reflect the range of</p>																														

	<p>reading carried out.</p> <p>This module is supported by Blackboard where students will be able to find all necessary module information. Direct links to information sources will also be provided from within Blackboard.</p>
Indicative Reading List	<p>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 the module handbook.</p> <p>Adams, R., Dominelli, L. and Payne, M., ed. (2009) <i>Social Work: Themes, Issues and Critical Debates</i>. 3rd ed. Basingstoke: Palgrave.</p> <p>Banks, S. (2012) <i>Ethics and Values in Social Work</i>. 4th ed. Basingstoke, Palgrave.</p> <p>Banks, S., Butcher, H., Henderson, P. and Robertson, J. ed. (2003) <i>Managing Community Practice: Principles, Policies and Programmes</i>. Bristol: The Policy Press.</p> <p>Bateman, N. (2000) <i>Advocacy Skills for Health and Social Care Professionals</i>. London: Jessica Kingsley.</p> <p>Chanan, G., Garratt, C. and West, A. (2000) <i>The New Community Strategies: How to Involve Local People</i>. London: Community Development Foundation.</p> <p>Cunningham, J. and Cunningham, S. (2014) <i>Sociology & Social Work</i>. 2nd ed. London: Sage/Learning Matters.</p> <p>Day, G. (2006) <i>Community and Everyday Life</i>. London: Routledge.</p> <p>Dwyer, P. (2010) <i>Understanding Social Citizenship</i>. 2nd ed. Bristol: Policy Press.</p> <p>Gilchrist, A. (2009) <i>The Well-Connected Community: a Networking Approach to Community Development</i>. 2nd ed. Bristol: The Policy Press.</p> <p>Harrison, R. and Wise, C. ed. (2013) <i>Working With Young People</i>. 2nd ed. London: Sage.</p> <p>Hart, R. (1997) <i>Children's Participation: The Theory and Practice of Involving Young Citizens in Community Development and Environmental Care</i>. London: Earthscan Publications Ltd.</p> <p>Hawtin, M. and Percy-Smith, J. (2007) <i>Community Profiling, a Practical Guide</i>. 2nd ed. Maidenhead: Open University Press.</p> <p>Jeffs, T. and Smith, M. (2005) <i>Informal Education: Conversation, Democracy and Learning</i>. 3rd ed. Nottingham: Educational Heretics Press.</p> <p>Kemshall, H. and Littlechild, R. ed. (2000) <i>User Involvement and Participation in Social Care</i>. London: Jessica Kingsley.</p> <p>Ledwith, M. (2005) <i>Community Development: a Critical Approach</i>. 2nd ed. Bristol: Policy Press.</p> <p>Nelson, G. and Prilleltensky, I. eds. (2010) <i>Community Psychology: in pursuit of liberation and well-being</i>. 2nd ed. Basingstoke: Palgrave Macmillan.</p> <p>Oliver, B. and Pitt, B. (2013) <i>Engaging Communities and Service Users: Context, Themes and Methods</i>. Basingstoke: Palgrave Macmillan.</p> <p>Putnam, R. (2000) <i>Bowling Alone: The Collapse and Revival of American Community</i>. New</p>

	<p>York: Schuster.</p> <p>Robertson, S. (2005) <i>Youth Clubs: Association, Participation, Friendship and Fun!</i>, Lyme Regis: Russell House Publishing.</p> <p>Robson, P., Begum, N. and Locke, M. (2003) <i>Developing User Involvement: Working Towards User-centred Practice in Voluntary Organisations</i>. Bristol: The Policy Press</p> <p>Taylor, M. (2003) <i>Public Policy in the Community</i>. Basingstoke: Palgrave Macmillan.</p> <p>Warren, J. (2007) <i>Service User and Carer Participation in Social Work</i>. Exeter: Learning Matters.</p> <p>A range of relevant resources are freely available on the following websites:</p> <p>www.cdf.org.uk www.gov.uk/government www.infed.org.uk www.involve.org.uk www.ncvo-vol.org.uk www.participationworks.org.uk www.scdc.org.uk www.scie.org.uk</p>
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Part 3: Assessment

Assessment Strategy	<p>Summative assessment will involve presentation and discussion/questions with two examiners and peers in order to demonstrate the integration of theory and practice. The presentation will offer the student creative ways to demonstrate critical thinking and to make links to their future practice. The assessment will involve an oral presentation followed by discussion/questions of 20 minutes maximum.</p> <p>Formative assessment provides opportunities for students to gain feedback on their developing understanding, knowledge and critical evaluation skills. These will be embedded throughout the module, in group discussions and activities. Students will be required to share their understandings and skills with teaching staff. Teaching staff will provide ongoing feedback on the appropriateness and level of student understanding and skills.</p>
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Identify final assessment component and element	A	
% weighting between components A and B (Standard modules only)	A: 100%	B: 0%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Oral examination of 20 minutes maximum consisting of a 10 minute presentation and 10 minute discussion/questions.	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Oral examination of 20 minutes maximum consisting of a 10 minute presentation and 10 minute discussion/questions.	100%	

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.