



## **Module Specification**

### Working with Diverse Communities

Version: 2023-24, v2.0, 19 Jul 2023

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## Part 1: Information

**Module title:** Working with Diverse Communities

**Module code:** UZVY84-15-M

**Level:** Level 7

**For implementation from:** 2023-24

**UWE credit rating:** 15

**ECTS credit rating:** 7.5

**Faculty:** Faculty of Health & Applied Sciences

**Department:** HAS Dept of Social Sciences

**Partner institutions:** None

**Field:** Health, Community and Policy Studies

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** Yes

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** Not applicable

**Features:** Module Entry Requirements: Registered Health and Social Care Professional.

**Educational aims:** The aim of the module is to consider the complex theoretical and practical issues of working with Diverse Communities in a social care setting.

**Outline syllabus:** Students will consider how their knowledge of key concepts including diversity, inequality and cultural competence have developed in practice and critically examine research and theory relating to their own field of practice. Social Policy and underpinning legal frameworks relating to diversity, equality and cultural competence will be considered and critically evaluated against the context of changing national and local needs.

The module will consider how theoretical perspectives contribute to the creation and maintenance of inequality and how social work practice can be utilised to challenge inequality. Students will be supported to challenge existing discourses relating to diverse communities and consider a range of theoretical perspectives including postmodernism, modern feminism, queer theory and multiculturalism vs assimilation.

The module will link knowledge and practice, considering models for sustaining and promoting diversity, and minimising health and social inequalities.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** Scheduled learning includes lectures and learning sets.

Independent learning includes hours engaged with essential reading, case study preparation, exam preparation etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Critically reflect upon the development of their understanding of the concepts of diversity, inequality and cultural competence and their implications for social work practice.

**MO2** Evaluate critically, current debates surrounding an aspect of diversity relevant to their practice setting.

**MO3** Contextualise and critically analyse the impact of discrimination on people's health and well-being.

**MO4** Demonstrate an ability to support and sustain diversity for the benefit of people, families and communities.

**MO5** Identify and evaluate strategies for working with difference and diversity relevant to their practice setting.

**Hours to be allocated:** 150

**Contact hours:**

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

Total = 150

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uzvy84-15-m.html) via the following link <https://uwe.rl.talis.com/modules/uzvy84-15-m.html>

## **Part 4: Assessment**

**Assessment strategy:** Summative assessment for this module is a service improvement plan to support and sustain diversity within their practice setting, and a 2000 word critical reflection on how the student has developed their knowledge of working with diverse communities.

Formative feedback opportunities are provided to students throughout the module by the teaching staff and through peer led learning sets. Students will be asked to read and discuss specific journal articles related to diverse communities and service improvement models. They will thus gain feedback on their developing understanding, knowledge and critical evaluation skills within a supportive context. Teaching staff will provide ongoing feedback on the appropriateness and level of student understanding and skills.

**Assessment tasks:**

**Written Assignment (First Sit)**

Description: Service Improvement Plan and 2000 word critical reflection.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

**Written Assignment (Resit)**

Description: Service Improvement Plan and 2000 word critical reflection.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

**Part 5: Contributes towards**

This module contributes towards the following programmes of study: