




**MODULE SPECIFICATION**

Part 1: Information			
Module Title	Working With Diverse Communities		
Module Code	UZVY84-15-M	Level	M
For implementation from	September 2018		
UWE Credit Rating	15 Credits	ECTS Credit Rating	7.5
Faculty	Health and Applied Sciences	Field	Health Community and Policy Studies
Department	Health and Social Sciences		
Contributes towards	Professional Development Awards		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	Registered Health and Social Care Professional		

Part 2: Description
<p>The aim of the module is to consider the complex theoretical and practical issues of working with Diverse Communities in a social care setting. 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.</p> <p>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.</p> <p>The module will link knowledge and practice considering models for sustaining and promoting diversity and minimising health and social inequalities.</p>
Part 3: Assessment
<p>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.</p> <p>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</p>

the appropriateness and level of student understanding and skills		
Identify final timetabled piece of assessment (component and element)		<i>Component A</i>
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A (controlled conditions) Description of each element		Element weighting (as % of component)
1. Service Improvement Plan and 2000 word critical reflection.		100
Component B (controlled Conditions) 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)
1. Service Improvement Plan and 2000 word critical reflection.		100
Component B Description of each element		Element weighting (as % of component)
Part 4: Teaching and Learning Methods		
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Critically reflect upon the development of their understanding of the concepts of diversity, inequality and cultural competence and their implications for social work practice. 2. Evaluate critically, current debates surrounding an aspect of diversity relevant to their practice setting 3. Contextualise and critically analyse the impact of discrimination on people's health and well-being. 4. Demonstrate an ability to support and sustain diversity for the benefit of people, families and communities. 5. Identify and evaluate strategies for working with difference and diversity relevant to their practice setting. <p>All LO's to be met by component A</p> <p>Scheduled learning includes lectures and learning sets.</p> <p>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.</p>	

Key Information Sets Information (KIS)	<table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5">Number of credits for this module</td> </tr> <tr> <td colspan="4"></td> <td style="text-align: right;">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> <td></td> </tr> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> <td style="text-align: center;"></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	
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Contact Hours	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p>																															
Total Assessment	<table border="1"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>					Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%																	
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Reading List	https://uwe.rl.talis.com/lists/1EE0139C-8CE9-7301-D648-D26099066D1D.html																															

First ASQC Approval Date	ASQC Chair's action approval July 2018			
Revision CAP Approval Date		Version	1	RIA 12642