



## **Module Specification**

### Working with Diverse Communities

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## Part 1: Information

**Module title:** Working with Diverse Communities

**Module code:** UZVYKW-20-3

**Level:** Level 6

**For implementation from:** 2023-24

**UWE credit rating:** 20

**ECTS credit rating:** 10

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

**School:** HAS School of Health and Social Wellbeing

**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:** This module is designed to support experienced social workers to consider key contemporary issues for diverse communities that they may encounter and challenge them to address them in a manner that aligns with social work values of social justice.

**Features:** Not applicable

**Educational aims:** The aim of the module is for students to explore the complex theoretical and practical issues of working with diverse communities in social care contexts.

**Outline syllabus:** This module is designed for social work post-qualifying continuing professional development.

In this module, students will consider how their knowledge of key concepts including diversity, inequality, discrimination, oppression 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, rights, equality, inclusion and discrimination will be considered and critically evaluated within changing national and local contexts. Intersectional experiences in relation to, for example, race and ethnicity, sex, gender identity, sexuality, disability, age, social deprivation, faith and belief etc. will be considered in the context of social work practice.

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, feminisms, critical race theory, queer theory and multiculturalism vs assimilation.

The module will support students to link their knowledge and practice to apply models for sustaining and promoting diversity and minimising health and social inequalities in their own practice.

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

**Teaching and learning methods:** Teaching on this module will take the form of larger group teaching and peer led learning sets. Students will be set guided reading for related to diverse communities and action planning for anti-oppressive practice.

Teaching may be face to face, online or a mixture of these.

This module is taught and assessed at both level 6/3 and 7/M.

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

**MO1** Reflect upon the development of their understanding of the concepts of diversity, inequality, discrimination, oppression and cultural competence and their implications for social work practice

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

**MO3** Examine the impact of discrimination on people's social circumstances, health and well-being

**MO4** Demonstrate an applied understanding of ways to support and sustain diverse communities, families and individuals

**MO5** Identify and evaluate strategies for working with diversity, identifying oppression and addressing inequality in professional practice

**Hours to be allocated:** 200

**Contact hours:**

Independent study/self-guided study = 152 hours

Face-to-face learning = 48 hours

Total = 200

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/69D3D340-E8A3-18D6-C04E-CEDE416CD805.html?lang=en&login=1) via the following link <https://rl.talis.com/3/uwe/lists/69D3D340-E8A3-18D6-C04E-CEDE416CD805.html?lang=en&login=1>

## Part 4: Assessment

**Assessment strategy:** This module is assessed in the following ways.

Formative feedback opportunities are provided to students throughout the module by the teaching staff and throughout the peer led learning sets where they get feedback on their developing understanding, knowledge and critical evaluation skills in a supportive context.

Summative assessment for this module is via a 3000 word assignment comprising 2000 word critical reflection on current anti-oppressive practice and 1000 word personal action plan to address the identified priorities for change based on that reflection and the application of key theories and research.

**Assessment tasks:****Written Assignment (First Sit)**

Description: 3000 word written assignment

Weighting: 100 %

Final assessment: Yes

Group work: No

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

**Written Assignment (Resit)**

Description:

3000 word written assignment

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: