Module Specification

Promoting Change in Practice with Disabled Children and their Families

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Part 1: Information

Module title: Promoting Change in Practice with Disabled Children and their Families

Module code: UZVYL3-20-M

Level: Level 7

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 enable children's social workers to consider the evidence base for child-centred practice with disabled children and their families.

Features: Not applicable

Educational aims: This module aims to support social workers working with disabled children, children with complex and chronic health needs and their families

to develop their knowledge and skills around promoting the voice of the child and safeguarding the child's rights and welfare.

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

It will enable social workers working with disabled children, children with complex and chronic health needs and their families to develop their knowledge of the legal and policy framework for their practice. They will consider the evidence base for the experiences of these children and their families and explore how the underpinning theories of disabled children's lives are affected by their conceptualisation and representation and what structures the resources available for their childhood and development.

Students will consider the particular experiences of oppression, discrimination and inequality experienced by disabled children and their families and critically reflect on their own role in supporting greater opportunities for wellbeing and welfare as well as safety and protection.

Part 3: Teaching and learning methods

Teaching and learning methods: Teaching will be provided by academics with significant expertise in disabled childhood studies and will include the voices of people with lived experience. A mixture of face to face and online learning will be used with opportunities for large and small group teaching as well as access to a range of relevant learning materials on law, policy, theory and research and have space to reflect on their ability to influence the development of services that promote the voice of the child.

The module will have an action learning approach with students choosing and researching the focus of their practice development from the outset. This will be in both individual and group work. For higher level learning and leadership skills, group work roles will be specified around task management, analytical critique, group

relations & communication and action planning. Teaching will also be through topic lectures and seminars around set reading.

Students will be provided with indicative reading, regular set reading and have access to resources to develop library research skills. Students will be encouraged to develop their professional networks towards including engagement with community development such as disability arts, activism etc.

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

MO1 Evaluate the current social policy context and underpinning legal frameworks for the promotion of the safety and wellbeing for disabled children and their families

MO2 Critically analyse contemporary social and psychosocial theories of childhood, youth, family, disability including diversity and intersectionality

MO3 Critically reflect on factors identified in current research and learning from Serious Case Reviews in relation to the wellbeing and safeguarding of disabled children and children with complex needs

MO4 Identify and examine methods to facilitate the voice and wishes of the disabled child in partnership working with families and multi-agency processes of assessment, planning, provision and review of care

MO5 Create a service improvement plan that integrates leadership, co-production and enterprise approaches for community change in practice with disabled children and their families.

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 via the following link

https://rl.talis.com/3/uwe/lists/3EBE3A8E-B175-D55A-DF82-959ABCE20C54.html?lang=en&login=1

Part 4: Assessment

Assessment strategy: The module will be assessed in the following ways.

Students will receive formative feedback throughout the teaching in the form of small and large teaching group exercises to develop understanding, knowledge and critical evaluation skills within a supportive context.

Summative assessment is via a 3000 word assignment comprising 2000 word critical reflection on current practice and 1000 word service improvement plan to 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: