






STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Critical Reflective Practice in Social Work 2				
Module Code	UZVSJ7-30-3	Level	3	Version	2
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Health, Community and Policy Studies		
Department	Health and Social Sciences	Module Type	Project		
Contributes towards	BSc (Hons) Social Work				
Pre-requisites	Reflective Practice in Social Work (UZVSMF-30-2) Law and Knowledge for Social work (UZVRU6-30-2)	Co- requisites	UZVSJ8-30-3		
Excluded Combinations	None	Module Entry requirements	None		

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"> <li>• Critically appraise their practice showing understanding of the application of knowledge (including theory, models of intervention, research and legal and policy frameworks and guidance), practice skills, and values.</li> <li>• Recognise the scope for professional judgement.</li> <li>• Demonstrate capacity to safeguard and promote the well being of service users and carers.</li> <li>• Demonstrate capacity to recognise signs of harm and practices that present a risk to or from service users and carers, and to take appropriate action to protect those at risk of harm.</li> <li>• Show an understanding of the dynamics of power and authority in professional relationships.</li> </ul>
Syllabus Outline	<p><b>University Based Critical Reflective Practice Workshops:</b></p> <ol style="list-style-type: none"> <li>a) Application of models of critical reflective practice including use of self and authority, partnership with service users and carers and holistic approaches like, for example 'think family'.</li> <li>b) Working with complexity and conflict - including formal assessment processes application of ethical frameworks, accountability and developing emotional resilience</li> </ol>

	<p>c) Community Capacity: for example, community profiling, engagement and supporting the development of networks.</p> <p>d) Leadership and inter-professional working: decision making and its presentation (e.g. for meetings, court, tribunal)</p> <p><b>Experience of Practice Learning in co-requisite module</b></p>												
Contact Hours	Three & half Full day Critical Reflective Practice Workshops, with additional contact via online forums and additional contact on placement over both semesters.												
Teaching and Learning Methods	<p><b>Strategy:</b> The strategy builds on active learning in Reflective Practice in Social Work module by the development of professional autonomy taking responsibility for use of supervision and other learning opportunities.</p> <p><b>Methods include:</b>  Plenary workshops  Critical Reflective Practice group work with facilitator  Researching and reading  Technology Enhanced Learning: The module will be supported by Blackboard and Open online resources, e.g podcasts. Pebblepad is being developed for use by this module, and may involve some trial use in 2018.</p> <p><b>Module organisation:</b>  <b>Scheduled time</b>  There will be a one day introduction to the module before the placement starts. Students will attend three critical reflective practice and workshops and tutor groups at the university alongside their placement.</p> <p><b>Independent learning</b>  Students are expected to read both in their placement and outside to develop their understanding of issues they encounter in practice. Students will be encouraged to produce written evidence of practice to inform formative assessment by their practice educators. This may identify areas of development which will relate to this module and the proposed assessment.</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="480 1397 1374 1608"> <thead> <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> <th></th> </tr> </thead> <tbody> <tr> <td>300</td> <td>24</td> <td>276</td> <td>0</td> <td>300</td> <td></td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</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>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		300	24	276	0	300	
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Reading Strategy	<p>The development of literature searching skills is supported by a Library seminar provided within the first semester. These will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing.</p> <p>Students will be expected to read specific areas for their placement around service user and carers, relevant theories and practice methods. Students will need to use skills in retrieving and evaluating research. This module stresses the need to draw on research studies and search skills for journals are particularly important.</p> <p>The library site compiled with the service user and carer HUB group for the programme is there to strengthen understanding of service user and carer perspectives:  <a href="http://hls.uwe.ac.uk/suci/Default.aspx?pageid=1">http://hls.uwe.ac.uk/suci/Default.aspx?pageid=1</a></p> <p>Students will should read about critical reflective practice and evidence based approaches. Reading will be drawn from all previous modules.</p> <p>Students will also need to research and read placement material (i.e. Health and Safety Policy, Equality Policy; Safeguarding Policy).</p> <p>Further reading will be linked to the students own learning objectives and professional development.</p> <p><b>Essential</b>  British Journal of Social Work, Children and Society, Disability and Society Social work Journal are examples for articles that are service user, issue, and setting specific articles that are critical and based on research.</p>																									
Indicative Reading List	<p>Aveyard, H., Sharp, P. and Williams, M. (2<sup>nd</sup> ed) (2015), <i>A Beginners Guide to Critical Thinking and Writing in Health and Social Care</i>. Maidenhead: Open University Press.</p> <p>Adams, R. Dominelli, L &amp; Payne, M (eds) (2009) <i>Social Work: Themes, Issues and Critical Debates (3<sup>rd</sup> edition)</i> Basingstoke, Palgrave Macmillan</p> <p>Adams, R. Dominelli, L &amp; Payne, M (eds) (2009) <i>Critical Practice In Social Work (2<sup>nd</sup> ed.)</i> Basingstoke, Palgrave Macmillan</p> <p>Adams, R. Dominelli, L. and Payne, M. (eds) (2009) <i>Practising social work in a complex world (2<sup>nd</sup> ed.)</i>Basingstoke : Palgrave Macmillan, 2009.</p> <p>Allen, G. and Langford, D. (2011) <i>Effective Interviewing in Social Work and Social Care</i>. Basingstoke: Palgrave Macmillan.</p> <p>Banks, S. (2012) <i>Ethics and Values in Social Work (4<sup>th</sup> edition)</i> Basingstoke, Palgrave Macmillan</p> <p>Beckett, C (2006) <i>Essential Theory for Social Work Practice</i> London, Sage</p> <p>Brammer, A (2015) (4<sup>th</sup> ed) <i>Social Work Law</i> Harlow, Pearson</p> <p>Curran, T and Runswick-Cole, K (eds) (2013) <i>Disabled Children's Childhood Studies - Critical Approaches in a Global Context</i> Basingstoke, Palgrave Macmillan</p> <p>Jones, K. Cooper, B. and Ferguson, H. (2008) <i>Best Practice in Social Work: Critical Perspectives</i> Basingstoke: Palgrave</p> <p>Jones, S (2015) <i>Social Work Practice Placements: Critical and Reflective Approaches</i> London, Sage</p>																									

Lindsay, T and Orton S (2014) (3<sup>rd</sup> edition) *Groupwork practice in social work* Los Angeles, Learning Matters

Lishman, J (ed) (2007) *Handbook for Practice Learning in Social Work and Social Care: Knowledge and Theory* London: Jessica Kingsley Publishers

Lomax, R. Jones, K., Leigh, S. and Gay, C. (2010) *Surviving your Social Work Placement* Basingstoke, Palgrave Macmillan

Oliver, B. and Pitt, B. (2013) *Engaging Communities and Service Users: Context, Themes and Methods*. Basingstoke: Palgrave Macmillan.

Payne, M (2014) *Modern Social Work Theory (4<sup>th</sup> ed)*, Basingstoke, Palgrave Macmillan

Thompson, N, (2010) *Theorising Social Work Practice* Basingstoke, Palgrave Macmillan

Trevithick, P. (2012) *Social Work Skills: A Practice Handbook* Maidenhead, McGraw-Hill/Open University Press

Wilson, K. Ruch, G. Lymbery, M. Cooper, A. (2011) *Social Work: An introduction to contemporary practice (2<sup>nd</sup> edition)* Harlow, Prentice Hall

<b>Part 3: Assessment</b>	
Assessment Strategy	Students will be asked to revisit a Direct Observation from their placement module (UZVSJ8-30-3) and undertake a 3000 word critical reflection on their practice. The assignment will align with the stated learning outcomes for this module. It will require students to more deeply consider the practice observed, using models of critical reflection, considering complexity and conflict, demonstrating an understanding of community capacity building and appraising their own capabilities in leadership and inter-professional working.

Identify final assessment component and element	<b>Component A</b>	
<b>% weighting between components A and B (Standard modules only)</b>	<b>A:</b>	<b>B:</b>
	<b>100</b>	
<b>First Sit</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. Critical Analysis of Practice (3000 words)	100	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. Critical Analysis of Practice (3000 words)	100	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	

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.

First CAP Approval Date	19 November 2015			
Revision CAP Approval Date	20/7/2017	Version	2	<a href="#">RIA 12336</a>