



**STUDENT AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Critical Reflective Practice in Social Work 1				
Module Code	UZVSJ8-30-3	Level	3	Version	1
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	Professional Practice		
Contributes towards	BSc (Hons) Social Work				
Pre-requisites	Reflective Practice in Social Work (UZVSMF-30-2) Knowledge and Skills for Social Work Practice (UZVSME-45-2)	Co- requisites	UZVSJ7-30-3		
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>• demonstrate capability across all domains of the social work Professional Capabilities Framework (details are specified in the module handbook).</li> <li>• demonstrate capacity to develop respectful partnership work with service users and carers using a range of methods to promote individual, family and community based change</li> <li>• undertake formal assessment and evidence based decision making with service users, carers and inter-professional teams in situations including those involving statutory interventions</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</li> <li>• demonstrate critical reflective practice with understanding of the application of values, theory, knowledge, research and legal and policy frameworks and guidance recognising the scope for professional judgement</li> </ul>
Syllabus Outline	<p><b>Module introduction</b> to include requirements of practice learning and assessment</p> <p><b>University Based Critical Reflective Practice Workshops and critical reflective practice groups:</b></p>

	<p>Plenary workshops will include</p> <ul 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 ‘think family’</li> <li>b) Working with complexity and conflict - including formal assessment processes application of ethical frameworks, accountability and developing emotional resilience</li> <li>c) Community Capacity: using community profiling, engagement and supporting the development of networks</li> <li>d) Leadership and inter-professional working: decision making and its presentation (e.g. in court, tribunal)</li> </ul> <p><b>Practice Learning</b></p> <p>Induction including practice learning agreement and community context profile</p> <p>Methods of intervention that include formal assessment processes in partnership with service users and carers</p> <p>Social work tasks including undertaking statutory interventions with appropriate support and supervision</p> <p>Leadership including team and inter-professional working, user and carer involvement and social change strategies</p> <p>Methods of evaluating outcomes and conclude or revise plans with service users and carers and others involved</p> <p>Professional development, autonomy and accountability in use of supervision</p>
Contact Hours	<p>100 day practice learning opportunity to include</p> <p>Supervision weekly (1.5 hrs) with practice educator (or practice supervisor where appropriate).</p> <p>Interim and final contact with practice tutor plus tutor online contact.</p> <p>Four university based critical reflective practice groups led by practice and academic tutors</p>
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></p> <ul style="list-style-type: none"> <li>Practice tasks with service users and carers</li> <li>Direct observation of holistic practice</li> <li>Team and inter-professional working</li> <li>Preparation and use of supervision</li> <li>Critical Reflective Practice group work with facilitator</li> <li>Formative and self- assessment (records of reflective learning)</li> <li>Tutorial support</li> <li>Researching and reading</li> <li>Technology Enhanced Learning: The module will be supported by Blackboard and the use of Practice Support Net</li> </ul> <p><b>Module organisation:</b></p> <p><b>Scheduled time</b></p> <p>There will be a one day introduction to the module before the placement starts. Students will attend four critical reflective practice and workshops and tutor groups at the university alongside their placement.</p> <p><b>Independent learning</b></p> <p>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</p>

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**Placement learning**

The learning opportunities will begin with induction and community profile. Practice learning opportunities will in settings where there are statutory social work tasks and supervision will be with a registered social worker and qualified Practice Educator.

**Key Information Sets Information**

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.

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
700	0	0	700	700	

The table below indicates as a percentage the total assessment of the module which constitutes a -

**Written Exam:** Unseen written exam, open book written exam, In-class test

**Coursework:** Written assignment or essay, report, dissertation, portfolio, project

**Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam

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:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	0%
Practical exam assessment percentage	100%
	100%

**Reading Strategy**

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.

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.

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: <http://hls.uwe.ac.uk/suci/Default.aspx?pageid=1>

Students will should read about critical reflective practice and evidence based

	<p>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>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 (2nd ed.)</i> Basingstoke, Palgrave Macmillan</p> <p>Adams, R. Dominelli, L. and Payne, M. (eds) (2009) <i>Practising social work in a complex world (2nd 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> <p>Lindsay, T and Orton S (2014) (3<sup>rd</sup> edition) <i>Groupwork practice in social work</i> Los Angeles, Learning Matters</p> <p>Lishman, J (ed) (2007) <i>Handbook for Practice Learning in Social Work and Social Care: Knowledge and Theory</i> London: Jessica Kingsley Publishers</p> <p>Lomax, R. Jones, K., Leigh, S. and Gay, C. (2010) <i>Surviving your Social Work Placement</i> Basingstoke, Palgrave Macmillan</p> <p>Oliver, B. and Pitt, B. (2013) <i>Engaging Communities and Service Users: Context, Themes and Methods</i>. Basingstoke: Palgrave Macmillan.</p> <p>Payne, M (2014) <i>Modern Social Work Theory (4<sup>th</sup> ed)</i>, Basingstoke, Palgrave Macmillan</p> <p>Thompson, N, (2010) <i>Theorising Social Work Practice</i> Basingstoke, Palgrave Macmillan</p> <p>Trevithick, P. (2012) <i>Social Work Skills: A Practice Handbook</i> Maidenhead, McGraw-Hill/Open University Press</p> <p>Wilson, K. Ruch, G. Lymbery, M. Cooper, A. (2011) <i>Social Work: An introduction to contemporary practice (2<sup>nd</sup> edition)</i> Harlow, Prentice Hall</p>

<b>Part 3: Assessment</b>	
Assessment Strategy	<p>The assessment is holistic and developmental and includes student self-assessment, formative assessment, engagement with feedback from service users and carers and others involved in practice learning.</p> <p>The Practice Quality Panel that includes partner agency and service user and carer representatives reviews recommendations and marks, difficulties, borderline and fail decisions. It will provide action plans and or referrals to other university regulations</p>

	<p>such as Professional Suitability where necessary. The panel moderates the cohort and selects external examiner sample to ensure consistency of standards. Where students have failed to meet module criteria and fail the module, the panel and University examination boards will make decisions regarding further assessment opportunities with or without attendance. The panel will make recommendations to the module leader for areas for development.</p> <p>The Assessment:</p> <p>A portfolio evidencing students' achievement of overall capability in social work assessed against the Social Work Professional Capabilities Framework to the standard specified for the end of the last placement - and reflective of the HCPC Standards of Proficiency for Social Workers in England.</p>
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Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	<b>A:</b> <b>P/F</b>	<b>B:</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Portfolio of Practice Learning	Pass / Fail	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1.		

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Portfolio of Practice Learning	Pass / Fail	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1.		
<p>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.</p>		

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First CAP Approval Date	19 November 2015 (for Sep 2015)			
Revision Approval Date <i>Update this row each time a change goes to CAP</i>		Version	1	