



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Engagement, empowerment and intervention				
Module Code	UZVRTT-15-2	Level	2	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Health, Community and Policy Studies		
Department	Health and Social Studies	Module Type	Standard		
Contributes towards	BSc (Hons) Social Work				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
First CAP Approval Date	2 nd February 2016		Valid from	September 2016	
Revision CAP Approval Date			Valid from		

Review Date	September 2022
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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"> • Demonstrate an understanding of the social work role and process and how it operates within a range of settings including statutory, voluntary and private and independent (Component A) • Demonstrate knowledge and the ability to apply tools for the successful engagement of service users, including an understanding of individual need and potential issues of resistance (Component A) • Identify issues relating to power and control within the social work role (Component A) • Identify and articulate different methods of intervention and theoretical concepts for a variety of service user groups (Component A) • Understand and demonstrate empowerment approaches within social work practice (Component A)
Syllabus Outline	<ul style="list-style-type: none"> • Understanding the social work role including referral, assessment, intervention and evaluation. • Engagement – sustaining relationships, care vs control, managing conflict, working with resistance • Children and Families • Mental Health and substance misuse • Disability • Older people

Contact Hours	<ul style="list-style-type: none"> 36 hours of contact time including lectures, workshops and seminars. Online weekly engagement with learning materials through the VLE. 																														
Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, workshops and tutorials. Some of these will be facilitated by current practitioners. This will include contributions from service users and carers and current practitioners from a range of professions. Technology Enhanced Learning resources will be available that link to the skills days. Each scheduled teaching day will follow a particular theme with a range of different learning activities designed to enhance the students' skills before entering their practice placement.</p> <p>Independent learning includes hours engaged with essential reading, use of online skills resources; case study preparation, assignment preparation and completion etc.</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="459 763 1369 1153"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</td> <td>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> </tr> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>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</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> <table border="1" data-bbox="419 1585 1414 1832"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>100%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>0%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</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	Total assessment of the module:		Written exam assessment percentage	100%	Coursework assessment percentage	0%	Practical exam assessment percentage	0%		100%
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Reading Strategy	<p>The lecture notes and hand-outs for this module will be available on Blackboard (BB) for the sessions. This is essential reading which will be used for teaching on the module.</p> <p>There will be up to date specialist journal articles to match each full day's teaching placed on BB.</p> <p>There will be PowerPoint lecture notes on BB for them to review before teaching</p>																														

	<p>Students will be encouraged to share with their peers, (on the discussion board) any particularly useful material they have found and will be encouraged to say why this is helpful, what are the gaps in this material to enhance their critical approach to learning materials and to knowledge generally.</p> <p>Further reading;</p> <p>This will be developed during the module with texts suggested by practitioners and others to build varied sources of reading.</p> <p>We will use shared learning and texts in seminar groups to promote further reading and remain student-centred to encourage peer support and learning.</p>
Indicative Reading List	<p>Parker, J. and Bardley, G. (2010) <i>Social Work Practice: Assessment, Planning Intervention and Review</i>. 3rd ed. London: Learning Matters</p> <p>Parrott, L. (2014) <i>Values & Ethics in Social Work Practice</i>. 3rd ed. London: Learning Matters</p> <p>Teater, B. (2014) <i>Contemporary Social Work Practice</i>. Maidenhead: Open University Press</p>

Part 3: Assessment

Assessment Strategy	<p>Summative assessment of all learning outcomes aims to enable students to demonstrate their understanding of the key themes within the module. The students will be encouraged to provide a detailed application of methods of intervention, the social work role and the principles that underpin engagement with service users. These assessments will involve a viva presentation of 30 minutes maximum consisting of a presentation of 15 minutes and discussion/questions for 15 minutes.</p> <p>Formative assessment/feedback provides opportunities for students to gain feedback on their developing understandings and knowledge and their evaluation skills. These will be embedded throughout the module, in group discussions and small group activities. Students will be required to share their understandings and skills with teaching staff, and teaching staff will provide them with feedback on the appropriateness and level of knowledge discussed.</p>
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Identify final assessment component and element	A	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	0%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Viva presentation of 30 minutes maximum consisting of a presentation of 15 minutes and discussion/questions of 15 minutes.	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Viva presentation of 30 minutes maximum consisting of a presentation of 15 minutes and discussion/questions for 15 minutes.	100%	
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.		