<table>
<thead>
<tr>
<th><strong>MODULE TITLE</strong></th>
<th>INTRODUCTION TO SOCIAL WORK PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MODULE LEVEL</strong></td>
<td>7</td>
</tr>
<tr>
<td><strong>MODULE CREDIT POINTS</strong></td>
<td>30</td>
</tr>
<tr>
<td><strong>SI MODULE CODE (if known)</strong></td>
<td>66-7963-OOS</td>
</tr>
<tr>
<td><strong>MODULE JACS CODE</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SUBJECT GROUP</strong></td>
<td>SOCIAL WORK, SOCIAL CARE AND COMMUNITY STUDIES</td>
</tr>
</tbody>
</table>

**MODULE DELIVERY PATTERN** (✓ as applicable or give dates for non-standard delivery)
NB "Semester 3" ends on 31 July each year

<table>
<thead>
<tr>
<th>LONG (2 semesters)</th>
<th>SHORT (1 semester)</th>
<th>NON-STANDARD DELIVERY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sem 1 &amp; 2</td>
<td></td>
<td>✓ Start Date</td>
</tr>
<tr>
<td>Sem 2 &amp; 3</td>
<td></td>
<td>✓ End Date</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sem 3</td>
</tr>
</tbody>
</table>

**MODULE ASSESSMENT PATTERN** (✓ as applicable - also complete Table A, Section 5, below)

Single Module Mark with Overall Module Pass Mark of 40%

Single Module Mark - Pass/Fail only

Up to Three Assessment Tasks with Pass Mark of 40% for each Task and Overall Module Pass Mark of 40%

Up to Three Assessment Tasks - Pass/Fail only

Other - if choosing "Other" please give further details of assessment pattern in the blank space below. "Other" should be chosen where, for example, a PSRB has specified an overall Module Pass Mark of higher than 40% - if so, give details below and specify higher pass mark. Or, e.g. where PSRB has specified an Individual Task Pass Mark of higher than 40% give details in space below and complete final column in Table A, Section 5)

1 All students must undertake a satisfactory shadowing experience (evaluated by a registered social worker) as part of the Safety to Begin Practice Learning requirement and (following) a satisfactory report from the CRB (DoH 2002), but these elements accrue no credit.

2 The formative assessment is mandatory and contributes to the Safety to Begin Practice Learning

3 The summative assignment consists of 2 tasks - Presentation & Critical Review.

Overall Module Pass Mark if other than 40% (subject to approval) 40%

**MODULE INFORMATION** (✓ as applicable - also complete Table A, Section 5)

Is a timetabled examination required for the assessment of this module? No

Is a timetabled examination required for the reassessment of this module? No

Is the module delivered wholly by Distance Learning (ie. not timetabled at SHU) No

Are any staff who are responsible for teaching on this module non-SHU employees? No

**MODULE STATUS** (✓ as applicable to status of module in the context of current proposal)

Unchanged: an existing module, presented as unchanged from previous years

Modified: an existing module being modified as a result of this validation, e.g. changes to delivery or assessment pattern, title, credit weighting etc. ✓

New: new module to be approved through current validation process

If status is 'Modified', please give date when modified version is to be available from Modified Version Available from ???/??/???

**Breakdown of notional study hours by type**
(Typically requires 10 hours of notional study time for 1 CATS credit)

<table>
<thead>
<tr>
<th>Tutor-Led (Contact Hours)</th>
<th>Tutor-Directed Study</th>
<th>Self-Directed Study</th>
<th>TOTAL STUDY HOURS for this Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>41</td>
<td>60</td>
<td>199</td>
<td>300</td>
</tr>
</tbody>
</table>

**OTHER COURSES FEATURING THIS MODULE** (please list below)
1. **AIM OF THIS MODULE**

This module will take place at the very beginning of the course and aims to provide students with an overview of their profession (settings, history and values). It also provides an induction to the university, the Faculty and the course. In order to do this the module aims are:

1.1. To provide students with the foundations of knowledge so that they can identify and appreciate the moral dilemmas inherent in professional practice and begin to develop as anti-oppressive practitioners

1.2. To develop skills in reflective practice, critical evaluation and analysis of self and theoretical knowledge. One manifestation of this learning will be the Personal and Professional Development Planning (PPDP) Final Portfolio, which will be introduced in this module for use throughout the course

1.3. To provide the theoretical knowledge, and some experiential understanding, of working inter-professionally and in teams in readiness for employment in multi-profession and multi-agency activities and organisations

1.4. To promote students' ability to locate, evaluate and engage with relevant health, social care and organisational policy in a constantly changing health and social care practice environment

1.5. The module will contribute to the knowledge, skills and values required for the first practice experience

1.6. To enable students to use Communication and Information Technology (C&IT) methods for a variety of purposes (for social work students - ECDL)

1.7. To be assessed for the Safety to Begin Practice Learning requirements (Department of Health 2002).

This module contains the learning and assessment required for social workers in relation to

2. **BY ENGAGING SUCCESSFULLY WITH THIS MODULE YOU WILL BE ABLE TO:**

2.1. Engage effectively with and critically evaluate communication and teamwork theories, and the skills used in interprofessional practice

2.2. Apply ethical principles and theories of anti-oppressive practice such that you can critically evaluate and challenge behaviours that are inconsistent with those principles

2.3. Engage with service users' and carers' perspectives and apply them to critically evaluate policies, organisational and personal attitudes and practices

2.4. Critically evaluate your own personal and professional learning, so that you can plan your personal, professional and academic development

In the module you can demonstrate evidence of skills in relation to the following ECDL modules:
Module 2 – Using the computer and managing files (Use the common functions of a PC and its operating system): Module 3 – Word Processing (Use a word processing application to produce documents to meet assignment presentation requirements): Module 6 – Presentation (Make use of presentation software) and Module 7- Information (Use the internet to access given World Wide Web resources relevant to social work).

You will be able to meet the requirements for Safety to Begin Practice Learning in relation to the Disclosure and Barring Service (DBS), the demonstration of appropriate values and a ‘greater understanding of the experience of service users and the opportunity to shadow an experienced social worker’ (DoH 2002).
3. **THESE ARE EXAMPLES OF THE CONTENT OF THE MODULE**

- The history and policy context of health and social care professionals
- User and carer perspectives of service provision and advocacy
- Values and ethics, including codes of conduct and interprofessional values
- Oppression, anti-oppressive practice
- Models of disability
- Team work including interprofessional team work
- Interprofessional working and policy requirements
- Communication skills
- Critical reflection, reflective practice and use of the PPDP
- Law and policy making and the tripartite model (SCIE).

Law will not be assessed in this module but will be developed and assessed in the following modules: Foundations for Practice; PL1; Development for Practice; PL2 and Social Work in Context.

4. **THESE ARE THE MAIN WAYS YOU WILL BE SUPPORTED IN YOUR LEARNING TO ACHIEVE THESE OUTCOMES**

Lectures will introduce underpinning, and key concepts and theories. In the main these will be interactive sessions in which there will also be group discussions and small group activity, based around exercises and case studies. A Blackboard site on the virtual learning environment, which will include discussion board activities and resources, will support learning.

This approach to learning and teaching will draw on and challenge students’ knowledge and experience in order to explore issues fully and to enhance their understanding. Students will be expected to research topics, individually or in groups, in preparation for tasks presented in the formal teaching sessions. Considerable use will be made of the mixed student group in this module; social work students will often be taught alongside occupational therapy students. A small proportion of the module will be timetabled for subject specific topics when it is taught separate to other professional groups.

**Tutorials** will provide opportunity for the students to reflect on learning during the module, to obtain guidance on assessment activity and to consider the work to be included in the PPDP Final Portfolio.

**STUDENT DIRECTED LEARNING**

This will take the form of:

- Extending knowledge and developing the input provided by wide reading provided by the course team and researched independently
- Using the VLE to be fully informed of the assessment tasks in order to make best use of the assessment support provided by the module team
- Self reflection and application of the materials to your current experience of professional or related practice or experience
- Development of critical reflection skills
- Development and maintenance of your PPDP Final Portfolio

These strategies will enable you to become increasingly independent in your learning.
5. THESE ARE THE WAYS THAT WILL BE USED TO ENABLE YOU TO DEMONSTRATE YOU HAVE MET THE LEARNING OUTCOMES

The mandatory formative assessment will be used as a diagnosis of students’ capacity for critical reflection, analysis and academic skills in written work. It will also be the first occasion for assessing the values and service users’ perspectives requirements for Safety to Begin Practice Learning.

The formative task is a mandatory task because it provides a benchmark against which learning and progress must be mapped in the final summative assessment. It also provides an early diagnosis to help students achieve the Safety to Begin Practice Learning by the end of the module.

The requirements for Safety to Practice Learning will be identified explicitly and separately alongside the general feedback for the formative task. Any issues needing further work will be clearly identified so that they can be addressed again in the two subsequent summative assessment tasks, the Group Presentation and Critical Review. This will enable students to manage their progress towards achieving Readiness to practice and permission to begin the first Practice Learning experience.

Formative assessment (mandatory)

The formative assessment consists of a 1500 word reflective account relating social work values to practice through the inclusion of a critical appraisal demonstrating service users' and carers' perspectives. This will be used to embed fundamental values which underpin the social work course contained in learning outcome 2.2, and, as a diagnostic exercise, will enable the team to signpost students to support for academic skill development.

This assignment will be submitted approximately one month after beginning the course to ensure that fundamental values are clearly demonstrated by students from an early point in the course, and to check their academic skills. The exercise will be returned promptly so that students can reflect on the feedback before submitting any further work. The module offers inmodule retrieval.

Reflections on the formative assessment will be required for the Critical Review of learning - Task Two summative assessment - and it will make up the first contribution to the PPDP Final Portfolio.

The summative tasks will consist of two assessment tasks:

Task One 50%

This assessment will require students to engage with the virtual environment - discussion boards etc, teams, in order to demonstrate knowledge of, and critical reflection on, interprofessional practice in the changing policy context, teamwork and anti-oppressive practice including the perspectives of service users and carers. The form of group presentation can be in PowerPoint or a poster. Groups will present to a panel which may include both academics and service users, and the presentation will be peer assessed; feedback will be immediate and followed up in writing. The feedback about service users’ perspectives can be used by students, if necessary, to meet the Safety to Begin Practice Learning requirements.

The PowerPoint presentation can be used as evidence for ECDL Module 6 – Presentation. Student’s work may also generate evidence for ECDL Module 2 through use of the computer to manage files and Module 7 Section 1 – Information Use the Internet to access given World Wide Web resources relevant to social work.

Key skills on line can be accessed to provide information for this assessment task.
Task Two 50% (1500 words)

Students will each provide a critically reflective summary of what they have learnt from critical events; this must including academic feedback, team work and the shadowing experience. Where Safety to Begin Practice Learning requirements have not already been met, they must be addressed explicitly with relevant evidence.

Action plans and targets will be developed from the reflective summary and will include interprofessional practice (using tools such as the Interprofessional Capability Framework), academic skills (Skills on Line) and professional practice. Written feedback will normally be provided within one month. This assignment will be submitted electronically, enabling students to provide evidence for ECDL Module 3 – Word processing.

### TABLE A: ASSESSMENT TASK INFORMATION

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>% weighting of overall module mark</th>
<th>Duration of task, word count</th>
<th>In-module retrieval available?</th>
<th>Individual task pass mark ONLY IF OVER 40%**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group presentation</td>
<td>50%</td>
<td>20 mins</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Critical Review</td>
<td>50%</td>
<td>1500</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Formative essay (mandatory)</td>
<td>0%</td>
<td>1500</td>
<td>Yes</td>
<td>Counts towards Safety to Begin Practice Learning</td>
</tr>
<tr>
<td>Shadowing</td>
<td>0%</td>
<td>1 day</td>
<td>Possible</td>
<td>as above</td>
</tr>
</tbody>
</table>

Safety to Begin Practice Learning requirements are met as follows:

- **Values and service users' perspectives**: first attempt in formative task
- In addition, if needed, either of the summative tasks
- **DBS check** - university processes
- **Satisfactory report on the shadowing** - from the registered social worker's report

### TABLE B: ASSESSMENT CRITERIA

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Pass criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1. Engage effectively with, and critically evaluate, communication and teamwork theories, and the skills used in interprofessional practice</td>
<td>2.1 and 2.2 Logical presentation and critical evaluation of the theories, policies skills and practice in communication, team work and interprofessional practice in relation to service users’ perspectives and the value base of social work</td>
</tr>
<tr>
<td>Learning Outcome</td>
<td>Pass criteria</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 2.2. Apply ethical principles and theories of anti-oppressive practice such that you can critically evaluate and challenge behaviours that are inconsistent with those principles | Ethical principles and theories of anti-oppressive practice are demonstrated through:  
  - coherent expression and analysis of moral dilemmas and theories of oppression  
  - critical analysis of organisational and social policies and law, social and other professionals' practice                                                                                                           |
| 2.3. Engage with service users' and carers' perspectives and apply them to critically evaluate policies, organisational and personal attitudes and practices | The perspectives of service users and carers are demonstrated through:  
  - critical analysis of organisational and social policies and law, social and other professionals' practice  
  - analysis of the key themes, direct sources, actions and contribution of service users' views to practice, research and policy development                                                                                                               |
| 2.4. Critically evaluate your own personal and professional learning, so that you can plan your personal, professional and academic development | Personal academic and professional learning is evidenced from:  
  - theoretically based critical analysis of personal learning from critical incidents, feedback, shadowing and learning theory  
  - identification of relevant, detailed strategies for development underpinned by theoretical knowledge and personal insight                                                                                                    |

### 6. THIS IS HOW YOU WILL BE GIVEN FEEDBACK ON YOUR PERFORMANCE

Throughout the module you will receive oral feedback from tutors, peers and service users and carers through interaction with staff, peers and presenters.

The formative assessment will be fed back through individual written feedback and a written, generalised evaluation on the VLE. This is the first feedback on the course and is delivered very quickly and before the next assessment as a feed forward process. Immediate peer feedback, alongside tutor feedback will be provided for the group presentation from service users and other stakeholders as well as peers and tutors. Written feedback will follow. The critical review will be followed by written individual feedback.

Normally the feedback will be provided electronically as a completed marking grid, a mark and further comments. The mark will be provided within the agreed limits as negotiated between the course team and students, this is usually within 5 weeks.

### 7. THESE ARE EXAMPLES OF THE KEY LEARNING RESOURCES YOU WILL USE

- Social Work Values and AOP
- Social Work Law
- IPE