

**MODULE SPECIFICATION PROFORMA**

<b>Module Title:</b>	Learning Together – Completing the Circle of Partnership 1	<b>Level:</b>	4	<b>Credit Value:</b>	20
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<b>Module code:</b>	SWK405 SWK410 (for Outside In Attendance only)	<b>Is this a new module?</b>	Yes	<b>Code of module being replaced:</b>	SOC414
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<b>Cost Centre:</b>	GASW	<b>JACS3 code:</b>	L500
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<b>Trimester(s) in which to be offered:</b>	1, 2	<b>With effect from:</b>	October 17
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Liz Lefroy
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Scheduled learning and teaching hours	36 hrs
Guided independent study	164 hrs
<b>Module duration (total hours)</b>	200 hrs

<b>Programme(s) in which to be offered</b>	Core
BA (Hons) Social Work: Qualified Status	✓
Glyndŵr University Certificate of Continuing Education (Participative Social Work Education) on completion of modules SWK405, SWK501 and SWK508	✓
BA (Hons) Social Welfare (exit/alternative award)	✓

<b>Pre-requisites</b>
None

Office use only

Initial approval April 17

APSC approval of modification November 18

Version 3

Have any derogations received Academic Board approval?

Yes ✓ No

Revised September 2020 – added additional module code SWK410 for Outside In participants who are attending only and not completing the assessment tasks.

Revised October 2022 – admin correction to GUCCE

### **Module Aims**

This module has a strengths-based perspective and aims to ensure that students develop an understanding of participation and its role in their professional training, in the development of policy and legislation, and the planning and delivery of services. It aims to ensure that students understand the variety of roles of those involved in social work processes, including individuals, their carers, other professionals and communities. As such, this module has social work values at its core, and students will have the opportunity to develop their understanding of the nature of social work values, both traditional and radical, and to evaluate the relationship between these and their developing practice.

Students will have the opportunity to develop and demonstrate skills in partnership working, including communication skills, assessment and research skills, for example in finding out the evidence about what people value, both as individuals and within communities, and what works.

By listening to a variety of narratives of experience, students will develop their ability to practise non-judgement and understand diversity as strength.

This module will be available as a stand-alone module for people who use services and their carers who are part of the Programme's Outside In focus group.

### **Intended Learning Outcomes**

Key skills for employability:

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-

management)			
KS10 Numeracy			
At the end of this module, students will be able to			Key Skills
1	Demonstrate understanding of the role of participation in social work education	KS1	KS9
2	Demonstrate the ability to listen to and participate in the telling of the narratives of a diversity of people who use services and make links with knowledge and the evidence base	KS1	KS2
		KS5	KS6
3	Analyse the skills required to communicate a clear understanding of the application of the professional social work code in Wales to individuals who use services and their carers	KS1	KS3
		KS5	KS7
4	Demonstrate an understanding of the ways in which communities provide for their own needs	KS2	KS3
		KS6	KS7
5	Analyse their own understanding of the nature of social work and other services in contemporary Welsh society, with particular reference to concepts such as co-production, strengths-based approaches, empowerment, discrimination and anti-discriminatory practice	KS2	KS3
		KS6	KS7
		KS9	
<b>Transferable/key skills and other attributes</b>			
<ul style="list-style-type: none"> <li>• Learning to learn (from people who use social work services)</li> <li>• Listening skills</li> <li>• Skills in working co-operatively with others</li> <li>• Skills in communicating with people with different communication styles</li> <li>• Research skills</li> </ul>			

**Derogations**

Students will have two attempts only at each assessment.

All assessments must be passed at 40% or above

This module cannot be trailed to the next level.

**Assessment:**

**Assignment 1:** Project – for the first section of the project, students will work alongside an individual or carer who has used services to listen to and record an aspect of their narrative of expertise by experience. Within the second section, students will provide a reflective account of what they have learnt from listening to and re-telling this narrative, and make links to relevant theoretical knowledge.

**Assignment 2:** Poster Presentation – articulating understanding of the purpose of participation and its relationship to the *Code of Professional Practice* demonstrating knowledge, skills and values by doing this in a way that is accessible to Individuals who use services.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count
1	1, 2	Project	50%		1,500
2	3, 4, 5	Poster Presentation	50		1,500 equivalent

**Learning and Teaching Strategies:**

The module will consist of a mixture of lectures, group discussions, practical workshops and a guided project resulting in the presentation for assessment two. A major contribution will be the input of the Outside In focus group and other organisations of people who use services and their carers both as contributors to teaching and as students of the module.

**Syllabus outline:**

- participation – terminology and definitions;
- theoretical models of participation;
- traditional social work values;
- emancipatory social work values;
- participation, co-production and the Social Services and Wellbeing Act 2014;
- carers and the SSWBA;
- the Code of Professional Practice and its relationship to people who use services and their carers;
- expertise through experience: diversity as strength;
- discrimination; oppression; anti-discriminatory practice; anti-oppressive practice;
- strengths-based approaches e.g. the human library.

**Bibliography:**

**Essential reading**

Carr, S. and Beresford, P. (2012) *Social Care, Service Users and User Involvement*, London, Jessica Kingsley.

Doel, M. and Best, L. (2008) *Experiencing Social Work – Learning from service users*, London, Sage.

Doel, M. (2016) *Rights and Wrongs in Social Work*, Basingstoke, Palgrave Macmillan.

Warren, J. (2007) *Service User and Carer Participation in Social Work*, Exeter, Learning Matters.

**Other indicative reading**

Adams, R. (2003) *Social Work and Empowerment* (3<sup>rd</sup> edn), Basingstoke: Palgrave Macmillan.

Adams, R. (2008) *Empowerment, Participation and Social Work* (4<sup>th</sup> edn), Basingstoke: Palgrave Macmillan.

Banks, S. (2012), *Ethics and Values in Social Work*, 4<sup>th</sup> ed. Basingstoke: Palgrave Macmillan.

Beckett, C. & Maynard, A. (2013) *Values & Ethics in Social Work* (2<sup>nd</sup> edn), London: Sage.

Beresford, P. (2010) *A Straight Talking Introduction to Being a Mental Health Service User*. Ross-on-Wye: PCCS Books.

Cambrind, P. & Carnaby, S. (2005) *Person-Centred Planning and Care Management with People with Learning Disabilities*, London: Jessica Kingsley.

Clifford, D. & Burke, B. (2009) *Anti-Oppressive Ethics and Values in Social Work*, Basingstoke: Palgrave Macmillan.

Care Council for Wales (2005) *Standards for Including Service Users and Carers in the Degree in Social Work*, Cardiff: CCW.

Davies, N.L. (2013) *Every Silver Lining has a Cloud* (self-published, available from Nathan or on Amazon).

Davies, S. (2011) *Mental Health Recovery Heroes Past and Present: A Handbook for Mental Health Care Staff, Service Users and Carers*, Hove: Pavilion Publishing and Media.

Frank, A. (2000 edn) *The Diary of a Young Girl* (Anne Frank 1929-1945), London: Penguin.

Hardcas, M. (2012) *Experiences of Mental Health in-patient care: Narratives from service users, carers and professionals*, London: Routledge.

Ledwith, M. (2011) *Community Development – a Critical Approach*, Bristol: BASW.

Martin, J. & Gosling, J. (2012) *Making Partnerships with Service Users and Advocacy Groups Work – How to Grow Genuine and Respectful Relationships in Health and Social Care*, London: Jessica Kingsley.

McPhail, M. (2008) *Service User and Carer Involvement – Beyond Good Intentions*, Edinburgh: Dunedin.

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

Parrott, L. (2014), *Values and Ethics in Social Work Practice* (3rd edn),. Exeter: Learning Matters.

Thompson, N. (2016) *Anti-Discriminatory Practice* (6th edn), Basingstoke: Palgrave Macmillan.

Tyler, G. (2011) “Addressing barriers to participation: service user involvement in social work training” in *Social Work, A Reader*, ed. Cree, V., London: Routledge.

Weinstein, J. (2009) *Mental Health, Service User, Involvement and Recovery*, London: Jessica Kingsley.

#### **Journals and Professional Publications**

*British Journal of Social Work*

*Social Work Education*

*Social Work*

*Community Care*

*British Journal of Learning Disability*

*Mental Health Practice*

*Nursing Standard*

*Health Expectations*

*International Journal of Integrated Care*

#### **See Also:**

Digital Stories from Wales:

<http://www.bbc.co.uk/wales/audiovideo/sites/galleries/pages/digitalstorytelling.shtml>