1. **KentVision Code and Title of the module**

SOCI3140 - Values, Ethics and Diversity

1. **Division or partner institution which will be responsible for management of the module**

Division of Law, Society and Social Justice: School of Social Policy, Sociology, and Social Research

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

15 Credits, 7.5 ECTS

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn Term (term 1)

1. **Prerequisite and co-requisite modules and/or module restrictions**

There are no prerequisites. All other stage 1 modules on the BA Social Work programme are co-requisites.

1. **The programmes of study to which the module contributes**

BA Social Work – compulsory module

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Recognise that social work is a moral activity that has the capacity for benefit or harm, and be able to develop their capacity to apply moral concepts when assessing human situations.
   2. Demonstrate knowledge and understanding of values and social ethics, including awareness of their own values, prejudices, ethical dilemmas and conflicts of interest and the implications of these on their practice.
   3. Recognise the powerful links between intra-personal and inter-personal factors and the wider social, legal, economic, political and cultural context of people's lives.
   4. Understand the impact of injustice, social inequalities and oppressive social relations.
   5. Apply ethical principles and practices critically in planning, problem-solving and decision making activities, taking into account the views of participants, theoretical concepts, research evidence, legislation and organisational policies and procedures.
   6. Have an understanding of the role and function of the professional regulator for social work and the professional association of social workers, which provide guidance on conduct and ethics for students and practitioners.
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Demonstrate basic skills with regard to gathering, organising, evaluating and synthesising information in a clear and coherent manner

9.2 Demonstrate skills in working effectively with others

* 1. Develop and demonstrate their capacity for reflection and personal development

**10. A synopsis of the curriculum**

The module will encourage students to develop their capacities to respect and promote each person as an individual, the independence and quality of life of individuals whilst protecting them from harm, and the dignity and privacy of individuals, families, carers, groups and communities. During the module students will also examine the importance of recognising and facilitating the use of language and form of communication of each person’s choice and value, and recognising and respecting the diversity, expertise and experience of individuals, families, carers, groups and communities. They will explore how to maintain the trust and confidence of individuals, families, carers, groups and communities by communicating in an open, accurate and understandable way, and discuss strategies to challenge discrimination, disadvantage and other forms of inequality and injustice.

The module will cover the nature, historical evolution and application of social work values, the concept of professionalism and the role of codes of practice and ethics, and the moral concepts of human rights, responsibility, freedom, authority and power inherent in the practice of social workers as moral and statutory agents. Students will be introduced to the complex relationships between justice, care and control in social welfare and the practical and ethical implications of these, including social workers’ roles as statutory agents and in upholding the law. They will consider aspects of philosophical ethics relevant to the understanding and resolution of value dilemmas and conflicts in both inter-personal and professional contexts. The importance of recognising key dimensions of social difference and sources of inequality – class, gender, ethnicity, sexuality, age and disability – in delivering ethical social work practice will also be a key focus of the module.

11. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Banks, S. (2012) *Ethics and Values in Social Work* 4th edn. Basingstoke: Palgrave Macmillan

Bhatti-Sinclair, K. (2011) *Anti-Racist Practice in Social Work*. Basingstoke: Palgrave

Gaine, C. (ed) (2010) *Equality and Diversity in Social Work Practice*. Exeter: Learning Matters.

Gray, M. and Webb, S. A. (2010) *Ethics and Value Perspectives in Social Work*. Basingstoke: Palgrave Macmillan.

O’ Sullivan, T. (2011) *Decision Making in Social Work*. Basingstoke: Palgrave Macmillan.

Thompson, N. (2011) *Promoting Equality Working with Diversity and Difference (3rd ed).* Basingstoke: Palgrave Macmillan.

**12**. **Contact hours**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

**13***.* **Assessment methods**

* 1. Main assessment methods

Coursework – essay (1,000 words) – 30%

Coursework – Presentation (approx. 20 minutes) – 70%

13.2 Reassessment methods

Like-for-like

**14. Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private study | X | X | X | X |  |  | X |  |  |
| Lecture | X | X | X | X | X | X |  |  |  |
| Seminar | X | X | X | X | X | X |  | X | X |
| Workshop | X | X | X | X | X | X |  | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay | X | X | X | X | X | X | X | X | X |
| Presentation | X | X | X | X | X | X | X | X | X |

1. **Inclusive module design**

The Division/School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Medway

1. **Internationalisation**

This module is largely domestically focused due to the nature of the professionally accredited programme to which it contributes. However, students will develop a range of skills that are transferable to international contexts

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 2005 | Original spec |  |  |  |
| September 2013 | Revision | September 2013 | N/K |  |
| September 2019 | Major Revision | September 2019 | 8 | No |
| EAP | Minor | September 2021 | 13,14 | No |

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| Revised FSO January 2018 |