1. **Title of the module**

Readiness for Direct Practice SOCI4090 (SO409)

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**

10 credits (5 ECTS credits)

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

Autumn term (term 1), Spring term (term 2) and Summer term (term 3)

1. **Prerequisite and co-requisite modules**

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

1. **The course(s) of study to which the module contributes**

BA (Hons) Social Work (compulsory module)

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. Demonstrate understanding of and commitment to professional behaviour and personal and professional boundaries
3. Demonstrate awareness of social work values and the application of anti-oppressive and anti-discriminatory principles in social work practice
4. Recognise and reflect on their own personal values and how these can impact on practice
5. Demonstrate core communication skills and the capacity to develop and apply them in practice with service users, carers and colleagues.
6. Demonstrate awareness of, and the ability to learn from, the perspectives of service users and carers
7. Demonstrate an awareness of the theoretical knowledge base for social work practice
8. Demonstrate skills in reflective practice

9. **The intended generic learning outcomes.  
On successfully completing the module students will be able to:**

* 1. Demonstrate skills in working together with others, including giving and receiving feedback and contributing to the learning of others

1. **A synopsis of the curriculum**

The module ensures that each student is ‘ready for direct practice’ before they embark on their first placement in the second stage of their studies as required by the accrediting professional body. Students are required to complete all elements of this module, including attendance at University-based sessions, in order to pass the module.

The skills development activities will include both class-based and guided independent activities undertaken by students.

Class-based activities will encourage the development of skills used in communication, observation and reflection, and relating theory and practice. This will enable students to practise and further develop the skills and knowledge they are learning in other modules that form part of the ‘Readiness for Direct Practice’ assessment, in particular SOCI3070 (SO307) ‘Communication and Interpersonal Skills’ and SOCI3130 (SO313) ‘Social Work Theories, Interventions and Skills’.

Learning activities within modules and skills development days will also address the importance of professional behaviour and boundaries, awareness of values and diversity in social work, an initial awareness of risk and safeguarding, the role of professional supervision, and the importance of emotional resilience in social work.

Students will also develop their awareness of the perspectives of service users and carers, and will gain understanding of the context of social work and how social work is organised and practised in a range of settings. Students will have contact with practitioners and service users and carers within class sessions and through visiting social care settings. Each student will also undertake a short shadowing placement with a final year student and practice educator in a social work setting. During this they will observe and discuss examples of social work practice and meet service users and/or carers.

Students will develop their self-awareness and skills of reflection on their learning and experiences through individual activities and class discussions. They will be guided to identify their individual learning needs and monitor and reflect on their own progress.

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

* Lomax, R., Jones, K., Leigh, S. & Gay, C. (2010) *Surviving Your Social Work Placement*. Basingstoke: Palgrave Macmillan
* Miller, L (2012) *Counselling Skills for Social Work*. 2nd Edn. London: Sage
* Rolfe, G, Jasper, M. & Freshwater, D, (2011) *Critical reflection in practice: generating knowledge for care.* 2nd Edn. Basingstoke:Palgrave Macmillan
* Rogers, M, Whitaker, D, Edmonson, D and Peach, D (2017) *Developing skills for social work practice*. London: Sage
* Wilson, K., Ruch, G., Lymbery, M. & Cooper, A. (2011) *Social Work: An introduction to contemporary practice*. 2nd Edn. Harlow: Pearson.
* Woodcock Ross, J (2016) *Specialist communication skills for social worker* 2nd edn. London: Palgrave Macmillan.

1. **Learning and teaching methods**

Students will be required to attend or undertake a minimum of 70 hours (equivalent to 14 days) of skills development activities. These will include both class-based and guided independent activities undertaken by students. There will in addition be 30 hours of self-directed study making the total learning teaching hours for the module 100.

The 70 hours skills development activities comprise:

Interactive class and group work activities including role plays, exercises, discussions and evaluations of videos of practice. There will also be opportunities to meet with and observe and learn from people who use services and carers, enabling students to develop their understanding of perspectives of service users and carers, and encourage critical reflection on the application of social work skills and values in practice. These will enable students to ‘rehearse’ practice situations, receive constructive formative feedback, build confidence and develop and demonstrate their understanding of and capacity to use a range of skills in practice. Students are also required to visit a social care agency and complete a minimum of two days shadowing placement in a social work setting to enable students to develop their understanding of social work and social care services. Students are required to undertake a community mapping activity and a role play as part of the skills development activities.

Class and group discussions and individual activities will facilitate students’ understanding of a range of topics as well as enabling them to develop their ability to reflect on their experiences and monitor their learning.

30 hours of self-directed study comprise:

Students are required to undertake self-directed preparation for the workshop sessions and prepare a presentation of the community mapping activity. The Attendance Record incorporating the personal learning journal and Personal and Professional Development Plan require students to undertake a reflection on learning after each workshop and developmental activity.

13 **Assessment methods**

100% coursework portfolio assessed on a pass/fail basis

The portfolio will comprise of a variety of activities which will demonstrate that the student has met the Professional Capability Framework at Readiness for Direct Practice level.

1. **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 | 8.7 | 9.1 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Skills development activities | x | x | x | x | x | x | x | x |
| Self-directed study | x | x | x | x | x | x | x | x |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Portfolio (100%) | x | x | x | x | x | x | x | x |

15 **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

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

Medway

17  **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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 24/03/17 | Minor | September 2017 | 11,12,13 | No |
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