1. **Title of the module**

SOCI6720 (SO672) Social Work Practice in a Multi-Agency Context

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

Division for the Study 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 6

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**

None (all modules in the Social Work BA are compulsory)

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

BA Social Work

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate a critical understanding of the relationship between agency policies, legal requirements and professional boundaries in shaping the nature of services in a multi-agency practice context.

8.2 Demonstrate knowledge of and reflect on the respective responsibilities of social welfare agencies and social care professionals, taking into account national practice and research

8.3 Identify the values, factors and processes that may hinder or facilitate collaboration and interagency activity

8.4 Critically understand and evaluate established models of team working and related systems

8.5 Apply, reflect on and evaluate theoretical models for collaboration at individual, inter professional and multi-agency levels

8.6 Analyse the significance of effective partnership working for service users in achieving appropriate care and support and identify areas where this may be problematic

8.7 Identify the specific social work role and responsibilities and be able to articulate them in a multi-agency context

8.8 Apply and evaluate skills for establishing effective relationships, working co-operatively with others, managing conflict and liaising and negotiating across organisational and professional boundaries

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

9.1 Demonstrate enhanced research and organisational skills, information technology skills, problem solving skills and skills in gathering, analysing and synthesising information commensurate with level 6 study.

9.2 Communicate effectively with others in an appropriate way in seminar/workshops and show the ability to work as a member of a team with the required negotiating and communication skills.

9.3 Critically reflect on and demonstrate understanding of the contributions of colleagues in related professional fields.

1. **A synopsis of the curriculum**

This module will engage students’ understanding of the legal, social and political context for multi-agency working with an emphasis on current national initiatives and the rationale for them. Students will critically analyse the professional and practical barriers to partnership working and how these might be minimised. Models for teamwork in social care and their relevance to multi-disciplinary settings will be outlined. Exploration of systems theory and psychodynamic models as explanatory frameworks will also be a feature. Examples of multi-disciplinary teams in practice – i.e. Sure Start, Youth Offending, Mental Health etc. will enable students to apply these theoretical frameworks effectively.

The module will include a focus on skills in multi–disciplinary working, including negotiating across professional boundaries and addressing issues of power and inequality. The module will explain the links between national initiatives to improved services and outcomes for users.

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

Anning, A., Cottrell, D., Frost, N., Green, J. & Robinson, M. (2010) *Developing Multi-Professional Teamwork for Integrated Children’s Services*, Maidenhead: Open University Press

Bailey, D. (2012). *Interdisciplinary working in mental health*, Houndsmill: Palgrave Macmillan

Baker, K. & Sutherland, A. (2009). *Multi- Agency Public Protection Arrangements and Youth Justice*, Bristol: Policy Press

Crawford, K. (2011) *Interprofessional Collaboration in Social Work Practice*, London: Sage

Quinney, A. (2010) *Collaborative Social Work Practice Learning* 2nd Ed, Exeter: Learning Matters Ltd.

Taylor, I. (2012) Multi-professional Teams and the Learning Organization in Gould N & Baldwin M (Eds) *Social Work, Critical Reflection and the Learning Organization*, Aldershot: Ashgate

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods

Coursework - reflective analysis – (2000 words) – 50%\*

Coursework - presentation (20 minutes) with written summary (1000 words) – 50%\*

**\* These components are ‘Pass compulsory’ – students must pass the individual assessments in order to pass the module overall.**

13.2 Reassessment methods

Like-for-like

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 | 8.8 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | X | X | X | X | X | X | X | X | X | X | X |
| Lectures | X | X | X | X | X | X | X | X |  |  | X |
| Seminars | X |  |  | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Group project and summary (50%) | X |  |  |  | X | X | X | X | X | X | X |
| Reflective analysis (50%) | X | 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) |
| 24/03/17 | Minor | September 2017 | 13 | No |
| 09/2021 EAP  | Minor | September 2021 | 13 | No |

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| Updated into CMA compatible format SSPSSR November 2018 |