1. **Title of the module**

SOCI9430 (SO943) - Readiness for Direct Practice

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

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 7

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

10 credits (5 ECTS)

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

Autumn term (term 1) or Spring term (term 2)

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

None

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

Social Work MA (compulsory module)

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

8.1 Demonstrate awareness of the role and legislative context of social work in contemporary Britain;

8.2 Demonstrate understanding of and commitment to professional behaviour and personal and professional boundaries;

8.3 Demonstrate awareness of social work values and the application of anti-oppressive and anti-discriminatory principles in social work practice;

8.4 Recognise and reflect on their own personal values and how these can impact on practice;

8.5 Demonstrate core communication skills and the capacity to develop and apply them in practice with service users, carers and colleagues;

8.6 Demonstrate awareness of, and the ability to learn from, the perspectives of service users and carers;

8.7 Demonstrate an awareness of the theoretical knowledge base for social work practice;

8.8 Demonstrate skills in reflective practice.

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

9.1 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**

This module will enable students to develop and demonstrate their readiness for direct practice with service users, through undertaking a range of guided practical activities both within and outside the university. This module incorporates a number of skills development days, and the ‘readiness for direct practice’ assessment, which are both requirements of the Social Work Reform Board. Students are required to pass this module before progressing to their first practice placement.

Class-based activities will encourage the development of skills used in communication, observation and reflection, and relating theory and practice, enabling students to practise and further develop the skills and knowledge they are learning in other modules, in particular SO896 Communication and Interpersonal Skills and SO923 Social Work Theories, Interventions and Skills.

Learning activities 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 may also undertake a two-day shadowing placement with a final year student and practice educator in a social work setting, or undertake practice learning of a similar nature, such as through simulation. During this they will observe or experience 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)**

Koprowska, J (2010) *Communication and Interpersonal Skills in Social Work.* 3rd Edn, Exeter: Learning Matters

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

Parker, J. (2010) *Effective Practice Learning in Social Work.* 2nd Edn. Exeter: Learning Matters

Rolfe, G, Jasper, M. & Freshwater, D, (2010*) Critical reflection in practice: generating knowledge for care.* 2nd Edn. Basingstoke: Palgrave Macmillan

Trevithick, P. (2012) *Social Work Skills and Knowledge: a Practice Handbook.* Maidenhead: Open University Press

Wilson, K., Ruch, G., Lymbery, M. & Cooper, A. (2011) *Social Work: An introduction to contemporary practice.* 2nd Edn. Harlow: Pearson

1. **Learning and teaching methods**

Total contact hours: 66

Private study hours: 84

Total study hours: 150

In line with current professional regulatory body guidance, these skill development days will take place as a series of 30 days across the programme, with attendance being mandatory. Twenty of these days will take place prior to the first placement, and the remaining 10 days during the two practice placements. Students will need to complete a minimum of 12 days or 60 hours of guided skills development activities prior to the Readiness for Direct Practice assessment.

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

Critically Reflective Analysis of a real-life TV documentary (1,500 words) - 100%

13.2 Reassessment methods

Like-for-like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) 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* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** |  |  | **X** | **X** |  |
| Visits-shadowing | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| Workshops- interactive class sessions | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |
| Group work | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Staff, practitioner/ user feedback |  | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Critically Reflective Analysis (100%) | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The Division 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**

The module is designed to meet the requirements of UK professional registration. The range of generic skills which will be developed are applicable to international contexts and the specific skills have potential international relevance**.**

**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) |
| 12/08/2013 | revision | September 2013 | N/K | N/K |
| 02/02/2021 | Minor | September 2021 | 5, 12, 13, 14 | No |

Revised FSO Feb 2018