

Module Details	
Module Title	Values and Ethics for Social Work Apprentices
Module Code	SOW4017-B
Academic Year	2022/3
Credits	20
School	School of Social Sciences
FHEQ Level	FHEQ Level 4

Contact Hours	
Type	Hours
Seminars	3
Supervised time in studio/workshop	24
Supervised time in studio/workshop	6
Work based learning	28
Directed Study	139

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2

Module Aims	
<p>This module will introduce you to social work values and ethics, and to enable you to examine patterns of inequality, discrimination, and oppression.</p> <p>The module also aims to enable you to develop the skills of building and maintaining trust and confidence with others (including people that use services and other professional colleagues) by communicating in an open, accurate, and understandable way and to take responsibility for your own behaviour, actions, and personal development. These skills will be developed with your apprentice peers during this module and then further explored and consolidated with people that use services and professional colleagues during your on-the-job work-based training with the employer.</p> <p>You will also explore how the Apprenticeship Standards (Knowledge, Skills, &amp; Behaviours) relate to the British Association for Social Work Code of Ethics.</p> <p>The module will contribute to the development of the apprenticeship standards and professional body standards as can be seen by the linking of the module learning outcomes below to the relevant apprenticeship, BASW and SWE standards.</p>	

## Outline Syllabus

Themes to include: Social work values; identity, self, and use of self; oppression and inequality; power and control; inter-personal, institutional, and structural discrimination; social work power and user groups; empowerment, anti-discrimination, and anti-oppressive strategies; ethical issues and dilemmas in practice; the Apprenticeship Standards of knowledge, skills, and behaviour needed for rights-based, ethical social work practice.

Learning Outcomes	
Outcome Number	Description
LO1	Demonstrate an understanding of social work values, anti-discriminatory, and anti-oppressive practice.
LO2	Demonstrate understanding of different approaches to understanding ethics.
LO3	Demonstrate knowledge of social work as a profession and as a political activity.
LO4	Demonstrate awareness of your values, prejudices, and conflicts of interest and their implications for your practice.
LO5	Demonstrate an understanding of and make use of strategies to challenge discrimination, disadvantage, and other forms of inequality.
LO6	Be able to recognise, value, and respect diversity.

This semester 2 module will build upon the semester 1 modules and the on-the-job work-based learning during this period. Specifically, apprentices will be supported to further develop their written communication skills (building on the 'Readiness for Social Work Practice'; and 'Academic, Personal and Profession Development for Apprentices' modules); and to develop their reflective practice, and their verbal, presentational, and interpersonal communication skills (building on the 'Introduction to the Social Work for Apprenticeship'; 'Readiness for Social Work Practice'; and 'Communication Skills for Social Work Apprentices' modules).

The following methods have been designed specifically to encourage the apprentices to develop and reflect on their previous and current work experience.

Two-weekly seminars will enable apprentices to discuss and explore the key topics (social work values and ethics for apprentices), covered within the module, with a specific emphasis on linking learning to the Knowledge, Skills, and Behaviour Apprenticeship Standards.

It is essential to note that our overall approach to teaching and learning throughout all modules on the apprenticeship programme has at its core, a collaborative and inclusive approach to learning and teaching where apprentices are given the opportunity to shape and lead on the learning within the module. This approach will be built on and complement the initial learning and teaching of the 'Readiness for Social Work Practice' module.

In this module, apprentices will be supported to share aspects of their own identity and culture (or those of others they have researched) and to share this with their peers in a safe and supportive classroom environment. The apprentice-led learning here supports the apprenticeship programme's design to decolonise social work education, and is revisited at later modules, particularly, 'Cultural and International Perspectives for Social Work Apprentices'.

Apprentices will be expected to undertake a wide range of personal reading from sources provided on Canvas, and through library-based research. Guided reading and research tasks are key component of our learning and teaching strategy (see below).

The learning outcomes for this module are designed to enable apprentices to explore their personal values, identity, and assumptions through the lens of social work values and ethics, the social work regulatory standards, and the Apprenticeship Standards for social work. As such, a flipped learning strategy will be utilized for this module. This approach involves apprentices carrying out guided learning (both as individuals and within small groups) the week prior to the class-based workshops during which the material will be explored through group discussion facilitated by the module tutor. The workshops will be supported by guest speakers. During the workshops, apprentices will work in small groups which will encourage them to develop a self-directed approach to their education. The workshops will include exploration of case studies, group exercises, and non-assessed (formative) presentations.

Sensitive topics are publicised within the scheme of work and are made available to apprentices in advance. This enables apprentices to prepare and seek tutorial support prior to the session. Tutors will use personal tutorial time to discuss the appropriateness of making peer disclosures in relevant and safe settings.

Apprentices will be supported to develop their assessment skills through a series of formative assessments. These assessments are designed to develop the apprentices' skills to enable them to successfully complete the summative assessment at the end of the first semester, and build skills for subsequent modules, as a spiral curriculum leading to the End Point Assessment.

The first formative assessment enables apprentices to build on their written communication skills from semester 1 and supports their development for the written component of the summative assessment. This formative assessment will be peer-marked, and apprentices will provide constructive peer-feedback in small groups (Learning Outcome: 3).

A second formative assessment comprises non-assessed individual presentations (Learning Outcomes: 4, 5). These presentations will support apprentices to build their confidence in presentation skills (in preparation for the summative assessment). Apprentices will provide constructive peer-feedback.

The final formative assessment further develops these skills through a group presentation exercise (Learning Outcomes: 1, 2). This will help develop apprentice's creative thinking and confidence in groupwork.

The summative assessment consists of two components, a written essay that enables you to demonstrate Learning Outcomes: 1, 2, 3, 5 and digital storytelling through an individual recorded presentation on your personal values (Learning Outcomes: 4 and 6).

These assessments continue the preparation of apprentices for the End Point Assessment.

Outcomes of this module for apprentices who complete it are mapped to the following external reference points for knowledge, skills and behaviours:

\* British Association of Social Workers Professional Capabilities Framework: PCFP1, PCFP2, PCFP3, PCFP4, PCFP5 PCFP6 PCFP7, PCFP8, PCFP9

\* Social Worker Integrated Degree Apprenticeship Standard: SWB5, SPCE1, SPCE3, SPCE4, SPCE5, SPCE6, PPD2, PPD8, PPD11. V1, V2, V3, V4, C4, WO2, KPVE1, KPVE3 KPVE5, KC1

\* Social Work England Professional Standards: SWE1, SWE2, SWE3, SWE4, SWE5, SWE6

### Mode of Assessment

Type	Method	Description	Weighting
Summative	Coursework - Written	Individual essay (1500 words) on 'anti-oppressive practice'.	70%
Summative	Coursework - Artefact	Digital storytelling: personal values (up to 10 minutes individual recording)	30%
Formative	Coursework - Written	Reflective written exercise (800 words): the ethics of the Apprenticeship Standard requirements	N/A
Formative	Presentation	Individual presentation (5 minutes): Social work identity	N/A
Formative	Presentation	Group presentation (10 minutes): Social work ethics	N/A

### Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>

#### Please note:

*This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.*