

Module Details	
Module Title	Co-production and Inclusive Practice (Apprenticeship)
Module Code	SOW4018-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
Tutorials	6
Work based learning	28
Directed Study	139

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

Module Aims
<p>To introduce co-production and explore the idea and philosophies of inclusive practice. To also provide an informed understanding of the knowledge, perspectives and insights developed by people that use services and their supporters of the policies and practices of social work and social care.</p> <p>This module is contributing to the development of the apprenticeship standards and professional body standards as can be seen by the linking of the module learning outcomes to the relevant apprenticeship, BASW and SWE standards.</p>

Outline Syllabus
<p>Themes to include: Co-production; rights-based practice; inclusion, participation, and the involvement of people that use services. Models of participation. Proportionate responses to risk.</p>

## Learning Outcomes

Outcome Number	Description
LO1	Identify the historical and social policy context of legislation and policy guidance informing the involvement of people that use services and people who are carers in social work and social care practice.
LO2	Demonstrate an understanding of the principles of co-production when working in partnership with people that use services and their supporters.
LO3	Critically appraise a range of approaches to, and models of support for people that use services when considering participation in social work and social care practice.
LO4	Demonstrate an understanding of how social workers and social care professionals can overcome the barriers to effective participation of people that use services and their supporters.
LO5	Demonstrate awareness and appreciation of people that use services in relation to their expertise (knowledge, lived experiences and insights).

## Learning, Teaching and Assessment Strategy

Lectures and workshops supported by guest speakers will be used to provide background knowledge to meet the learning outcomes. You will work in small groups and consider lived experiences, case studies to explore and analyse issues relating to people and their lives to provide formative assessment. Teaching will support apprentices to explore the concept of inclusive practice and what a rights-based approach to supporting People can offer when considering working alongside people.

The module is centred on a critical examination of children and adult rights when considering the role of the social workers. Apprentices will be supported to explore the application of theory and research and links this to practice scenarios. This should inform how the apprentice then uses reflection on and in practice. Apprentices will be expected to undertake a wide range of personal reading from sources provided on Canvas, and through library-based research. This taught and self-directed learning will address the Apprenticeship Knowledge, Behaviour, and Skills Standards.

Tutors also use personal tutorial time to discuss the appropriateness of making peer disclosures in relevant and safe settings. 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.

This semester two module develops and builds on knowledge and skills acquired in semester one. Apprentices will be supported to build on teaching and learning within "Readiness for Direct Social Work Practice" and "Introduction to the Social Work Apprenticeship". Tutor input and directed reading will support the achievement of all LOs. For the first part of the assessment apprentices are required to produce a piece of creative writing and then perform this as a theatre piece in front of their peers. This should test both the ability of the apprentice to be more expressive with their thinking regarding social care settings and scenarios. It will also give the apprentice a sense of the pressured nature of some of the settings they will find themselves in and how uncomfortable it is when asked to contribute in a formal meeting with other professionals in attendance. This will count for 30 per cent of the summative assessment and will assess learning knowledge (Linked to LOs 2 4 5).

A 1500-word assignment, written after the group presentation, will assess knowledge in relation to practice. Student-led group work and will account for seventy percent of the summative assessment. Linked to LOs 1 3

Apprentices will be supported to develop their knowledge and skills through two formative assessments. The 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 oral communication skills from semester 1 and supports their development for the VIVA component of the end point assessment. This formative assessment will be group assessed with feedback provided by peers allocated into smaller groups (Learning Outcome: 1 3).

The second formative assessment will be in the form of a blog uploaded to PebblePad which will support the apprentices to develop further their written skills whilst also evidencing their thoughts regarding rights based and inclusive practice. (Learning Outcomes: 2 4 5).

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: SWB1, SWB2, SWB3, SWB4, SWB5, SPCE3, SPCE4, SPCE5, SPCE6, V1,V2,V3,V4, EDMA2,EDMA5,PPD1, PPD2,PPD8, PPD9, PPD10, PPD11, SPPS1, SPPS2, SPPS3, SPPS4, SPPS5, SPPS6, C1, C2, C3,C4, C5, WO1, Wo2, WO3, WO4, RR1, RR3, UT1, UT2, UT5, KPVE1, KPVE2, KPVE3, KPVE4, KPVE5, KV1, KV2, KPPD1, KPPD4,KPPD8, KC1, KC2, KC3, KC4, KWO1, KWO2, KRR1, KRR2

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

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Presentation	Group performance (15mins) of creative writing. SUPPLEMENTARY: Group or individual performance	30%
Summative	Coursework - Written	Individual assignment (1500 words) assessing knowledge in relation to practice	70%
Formative	Self and Peer Assessment	Group tutorial examining an article in relation to risk	N/A
Formative	Coursework - Portfolio/e-portfolio	Reflective log (500 words) uploaded to PebblePad	N/A

Reading List
To access the reading list for this module, please visit <a href="https://bradford.rl.talis.com/index.html">https://bradford.rl.talis.com/index.html</a>

*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.*

---

© University of Bradford 2022

<https://bradford.ac.uk>