

Module Details	
Module Title:	Service Users' and Carers' Perspectives
Module Code:	SOW4008-B
Academic Year:	2019-20
Credit Rating:	20
School:	School of Social Sciences
Subject Area:	Social Work
FHEQ Level:	FHEQ Level 4
Pre-requisites:	
Co-requisites:	

Contact Hours	
Type	Hours
Lectures	24
Tutorials	12
Directed Study	164

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2 (Feb - May)

Module Aims
To provide an informed understanding of the knowledge, perspectives and insights developed by service users and carers of the policies and practices of social work and social care.

Outline Syllabus
Controlling the welfare state: top down versus bottom up approaches; state child care; physical disabilities; learning disabilities; sensory disabilities, invisible disabilities, older people; mental health; refugees and people seeking asylum, lesbian, gay, bisexual, and transgender (LGBT) groups, black and minority ethnic (BME) groups, cultural and religious differences, international and comparative perspectives; politics, democracy and service users' and carers' perspectives; the importance of service users' and carers' perspectives: ideology, social policy and human

nature.

Learning Outcomes

1	a) identify the historical and social policy context of legislation and policy guidance informing service user and carer involvement in social work and social care practice; b) critically review service user and carer perspectives of the functions and nature of welfare services; c) critically appraise a range of approaches to, and models of, service user and carer participation in social work and social care practice; d) demonstrate an understanding of the principles and practice of working in partnership with service users and carers. e) demonstrate an understanding of the challenges facing social workers and social care professionals in enabling service users and carers to participate meaningfully in decision-making processes that affect their lives; f) demonstrate an understanding of how social workers and social care professionals can overcome the barriers to effective participation of service users and carers.
2	a) demonstrate awareness and appreciation of service users' and carers' expertise (knowledge, lived experiences and insights); b) reflect on approaches that increase service users' and carers' resources, capacity and power to influence factors affecting their lives; c) engage with service users and carers in ways that are characterised by openness, reciprocity, mutual respect, mutual accountability and explicit recognition of the powers of the social worker.
3	a) apply creative skills and judgement, in work with service users, carers and others who hold relevant information or expertise; b) demonstrate an understanding of the importance of evidence-based practice

Learning, Teaching and Assessment Strategy

Lectures and workshops led by guest speakers will be used to provide background knowledge (LOs 1a - 1f, 2a - 2c, 3a, 3b), with small group work and case studies used to explore and analyse issues (LOs 1d, 1e, 2a - 2c, 3a, 3b) and to provide formative assessment. Tutor input and directed reading will support the achievement of all LOs.

A group presentation which will count for 50 per cent of the summative assessment, will assess learning outcomes 1a - 1f, 2a - 2c and 3a. A 1,500 word assignment, written after the group presentation, will assess the following learning outcomes: 1c, 1d, 1e, 2a, 3b.

Mode of Assessment

Type	Method	Description	Length	Weighting
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Summative	Presentation	Group Presentation; Supplementary: Individual or group presentation		50%
Summative	Coursework	Essay	1 500 words	50%

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.