

Module Details	
Module Title	Service Users' and Carers' Perspectives in Social Work and Social Care
Module Code	SOW6007-B
Academic Year	2021/2
Credits	20
School	School of Social Sciences
FHEQ Level	FHEQ Level 6

Contact Hours	
Type	Hours
Lectures	21
Tutorials	12
Directed Study	167

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1

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	
Outcome Number	Description
01	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.
02	a) Demonstrate awareness and appreciation of service users' and carers' expertise (knowledge, lived experiences and insights); b) Critically 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.
03	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 supported by guest speakers will be used to provide background knowledge (LO's 1a - 1f, 2a - 2c, 3a, 3b), with small group work and case studies used to explore and analyse issues (LO's 1d, 1e, 2a - 2c, 3a, 3b) and to provide formative assessment. Tutor input and directed reading will support the achievement of all LO's. A portfolio of 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. Student-led group work sessions will be timetabled to facilitate preparation for the group presentation portfolio.

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Coursework	1,500 word assignment	50%
Summative	Coursework	Portfolio of a Group Presentation (15 minutes); SUPPLEMENTARY Portfolio of an individual or group presentation	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.

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