

Module Details	
Module Title	Communication Skills for Social Work Apprentices
Module Code	SOW4015-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 1

Module Aims
To equip apprentices with appropriate first level communication and interviewing skills with children, young people, and adults. 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 below to the relevant apprenticeship, BASW and SWE standards

Outline Syllabus

An introduction to the theory and practice of communication and interpersonal skills with children, young people, families, adults, and groups, including:

- Theories of communication
- Verbal, non-verbal, symbolic communication
- Phatic conversation and the 'shape' of a conversation
- Paralanguage and metacommunication
- Positioning, location, and context
- Empathy, mirroring, paraphrasing, and reflecting
- The use of silence and questioning
- The social work 'interview'.
- Group work theory
- Transactional Analysis
- Reflection and Reflexivity: 'metacommunication'
- Barriers to communication

Learning Outcomes

Outcome Number	Description
LO1	Understand and be able to discuss and compare psychological and sociological theories that inform our understanding of communication.
LO2	Identify the impact of authority and power on interpersonal communication.
LO3	Understand and be able to discuss the potential barriers to communication resulting from difference (e.g., age, language, culture, disability), and the methods for overcoming these obstacles.
LO4	Demonstrate effective communications skills, including active listening, empathy, understanding of another's viewpoint, how to engage others in discussion, and how to build and maintain relations.

Learning, Teaching and Assessment Strategy

The learning outcomes for this module are designed to support both a theoretical understanding of social work communication and a practical application of this knowledge through the practice of communication skills. As such, a flipped learning strategy will be utilized for this module.

This approach involves apprentices carrying guided learning the week prior to the class-based workshops during which the material will be explored through group discussion facilitated by the module tutor. This approach will provide an overview of key communication concepts and theories.

Apprentices will be supported to reflect on their academic learning from this module when carrying out the on-the-job work-based learning; and to bring work-based practice experiences into the workshop discussions.

Teaching and Assessment will be collaborative process using the expertise of practitioners and people that use services.

In addition to the taught content of the module, apprentices will complete small group exercises and theatre role play will be employed as a formative tool, to introduce and develop skills and awareness of techniques and strategies (e.g., active listening, body language, summarising, and reflection) in relation to development of communication skills (Learning Outcome 4).

The individual poster assessment includes observations of communication skills and linked to theory (Learning Outcomes 1, 2). The group theatre piece enables apprentices to demonstrate effective communication skills including understanding of the barriers to communication (Learning Outcomes 3, 4).

Summative assessment will be supported by two formative assessment tasks. The first of these will be a self-assessment regarding personal communication styles. This should inform the apprentices understanding of 'self' and give some oversight interpersonal communication (Learning Outcomes 3, 4).

The second formative piece will be an exercise in conflict resolution based on a case study. Apprentices will work in pairs to address the issues they feel are relevant within the scenarios. These discussions will be peer-assessed (Learning Outcomes 1, 2).

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: EDMA1, EDMA2, EDMA3, EDMA4, EDMA5, PPD1, PPD2, PPD6, PPD9 PPD10, SPCE3, SPCE6, PPD2, PPD4, PPD7, PPD8, PPD10, SPPS1, SPPS2, SPPS3, SPPS4, SPPS5,C1, C2, C3, C4, C5, WO1, WO2, WO3, WO4, RR1, RR2, RR3, UT1,UT2, KV1, KV2, KPPD1, KPPD2, KPPD3, KPPD4, KSSPS1, KPPS2, KPPS3, KSSP4, KRR1, KRR2

* Social Work England Education and Training Standards: SWE1, SWE2, SWE3, SWE5, SWE6

Mode of Assessment

Type	Method	Description	Weighting
Summative	Presentation	Individual poster presentation (1000 words equivalent)	50%
Summative	Coursework - Artefact	Group Role-Play on social work intervention (15mins) SUPPLEMENTARY: Group RP or individual reflection (1500 words)	50%
Formative	Coursework - Written	Formative case scenario exploring conflict and communication (LOs 1-2)	N/A
Formative	Self and Peer Assessment	Formative self-assessment and skills analysis (LOs 3-4)	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.

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