1. **Title of the module**

SOCI8980 (SO898) Values Ethics and Diversity

1. **School or partner institution which will be responsible for management of the module**

School of Social Policy, Sociology and Social Research

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn term (term 1)

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

MA in Social Work – compulsory module

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1

 Have a clear understanding of the professional regulator’s and relevant professional bodies’ codes and guidance on conduct and ethics for students and social work professionals;

8.2 Understand the complexities of social work as a moral activity that is situated in a social, legal, economic, political and cultural context;

8.3 Acquire, critically evaluate and integrate knowledge and understanding of values, social ethics and diversity;

8.4 Critically consider the meaning and importance of injustice, social inequality, and oppression on the lives of service users and their families;

8.5 Recognise the impact of individual and structural discrimination - on the basis of class, race, culture, gender, sexuality, age and disability - on the well-being and needs of service users and carers;

8.6 Develop coherent understanding of empowerment, human rights, risk taking and justice for service users and their families;

8.7 Develop systematic underpinning knowledge of ethical problem solving and practice.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1ShowAbility to synthesise and integrate complex knowledge, theoretical perspectives and evidence from different schools and disciplines of enquiry in order to construct an organised and coherent argument in writing;

9.2 Demonstrate skills commensurate with postgraduate study in presentation and debate, both verbal and written, and in the use of research and empirical data;

9.3 Possess the capacity to gather and evaluate library and web-based resources (e-journals and other on-line resources) appropriate to postgraduate study, make critical judgments about their merits, and use materials to construct a developed argument;

9.4 Demonstrate the ability to interact with others in a group context and articulate and defend opinions based on critical reasoning, logic and evidence.

1. **A synopsis of the curriculum**

The module will cover the nature, history and development of social work values, their links with codes of practice and the regulation of professional conduct. It will also address sociological perspectives around social difference, diversity and inequality and the conceptual and philosophical context of human rights, responsibility, justice, care, authority and power in social work. Challenges inherent in balancing these dimensions, including potential conflicts between personal, organisational and professional values of the social work role in practice – incorporating statutory duties - will also be addressed. The role of legislation and policy in supporting ethical decision making in social work will be explored as will utilising models promoting ethical decision making and the impact of social work practice on, and in, the lives of service users and carers. The importance of recognising key dimensions of social difference and sources of inequality – class, gender, ethnicity, sexuality, age, disability and sexuality – in delivering ethical social work will be an underpinning theme.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Adams, R., Dominelli, L. and Payne, M. (2008) *Social work. Themes, Issues and Critical Debates*. 3rd ed. Basingstoke: Palgrave Macmillan

Banks, S. (2012) *Ethics and Values in Social Work* 4th edn. Basingstoke: Palgrave Macmillan

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Dominelli, L. (2008) *Anti-Racist Social Work (3rd edn)* BASW Practical Social Work.

Graham, M (2002) *Social work and African-centred worldviews.* London: Venture Press

Parrott, L. (2010) *Values and Ethics in Social Work Practice* (2nd ed) Exeter: Learning Matters

Thompson N. (2011*) Promoting Equality Working with Diversity and Difference* 93rd ed). Basingstoke, Palgrave Macmillan

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods

Coursework - essay (4000 words) – 100%

13.2 Reassessment methods

Like-for-like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13*)***

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private study | **X** |  | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |  |
| Lectures | **X** | **X** | **X** | **X** |  | **X** | **X** |  |  |  | **x** |
| Workshops | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |  | **X** | **X** |
| Class discussions | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  | **X** |
| Group work | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Essay – 4000 words | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Medway

1. **Internationalisation**

The module is designed to meet the requirements of UK professional registration. The range of generic skills which will be developed are applicable to international contexts and the specific skills have potential international relevance.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 27/01/2019 | Minor | September 2019 | 8, 9, 11, 13, 14 | No |
|  |  |  |  |  |