

**BA (Hons) Social Work Studies**

**Canterbury Christ Church University**

**In collaboration with London South East Colleges**

**2019/20**

**Critical Literature Review**

***Module Guide***

**Module Summary**

**Parent Programme** BA (Hons) Social Work Studies

**Module Title Critical Literature Review**

 **(MMBHW3CLR)**

**Level** 6

**Credit Rating** 20 credits (10 ECTS credits)

**& Duration** 50 hours academic direction

 150 independent study

**Academic Responsibility** Ellen Reverand

**Pre-Requisites** Not Applicable

**Co-Requisites** Not Applicable

**Module Aims:**

Within the context of an evidence based approach, this module provides students with the opportunity to explore knowledge, evidence and research for and within social work practice. Adhering to principles of research methodology the module aims to enable students to identify, evaluate and critique research literature in depth and to prepare them to undertake an independent, literature based review on a theme of their choice relevant to social work practice.

**Intended Learning Outcomes:**

By the end of this module students should be able to:

1. Critically appraise knowledge (for example, concepts, issues and debates from research and literature) associated with social work practice
2. Effectively use a wide range of information sources to extract and analyse relevant information
3. Analyse and apply the findings from contemporary evidence to current issues in professional practice
4. Produce a logical, coherent literature review which clearly demonstrates a capacity for independent thought and the application of analytic and organisational skills
5. Critically consider the extent to which literature contributes to a substantive area of social work practice

**Indicative Module Content**

The module will explore what makes for quality social work research and explore the

principles and rationale underpinning the use of evidence to inform practice. Students will develop their understanding of what counts as evidence and how different sources may be interpreted in terms of their validity, reliability an application to practice. This will be supported by drawing on examples of key and current research and evaluation in social work. Students will gain a working knowledge of the principles of systematic inquiry; conducting electronic and manual methods of literature searching and frameworks to critique research and other sources of evidence.

**Learning and Teaching Strategies**

The module will use a mixture of core material, group work and peer learning. There is an expectation that students will attend seminars and contribute effectively to the group’s

Learning. You will be encouraged to use on-line learning tools to provide support for each other, collaborate and share ideas with peers, supervisors and your Module Tutor.

There will also be academic individual and group tutorials for the development of the assessed piece of work.

Independent learning is essential in this module and processes such as formative feedback from peers, and tutor will provide students with a perspective on their development. Students will be encouraged to record and reflect on their progression and to access resources and workshops that will support this development.

**Module Assessment**

A critical literature review related to an aspect of contemporary social work practice in the UK. (5,000 words)

**Submission date Friday 1st May 2020, 2pm**

**Indicative Resources**

***Key Texts:***

**Essential**

Aveyard, H. (2014) *Doing a Literature Review in Health and Social Care: A Practical*

*Guide,*(3rdedn) Milton Keynes: Open University Press

Aveyard, H. (2011) [*A Beginner's Guide to Critical Thinking and Writing in Health and Social*](http://www.amazon.co.uk/Beginners-Critical-Thinking-Writing-Health/dp/0335243665/ref%3Dntt_at_ep_dpt_3)

[*Care,*](http://www.amazon.co.uk/Beginners-Critical-Thinking-Writing-Health/dp/0335243665/ref%3Dntt_at_ep_dpt_3) Milton Keynes: Open University Press

Ridley, D. (ed.) (2012) *The Literature Review: A Step-by-Step Guide for Students,* London: Sage

Kitely, R and Stogdon, C (2014) *Literature reviews in social work* London: Sage

Moule, P. and Hek, G. (2011) *Making sense of research: an introduction for health and social care practitioner*, (4th edn) London: Sage

Webber,M. (2015) *Applying Research Evidence in Social Work Practice*, London:Palgrave

**Recommended:**

Brown, K. and Rutter, L. (2012) *Critical Thinking and Professional Judgement for Social Work,* (3rd edn) Exeter: Learning Matters.

D’Cruz, H. and Jones, M. (2007) *Social Work Research : ethical and political contexts*, London: Sage

Humphries, B. (2008) *Social Work Research for Social Justice*, Basingstoke, Palgrave Macmillan

Jesson, J.K, Matheson, L and Lacey, F.M (2011) *Doing Your Literature Review: Traditional and Systematic Techniques*, London: Sage

Punch, K. (2013) *Introduction to Social Research, Quantitative and Qualitative Approaches*,(3rdedn). London: Sage.

Whittaker, A (2009) *Research Skills for social work* London: Sage / Learning Matters

**Journal Articles and Journal Special Editions**

Phillips, C. and Shaw, I. (2011) Innovation and the Practice of Social Work Research: Special Issue of *British Journal of Social Work*, 41, 4, June 2011.

Shaw, I. F. (2007) Is Social Work Research Distinctive? *Social Work Education*, Vol 26, 7, 659-669.

Shaw, I. (2008) Ethics and the Practice of Qualitative Research, *Qualitative Social Work: Research and Practice*, 7, 4, 400-414.

**Useful Journals**

British Journal of Social Work; Social Work Education; Qualitative Social Work: Research and Practice; Journal of Social Work Practice.

**Suggested Reading**

<http://www.scie-socialcareonline.org.uk/>- Social Care Online

**Critical Literature Review**

**Welcome to the module**

It is our aim that social work students increasingly become autonomous learners as they proceed to be a qualified professional. Being self-directed is important in social work as you need to take responsibility for and have a critical awareness of your own learning. According to Higgs (1988 cited in Boud & Higgs, p.3), the self-directed learning approach to learning is characterised by the following:

* a responsibility for and critical awareness of, your own learning process and outcome,
* a high level of self-direction in performing learning activities and solving problems which are associated with the learning task,
* active input to decision-making regarding the learning task, and
* the use of tutors as a resource

Learning to be a social worker means attaining professional autonomy by making independent decisions and actions while taking responsibility for your own action. The taught module sessions will give you the direction and foundation while engaging and participating in each independent learning activity will hopefully enhance the process of becoming an autonomous learner and practitioner. Self-directed learning skills such as the ability to effectively reflect and modify your learning approach is very important in social work. This will be encouraged throughout your learning and in practice.

This Module outline provides details of the learning required for the module, while identifying the teaching/learning style of the module and the nature of your engagement as a student. During the taught sessions you will encounter a variety of approaches to the subject which will help you learn how to apply material to specific tasks and to use your skills in responding to the demands of the module and assessment. It is expected that you will engage in additional study outside the contact time to enhance your self -directed learning, interaction with your peers and to utilise all learning opportunities available to you.

The teaching methods, session topic and aims and links to the assignment are made clear in the module session outlines. The assignment title and the dates for submission are made clear in the module guide. The timetable with the times, room number and session title will be posted on Blackboard. When teaching includes an expectation that students attend seminar groups this will be indicated in the timetable.

**How to write the assignment:**

This assignment requires you to carry out a critical enquiry of the literature in a structured manner. The structure suggested in these guidelines utilises elements from the more traditional systematic literature review process to help you achieve this.

Below are the suggested sections of the assignment although you may break it down under further headings if you wish. The marking criteria at the end of this handbook will also be useful in guiding your writing.

**Introduction (about 500 words)**

In this section you will be expected to give an overview of the topic that you have chosen and how it fits in to the overall scheme of health and social care provision. This provides context for the essay in terms of the broader social, political and health care environments and agendas and a justification in relation to your particular pathway of study.

Your choice of topic might be:

* Practice oriented
* Related to health or social care policy
* A professional issue

NB Other topics may be negotiated with your personal tutor/academic supervisor but must directly relate to your professional social work qualification and must relate to practice in the UK.

***Ensure in this section that you clearly identify your topic area and make it specific enough to enable you to plan and carry out a focussed search. Constructing a specific question to answer will help you to do this.***

**Review of published material related to your chosen topic (about 2500 words)**

Start by giving a brief overview of your search strategy identifying your search terms and sources you used to generate your literature search outcomes.

In order to address the state of knowledge within your topic area you will need to identify and present the findings from various sources of evidence. These might include:

* Empirical (actual) research
* Policies and guidelines (national and local)
* Reviews, including systematic reviews
* Opinion papers
* Patient / service user group information

All essays **MUST** include contemporary research, a comparable amount of policy or guidance documents as well as appropriate literature from the above sources. You should not ignore any major policies, reviews or research in your area of interest.

The policy documents should be used to contextualise the discussion of what happens in practice now, what should happen in practice now and what should happen in practice in the future.

The other sources of evidence may inform the review of your topic throughout its different stages. Consideration should however be given to the quality of these sources as forms of evidence and whether they should be used to inform professional practice.

***Please note this does not mean a detailed critique of research articles. It means a consideration of the quality of the evidence using skills discussed in the module.***

**Discussion and conclusions (about 2000 words)**

This is your opportunity to pull together the ideas and themes that have emerged from your review **of different sources of evidence** in your area of interest. Special consideration should be given at this stage as to how the different evidence either fits together or perhaps contradicts each other. At this stage it is important to **reflect on the quality of the evidence from the review**.

The conclusion itself will be a paragraph or so about what ultimately you have found. This will then be followed by a brief discussion about what actually happens in practice now. This then leads into the need to suggest areas for further research or policy changes that appear to be required given what you have already said. End by outlining how this literature based work has informed your personal and professional development now and in the near future.

This assignment may be written in a combination of first and third person “voices” where appropriate.

**Preparatory work**

1. Decide on a relevant topic agreed with your Tutor
2. Do a period-based literature search on this chosen topic
3. Audit trail all your period-based searches
4. Stop the literature searches when you have sufficient evidence sources agreed with your tutor (primary research journal articles, review journal articles, books, practice guidelines/policies, opinion pieces, service user information etc.)
5. Now use your literature search outcomes to write your assignment, as tabulated below

**Structuring the assignment**

|  |  |
| --- | --- |
| **Section** | **Guidance** |
| TITLE | * This is your main question
 |
| INTRODUCTION(~500 words) | * Articulate the main purpose of this assignment
* Introduce your chosen topic
* Identify why you chose this topic and how it fits in to the overall scheme of health and social care provision
* State the key themes you will be addressing in this assignment (2-3 key themes should suffice that obviously relate to your main question)
* Define key terms
* End by telling us how your essay will be structured
 |
| REVIEW OF A VARIETY OF MATERIAL RELATED TO YOUR CHOSEN TOPIC (~2500 words) | * Start by telling us how you undertook your literature searches & then critique this search process in terms of the pros & cons for doing a literature based review (1-2 paragraphs will suffice)
* Now use your search findings to compose a critical review (several paragraphs) on your chosen topic, for example:
* what is the up to date knowledge within your topic area - include empirical (factual), ethical (moral), & aesthetic (holistic) forms of knowledge as well as relevant policies/practice guidelines on the chosen topic;
* how does this evidence relate to your key question;
* identify any knowledge gaps on this chosen topic;
* how can some of these deficiencies be addressed in future studies; and
* consideration should be given to the quality of these sources as form of evidence and whether they should be used to inform professional practice.
 |
| DISCUSSION & CONCLUSIONS(~2000 words) | * Now use your topic review findings from the above to address critically your key themes on the chosen topic and reflect on the quality of the evidence from the review, for example considering:
* the most important themes on the chosen topic review (including any inconsistencies & contradictions you discovered in the literature on the chosen topic);
* how some of these themes on the chosen topic are being, or might be, addressed;
* whether your review has addressed these sufficiently; and
* what further investigations you would recommend in order for all your key issues to be adequately addressed.
* End by considering:
* what practice & policy implications you can draw from the above synthesis on the chosen topic; and
* what have you gained from accomplishing this literature based study
 |
| STRUCTURE, EXPRESSION, REFERENCES | * Pay attention to your structure & expression
* Make sure your citations in the text match what is in your references
* You should ensure that your references reflect, as appropriate to your topic and pathway, recent (c.2010 -now) and where relevant historic evidence as suggested in the guidelines above.
 |

***Assignment submission date: Friday 1st May 2020, 2pm – please submit one hard copy and an electronic copy to Turnitin. NB: hard/electronic copies must be exactly the same.***

**Assessment grading criteria: Level 6 (see next page)**

| **CRITERION** | **100-80****Excellent** | **79-70****Very good** | **69-60****Good** | **59-50****Sound** | **49-40****Satisfactory** | **39-20****Fail** | **19-0****Fail** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **PRESENTATION AND STYLE**  |
| **Coherence and organisation of assignment** | Exceptional organisation and coherence clearly enhances the work. | Strong logical organisation and coherence enhances fulfilment of the assignment objectives. | Demonstrates logical organisation and coherence. | Demonstrates sound, conventional organisation. | Shows limited organisation. | Poorly presented and structured but partially understandable. | Disorganised and/or incoherent.  |
| **Clarity of expression (incl. accuracy, spelling, grammar, punctuation** | Exceptional writing control, appropriate to assignment, which enhances the argument. Grammar and spelling accurate. | Fluent writing style appropriate to the assignment. Grammar and spelling accurate. | Language fluent. Grammar and spelling mainly accurate. | Meaning clear, but language not always fluent. Grammar and/or spelling contain errors. | Generally understandable, but language contains errors which detract from the argument. | Meaning often unclear and/or frequent errors in grammar and/or spelling. | Meaning unclear. Poor spelling, grammar and punctuation. |
| **CONFORMING TO INSTRUCTIONS**  |
| **Attention to purpose** | Addresses the purpose of the assignment comprehensively and imaginatively. | Addresses the full purpose of the assignment with some creativity. | Addresses the main purpose of the assignment effectively.  | Addresses the main purpose of the assignment. | Some of the work is focused on the aims and themes of the assignment. | Mostly fails to address the task set. | Fails to address the task set. |
| **Referencing** | Sources used are acknowledged in the text and reference list and used fluently to support discussion. Referencing follows a systematic approach, appropriate to the discipline. All elements of individual references are present. | Sources used are acknowledged in the text and reference list and used effectively to support discussion. Referencing follows a systematic approach, appropriate to the discipline. All elements of individual references are present.  | Sources used are acknowledged in the text and reference list and used to support discussion. Referencing follows a systematic approach, appropriate to the discipline. All elements of individual references are present. | Sources used are acknowledged in the text and reference list. Referencing follows a systematic approach, appropriate to the discipline. Most elements of individual references are present. | Sources of information acknowledged but integration between text and reference list is inconsistent. Attempts to follow systematic approach, appropriate to the discipline. Some elements of individual references may be incomplete and/or absent. | Some sources of information acknowledged but links between text and reference list unclear. Referencing does not follow a systematic approach. Elements of individual references are incomplete and/or absent. | Little or no acknowledgement of sources of information in text and/or reference list. |
| **CONTENT AND KNOWLEDGE** |
| **Content and range of knowledge displayed** | Demonstrates an exceptionally comprehensive, detailed and in-depth knowledge base, the capacity to integrate theoretical and substantive knowledge, and a developed understanding of the limits to knowledge. | Demonstrates a detailed, systematic, in-depth, theoretically informed knowledge base, with a clear appreciation of the provisional nature of knowledge. | Demonstrates a comprehensive, well-organised theoretical and/or substantive knowledge base, and a developing appreciation of the limits of knowledge.  | Demonstrates a sound factual and/or conceptual knowledge base and uses appropriate terminology. | Evidence of adequate knowledge of topic and use of appropriate terminology. | Some relevant and/or required knowledge missing or confused and/or significant misuse of terminology. | Little or no relevant knowledge included. |
| **Use of literature / evidence of reading** | Demonstrates exceptionally broad and/or in-depth independent reading from appropriate sources. Choice of sources clearly enhances fulfilment of the assignment objectives. Clear, accurate, systematic application of material with well developed and/or integrated critical appraisal. | Evidence of broad and/or in-depth independent reading from appropriate sources. Rationale for choice of sources clear. Clear, accurate, systematic application of material, with consistent, thorough critical appraisal.  | Evidence of independent reading from a wide range of appropriate sources. Clear, accurate, systematic application of material. Shows developing ability to appraise material critically.  | Evidence of independent reading from an appropriate range of sources. Sound application of literature.  | Limited evidence of independent reading. Literature is presented in a descriptive way. | Very limited evidence of independent reading and/or inappropriate sources used and/or engagement with the literature very superficial. | Little or no evidence of engagement with relevant literature. |
| **Knowledge and application of theory** | Knowledge and understanding of theory is exceptionally detailed and sophisticated. Appreciation of the limits of theory demonstrated throughout the work. Approach to assessment task is clearly, appropriately and consistently theoretically informed. | Demonstrates a detailed, accurate, systematic theoretical understanding. Appropriately selected theoretical knowledge is integrated into the overall assessment task.  | Shows a systematic and accurate understanding of key theories, which are appropriately applied within the context of the assessment task.  | Sound descriptive knowledge of key theories with some appropriate application.  | Selection of theory is satisfactory but application and/or understanding limited.  | Knowledge of theory inaccurate and/or incomplete. Choice of theory inappropriate. Application and/or understanding very limited. | Absence of relevant theoretical content and/or use of theory.  |
| **THINKING / ANALYSIS / CONCLUSION** |
| **Critical reasoning** | Sophisticated, critical evaluation of theories and/or concepts and/or assumptions and/or data which informs the overall approach taken to the assignment. Arguments are clear, coherent, tenable, and demonstrate originality. | Well developed, theoretically and/or conceptually informed critical thinking is consistently integrated into the work. Arguments demonstrate the ability to evaluate theories and/or concepts and/or assumptions and/or data. | Demonstrates good critical insight and ability to contrast alternative positions through the use of theory. | Demonstrates conventional critical insight and ability to contrast alternative positions. | Demonstrates limited critical insight. Recognises alternative positions. | Critical thought and/or analysis very limited and/or incoherent.  | No evidence of critical thought. |
| **Conclusions** | Conclusions exceptionally well developed and show considerable originality. They form an integrated part of the overall argument and/or discussion, reflecting commanding grasp of theory and/or evidence and/or literature and appropriate forms of conceptualisation.  | Conclusions well developed, analytical, and show some originality. They are thoroughly grounded in theory and/or evidence and/or literature and use appropriate forms of conceptualisation, forming an integrated part of overall argument and/or discussion.  | Conclusions show some development and critical insight, and relate clearly and logically to evidence and/or theory and/or literature. | Sound conclusions are drawn which are clearly derived from evidence and/or theory and/or literature. | Adequate conclusions are drawn which are derived from limited understanding of evidence and/or theory and/or literature. | Limited or ineffective attempt to draw together arguments.  | Lack of conclusions, or unsubstantiated and/or invalid conclusions drawn. |