University of the
West of England
BRISTOL

MODULE SPECIFICATION

Part 1: Information			
Module Title	The Context of Professional Practice		
Module Code	UZSNL7-30-1	Level	1
For implementation from	September 2017		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Health and Applied Science	Field	Criminology and Sociology
Department	Health and Social Sciences		
Contributes towards	FdA Therapeutic Work with Children and Young People		
Module type:	Professional Practice		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
The aim of this module is to provide students with an introduction to the context in which professional practice takes place: (a) the external context – the statutory and legal frameworks; ethics, values and principles; professional guidelines and standards; the expectations of the treatment/ care/ school placement from perspective of external stakeholders. (b) the internal context: the organisational philosophy, policy framework and principles; the management and staff structure; the expectations of the treatment/ care/ school placement from institutional / practitioner perspective; the practitioner's role and responsibilities. This part of the syllabus includes an introduction to: • The principles, values and ethics underpinning care, education and treatment practice (*CWDC Induction Standards* and the *Common Core of Skills & Knowledge*). • The principles underpinning anti-discriminatory practice, equality of opportunity and their implications in organisational practice; • The legal & statutory frameworks governing professional practice, and in particular: the Health & Safety at Work Act 1974; The Children Act 1989; UN Convention of the Rights of the Child 1989; Human Rights Act 1998; Data Protection Act 1998; Care Standards Act 2000 & the National Minimum Care Standards

(2002); Special Education Needs (SEN) Code of Practice 2001; Education Act 2002; Every Child Matters and the Children Act 2004.

- The professional role in relation to the wider professional network and its organisational context.

- The statutory and professional legislation, guidelines and procedures governing the *Safeguarding Children* agenda and *Child Protection.*

The module is provided through a programme of taught seminars. The seminars are provided in conjunction with training workshops, ongoing individual/group supervision, student tutorial's, regular reflective learning groups, attendance at professionals' and team meetings, formal case discussions, peer mentoring, and supervised practice. All of these provide opportunities for students (with supervisors and clinicians) to look at the ways theory and policy is applied and used to both facilitate and understand casework practice and group-living.

It is intended that the delivery of this module will be supported by teaching staff from UWE.

Supervised practice will account for at least 40hrs hours of professional practice which should include:

- Working in a group setting with children / young people
- Undertaking one to one work on a regular basis
- Directly contributing to professional discussions about the development of packages of therapeutic care for children / young people

Part 3: Assessment

Formative Assessment
Observation: Students will be observed in their professional practice by an approved observer or member of the teaching team who will use an agreed pro-forma against which to assess practice. (This maps on to learning outcomes 1 and 3 and is assessed via pass/fail criteria).

The observation will provide students with the opportunity to demonstrate that learning had been integrated into practice.

Summative Assessment
Due to the nature of their roles, students will, at times, be required to present their understanding of a child's communications and the ways in which these communications have been understood and responded to. By presenting their practice to the group students will have the opportunity to demonstrate their capacity to think therapeutically and to use their learning to inform practice.

Element (a)
Students will be required to create a poster which demonstrates how issues in the wider network impact on their work with an individual or group of children. Each student will be allocated 10 minutes to present their poster to the group outlining their learning and its application to developing provision.

Posters and discussions must take account of statutory and legal frameworks as well as considering how expectations, ethics and values, internal and external to the organisation impact on the treatment and work with each child.

Element (b)
- The students will then be required to submit a handout providing an overview of the areas explored on their poster as well as copies of presentation material for assessment (1,500 – 2000 words)
All assignments will be run through UWE's plagiarism software. Students will be supported with individual and group tutorials.

Identify final timetabled piece of assessment (component and element)			

		A:	**B**:
% weighting between components A and B (Standard modules only)		**Pass/fail**	**100%**

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting (as % of component)**
1. Direct observation of professional practice	*Pass/Fail*

Component B **Description of each element**	**Element weighting (as % of component)**
Preparation and 10 minute presentation of a poster	50%
Submission of a poster along with a written 'handout' (1,500 – 2000 words)	50%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) **Description of each element**	**Element weighting (as % of component)**
1. Direct observation of professional practice	*Pass/Fail*

Component B **Description of each element**	**Element weighting (as % of component)**
Preparation and 10 minute presentation of a poster	50%
Submission of a poster along with a written 'handout' (1,500 – 2000 words)	50%

Part 4: Teaching and Learning Methods

Learning Outcomes	On successful completion of this module students will be able to: 1. Demonstrate an understanding of ethics and values and contribute to the development and maintenance of a working culture that is based on equal opportunity and anti-discriminatory principles (Component A & B) 2. Demonstrate an understanding of the key elements of the legal and statutory frameworks and the ways in which these relate to the relevant professional task (Component A). 3. Demonstrate an ability to apply an awareness of the different aspects of the context of professional practice to articulate the ways in which these influence day-to-day practice. (Components A & B).

Key Information Sets Information (KIS)	

Key Information Set - Module data

Number of credits for this module		30

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	20	100	180	300	✅

Contact Hours	The table below indicates as a percentage the total assessment of the module which constitutes a;
	Written Exam: Unseen or open book written exam **Coursework**: Written assignment or essay, report, dissertation, portfolio, project or in class test **Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)

Total assessment of the module:	
Professional Practice assessment	Pass/Fail
Coursework assessment percentage	100%
	100%

(The "Total Assessment" label appears in the left column alongside the table above.)

Reading List

Bolton, G., (2014). *Reflective practice: Writing and professional development.* 4th ed. Sage publications.

Campling, P. and Haigh, R. (1999), *Therapeutic Communities – Past, Present and Future*, London: Jessica Kingsley Publishers

Cottrell, S., (2013) *The Study Skills Handbook*. Basingstoke: Palgrave Macmillan.

McMahon, L. (1995), *Developing skills in therapeutic communication in daily living with emotionally disturbed children and young people*, *Journal of Social Work Practice* 9, 2, 199-214

Moon, J. (2004) *A Handbook for Reflective and Experiential Learning: Theory and Practice.* London: Routledge Falmer.

Richardson, M., Peacock, F., Brown, G., Fuller, T., Smart, T. and Williams, J., (2015) *Fostering good relationships: partnership work in therapy with looked after and adopted children.* London: Karnac Books.

Thomas, G., 2013. *How to do your research project: A guide for students in education and applied social sciences*. London: Sage.

Ward, A (2007) *Working in group care – Social work and social care in residential and day care settings.* Bristol: Policy Press

Ward, A., Kasinski, K., Pooley, J., Worthington, A.,(2003) *Therapeutic Communities for Children & Young People.* London: Jessica Kingsley Publishers.

Ward, A. and McMahon, L. (1998). *Intuition is Not Enough: Matching Learning with Practice*

| | *in Therapeutic Child Care*. London: Routledge. |
| | Additional readings and websites will be recommended by the tutor. |

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First CAP Approval Date	*2009*			
Revision CAP Approval Date	31 May 2017	Version	*3*	*Link to RIA 12342*