



Module Specification

The Context of Professional Practice

Version: 2023-24, v2.0, 23 Jun 2023

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Part 1: Information

Module title: The Context of Professional Practice

Module code: UZSNL7-30-1

Level: Level 4

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Health & Applied Sciences

Department: HAS Dept of Social Sciences

Partner institutions: None

Field: Sociology and Criminology

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: 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.

Outline syllabus: 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 and Knowledge).

The principles underpinning anti-discriminatory practice, equality of opportunity and their implications in organisational practice;

The legal and statutory frameworks governing professional practice, and in particular: the Health and 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 and 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.

Part 3: Teaching and learning methods

Teaching and learning methods: 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.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 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

MO2 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

MO3 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

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 100 hours

Placement = 180 hours

Face-to-face learning = 20 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/index.html) via the following link <https://uwe.rl.talis.com/index.html>

Part 4: Assessment

Assessment strategy: 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.

Assessment task 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.

Assessment task 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.

Assessment tasks:

Practical Skills Assessment (First Sit)

Description: Direct observation of professional practice
(Pass/Fail)

Weighting:

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Presentation (First Sit)

Description: Preparation and 10 minute presentation of a poster

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO3

Portfolio (First Sit)

Description: Submission of a poster along with a written handout (1500 - 2000 words)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO3

Practical Skills Assessment (Resit)

Description: Direct observation of professional practice

(Pass/Fail)

Weighting:

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Presentation (Resit)

Description: Preparation and 10 minute presentation of a poster

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO3

Portfolio (Resit)

Description: Submission of a poster along with a written handout (1500 - 2000 words)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO3

Part 5: Contributes towards

This module contributes towards the following programmes of study: