

**MODULE SPECIFICATION**

Part 1: Information			
Module Title	Professional Issues in Therapeutic Work with Children and Young People		
Module Code	UZSNM7-30-2	Level	2
For implementation from	September 2017		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Health and Applied Sciences	Field	Criminology and Sociology
Department	Health and Social Sciences		
Contributes towards	FdA Therapeutic Work with Children and Young People – compulsory		
Module type:	Project		
Pre-requisites	<i>None</i>		
Excluded Combinations	<i>None</i>		
Co- requisites	<i>None</i>		
Module Entry requirements	<i>None</i>		

Part 2: Description
<p>In the initial phase of the module, the study will focus on identifying, in consultation with the tutor, a specific area of study and developing a plan, strategy and study programme relevant to the chosen area, relevant to their particular professional role: as (for example) a teacher or teaching assistant; as a residential therapeutic care worker; or, as a family placement worker/ foster carer.</p> <p>Students will embark on a relevant search of literature and other resources relevant to such an investigation, with tutorial support. The module will culminate in the development of a submission which could be (for example):</p> <ul style="list-style-type: none"> <li>• a written submission or report and/or</li> <li>• practice materials relevant for use either by practitioners or clients;</li> <li>• audio / visual / computer materials;</li> <li>• any other form which is relevant to the subject being studied, subject to the approval of the supporting tutor / module leader.</li> </ul> <p>The module will be undertaken within a framework of tutorial support and may take a number of forms to be negotiated between student and tutor. This module is rooted in associated taught co-requisite modules, which have clearly defined teaching and learning methods. Students will be supported throughout the module through supervision with a member of the teaching team and are expected to</p>

undertake a minimum of 120hrs study time, how that is apportioned is up to the student

### Part 3: Assessment

#### Summative assessment:

This project module requires students to identify an area of their work to explore in detail through the final year and requires them to use concepts and ideas drawn from across the two year Foundation Degree. Students are required to write a 4,500 word reflective assignment based on an area of their work and drawing on their learning from throughout the course. Students will be expected to make recommendations for practice. Students will be required to show theory, and themselves as reflective practitioners and be able to link theory to practice and the assessment is designed to bring together their learning from across the course as their final piece of submitted work.

#### Formative feedback:

Students will use group to discuss the areas being studied. This will allow the exchange of knowledge between students and feedback from tutors throughout the module. Students are expected to make use of tutorials throughout the year to explore areas of the project and to gather feedback.

All submitted work will be subject to UWE plagiarism software.

Identify final timetabled piece of assessment  
(component and element)

% weighting between components A and B (Standard modules only)

A:

B:

**Element weighting**  
(as % of component)  
**100%**

#### First Sit

**Component A** (controlled conditions)

**Description of each element**

**Element weighting**  
(as % of component)

100%

1. Written report (4,250 - 4,500 words) reviewing practice + literature to show how students have developed an area of practice throughout the course

**Resit (further attendance at taught classes is not required)**

**Component A** (controlled conditions)

**Description of each element**

**Element weighting**  
(as % of component)

**100%**

1. Written report (4,250 - 4,500 words) reviewing practice + literature to show how students have developed an area of practice throughout the course

### Part 4: Teaching and Learning Methods


Learning Outcomes

On successful completion of this module students will be able to:

1. Identify an area of interest, relevance and value to self and place of employment;
2. Identify and negotiate a study of appropriate scope and/or depth of enquiry;
3. Demonstrate an ability to analyse the relationship between theoretical perspectives, practice and the statutory frameworks which govern practice;

4. Demonstrate a critical understanding of the contextual factors influencing the area of study;
5. Demonstrate an awareness of ethical issues relevant to the area of study;
6. Access and utilise ICT resources where appropriate to the specific area of study.
7. Demonstrate a critical understanding of the impact of the worker on the study and area of study through reflective writing on the subject and the development of the independent study

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	40	260	0	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

Total assessment of the module:	
Coursework assessment percentage	100%
	100%

Reading List

Bell, J. (2010) *Doing your Research Project – 5<sup>th</sup> edition*. Buckingham, Oxford University Press.

Bolton, Gillie (2014) *Reflective Practice: Writing and Professional Development – 4<sup>th</sup> edition*. London: Paul Chapman.

Cohen, L., Manion, L., Morrison, K. (2007) *Research Methods in Education (6th Edition)*. London: Routledge.

Lee, R. (2000) *Doing research on sensitive topics*. London: Sage.

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

Robson, C. and McCarten, K. (2015) *Real World Research: A Resource for Social Scientists and Practitioner-Researchers*. London: John Wiley & Sons.

	<p>Sharpe, J A &amp; Howard, K. (2002) <i>The Management of a Student Research Project</i>. Aldershot: Gower.</p> <p>Yin, R. (2012) <i>Applications of Case Study Research</i> (third edition). London: SAGE Publications.</p> <p>Yin, R. (2014) <i>Case Study Research - Design and Methods</i> (5<sup>th</sup> edition). London: SAGE Publications.</p>
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First CAP Approval Date	2009			
Revision CAP Approval Date	31 May 2017	Version	4	<a href="#">Link to RIA 12342</a>