



Module Specification

Inclusive Professional Practice

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Part 1: Information

Module title: Inclusive Professional Practice

Module code: UTTGTP-30-2

Level: Level 5

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Arts Creative Industries & Education

Department: ACE Dept of Education and Childhood

Partner institutions: None

Delivery locations: Not in use for Modules

Field: Primary, Early Childhood and Education Studies

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: See Learning Outcomes.

Outline syllabus: Participants will explore a range of issues including the following:

Working with others in the workplace.

Reflective practice and approaches to self evaluation including model theories of reflection.

Learning Styles and effective differentiation.

Discussion of relevant legislation, guidance and government literature.

The concepts of inclusion and inclusive policy and practice including an overview of policy changes in education or social care settings.

Recent research, policy and inspection findings and historical perspectives.

Application of Codes of Practice and practical considerations of implementing procedures within the workplace.

Assessment of individual need including target setting and relevant interdisciplinary assessment procedures.

Listening to the voice of the service users.

Frameworks for recording evidence according to prescribed formats and standards.

Observation, evaluation and feedback.

Developing supportive teamwork approaches.

Roles and responsibilities of a broad range of professionals working with those with disabilities and learning difficulties.

Part 3: Teaching and learning methods

Teaching and learning methods: Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops, lectures from visiting professionals, work based learning, supervised time in studio/workshop.

Independent learning includes hours engaged with essential reading, directed study, case study preparation, assignment preparation and completion etc.

Placement learning: may include a practice placement, other placement, period abroad.

Contact time for modules on the Foundation Degrees reflects the acknowledgement of the work-based learning that is taking place for all students on such programmes. They will be engaged in a minimum of 15 hours per week in a paid or voluntary capacity in an educational context. This commitment is required of all participants. There may also be virtual learning opportunities offered to students which can be calculated as part of the stated contact time. The total of time expected for each 30 credit module is 72 hours. For this module it is calculated as:

72 hours scheduled learning of which 52 hours will represent supervised work related contact time.

228 hours research, independent study and preparation for assessment work.

Scheduled learning will typically include lectures, seminars, supervision, external visits and an interactive forum.

All students are expected to attend a series of tutorials.

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

MO1 Prepare for, plan, provide and review support whilst monitoring and providing valid feedback on progress

MO2 Evaluate own professional practice

MO3 Collaborate and work as part of a team and effectively as an independent, self motivated and reflective practitioner

MO4 Demonstrate a clear understanding of the contribution made by effective partnership working and the benefits gained by sharing information and good practice amongst multi-agency teams

MO5 Show an understanding of how political policy impacts on educational practice and processes or on social care settings

MO6 Demonstrate how attitudes and perspectives surrounding social and educational inclusion affect those with a disability

MO7 Identify, interpret and explore the main theoretical and practical contexts of inclusion, social cohesion and well being in education and social care provision

MO8 Organise and present ideas and information in portfolio form

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 128 hours

Placement = 100 hours

Face-to-face learning = 72 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: The Department of Education views assessment and assessment feedback as an integral part of the learning and teaching process and, as such, provides a range of assessment opportunities which are innovative and creative, yet rigorous and are able to fulfil the requirements of the University of West of England and relevant professional bodies.

There will be various forms of feedback incorporating formative and summative perspectives on academic and professional development.

A range of assessment techniques will be employed to ensure that learners can meet the breadth of learning outcomes presented in this module alongside the ability to demonstrate transferable skills e.g. communication skills.

As part of assessment learners will compile a portfolio of evidence consisting of:

An evaluation of own practice based on the feedback from Line Manager and Tutor as well as own observations.

A reflection of the effectiveness of partnership working within professional practice.

A written report of the impact of an identified policy on their own professional practice.

An analysis of approaches to the attitudinal aspects of inclusion, social cohesion and wellbeing in the workplace.

A programme design for 50 hours of professional practice.

A profile outlining the needs of 3 individuals.

Evaluation of practice, relating theory to practice using the learning outcomes from all course modules including evidence of ethical issues.

Contextual documentation must be added as an appendix, comprising elements, such as: a Care Plan; Support Plans; a Career Plan; Observation Feedback Forms; Self Appraisal Forms from the Observations as well as a simple factual record of the 50 hours of Professional Practice undertaken throughout the module. The record needs to show, for each observation: date; time; location; work undertaken; and the name of a senior person who would be able to verify that the professional work took place.

Assessment Criteria:

A CONCEPTUAL DOMAIN (Core): The assessment demonstrates that the learner can organise and use coherently, relevant ideas and perspectives to interpret and/or explore issues under study.

C CONTEXTUAL DOMAIN: The assessment demonstrates that the learner has an awareness of contextual factors (e.g. personal, locational, historical, political, etc.) influencing the area of study.

G ACTION DOMAIN: The assessment demonstrates that the learner has an awareness of the relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice with due regard to issues of equity and social justice.

Assessment components:**Practical Skills Assessment (First Sit)**

Description: Observations will be carried out within the professional practice, meeting the specified learning outcomes of the module.

Students will also be required to meet the following criteria: A, G.

Weighting:

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO3

Portfolio (First Sit)

Description: A portfolio of evidence (3,750 words).

Students will also be required to meet the following criteria: A, C, G.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO3, MO4, MO5, MO6, MO7, MO8

Practical Skills Assessment (Resit)

Description: Observations will be carried out within the professional practice, meeting the specified learning outcomes of the module.

Students will also be required to meet the following criteria: A, G.

Weighting:

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO3

Portfolio (Resit)

Description: A portfolio of evidence (3,750 words).

Students will also be required to meet the following criteria: A, C, G.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO3, MO4, MO5, MO6, MO7, MO8

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Inclusive Practice [UCW] FdA 2022-23