

UNIT SPECIFICATION				
<b>Unit title</b> PRACTICE OBSERVATION				
<b>Level</b>	Level 7	<b>Credit value</b>	20 (10 ECTS)	
<b>Is this a common unit?</b>		No	<b>Expected contact hours for unit</b>	6
<b>Pre and co-requisites</b> None				
<b>Aims</b> A feature of all professional development is not only to be able to identify and meet learning needs, but then to apply the acquired learning outcomes in practice. This unit aims: <ul style="list-style-type: none"> <li>To demonstrate that the student has met the required standards for practice at an appropriate level as identified by appropriate professional bodies/standards</li> </ul>				
<b>Intended learning outcomes (ILOs)</b> Having completed this unit the student is expected to demonstrate: <ol style="list-style-type: none"> <li>Capacity to perform at an advanced level within the core values and skill base that underpin the principles of ethical professional practice (including those which facilitate partnerships with service users, patients, clients, relatives, carers, and other professionals).</li> <li>Advanced levels of capability in the support of service users /patients etc with complex needs and in a context of risk, uncertainty and conflict.</li> <li>Evidence of competence in advanced professional practice in accordance with the requirements of the professional/statutory regulatory authorities.</li> <li>Critical reflection and evaluation of their own practice, application of theory etc., and impact on others.</li> </ol>				
<b>Learning and teaching methods</b> The unit is self-managed. In order to obtain an accurate reflection of the students work and practice the student will normally be observed in practice by a person in a supervisory or managerial capacity with relevant experience of practice assessment (i.e. a line manager, mentor or practice assessor). A signed testimony verifying the student is able to apply acquired learning outcomes to practice is required. University contact is minimal to include introduction to the unit, assignment guidance and tutorials.				
<b>Assessment</b>				

<b>Formative assessment/feedback</b>  Formative feedback on students' thinking so far will be provided when the assignment requirements /guidance etc. are discussed. Students with individual/ additional needs are encouraged to contact the unit lead via e-mail to discuss their submission.					
<b>Summative assessment</b>  ILOs 1-4 will be assessed by 100% course work		<b>Indicative assessment</b>  The coursework comprises a portfolio containing two pieces of coursework  1. A signed testimony and/or practice observation report/s. This evidences the assessment of ILOs 1-3 through observed practice. 2. A reflective assignment (2,000 words) that evidences ILO4.  Students will normally be observed on at least two occasions. The coursework will require a reflective analysis of the observations of practice using appropriate reflective model/s, critically analysing methods and approaches, making appropriate links to theory and research.			
<b>Indicative unit content</b> Content will consolidate knowledge and learning acquired, and focus on evidencing critical integration of that knowledge with advanced practice, through direct observation of practice and reflective analysis.					
<b>Indicative learning resources</b> Core texts*  In addition to the generic texts listed below students will be directed towards relevant competency / standards documentation and to current, specific texts in relation to their practice areas, e.g. leadership. Fook, J., & Gardner, F., 2007. <i>Practising critical reflection: A resource handbook</i> . Maidenhead: Open University Press. Fraser, S. and Matthews, S., eds. 2008. <i>The critical practitioner in social work and health care</i> . London: Sage/OU. Howe, D. 2008. <i>The emotionally intelligent social worker</i> . Basingstoke: Palgrave Macmillan. Jones-Devitt, S., and Smith, L., 2008. <i>Critical thinking in health and social care</i> . London: Sage. Knott, C and Scragg, T (eds) 2016. <i>Reflective Practice in Social Work</i> . 4th ed. London: Sage:/Learning Matters. Moon, J.,1999. <i>Reflection in learning and professional development</i> . London: Kogan Page. *Rolfe, G., Freshwater, D. and Jasper, M. 2010. <i>Critical Reflection In Practice: Generating Knowledge for Care</i> . 2 <sup>nd</sup> ed. London: Palgrave. *Rutter, L. and Brown, K., 2015. <i>Critical thinking and professional judgement in social work</i> . 4 <sup>th</sup> ed. London: Sage Learning Matters. Schon, D. 1998. <i>The Reflective Practitioner: How Professionals Think in Action</i> . 3rd ed. Aldershot: Ashgate Arena. Thompson, S and Thompson, N., 2008. <i>The critically reflective practitioner</i> . Basingstoke: Palgrave					
<b>Useful Websites</b>  <a href="http://www.kingsfund.org.uk">www.kingsfund.org.uk</a> <a href="https://www.gov.uk/government/organisations/department-of-health">https://www.gov.uk/government/organisations/department-of-health</a> Professional Capabilities Framework: <a href="https://www.basw.co.uk/resource/?id=1137">https://www.basw.co.uk/resource/?id=1137</a> Healthcare Leadership Model: <a href="http://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-mode">http://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-mode</a>					
<b>Unit number</b>	Click here to enter text.	<b>Version number</b>	1.0	<b>Date effective from</b>	Feb 2018