

UNIT SPECIFICATION				
<b>Unit title</b> <b>ENABLING WORK-BASED LEARNING</b>				
<b>Level</b>	Level 6	<b>Credit value</b>	20 (10 ECTS)	
<b>Is this a common unit?</b>		No	<b>Expected contact hours for unit</b>	12
<b>Pre and co-requisites</b> None				
<b>Aims</b> Students must normally hold a relevant professional qualification and have a minimum of two years post-qualifying experience by the time they start the unit.  This unit will provide the opportunity for candidates to: <ul style="list-style-type: none"> <li>• Develop the skills, knowledge and attributes needed to teach, mentor, support and assess; qualifying students, social care staff, qualified social workers and other allied professionals, for the purpose of developing their professional capability and raising the quality of services for users and carers.</li> <li>• Demonstrate that they have met the relevant standards for practice educators specified by their appropriate professional body.</li> </ul>				
<b>Intended learning outcomes (ILOs)</b> Having completed this unit the student is expected to: <ol style="list-style-type: none"> <li>1. Organise, monitor and critically evaluate opportunities for professional practice learning and the assessment of capability in practice.</li> <li>2. Enable learning and professional development in others by selecting, and implementing appropriate learning and teaching strategies in a work environment.</li> <li>3. Take responsibility for aspects of the assessment of learners in practice, using an appropriate range of methods, basing assessment decisions on relevant evidence and using professional judgement to resolve any inconsistencies in the evidence available.</li> <li>4. Critically apply appropriate theoretical frameworks in practice.</li> <li>5. Critically reflect on their practice, particularly with regard to the application of an appropriate professional and personal value base to practice education.</li> </ol>				
<b>Learning and teaching methods</b> This unit takes a blended learning approach requiring attendance at workshops, the completion of structured self-managed learning tasks, together with relevant practice-based experience. Workshops introduce the unit and offer opportunities for small and large group work to facilitate critically reflective discussion and encourage theory to practice links to be made. Twelve hours of contact time is provided in the workshops with students expected to undertake a large proportion of self-managed activities and research to support, extend and personalise their learning.  Work-based experiential learning is an essential element of the process, with candidates normally required to be involved in organising, teaching and assessing professional learners whilst undertaking the unit under the supervision of University prepared supervisors and mentors.				
<b>Assessment</b>				
<b>Formative assessment/feedback</b> Peer and tutor formative assessment will be provided on workshop activities. Practice Assessor feedback will be				

provided on a practice observation.

**Summative assessment**

ILO's 1-3 will be assessed by coursework Pass/ Fail  
ILO's 4-5 will be assessed by coursework 100%

**Both parts of the assessment must be passed**

**Indicative assessment**

The course work comprises

- A record of practice requirements (1,500 word equivalent) which must include some evidence drawn from an observation of practice and third party verification (normally line manager). This assessment element is marked on a Pass/Fail basis.
- A reflective assignment (1,500 words). This assessment element contributes 100% of the mark for the unit.

**Indicative unit content**

- Introduction to adult teaching, learning and assessment theories with an emphasis on their critical application to work-based learning situations.
- Models and methods of managing learning and assessment in the workplace that promote an effective learning environment, encourage learners to take responsibility for their own learning and support a partnership approach that involve the learner, service users / carers, colleagues and other professionals.
- Learner centred strategies to support effective experiential and reflective learning.
- Models and methods for the collection, critical evaluation and standardisation of assessment information including the use of professional assessment frameworks and procedures to benchmark and guide assessment decisions.
- Strategies for providing feedback to learners that encourage self-evaluation and promote development.
- Strategies for evaluating the overall learning process including those which enable practice educators to contribute to the promotion of a wider learning culture within their organisation.
- Work-based learning experience gained from supporting, enabling and assessing a professional learner in practice.
- Self- managed activities to extend learning and support critical reflection on practice experience.

**Indicative learning resources**

Bruce, L., 2013. *Reflective Practice for Social Work – a handbook for developing professional confidence*. Milton Keynes: OU Press.

Coulshed, V, Orme, J., 2012. *Social Work Practice 5<sup>th</sup> Ed*. Basingstoke: Palgrave Macmillan

Grant, L and Kinman, G. (eds). 2014. *Developing Resilience for Social Work Practice*. London: Palgrave

Field, P. Jasper, C. Littler, L. 2016. *Practice Education in Social Work – achieving professional standards*. Northwich: Critical Publishing.

Ingram. R. 2015. *Understanding Emotions in Social Work: Theory Practice and Reflection*. Milton Keynes: OU Press

Knott, C and Scragg, T (eds). 2016. *Reflective Practice in Social Work*. 2<sup>nd</sup> edition. Exeter: Learning Matters.

Lishman, J. 2015. *Handbook for Practice Learning in Social Work and Social Care 3<sup>rd</sup> ed*. London: Jessica Kingsley

Parker, J., 2010. *Effective Practice Learning in Social Work*. 2<sup>nd</sup> ed. Exeter: Learning Matters.

Rogers A., Horrocks, N. 2010 . *Teaching Adults 4<sup>th</sup> ed*. Milton Keynes: Open University Press.

Thompson, N. 2015. *Understanding Social Work: preparing for practice 4<sup>th</sup> ed*. London: Palgrave

Trevithick, P. 2012. *Social Work Skills and Knowledge 3<sup>rd</sup> ed*. Milton Keynes: OU Press

Williams, S and Rutter, L. 2015. *The Practice Educator's Handbook 3<sup>rd</sup> Ed*. Exeter: Sage/Learning Matters.

**Journals – check the most recent editions of these journals**

British Journal of Social Work

Community Care

Journal of Practice Teaching in Health and Social Work

Reflective Practice

Social Work Education

**Web-based books and journals and other online resources**

Use your PQSW Information Skills Handbook

<b>Unit number</b>	Click here to enter text.	<b>Version number</b>	1.1	<b>Date effective from</b>	Sep 2019
--------------------	---------------------------	-----------------------	-----	----------------------------	----------