

UNIT SPECIFICATION				
<b>Unit title</b> <b>PROFESSIONAL PRACTICE ASYE (Assessed and Supported Year in Employment)</b>				
<b>Level</b>	Level 6	<b>Credit value</b>	40 (20 ECTS)	
<b>Is this a common unit?</b>		No	<b>Expected contact hours for unit</b>	10
<b>Pre and co-requisites</b> None				
<b>Aims</b> This unit aims to enable students to provide evidence that they have consistently and competently demonstrated capability in their professional practice from the point of qualification to the present time. It will also provide a foundation for further professional development within their chosen context.				
<b>Intended learning outcomes (ILOs)</b> Having completed this unit the student is expected to: <ol style="list-style-type: none"> <li>1. Consistently demonstrate the professional skills relevant to their role by providing evidence to meet the Professional Capabilities Framework at the appropriate level, or other relevant occupational/professional standards/requirements, through direct work with users of services and their carers.</li> <li>2. Critically evaluate the effectiveness of their practice and professional judgments, using reflection and analysis.</li> <li>3. Critically review the theoretical frameworks, research and policy, legal and ethical contexts relevant to their practice.</li> </ol>				
<b>Learning and teaching methods</b> This is a portfolio based unit in which students are required to reflect on aspects of their practice and provide evidence that they have demonstrated professional competence and judgement within their practice context. The Unit is largely self-managed with support provided to students via workshops. Workshop support is primarily focussed on the further development of skills required for critically reflective practice and self-managed learning  The taught component uses a variety of methods building on students' professional experience, skills and knowledge. Learning and teaching methods include lectures, discussion groups, reflection on practice and guided independent study. Unit guides and specific reading materials will be designed to enable students to continue in the professional development of their existing knowledge base and maximise opportunities to advance their professional practice. Core text, and encouragement to read widely, will also provide foundation knowledge for students to analyse and advance their professional practice. Bournemouth University's online learning resources will be used for student learning and support.				
<b>Assessment</b>				
<b>Formative assessment/feedback</b> Formative feedback will be ongoing throughout the year, and integrated into the workshop and supervision sessions. Feedback on the early critical logs will be used to improve the quality of the later work. Students with individual/ additional needs will be encouraged to contact the unit lead via e-mail to arrange a 1 to 1 meeting / telephone call.				
<b>Summative assessment</b> ILOs 1-3 will be assessed by 100% course work		<b>Indicative assessment</b> Coursework equivalent to 6,000 words.  Students will be expected to provide evidence to demonstrate meeting all domains of the professional		

	standards as well as being able to critically evaluate personal and/ or current organisational practice. A combination of all or a few of the following will be required: reflective reports, assessor reports, observations of practice .
<b>Indicative unit content</b> <ul style="list-style-type: none"> <li>• Values, ethics and standards for social work</li> <li>• Study and research skills</li> <li>• Reflective practice</li> <li>• Criticality in professional practice</li> <li>• Reading relevant to own area of specialist professional practice</li> <li>• Critical reflection on practice experience</li> </ul>	
<b>Indicative learning resources</b> <p>Adams, R. Dominelli, L., and Payne, M. 2009. <i>Critical Practice in Social Work</i>. (2<sup>nd</sup> ed) Hants: Palgrave.</p> <p>Aveyard, H. Sharp, P. and Woolliams, M. 2015. <i>A Beginner's Guide to Critical Thinking and Writing in Health and Social Care</i>. (2<sup>nd</sup> Ed) Berks: OUP</p> <p>Beckett, C. and Maynard, A., 2013. <i>Values and Ethics in Social Work</i> (2<sup>nd</sup> ed) London: Sage Publications.</p> <p>Brammer, A.K. 2015. <i>Social Work Law</i>. (4<sup>th</sup> ed) Harlow: Pearson.</p> <p>Bruce, L. 2013. <i>Reflective Practice For Social Workers</i>. Berks: OUP</p> <p>Healey, K. 2014. <i>Social Work Theories in Context: Creating Frameworks for Practice</i>. (2<sup>nd</sup> ed) London: Macmillan.</p> <p>Gray M. and Webb S. (eds) 2013. <i>The New Politics of Social Work</i>. London: Palgrave</p> <p>Howe, D, 2008. <i>The Emotionally Intelligent Social Worker</i>. Palgrave Macmillan</p> <p>Howe, D. 2012. <i>Empathy. What it is and why it matters</i>. Basingstoke: Palgrave</p> <p>Keen, S, Brown, K, Parker, J, Gray, I, &amp; Galpin, D 2016. <i>Newly Qualified Social Workers: A practice guide to the Assessed and Supported Year in Employment</i> (2<sup>nd</sup> ed) Exeter: Learning Matters</p> <p>Knott, C and Scragg, T 2013. <i>Reflective Practice in Social Work</i> (3<sup>rd</sup> ed) Exeter: Learning Matters</p> <p>Miller L, 2012. <i>Counselling Skills for Social Work</i> (2<sup>nd</sup> ed). London: Sage</p> <p>O'Sullivan, T. 2011. <i>Decision Making in Social Work</i>. (2<sup>nd</sup> ed). Basingstoke: Palgrave Macmillan</p> <p>Payne, M., 2005. <i>Modern Social Work Theory</i>. (3<sup>rd</sup> ed). London: Palgrave Macmillan.</p> <p>Rolfe, G. Freshwater, D. and Jasper, M. 2011. <i>Critical Reflection in Practice</i>. (2<sup>nd</sup> ed). Basingstoke: Palgrave Macmillan</p> <p>Ruch, G. 2010. <i>Relationship-Based Social Work</i>. London: Jessica Kingsley.</p> <p>Rutter, L. and Brown, K. 2015. <i>Critical Thinking and Professional Judgment for Social Work</i>. (4th ed). Exeter: Learning Matters.</p> <p>Taylor, B. 2010. <i>Professional Decision Making in Social Work</i> , Exeter: Learning Matters</p> <p>Thompson, N. 2016. <i>Anti-Discriminatory Practice</i>. (6th ed). Basingstoke: Palgrave Macmillan</p> <p>Thompson, N and Thompson, S. 2008. <i>The Critically Reflective Practitioner</i>. Hants: Palgrave</p> <p>Titterton, M., 2005. <i>Risk and Risk Taking in Health and Social Welfare</i>. London: Jessica Kingsley.</p> <p>Trevithick, P., 2012 <i>Social Work Skills and Knowledge, a Practice Handbook</i>. (3rd ed). Berks: OUP.</p> <p>Wilkins, D. and Boahen, G. 2013. <i>Critical Analysis Skills for Social Workers</i>. Berks: OUP</p> <p>Specialist texts relevant to service user group will be provided in the handbook and in the workshop.</p> <b>Useful Websites</b>	

International Federation of Social Work 2017. Ethics in Social Work, <http://ifsw.org/policies/statement-of-ethical-principles/>

BASW Code of Ethics 2012 <https://www.basw.co.uk/codeofethics/>

Department of Health [www.dh.gov.uk](http://www.dh.gov.uk) –

Care Quality Commission [www.cqc.org.uk](http://www.cqc.org.uk) –

Sainsbury Centre for Mental Health [www.scmh.org.uk](http://www.scmh.org.uk) –

MIND [www.mind.org.uk](http://www.mind.org.uk) –

Rethink [www.rethink.org](http://www.rethink.org) –

Social Care Institute for Excellence. [www.scie.org.uk](http://www.scie.org.uk) –

Research in Practice- Children - [www.rip.org.uk](http://www.rip.org.uk)

Barnados- What Works for Children- [www.whatworksforchildren.org.uk](http://www.whatworksforchildren.org.uk)

Centre for Excellence and Outcomes in Children's and Young People's services -[www.c4eo.org.uk](http://www.c4eo.org.uk)

Parenting and family Support Centre- [www.pfsc.uq.edu.au/publications/evidence\\_base.html](http://www.pfsc.uq.edu.au/publications/evidence_base.html)

DfE research site - [www.dcsf.gov.uk/research/index.cfm](http://www.dcsf.gov.uk/research/index.cfm)

Joseph Rowntree Foundation- [www.jrf.org.uk](http://www.jrf.org.uk)

<b>Unit number</b>		<b>Version number</b>	1.1	<b>Date effective from</b>	Sep 2019
--------------------	--	-----------------------	-----	----------------------------	----------