

UNIT SPECIFICATION				
<b>Unit title</b> <b>PROFESSIONAL PRACTICE – CHILDREN AND FAMILIES</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>	15
<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 Children and Families 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> Students will be asked to draft a plan for the substantive assignment. Oral formative feedback will be given during the second workshop. Students with individual/ additional needs will be encouraged to contact the unit lead via e-mail to arrange a 1 to1 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>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>Aldgate, J (Ed) 2004 <i>The Developing World of the Child</i> JKP</p> <p>Barlow, Jane; Schrader McMillan, A. 2010 <i>Safeguarding Children from Emotional Maltreatment: What Works</i> JKP</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>Brandon, M. Sidebottom, P. Ellis, C. Bailey ,S &amp; Belderson, P. 2011 <i>Child and family practitioners' understanding of child development: Lessons learnt from a small sample of serious case reviews</i> (Available at Department of Education Ref: DFE-RR110 )</p> <p>Brown, R., Ward, H &amp; Westlake, D. 2012 <i>Safeguarding Babies and Very Young Children from Abuse and Neglect</i> JKP</p> <p>Cairns, K. 2002 <i>Attachment, Trauma and Resilience: Therapeutic Caring for Children</i> BAAF</p> <p>Calder,M .2008. <i>Contemporary Risk Assessment in Safeguarding Children</i>. Russell House Publishing,</p> <p>Cullen, D.2004. <i>Child Care Law. A Summary of the law in England and Wales</i>. BAAF.</p> <p>Daniel, B. Wassell, S &amp; Gilligan, R (2<sup>nd</sup> Edition) 2010 <i>Child Development for child care and child protection workers</i> JKP</p> <p>Daniel,B 2011. <i>Recognising and helping the Neglected Child: Evidence-Based Practice for Assessment and Intervention</i>. London, Jessica Kingsley</p> <p>Farmer, E, Moyers, S, Stein, M, 2008. <i>Kinship Care: Fostering Effective Family and Friends Placements</i> London, Jessica Kingsley</p> <p>Ferguson, H. 2011. <i>Child Protection Practice</i> Basingstoke, Macmillan</p> <p>Fook, J&amp; Gardner, F. 2006 <i>Practising Critical Reflection: A Resource Handbook</i> McGraw Hill</p> <p>Gray M. and Webb S. (eds) 2013. <i>The New Politics of Social Work</i>. London: Palgrave</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>Horwath, J. A. 2010 (2<sup>nd</sup> Edition) <i>Child's World : Assessing Children in Need</i>. London, GBR: Jessica Kingsley Publishers</p> <p>Horwarth, J , 2013. <i>Child neglect: Planning and Intervention</i>. Palgrave Macmillan,</p> <p>Howe, D. 2011. <i>Attachment across the Life Course: A brief introduction</i> London, Palgrave Macmillan</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) London, Learning Matters</p> <p>Knott, C and Scragg, T 2013. <i>Reflective Practice in Social Work</i> 3<sup>rd</sup> Ed London, Learning Matter,</p>	

Lefevre, M. 2010. *Communicating with Children and Young People: Making a Difference* London Policy Press

Owusu-Bempah, K. 2007 *Children and Separation, Socio-genealogical Connectedness Perspective*, Routledge Hove

Perry, B.& Szalavitz M. 2010 *Born for Love* Harper Collins

Prior, V.& Glaser, D. 2006 *Understanding Attachment and Attachment Disorders: Theory, Evidence and Practice* JKP

Robinson, L. 2007, *Cross Cultural child development for social workers* Palgrave Macmillan

Roker, D.& Coleman, J. (Eds) 2006 *Working with Parents of Young People; Research, Policy and Practice* JKP

Ruch, G. Turney, D. and Ward, A. 2010 *Relationship-Based Social Work* JKP

Rutter, L. and Brown, K. 2015. *Critical Thinking and Professional Judgment for Social Work*. 4th Ed. Exeter: Learning Matters.

Shemmings, D. 2014 *Assessing Disorganized attachment Behaviour in Children: An Evidence Based Model for Understanding and Supporting Families*. Jessica Kingsley

Shemmings, D.& Shemmings, Y. 2011 *Understanding Disorganized Attachment: Theory and Practice of Working with Children and Adults* JKP

Smith, P. Cowie, H. Blades, M. 2003 *Understanding Children's Development* 4<sup>th</sup> Ed Blackwell

Taylor, B 2010 . *Professional Decision Making in Social Work* , Exeter, Learning Matters

Thompson, N. 2016. *Anti-Discriminatory Practice*. 6th Ed. Basingstoke: Palgrave Macmillan

Turney, D, Platt, D, Selwyn, J & Farmer, E 2011. *Improving Child and family Assessments: Turning Research into Practice*. London, Jessica Kingsley.

## Journals

British Journal of Social Work  
 Child Abuse and Neglect  
 Child Care in Practice  
 Child Development  
 Practice: Social Work in Action  
 Journal of Social Work Practice

## Useful Websites

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