

UNIT SPECIFICATION				
Unit title PROFESSIONAL PRACTICE - WORKING WITH ADULTS				
Level	Level 6	Credit value	40 (20 ECTS)	
Is this a common unit?		No	Expected contact hours for unit	15
Pre and co-requisites None				
Aims 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.				
Intended learning outcomes (ILOs) Having completed this unit the student is expected to: <ol style="list-style-type: none"> 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. 2. Critically evaluate the effectiveness of their practice and professional judgments, using reflection and analysis. 3. Critically review the theoretical frameworks, research and policy, legal and ethical contexts relevant to their Working with Adults practice. 				
Learning and teaching methods 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.				
Assessment				
Formative assessment/feedback 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				
Summative assessment ILOs 1-3 will be assessed by 100% course work		Indicative assessment 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 .
Indicative unit content <ul style="list-style-type: none"> • Values, ethics and standards for social work • Study and research skills • Reflective practice • Criticality in professional practice • Reading relevant to own area of specialist professional practice • Critical reflection on practice experience 	
Indicative learning resources <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>. (2nd ed). Berks: OUP</p> <p>Adams, R., Dominelli, L. & Payne, M. 2009. <i>Critical Practice in Social Work</i> (2nd ed). London: Palgrave Macmillan.</p> <p>Brown, K. (Ed) 2010. <i>Vulnerable Adults and Community care</i> (2nd ed) Exeter: Learning Matters</p> <p>Brown, R., Barber, P., & Martin, D. 2015. <i>The Mental Capacity Act 2005; a guide for practice</i> (3rd ed). Exeter: Learning Matters.</p> <p>Cambridge, P. and Carnaby, S. 2005. <i>Person Centred Planning and Care Management with Learning Disabilities</i>. Jessica Kingsley</p> <p>Crawford, K and Walker, J. 2014. <i>Social Work and Human Development</i> (4th ed). Exeter: Learning Matters</p> <p>Department of Health. 2007. <i>Independence, choice and risk: a guide to best practice in supported decision making</i>. London: HMSO</p> <p>Fook, J. & 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>. (2nd ed). London: Macmillan</p> <p>Herring, J 2009. Protecting Vulnerable Adults: a critical review of recent case law. <i>Child and Family Law Quarterly</i> Vol 21 Issue 4.</p> <p>Hothersall, S. & Maas-Lowitt, M. 2010. <i>Need, Risk and Protection in Social Work Practice</i>. Exeter: Learning Matters</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>Johns, R. 2011. <i>Social work, social policy and older people</i>. Exeter: Learning Matters.</p> <p>Ife, J 2008. <i>Human Rights and Social Work: Towards Rights-Based Practice</i>. Australia: Cambridge University Press.</p> <p>Jordan, B. 2008. <i>Social work and wellbeing</i>. Lyme Regis: Russell House</p> <p>Keen, S. Brown, K. Parker, J. Gray, I. & Galpin, D. 2016 <i>Newly Qualified Social Workers: A practice guide to the Assessed and Supported Year in Employment</i> (2nd Ed) Exeter: Learning Matters</p> <p>Knott, C. & Scragg, T. (Eds). 2013. <i>Reflective practice in social work</i> (3rd Ed). Exeter: Learning Matters.</p> <p>Lavaletter, M., Pratt, A. 2005. <i>Social Policy Theories, Concepts and Issues</i>. (3rd Ed). London: Sage Publications.</p> <p>Lymbery, M. 2005. <i>Social Work with Older People</i>. London: sage</p> <p>Mandelstam M, 2009. <i>Safeguarding Vulnerable Adults and the Law</i>. London: Jessica Kingsley</p>	

Mantel, A, & Scragg, J. 2008. *Safeguarding Adults in Social Work* London: Sage

Milner, J. Myers, S. & O'Byrne, P. 2015. *Assessment in Social Work*. (4th Ed). London: Palgrave Macmillan.

Phillips, J, Arjrouch, K. & Hillcoat-Nalletamby, S. 2010. *Key Concepts in Social gerontology*, London: Sage

Pollack, S. 2010. Labelling Clients 'Risky': Social Work and the Neo-liberal Welfare State. *British Journal of Social Work* 2010 40: 1263-1278.

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

Social Exclusion Unit. 2004. *Mental Health and Social exclusion*. Office of the Deputy Prime Minister.

Tanner, D. Harris, J. 2008 *Working with Older People*. Abingdon: Routledge

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

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

Thompson, J. Kilbane, J. and Sanderson, H. 2008. *Person centred Practice for Professionals*. Berks: OUP

Titterton, M. 2005 *Risk and Risk Taking in Health and Social Welfare*. Jessica Kingsley

Williams, P. 2009. *Social Work with People with Learning Difficulties*. Exeter: Learning Matters

Williams, J 2004. Social Work, Liberty and the Law. *British Journal of Social Work* (2004) 34, p 37-52.

Useful Websites

www.dh.gov.uk – Department of Health

www.cqc.org.uk – Care Quality Commission

www.rethink.org – Rethink

www.scie.org.uk – Social Care Institute for Excellence.

Unit number		Version number	1.1	Date effective from	Sep 2019
--------------------	--	-----------------------	-----	----------------------------	----------