

## UNIT SPECIFICATION

**Unit title**      **DEVELOPING PROFESSIONAL PRACTICE (ASYE)**

<b>Level</b>	Level 7	<b>Credit value</b>	20 (10 ECTS)
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<b>Is this a common unit?</b>	No	<b>Expected contact hours for unit</b>	10
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**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. Effective practice is dependent on developing a critical understanding of the context of service delivery as well as critical awareness of their own role and impact. This unit will encourage students to develop critical reflective skills to enhance professional expertise. 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:

1. Consistently demonstrate the professional skills relevant to their role, and thereby provide evidence to meet the Professional Capabilities Framework, or other appropriate professional requirements, at ASYE level, 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 to develop a conceptual understanding of their work as well as a critical awareness of the impact of their interventions
3. Demonstrate an ability to evaluate and synthesize the theoretical frameworks, research, policy, legal and ethical contexts relevant to their practice, and how they contribute to making sound, professional judgments in complex situations.
4. Evaluate strategies to challenge discrimination and oppression, and explore their effectiveness in practice when working with diverse service users

### 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.

Guidance and materials will be provided on studying at Masters level, independent study skills and guided independent reading	
<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 to1 meeting / telephone call.	
<b>Summative assessment</b> ILOs 1-4 will be assessed by 100% course work	<b>Indicative assessment</b> Coursework equivalent to 3,000 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 (e.g. child and young person development, supporting transitions, multi agency working etc)</li> <li>• Critical reflection on practice experience</li> </ul>	
<b>Indicative learning resources</b>  Adams, R. Dominelli, L., and Payne, M. 2009. <i>Critical Practice in Social Work</i> . (2 <sup>nd</sup> ed) Hants: Palgrave. 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 Beckett, C. and Maynard, A., 2013. <i>Values and Ethics in Social Work</i> (2 <sup>nd</sup> ed) London: Sage Publications. Brammer, A.K. 2015. <i>Social Work Law</i> . (4 <sup>th</sup> ed) Harlow: Pearson. Bruce, L. 2013. <i>Reflective Practice For Social Workers</i> . Berks: OUP Healey, K. 2014. <i>Social Work Theories in Context: Creating Frameworks for Practice</i> . (2 <sup>nd</sup> ed) London: Macmillan. Gray M. and Webb S. (eds) 2013. <i>The New Politics of Social Work</i> . London: Palgrave Howe, D, 2008. <i>The Emotionally Intelligent Social Worker</i> . Palgrave Macmillan Howe, D. 2012. <i>Empathy. What it is and why it matters</i> . Basingstoke: Palgrave 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> (2 <sup>nd</sup> ed) Exeter: Learning Matters Knott, C and Scragg, T 2013. <i>Reflective Practice in Social Work</i> (3 <sup>rd</sup> ed) Exeter: Learning Matters Miller L, 2012. <i>Counselling Skills for Social Work</i> (2 <sup>nd</sup> ed). London: Sage O'Sullivan, T. 2011. <i>Decision Making in Social Work</i> . (2 <sup>nd</sup> ed). Basingstoke: Palgrave Macmillan Payne, M., 2005. <i>Modern Social Work Theory</i> . (3 <sup>rd</sup> ed). London: Palgrave Macmillan. Rolfe, G. Freshwater, D. and Jasper, M. 2011. <i>Critical Reflection in Practice</i> . (2 <sup>nd</sup> ed). Basingstoke: Palgrave	

Macmillan

Ruch, G. 2010. *Relationship-Based Social Work*. London: Jessica Kingsley.

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

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

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

Thompson, N and Thompson, S. 2008. *The Critically Reflective Practitioner*. Hants: Palgrave

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

Trevithick, P., 2012 *Social Work Skills and Knowledge, a Practice Handbook*. (3rd ed). Berks: OUP.

Wilkins, D. and Boahen, G. 2013. *Critical Analysis Skills for Social Workers*. Berks: OUP

Specialist texts relevant to service user group will be provided in the handbook and in the workshop.

### Useful Websites

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
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