

UNIT SPECIFICATION				
<b>Unit title</b>		<b>ENABLING WORK-BASED LEARNING</b>		
<b>Level</b>	Level 7	<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 required 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 reflect on their practice, including consideration of application of professional and personal values to practice education, demonstrating the ability to synthesise information, gain new insights and develop original responses to problems.</li> <li>5. Demonstrate a systematic understanding of relevant literature including a critical awareness of current issues and recent research and an ability to critically apply appropriate theoretical frameworks in practice.</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, personalise and extend 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.

## Assessment

### Formative assessment/feedback

Peer and tutor formative assessment is 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 1 Pass/Fail

ILO's 4-5 will be assessed by coursework 2 100%.

**Both assessment elements must be passed**

### Indicative assessment

ILO's 1-3 will be assessed by a record of practice requirements which must include some evidence drawn from an observation of practice and have third party verification (normally line manager) (1,500 word equivalent) Pass/Fail

ILO's 4-5 will be assessed by a reflective assignment (1,500 words) 100%.

### 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 involves the learner, service users / carers, colleagues and other professionals.
- Learner centred strategies that 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 the contribution that practice educators make 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 3rd 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>		<b>Version number</b>	1.1	<b>Date effective from</b>	Sep 2019
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