

UNIT SPECIFICATION				
Unit title		SUPERVISING A LEARNER IN PRACTICE		
Level	Level 7	Credit value	20 (10 ECTS)	
Is this a common unit?		No	Expected contact hours for unit	18
Pre and co-requisites None				
Aims Students must hold a relevant professional qualification (or equivalent) and have a minimum of two years post-qualifying experience by the time they start the Unit. They will normally have completed the learning (but not necessarily the assessment) for the Enabling Work Based Learning unit before undertaking this unit. This unit will provide the opportunity for students to: <ul style="list-style-type: none"> - Extend the skills, knowledge and attributes gained in the Enabling Work Based Learning unit with respect to managing, enabling and holistically assessing professional learning in work-based settings. - Develop the skills, knowledge and confidence to take a lead role in the practice education of a range of professional learners including those who are failing and marginal and those with additional or complex learning needs. - Demonstrate they have met the standards for practice educators specified by their appropriate professional body. 				
Intended learning outcomes (ILOs) Having completed this unit the student is expected to: <ol style="list-style-type: none"> 1. Take full responsibility for managing the learning and assessment of a qualifying student (or equivalent) in a work-based learning situation. Ensuring the provision of an effective learning / assessment environment whilst maintaining the quality of service delivery. 2. Critically apply appropriate skills, knowledge and attributes to facilitate the development of professional capability in others, using a range of strategies that encourage and support critically reflective practice. 3. Use professional judgement to make complex decisions about the holistic assessment of the professional capability of learners against agreed objectives and criteria including learners who are at the point of qualification. 4. Critically evaluate aspects of their own professional development as a practice educator, demonstrating the ability to synthesise information, gain new insights / develop original responses to problems and show how they integrate appropriate professional values with all aspects of teaching and assessment, using power appropriately and applying new learning to future practice. 5. Demonstrate an applied and systematic knowledge of relevant contemporary practice education issues and debates, including evidence of an in depth and critical understanding and synthesis of current theories, research, policies and legislation some of which is informed by work at the forefront of the field. 				
Learning and teaching methods 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. Eighteen hours of contact time are provided in the workshops with students expected to undertake a large proportion of self-managed activities and research to support, extend and personalise their learning. This process has been designed to enable students to engage in critical reflection with the tutor and their peers to build on individual learning achieved in practice and through self-managed learning activities.

Experiential learning is an essential element of the learning process. Candidates are normally required to take full responsibility for a qualifying student placement (or equivalent) whilst undertaking the unit and are supported and assessed in their practice setting by an experienced practice assessor.

Assessment

Formative assessment/feedback

Peer and tutor formative assessment will be provided on workshop activities. Formative assessment will also be provided by practice assessors and mentors working with students in their workplace.

Summative assessment

ILOs 1-3 will be assessed via coursework 1 Pass/Fail
ILOs 4-5 will be assessed via coursework 2 100%

Both assessment elements must be passed

Indicative assessment

ILO's 1-3 will be assessed by a practice assessors report based on a minimum of two observations of practice and feedback from a learner (1,000 words equivalent). Pass/Fail

ILO's 4-5 will be assessed by a reflective assignment (2,000 words) 100%

Indicative unit content

- Teaching, learning and assessment theories and methods (building on knowledge and skills gained in the Enabling Work Based Learning unit).
- Models of supervision and application of supervisory skills, including the use of strategies to promote critical practice, build resilience, enhance emotional intelligence and the confidence to use professional judgement in practice.
- Models of critical reflection and strategies for supporting learning through critical reflection.
- Models and approaches that support learners to make links between theory and practice.
- Critical exploration of the use of a partnership approach to assessment with a particular focus on direct observation and the involvement of service users and carers in the assessment process.
- Development of effective teaching / learning relationships including working with power and difference.
- Consideration of methods and approaches to providing support for students with additional learning needs and those who are marginal or failing.
- Promotion of a team-work approach to supporting and assessing students in practice, including strategies to facilitate the effective involvement of other professionals and other agencies
- Development of own reflective practice including the identification of own further learning and support needs and the transfer of learning to other contexts such as supervision, mentoring and coaching.
- 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 5th 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.

Finch, J.2017, *Supporting Struggling Students on Placement – a practical guide*. Bristol: Policy Press

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*. 2nd edition. Exeter: Learning Matters.

Lishman, J. 2015. *Handbook for Practice Learning in Social Work and Social Care 3rd ed.* London: Jessica Kingsley

Parker, J., 2010. *Effective Practice Learning in Social Work.* 2nd ed. Exeter: Learning Matters.

Rogers A., Horrocks, N. 2010. *Teaching Adults 4th ed.* Milton Keynes: Open University Press.

Thompson, N. 2015. *Understanding Social Work: preparing for practice 4th ed.* London: Palgrave

Trevithick, P. 2012. *Social Work Skills and Knowledge 3rd 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 the PQSW Information Skills Handbook

Unit number		Version number	1.1	Date effective from	Sep 2019
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