

Module Code:	SOC501
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Module Title:	Professional Development
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Level:	5	Credit Value:	40
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Cost Centre(s):	GASW	JACS3 code:	X220
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School:	Social & Life Sciences	Module Leader:	Dr Vivienne Dacre
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Scheduled learning and teaching hours	60 hrs
Guided independent study	340 hrs
Placement	0 hrs
Module duration (total hours)	400 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
FdA Therapeutic Child Care	✓	<input type="checkbox"/>

Pre-requisites

Office use only

Initial approval: 11/01/2018	Version no: 1
With effect from: 01/09/2019	
Date and details of revision: Oct 2020 admin correction JACS3 code	Version no: 2

Module Aims

To develop the student's critical understanding of the application of theoretical concepts to practice. To explore and develop strategies for analysing and evaluating experience in the practice setting.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

1	Undertake comprehensive evaluation of their personal development within their own professional working context.	KS2	KS8
		KS9	
2	Undertake comprehensive evaluation of their personal development within their own professional working context.	KS2	KS8
		KS9	
3	Prepare an appropriate detailed portfolio of professional and scholarly progress.	KS1	KS4
		KS5	KS10
4	Demonstrate clear and effective communication of their ideas and findings with reflective insight.	KS1	KS3
		KS9	
5	Demonstrate a comprehensive understanding of learning and development in relation to their own knowledge and practice skills in therapeutic child care.	KS8	
		KS9	

Transferable skills and other attributes**Derogations**

None

Assessment:

Indicative Assessment Tasks:

1. Complete a PDP showing input into all relevant sections including evidence of target setting, reflection, evaluation and links to further planning.
2. Reflective commentaries to form part of PDP.

Criteria for each element of the assessment will include consideration of a student's contribution to the on-line activity associated with this module. 20% of the assessment mark will be attributed to the on-line activity. Detailed marking criteria will be made available in the module brief and marking sheet.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4,5	Portfolio	100%		6,000

Learning and Teaching Strategies:

Work-based learning and self-directed tasks form a large part of this module. This will be supported with on-line resources and access to group discussion forums. During each of the other level five module priming lectures, links will be made to the connections related to this module. The focus is in relation to skills development, reflective practice and the parallel assessment tasks related to some modules. This will involve working alone, in groups, with peers, tutors and colleagues, directed and non-directed reading, collection and review of information, discussion and reflection about development in the work placement. The module utilises the concept of assessment as learning and therefore learning activities lead to the creation of assessment products related to PDP activities.

Work-based learning:

During this module students will be expected to carry out tasks within the work-place:

- Reflect on their own practice in light of the learning from each year two module
- Identify progress through learning and practice by reflecting on previous years assessment
- Consider and discuss the practical implications of ethics in relation to the primary task, following discussion with the line manager, present findings within a team a meeting.

Syllabus outline:

Study skills: Academic essay writing, report writing, assignment task 1

Learning styles assessments, assignment task 2

Professional Identity: Prospects and Challenges task 2

Learning journals: models of reflection, reflective writing assignment task 3

Problem solving: Components of/ skills in/ evaluation of, problem solving, assignment task 4

Values and Ethics: Meanings/description/dilemmas, Code of Practice, assignment task 5

Critical thinking: Critical thinking/writing/skills, assignment task 6

Personal/ prof evaluation: emotion management, organisations/supervision, task 7
Reflective practice: reflective writing, reflective skills, - PDP part two

Indicative Bibliography:

Essential reading

Gardner, F. (2014), *Being Critically Reflective*, Basingstoke, Palgrave.

Ward, A. (2007), *Working in Group Care: Social Work and Social Care in Residential and Day Care Settings*. Second Edition. Bristol: BASW/Policy Press.

Other indicative reading

Bassot, B. (2016), *The Reflective Journal*, 2nd ed. Basingstoke, Palgrave.

Musson, P. (2011) *Effective Writing Skills for Social Work Students*, Exeter, Learning Matters

Timmins, F. (2015) *a-z of Reflective Practice*, Basingstoke, Palgrave Macmillan

Thompson, S. and Thompson, N. (2008), *The Critically Reflective Practitioner*. Hampshire: Palgrave Macmillan.