

MODULE SPECIFICATION FORM

Module Title: Reflective Learning in Practice	Level: 4	Credit Value: 40
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Module code: SOC429	Cost Centre: GAPE	JACS3 code: L520
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Trimester(s) in which to be offered: 3	With effect from: September 2014
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Office use only: To be completed by AQSU:	Date approved: September 2014 Date revised: - Version no: 1
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Existing/New:	Title of module being replaced (if any): Delivering Recovery (option A) Delivering Recovery (option B)
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Originating Academic Department: Education	Module Leader: Vivienne Dacre
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Module duration (total hours) 400 Scheduled learning & teaching hours 220 Independent study hours 180 Placement hours	Status: core/option/elective CORE (identify programme where appropriate):
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Programme(s) in which to be offered: FdA Therapeutic Child Care	Pre-requisites per programme (between levels): N/A
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<p>Module Aims: (Include any skills and attributes which may be developed but are not necessarily assessed.)</p> <p>To allow students who are practitioners to evaluate current research in relation to learning through practice. To provide students with a range of opportunities to apply theory to real experience and to develop reflective practice.</p>

Intended Learning Outcomes:

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

1. Demonstrate how to support the rights of children and assess the impact of this (KS1, KS3, KS6)
2. Understand and discuss the relationship between the child's history, the development of the internal working model, a sense of self and how this impacts upon a child's behaviour (KS1, KS6)
3. Demonstrate understanding of processes and procedures for multi-agency working, including those for assessment, consent and information sharing (KS1, KS2, KS5)
4. Evaluate different types of information and understand the implications of these differences (KS5)
5. Evaluate work experience reflecting on how to seek help and access support (KS8, KS9).

Key skills for employability

1. Written, oral and media communication skills
2. Leadership, team working and networking skills
3. Opportunity, creativity and problem solving skills
4. Information technology skills and digital literacy
5. Information management skills
6. Research skills
7. Intercultural and sustainability skills
8. Career management skills
9. Learning to learn (managing personal and professional development, self management)
10. Numeracy

Assessment:

A learning log/journal which captures a range of tasks in different formats, including reflective commentaries, form based tasks and online formats such as forums and blogs.

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	Learning log/Journal	100%		8,000

Learning and Teaching Strategies:

Learning is supported by a face to face priming lecture, on-line lectures and through a series of online forums to enable discussion. Employer support is utilised through the work based Mentor who will support specific competence development through reflective discussion. A learning journal must be kept to support the development of skills and to enable students to chart and explore learning which occurs in situ within the workplace.

Syllabus outline:

Theories and models of learning from experience
Skill development –reflecting on and evaluating experience
Professional identity – prospects and perspectives for the developing practitioner
Key participatory techniques with children
Theories and models of participation –social pedagogy, strengths based/relationship based
Skill development – attending skills, active listening skills,
Key transitions in the lives of children
Theories and models of transition (class based transitions, life stage transitions)
Skill development – approaches to supporting children manage transitions (advocacy, informal education, therapeutic communication, arts based techniques)
The concept and terminology of multi-agency working
The policy and legislative context of multi-agency working
Strategies and approaches to supporting multi-agency working
The concept and terminology of diversity
The policy and legislative context of diversity
Theories and models of diversity and oppression
Skills development: promoting diversity and equality, inclusive practices

Bibliography:Essential reading:

Bolton, G. (2010), *Reflective Practice: Writing and Professional Development*. Third Edition. London: Sage Publications Ltd.
Heyler, R. (2011), *The Work Based Learning Student Handbook*. Oxford, Routledge.
Ward, A. (2002), 'Opportunity-led Work: Maximising the Possibilities for Therapeutic Communication in Everyday Interactions. *Therapeutic Communities*, Vol. 15 (2) 111-124
http://www.mka.no/Engelsk_pres/Opportunity%20Led%20Work.pdf (electronically accessed 17th January 2014)

Other indicative reading:

Durrant, A., Rhodes, G. and Young, D. (eds) (2009), *Getting Started with University-Level Work Based Learning*. London: Middlesex University Press.
Parrott, L. (2010), *Values and Ethics in Social Work Practice*. Second Edition. Exeter: Learning Matters Ltd.
Oliver, B. and Pitt, B. (2011), *Working with Children, Young People and Families: A Course Book for Foundation Degrees*. Exeter: Learning Matters Ltd.