

## MODULE DESCRIPTOR

### Module Title

Learning In Practice 2: Theoretical Understanding (Residential Child Care)

Reference	SS3074	Version	4
Created	January 2018	SCQF Level	SCQF 9
Approved	January 2018	SCQF Points	30
Amended	February 2018	ECTS Points	15

### Aims of Module

To provide opportunities within assessed practice learning for analysing and evaluating different theories of understanding from sociology, psychology, education, social work and other disciplines to guide professional practice with children.

### Learning Outcomes for Module

On completion of this module, students are expected to be able to:

- 1 Apply theories of understanding that underpin observation, assessment and pedagogical intervention within social and day care environments with children.
- 2 Appraise understanding of components of professional reflection and application in and on action.
- 3 Analyse issues relating to social conditions and social problems and practice in a manner which fosters sociality in children.

### Indicative Module Content

Holistic practice. Lifespace and group care. Traditions of relational models of practice. Notions of head (conceptual), hands (being active) and heart(personal). The private, personal and professional. The common third. Challenging by choice. Theories of communication. Effective engagement. Diversity. Life world orientation. Meaning making (narratives). Ethics of care. Safe care. Values. Law and social policy. Assessment, planning and review. Theories of change. Recording and reporting. Evidence based practice. Inter-disciplinary practice. Codes of practice.

### Module Delivery

This module is based on directed and private study supplemented by lectures, seminars and tutorials and is associated with a period of direct learning in practice. Introductory lectures are linked to course materials.

**Indicative Student Workload**

	Full Time	Part Time
Contact Hours	N/A	10
Non-Contact Hours	N/A	10
Placement/Work-Based Learning Experience [Notional] Hours	N/A	280
TOTAL	N/A	300
<i>Actual Placement hours for professional, statutory or regulatory body</i>		280

**ASSESSMENT PLAN**

If a major/minor model is used and box is ticked, % weightings below are indicative only.

**Component 1**

Type:	Coursework	Weighting:	100%	Outcomes Assessed:	1, 2, 3
Description:	Will be assessed by a portfolio of practice.				

**MODULE PERFORMANCE DESCRIPTOR****Explanatory Text**

This module is assessed by a single component portfolio of practice. To pass this module students must obtain a minimum grade of D.

Module Grade	Minimum Requirements to achieve Module Grade:
<b>A</b>	A
<b>B</b>	B
<b>C</b>	C
<b>D</b>	D
<b>E</b>	E
<b>F</b>	F
<b>NS</b>	Non-submission of work by published deadline or non-attendance for examination

**Module Requirements**

Prerequisites for Module	Satisfactory completion of all Stage 2 modules or equivalent.
Corequisites for module	None.
Precluded Modules	None.

**INDICATIVE BIBLIOGRAPHY**

- HATTON, L., 2013. Social Pedagogy in the UK: theory and practice. Lyme Regis: Russell House Publishing.
- LISHMAN, J., ed. 2007. Handbook for Practice Learning in Social Work and Social Care. London: Jessica Kingsley Publishers.
- MILLER, J., 1996. Social Care Practice. Oxon: Hodder Education.
- STEPHENS, P., 2003. Heart and Head. Studies in Comparative Social Pedagogies and International Social Work and Social Policy, Vol XV.