

Course Specification

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Produced By:	Laura Clode
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	The Institute of Community and Society		
Course Code(s):	SO031Z31UV	Part-time	1 Years
Course Title:	Practice Development Educator		
Hierarchy of Awards:	University Statement of Credit Practice Development Educator		
Language of Study:	English		
Date of DAG approval:	17/Jan/2018		
Last Review:	2017/8		
Course Specification valid from:	2017/8		
Course Specification valid to:	2023/4		

Academic Staff

Course Leader:	Ms Anthea Murr
Head of Department:	Maqsoodah Ashraf

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

Applicants need to be qualified and registered social workers and need to have been qualified for a minimum of two years.

Distinctive Features of the Course:

This short course has been developed in consultation with partner agency employers to meet the continuing professional development needs of the social work workforce. It promotes a strong ethos for taking an enabling, supportive and educative approach to professional development.

The Practice Development Educator Course does not require professional body approval or endorsement although it has been written from the document issued by Skills for Care in 2013 *Social Work Practice Development Educators – Guidance and Learning Outcomes*.

It also takes account of the Practice Educator Professional Standards (PEPS) 2012 issued by The College of Social Work.

Educational Aims of the Course:

This module will enable registered social workers to take responsibility for effectively supporting, assessing and/or supervising social workers undertaking post-qualifying development and learning, i.e. to become Practice Development Educators (PDE).

Practice Development Educators are registered social workers who take responsibility for supporting, assessing and/or supervising social workers undertaking post-qualifying professional development and learning, for example the Assessed and Supported Year in Employment (ASYE), Continuing Professional Development (CPD) courses and activities, and Approved Mental Health Practitioner (AMHP) and Best Interests Assessor (BIA) courses.

Intakes:

January

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
No related data			

PSRB:

None

Course Structure:

January (Part-time)

Year 1

Module	Title	Credits	Period	Type
6SO038	Becoming a Practice Development Educator	10	CRYRA	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

Section 1.2.3 - Exemption for delivery of taught modules, outside of the standard University Academic Calendar, in order to support extended practice;

6SO038 Practice Development Educator (10 credits).

Section 3.4.2 - Exemption to exceed the maximum registration period of one academic year for general credit programmes, to a maximum of two academic years, in order to facilitate extended practice activity.

APPROVED by AFRSC (6/4/2017).

Reference Points:

Quality Code - [Part A: Setting and Maintaining Academic Standards](#). Including;

[Qualifications Frameworks](#)

[Characteristics Statements](#)

[Credit Frameworks](#)

Quality Code - [Part B: Assuring and Enhancing Academic Quality](#)

[University Policies and Regulations](#)

Equality Act (2010).

Learning Outcomes:

Undergraduate Credit Course Learning Outcome 1 (UCCL01)

Demonstrate capability in organising learning, enabling learning, assessing learning, and managing own learning whilst performing in the role of Practice Development Educator as described in Skills for Care Guidance (2013)

Undergraduate Credit Course Learning Outcome 2 (UCCL02)

Demonstrate ethical practice in the role of Practice Development Educator as described in Skills for Care Guidance (2013)

Overview of Assessment:

Module	Title	Course Learning Outcomes
6SO038	Becoming a Practice Development Educator	UCCL01, UCCL02

Teaching, Learning and Assessment:

Learning activities include;

Formal teaching session in form of workshops, lectures, class based exercises

Work Based Learning

Researching and reading

Being supervised/mentored.

Blended Learning and support for learning;

Materials available on CANVAS

Interactive workshop style teaching

Formative feedback in assessment

Opportunities for collaborative learning between participants

Assessment preparation workshops.

Assessment;

1. A written account of performance as a practice development educator supported by a portfolio of items (artefacts) derived from your performance
2. A direct observation of candidate teaching, supervising or assessing a social worker against appropriate occupational or professional standards
3. Assessor's report on candidate's performance as a Practice Development Educator.

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)

Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)

Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be

expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

General University Support:

University Libraries are the key source of academic information for students. Libraries provide physical library resources (books, journal, DVDs, etc.) and offer a range of study areas to allow students to study in the environment that suit them best: Social areas, quiet and silent areas. Libraries also provide access to wide range of on-line information sources, including e-Books, e-Journals and subject databases.

Learning Centres also provide students with academic skills support via the [Skills for Learning programme](#). Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can access a range of online skills material at: www.wlv.ac.uk/lib/skills

The [University Student Support website](#) offers advice on a variety of matters (careers, counselling, Student Union advice, etc.). Students can also access these services by booking appointment with the SU, careers, counselling services, etc.

Course Specific Support:

Assessment preparation workshops.

Work place mentor/assessor (employment based).

Employability in the Curriculum:

N/A (students applying for this course are in employment and are attending as part of their CPD).



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