

Course Specification

A. Course Information															
Final award title(s)	MA Social Work Postgraduate Diploma Social Work														
Intermediate exit award title(s)	Postgraduate Diploma Social Work (SWE recognised) MA Social Welfare (non-SWE recognised) Postgraduate Diploma (PgDip) Welfare Issues (non-SWE recognised) Postgraduate Certificate (PgCert) Welfare Issues (non-SWE recognised)														
UCAS Code		Course Code(s)	4357 - MA 4525 – MA Top Up PgDip – 4509 4356 – MA EBR Route												
	London South Bank University														
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS														
Division	Primary and Social Care														
Course Director	James Ganpatsingh														
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify														
Mode(s) of delivery	<input checked="" type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify														
Length of course/start and finish dates	<table border="1"> <thead> <tr> <th>Mode</th> <th>Length years</th> <th>Start - month</th> <th>Finish - month</th> </tr> </thead> <tbody> <tr> <td>Full time</td> <td>2</td> <td>Sept</td> <td>July</td> </tr> <tr> <td>Part Time</td> <td>3</td> <td>Sept</td> <td>July</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Full time	2	Sept	July	Part Time	3	Sept	July
Mode	Length years	Start - month	Finish - month												
Full time	2	Sept	July												
Part Time	3	Sept	July												
Is this course generally suitable for students on a Tier 4 visa?	Please complete the International Office questionnaire No														
Approval dates:	Course(s) validated / Subject to validation	March 2019													
	Course specification last updated and signed off	October 2020													
Professional, Statutory & Regulatory Body accreditation	Social Work England														

Reference points:	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013

		Framework for Higher Education Qualifications Subject Benchmark Statements (2016) Social Work England (SWE) Competitions and Markets Authority SEEC Level Descriptors 2016
B. Course Aims and Features		
Distinctive features of course	<p>The course prepares students for professional practice as Social Workers and includes a mixture of academic work and practice placement study.</p> <p>On successful completion of the course students are eligible to register as professional Social Workers.</p>	
Course Aims	<p>The aims of social work educational provision at LSBU are to:</p> <ol style="list-style-type: none"> 1. Develop and deliver responsive, flexible and modern programmes that are fit for purpose to respond to service needs. 2. Prepare and develop proficient practitioners who meet the requirements of SWE. 3. Offer students access to an up to date curriculum and responsive learning environment. 4. Provide appropriate and flexible educational and professional development opportunities at different academic levels including specific opportunities for both career and academic progression. 5. Provide an inter-professional learning environment that promotes understanding and mutual respect for wide ranging professional knowledge and skills. 6. Promote a seamless partnership between service and education delivery. 7. Facilitate widening access and participation for students who are representative of our local population and social work service users and carers. 8. Develop research, practice development, scholarly activities and consultancy that underpin professional practice and programmes of study. 9. Aspire to deliver and enhance best practice in learning and teaching that accords to national standards of excellence. 10. Provide students with an educational development experience that will broaden their intellectual outlook beyond their professional domain and be an integral part of their continuing professional development within the context of a mixed economy of social welfare. 11. Encourage students to continuously evaluate the effectiveness of their working practice and to engage in further learning. 	
Course Learning Outcomes	<ol style="list-style-type: none"> 1) Students will have knowledge and understanding of: <ul style="list-style-type: none"> • A1 The nature and validity of different definitions of, and explanations for, the characteristics and circumstances of service 	

users and the services required by them, including the impact on people's lives of inequality, institutionalisation social exclusion, stigma and discrimination and their causes.

- A2 The changing political and social policy contexts, demography and cultures of communities in which social workers will be practising in contemporary society, with particular reference to concepts such as prejudice, interpersonal, institutional and structural discrimination, empowerment and anti-discriminatory practices.
- A3 Relevant social research, social work theory and evaluation methodologies, and the evidence base for social work, including critical and systematic development of social work practice
- A4 The significance of legislative and legal frameworks and service delivery standards (including the nature of legal authority, the application of legislation in practice, statutory accountability and tensions between statute, policy and practice).

Students exiting with the non-SWE recognised Postgraduate Certificate (PgCert) Welfare Issues will have achieved A1-A4.

- A5 Different agencies in different sectors, the organisational systems inherent within them and the factors and processes that facilitate effective interdisciplinary and interagency collaboration and partnership.
- A6 Risk and harm, their impact on people and the implications for practice, drawing on concepts of strength, resilience, vulnerability and resistance.
- A7 Understanding personal and social development, behaviour and functioning from a social work perspective of empowerment and participation.

Students exiting with the non-SWE recognised Postgraduate Diploma (PgDip) Welfare Issues will have achieved A1-A7.

- A8 The implications of information and communications technology (ICT) for both the provision and receipt of services.
- A9 The conceptual links between aspects of philosophical ethics codes defining ethical practice, values of the social work profession, the regulation of professional conduct and the management of potential conflicts with regard to the concepts of dignity and autonomy for service users.
- A10 The complex relationships between justice, care and control in social welfare and the practical and ethical implications of these, including concepts of discrimination participation, advocacy and empowerment and the responsibilities to promote service user choice and self-determination.
- A11 Approaches and methods of intervention in a range of settings, including methods and models of assessment, the nature of

professional judgement and the processes of decision-making and reflection.

- A12 Key theories of human growth and development and how they can inform social work practice.

Students exiting with the SWE-recognised Postgraduate Diploma (PgDip) Social Work and the non-SWE recognised MA in Welfare Issues will have achieved A1-A12

2) Students will develop their intellectual skills such that they are able to:

- B1 Reflect critically upon their own practice and that of others and with support, manage the impact of their own values on their professional role.
- B2 Analyse critically information gathered from multiple sources, recognise complexity and respond appropriately to uncertainty.
- B3 Recognise and assess the indications of harm, abuse and neglect, drawing on the concepts of resilience, vulnerability risk, resistance and respond accordingly.
- B4 Understand and manage the impact of the power when working in partnership with service users and carers from diverse communities, to promote the individual's right to autonomy and dignity to enhance access to education, work, housing, health and welfare benefits using the concepts of participation, advocacy and empowerment.

Students exiting with the non-SWE recognised Postgraduate Certificate (PgCert) Welfare Issues will have achieved B1-B4.

- B5 Critically analyse the impact of inequality, disadvantage and discrimination and engage in anti-discriminatory practice with those who use social work services.
- B6 Demonstrate a critical awareness of their professional responsibilities and justify their decisions and recommendations.

Students exiting with the non-SWE recognised Postgraduate Diploma (PgDip) Welfare Issues will have achieved B1-B6.

- B7 Contribute to the critical and systematic evaluation of practice making use of relevant research and theory.
- B8 Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples' ages, comprehension and culture.
- B9 Recognise how legislation and guidance can advance or constrain people's rights and how the law may be

- B10 Engage critically in scholarship and use existing research evidence to critically examine and appraise the relationships between social work, evidence-based practice and the ethical complexity of contemporary social work.
- B11 Develop self-direction, independent thought and increasingly autonomous professional social work practice in preparation for life-long learning.

Students exiting with the SWE-recognised Postgraduate Diploma (PgDip) Social Work and the non-SWE recognised MA in Welfare Issues will have achieved B1-B11.

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- Teaching and learning strategy:

A blended approach is used throughout the course, with face-to-face teaching supported and enhanced with a range of activities including online learning, group work, discussion and debate. Students can expect, as part of the teaching and learning strategy, to be pro-active participants in the development of intellectual skills through discussion and peer presentation and subject reporting.

- Assessment:

Intellectual skills are assessed through a variety of means, aligned to the academic level, theoretical or practical content of the modules.

Assessment tasks are drawn from the following:

- Written examination
- Written assignment
- Role plays
- Group and individual presentations

3) Students will acquire and develop practical skills such that they are able to:

- C1 Undertake assessments of risk, need and capacity within legal, professional and ethical boundaries, analyse information and respond appropriately to signs of harm, abuse and neglect in order to safeguard children and adults at risk.
- C2 Communicate effectively and appropriate to purpose, including the use of IT, taking account of the circumstances and communication needs of individuals and groups.
- C3 Prioritising and making informed judgements on complex issues and ethical dilemmas, prioritising and managing competing demands whilst making appropriate use of supervision.
- C4 Work in partnership with service users, carers and communities from diverse communities and apply theories to

promote self-determination and enable them make informed decisions to achieve change and improve life opportunities and meet outcomes.

Students exiting with the non-SWE recognised Postgraduate Certificate (PgCert) Welfare Issues will have achieved C1-C4.

- C5 Work to promote social justice, equality and inclusion, challenging and addressing the impact of discrimination, disadvantage and oppression and engage effectively in conflict resolution.
- C6 Work effectively with other professionals contributing to multi-disciplinary decision making and sharing information
- C7 Use interpersonal skills and be able to build compassionate and effective relationships as well as establish and maintain personal and professional boundaries.

Students exiting with the non-SWE recognised Postgraduate Diploma (PgDip) Welfare Issues will have achieved C1-C7.

- C8 Select and use appropriate frameworks to assess, give meaning to, plan implement and review effective interventions and use critical reflection to evaluate the outcomes in partnership.
- C9 Practice social work with an advanced understanding of legal, professional and ethical boundaries.
- C10 Practice in a creative and resourceful way
- C11 Exercise authority as a social worker within legal and ethical frameworks to protect or advance Service User rights, entitlements and confidentiality.

Students exiting with the SWE-recognised Postgraduate Diploma (PgDip) Social Work and the non-SWE recognised MA in Welfare Issues will have achieved C1- C11.

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4) Students will acquire and develop transferrable skills such that they are able to:

- D1 Manage work-loads effectively demonstrating the ability to prioritise and be flexible and adaptable.
- D2 Further enhance their writing skills, computer literacy, problem solving, critical thinking and decision making.
- D3 Communicate ideas effectively both orally and in writing (paper and electronically).
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	<p>Students exiting with the non-SWE recognised Postgraduate Certificate (PgCert) Welfare Issues will have achieved D1-D3.</p> <ul style="list-style-type: none"> • D4 Participate effectively in groups and also as a member of a team. • D5 Recognise the significance of differing values and perspectives. • D6 Recognise the need for personal development planning, lifelong learning and continuous professional development. <p>Students exiting with the non-SWE recognised Postgraduate Diploma (PgDip) Welfare Issues will have achieved D1-D6.</p> <ul style="list-style-type: none"> • D7 Develop reflective skills to evaluate practice and gain insight into impact of own style and practice. • D8 Synthesise knowledge and sustain reasoned argument • D9 Establish and maintain personal and professional boundaries • D10 Maintain confidentiality and be aware of its limitations. <p>Students exiting with the SWE-recognised Postgraduate Diploma (PgDip) Social Work and the non-SWE recognised MA in Welfare Issues will have achieved D1-D10.</p> <p>.....</p>
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C. Teaching and Learning Strategy

A blended approach is used throughout the course, with face-to-face teaching supported and enhanced with a range of activities including online learning, group work, discussion and debate. Interactive lectures will be used to introduce and provide new information and update existing knowledge. A range of online materials and learning resources will guide learning through Moodle, the University's VLE.

Students can expect, as part of the teaching and learning strategy, to be pro-active participants in the development of intellectual skills through discussion and peer presentation and subject reporting. Module leaders will provide material on-line and students are encouraged to explore the use of online technologies that provide virtual teaching and assessment environments. Students have access to online learning resources via Moodle and the library has a considerable number of social work books that can be accessed at home as e-books.

Other activities will include:

- Role play and other simulated learning opportunities
- Computer-based teaching tool to teach advanced child protection assessment tasks through providing digital feedback from a panel of experienced practitioners.
- Seminars, discussions and small group exercises will allow the sharing of ideas, critical analysis and discussion
- Tutorials
- Group work

D. Assessment

Formative assessment is centrally to the course and integrated across modules at all levels. The use of the assessment grids and the focus on how students could improve their performance forms the corner stone of the feedback strategy on all assignments

Full details of assessments are provided in Section H. In general, assessment tasks are drawn from the following:

- Written examination
- Written assignment
- Role plays
- Group and individual presentations
- Placement-based assessment
- Placement portfolio

Details about requirements around progression are provided in Section E below.

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

Specific regulations apply to social work:

1. Students will normally be permitted one attempt at retrieval if they fail 'Readiness for Direct Practice'. If the student fails again on the retrieval, no further retrieval is permitted and the student will be withdrawn from the course
2. Students cannot progress to Practice Placement 1 unless they have successfully completed the 'Readiness for Direct Practice' module.
3. During the duration of the course students are permitted only a single retrieval in Practice Placements. No subsequent retrievals are permitted and the student will be withdrawn from the course.
4. Students cannot pass into the next year until they have passed Practice Placement 1. BA and MA students who fail placements must take a year out to repeat the placement and BA students must undertake another academic assignment with the repeat placement (even if they passed the first academic assignment attached to the failed placement).
5. Protocol fails and condonements do not apply to students on a social work course. Students **MUST** pass all required modules in order to obtain a professional social work qualification that is recognised by the SWE.
6. Students must complete the programme within six years of commencement of their SWE recognised social work course.
7. Where students are unable to continue on the programme subject to academic regulations they may be eligible for a postgraduate certificate or diploma. However any such alternative award will be in 'Welfare Issues' and will not entitle students to the SWE recognised qualifying award in social work.

The school follows the university regulations apart from:

- Late Submission
- Third attempts

Late Submission Protocol – HSC Pre Registration Students

Late submission of coursework is not permitted for students enrolled on pre-registration courses in the School of Health and Social Care. As professionals, students will be expected to meet deadlines,

so part of their professional development will be for them to manage their time and commitments so that deadlines can be achieved.

Third Attempt Protocol – HSC Pre Registration Students

Where a student has failed a module, the Award and Progression Examination Board will exercise its discretion to permit the opportunity for an exceptional third attempt at a single assessment in accordance with all of the following eligibility criteria:

Eligibility criteria

1. Increase in mark between first attempt and second (therefore there must have been an attempt).
2. Second attempt mark to be within 5 marks of the pass mark.

Non-eligibility criteria

1. No increase in academic mark between first and second attempt.
2. Second attempt mark more than 5 marks under the pass mark.

This protocol is limited to 1 module per academic year and excludes the dissertation.

All modules must be successfully completed before the student is allowed to progress to the next stage.

Protocol fails or compensated passes

Protocol fails or compensated passes are not permitted.

F. Entry Requirements

In order to be considered for entry to the programme all applicants will be required to have the following qualifications:

- A relevant Honours degree, which is normally equivalent to a 2:1 or above.
- Mathematics and English to GCSE level grade C or above or equivalent. (ILETS 7 or above with no element below 6.5)
- The equivalent of 6 months' full time relevant experience in social care or a social work setting. This could include experience as a service user and or carer, alongside some relevant paid or unpaid work.

Applicants applying for entry to the part time MA Social Work (Employment Route), in addition to the above criteria, must be employed in and sponsored by a participating agency in a setting that can be deemed to be an 'approved social work employment' setting. The sponsoring agency will take responsibility for fees and identifying practice learning opportunities for their employees. Only those able to meet these requirements will be eligible to join the employment route

Accreditation of prior learning arrangements

Students may be eligible for APEL, which is governed by our APEL policy and procedures.

G. Course structure(s)

Placements information

Progression in Practice

Matching students to placements is undertaken by the Director of Practice Learning, based on learning needs, prior experience, potential learning and locality. Students are informed with a prescribed start date. Final placement providers vary in their timescales for offering and organising placements consequently, students will be informed at varying times. Full details of practice learning are contained in Document H: Practice Learning Guide 2019-20.

The placements are organised to ensure that students qualify with a broad experience and understanding of the profession, the placements will be in a variety of settings and with different service user groups. The placements will contribute to students developing a 'think family' perspective and form the foundation for developing specialist skills once qualified. The placements will contribute to students developing a 'think family' perspective and form the foundation for developing specialist skills once qualified.

Placement criteria demands:

- 1 Students have a different experience in first and final placements. This can be different settings, service user groups, ages or methods.
- 2 Students experience statutory interventions in the last placement. The BASW and SWE agree that preparation for statutory social work should be defined by the tasks undertaken on placement and not by the setting (e.g. local authority) or type of placement (e.g. statutory). All settings across both statutory and non-statutory sectors where formal assessment of risk and safeguarding takes place can be included.

During Practice Placement 1 students will be expected to practise as trainee professionals taking on cases under close supervision, undertaking social work interventions in less complex situations and operating as a member of the interprofessional team. They will demonstrate knowledge, skills and commitment to core values of social work as well as capacity to work with people and situations where decisions are not always clear-cut.

They will be encouraged to develop oral and written communication skills, negotiating skills, IT skills and presentation skills. Students are actively encouraged to use this opportunity to test out their new knowledge base and to try different social work methods and approaches.

In the final Practice Placement will prepare students for the statutory aspects of social work by offering them opportunities to demonstrate engagement with:

- Formal assessment processes (observation, gathering information, analysis, reporting, use of evidence base, development of clear recommendations) to include:
- Formal processes considering risk and/or safeguarding for child protection, for mental health or with vulnerable adults (PCF 7,8)
- Opportunities to reflect on, discuss and analyse appropriate use of authority (PCF 7,6) Application and understanding of legal frameworks relevant for social work practice (PCF 5,8)
- Organisational policies and decisions and their impact on service delivery to service users (PCF 8)
- The demands of a high pressured environment where time and competing interests have to be managed effectively (PCF 1)
- Multi-agency working, including planning interventions with other agencies and analysing and managing tensions (PCF 7,8)
- Presentations of outcomes of formal assessment processes including analysis of risk/recommendations in line with organisational policy/procedure at e.g.

- panels/meetings/courts. (PCF 6,7,8)
- Use of formal agency recording for assessment/risk (PCF 1)

Students will be working towards becoming autonomous professionals. They will be expected to extend their knowledge of social work practice, take on more responsibility and engage with social work initiatives. Using supervision and support appropriately, they will be expected to demonstrate the knowledge skills and values to work with a range of service user groups as well as their ability to undertake a range of tasks at a foundation level and the capacity to work with more complex situations. Although working more autonomously they should recognise that the final decision rests with the supervisor. At the point of qualification students will be eligible to apply for entry onto the SWE register and undertake the assessed and supported year in employment once in their first post.

H. Course Modules

The following are all core modules, there are no optional modules.

MA in Social Work

Module Code	Module Title	Level	Semester	Credit value	Assessment
Year 1					
TBC	Methods and Theories for Social Work Practice	7	1	20 credits	Formative assessments: Group based poster presentation. Summative assessment: A 4,000 word case study based essay addressing a core theoretical framework and demonstrating its application to practice: specifically how it might inform assessment and intervention. Pass mark 50% 100% weighting
TBC	Human Growth and Development	7	1	20 credits	Formative assessment: Students will arrange their own 5-session child observation at a nursery, playgroup or home setting. They will complete a 15-minute presentation relating to child and child observations to small seminar groups. Summative assessment: Students will complete a 20-25 minute presentation (with an additional 5 minutes for

					<p>questions), providing an application of theory and a critically reflective account of their observation skills.</p> <p>100% weighting Pass mark 50%</p>
TBC	Readiness for Direct Practice	7	1	0 credits	<p>Formative assessment:</p> <p>Observation of a student role-play by tutors, peers and other stakeholders who provide verbal feedback.</p> <p>Summative assessment –</p> <p>A 3,000 word reflective account of learning on the module demonstrating readiness for first practice placement (zero credit rated module).</p> <p>Pass/Fail 0% weighting.</p>
TBC	Law for Social Work	7	2	20 credits	<p>Formative assessment</p> <p>This will be a combination of law quizzes set on Moodle and a mock exam.</p> <p>Summative assessment</p> <p>Students will be assessed on an unseen 2-hour examination (case scenario based) testing their knowledge on social work law.</p> <p>Pass mark 50 % 100 % weighting</p>
TBC	Social Policy for Social Work	7	2	20 credits	<p>Formative</p> <p>Draft outline of the summative essay to be presented to peers.</p> <p>Summative</p> <p>4,000 word essay on an area of social policy related to social work.</p> <p>100% weighting 50% pass mark</p>
TBC	Practice Placement 1 (70 days)	7	2	0 credits	<p>Formative assessment:</p>

					<p>Mid-way review of practice. 15- minute case presentation to enable students to reflect upon a piece of work with a service user or group.</p> <p>Summative assessment: Practice Placement Portfolio</p> <p>Pass/Fail No weighting</p>
TBC	Credits (Year 1)			80 credits	
	Year 2				
TBC	Social Work with Adults	7	1	20 credits	<p>Formative assessment</p> <p>Students will choose a piece of research on an issue pertinent to adults using social work services, and undertake a 10-minute presentation to the group discussing opportunities, challenges and implications for social work practice.</p> <p>Summative assessment</p> <p>A 4,000 word essay written in the form of an agency report with a critical commentary on the report including analysis of decisions made.</p> <p>Pass mark 50% 100% weighting.</p>
TBC	Social Work with Children, Young People and Families	7	2	20 credits	<p>Formative assessment</p> <p>Students will choose a piece of research on an issue pertinent to children and families using social work services, and undertake a 10-minute presentation to the group discussing opportunities, challenges and implications for social work practice.</p> <p>Summative assessment</p> <p>A 4,000 word essay written in the form of an agency report with a critical commentary on the report including analysis of decisions made.</p> <p>Weighting = 100% Pass Mark = 50%</p>

TBC	Practice Placement 2 (100 days)	7	1 & 2	0 credits	Formative assessment: Mid-way review of practice. 20- minute case presentation of a case/piece of work to enable students to reflect upon a piece of work with a service user or group. Summative assessment: Practice Placement Portfolio PASS/FAIL No weighting
TBC	Dissertation	7	1 & 2	60 credits	Formative assessment A 1000 word outline of the dissertation. Feedback will be provided by the dissertation supervisor. Summative assessment A 12,000 word systematic review Pass mark 50% 100% weighting.
	Credits (Year 2)			100 credits	
	Total credits			180 credits	

- Students can expect to receive a confirmed timetable for study commitments prior to induction week. In semester 1 of year 1 students usually attend university on Mondays, Tuesdays and some Wednesdays.
- A detailed timetable for both programmes is included in Doc H Practice Learning Guide.
- After they go out on placement, students are at University on Mondays and out on placement Tuesday to Thursday. Placement 1 starts in January (year 1) and placement 2 starts from October (year 2).
- There are occasional other days that students are required to attend university.

J. Costs and financial support

Course related costs

- The tuition fees for each module cover the costs of the teaching and learning activities and the assessment of the module. Additional expenses (e.g. cost of books or other learning materials) are not included.

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

List of Appendices

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Appendix A: Curriculum Map

A: Knowledge and Understanding

Modules			A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12
Level	Title	Code												
7	Methods and theories for social work practice		TDA	TDA	TDA			TD	TDA		TDA	TDA	TDA	TD
7	Human Growth and Development				T			TDA	TDA			TD	TD	TDA
7	Readiness for direct practice		TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TD
7	Law for Social Work		TD	TDA	TDA	TDA	TDA	TDA	TDA	TD	TDA	TDA	TDA	
7	Social Policy for Social Work		TDA	TDA	TDA	TDA	T	T	TDA			TDA	TDA	
7	Practice Placement 1 (70 days)		TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
7	Social work with adults		TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
7	Social Work with Children, Young People and Families		TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
7	Dissertation			TDA	TDA				TDA				TDA	
7	Practice Placement 2 (100 days)		TDA	TDA	TD	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA

T – Taught

D – Developed

A - Assessed

B: Intellectual skills

Modules			B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11
Level	Title	Code											
7	Methods and theories for social work practice		TDA	TDA	TD	TD	TDA	TDA	TDA	TDA		TDA	TD
7	Human Growth and Development		TDA	TDA	TD	TDA		TDA	TD			TDA	TD
7	Readiness for direct practice		TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA		TDA
7	Law for Social Work		TDA	TDA	TDA		TD	TDA			TDA		
7	Social Policy for Social Work		TD	TD			TD	TDA			TDA		
7	Practice Placement 1 (70 days)		TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
7	Social work with adults		TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
7	Social Work with Children, Young People and Families		TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
7	Dissertation			TD			TDA	TDA				TDA	TDA
7	Practice Placement 2 (100 days)		TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA

C: Practical skills

Modules			C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11
7	Methods and theories for social work practice		TDA	TD	TD	TD	TDA	TDA	TD	TD		TD	
7	Human Growth and Development		TD		TD	TD	TDA		TD				
7	Readiness for direct practice		TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
7	Law for Social Work		TD			TD	TD	TD		TD	TD		TD
7	Social Policy for Social Work		TD				TD	TD		TD			TD
7	Practice Placement 1 (70 days)		TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TD	TDA
7	Social work with adults		TDA	TDA	TDA	TDA	TDA	TDA	TD	TDA	TDA	TD	TDA
7	Social Work with Children, Young People and Families		TDA	TDA	TDA	TDA	TDA	TDA	TD	TDA	TDA	TD	TDA
7	Dissertation											TD	
7	Practice Placement 2 (100 days)		TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TD	TDA

D: Transferrable skills

Modules			D1	D2	D3	D4	D5	D6	D7	D8	D9	D10
Level	Title	Code										
7	Methods and theories for social work practice			TDA	TDA	D	TD	TDA	TD	TDA	TDA	TD
7	Human Growth and Development			TDA	TDA	D	TD	TDA	TDA	TDA	TDA	TDA
7	Readiness for direct practice		TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
7	Law for Social Work			TDA	TDA	D	TD	TDA		TDA		TD
7	Social Policy for Social Work			TDA	TDA	D	TD	TDA		TDA		
7	Practice Placement 1 (70 days)		TDA	TDA	TDA	TD	TDA	TDA	TDA	TDA	TDA	TDA
7	Social work with adults		TDA	TDA	TDA	D	TD	TDA	TD	TDA	TDA	TDA
7	Social Work with Children, Young People and Families		TDA	TDA	TDA	D	TD	TDA	TD	TDA	TDA	TDA
7	Dissertation			TDA	TDA		TD	TDA		TDA		
7	Practice Placement 2 (100 days)		TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA		TDA

Appendix B: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	Each student is allocated a personal tutor. They will have contact with their Tutor at least twice through each semester either as a progress review or assessment feedback. More personal contact can be arranged as necessary. In addition the personal tutor will visit each student's placement at least once and hold a second meeting at either the placement or at the university.
2 Supporting the development and recognition of skills in academic modules.	Addressed initially with sessions specifically on M level writing and formative assignments to provide students with the tools necessary to write in an appropriate academic style and level. Throughout the programme students are able to discuss assignments with their module leaders. Following submission, academic progress will be discussed in progress review interviews in addition to specific discussion with module leaders.
3 Supporting the development and recognition of skills through purpose designed modules.	Assessment of the modules varies and support will be offered for all modules. The programme has a strong emphasis on practice skills and the relevance of theory to practice
4 Supporting the development and recognition of skills through research projects and dissertations work.	We will offer individual supervision for each student undertaking the research project or dissertation. This supervision will begin with a group seminar but will largely be one-to-one between student and their supervisor throughout the academic year.
5 Supporting the development and recognition of career management skills.	The Course Director works closely throughout the programme with all tutors and the practice learning director to ensure that the skills that student are acquiring are being employed and are relevant to social work.
6 Supporting the development and recognition of career management skills through work placements or work experience.	Students initially undergo a Readiness to Practice module. They then undertake two placements during the two years of the programme.
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	Level 7 learning is to a large extent student driven and we expect students to identify their own specific learning needs by setting individual objectives with their tutors.

<p>8 Supporting the development of the skills and attitudes as a basis for continuing professional development.</p>	<p>Continuing professional development is a requirement for continued registration for social care professionals. Its importance is emphasised throughout the programme. Evidence – Portfolio reflection, progress interviews.</p>
<p>9 Other approaches to personal development planning.</p>	<p>Students may identify areas and skills that they would like to develop outside of the curriculum but relevant to their development. Personal tutor/Course Director will endeavour to facilitate all relevant learning. Evidence – Portfolio reflection, progress interviews</p>
<p>10 The means by which self-reflection, evaluation and planned development is supported e.g electronic or paper-</p>	<p>Assessment in practice is by a portfolio of evidence that the student has to compile in order to demonstrate professional development and competence. Module assignments are focused on practice and practice skills and require students to demonstrate learning through reflection. Evidence: assignments; portfolio reflection</p>

Appendix D: Mapping against the Professional Capabilities Framework 2018

- PCF1 PROFESSIONALISM - Identify and behave as a professional social worker, committed to professional development.
- PCF2 VALUES AND ETHICS - Apply social work ethical principles and values to guide professional practice
- PCF3 DIVERSITY - Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice.
- PCF 4 RIGHTS, JUSTICE AND ECONOMIC WELLBEING - Advance human rights and promote social justice and economic wellbeing
- PCF 5. KNOWLEDGE - Develop and apply relevant knowledge from social work practice and research, social sciences, law, other professional and relevant fields, and from the experience of people who use services
- PCF6 CRITICAL REFLECTION AND ANALYSIS - Apply critical reflection and analysis to inform and provide a rationale for professional decision-making
- PCF7 SKILLS AND INTERVENTION - Use judgement, knowledge and authority to intervene with individuals, families and communities to promote independence, provide support, prevent harm and enable progress
- PCF8 CONTEXTS AND ORGANISATIONS - Engage with, inform, and adapt to changing organisational contexts, and the social and policy environments that shape practice. Operate effectively within and contribute to the development of organisations and services, including multi-agency and inter-professional settings.
- PCF9 PROFESSIONAL LEADERSHIP - Promote the profession and good social work practice. Take responsibility for the professional learning and development of others. Develop personal influence and be part of the collective leadership and impact of the profession.

Modules									
Title	1	2	3	4	5	6	7	8	9
Methods and Theories for Social Work Practice	X	X	X	X	XX	X	X	X	
Human Growth and Development	X		X		XX	X	X	X	
Readiness for direct practice	XX	XX	XX	XX	X	XX	XX	XX	X
Law for Social Work	X	X	X	XX	XX	X	X	X	
Social Policy for Social Work		X	X	XX	XX	X	X	X	
Practice Placement 1 (70 days)	XX	XX	XX	XX	X	XX	XX	XX	XX
Social work with adults	X	X	X	X	XX	X	XX	XX	X
Social work with children and families	X	X	X	X	XX	X	XX	XX	X
Dissertation					XX	XX	X	X	
Practice Placement 2 (100 days)	XX	XX	XX	XX	X	XX	XX	XX	XX

X - Addressed in module

XX – Strong emphasis in module

Appendix E: Mapping against QAA (2016) Benchmark Statement for MA Social Work

Year One

	Readiness for Direct Practice	Methods and Theories for practice	Human Growth and Development	Law	Social Policy	Practice Learning 1 70 days
Service users and carers	TD	TDA	TDA	D	D	TDA
The organisation and delivery of social work services	TDA	D	D	TDA	TD	TDA
Values and ethics	TDA	TD	TD	TD		TDA
Social work theory	D	TDA	TDA			TDA
The nature of social work practice	TDA	TD	D	D	D	TDA
Managing problem solving activities	TD	TD	D	D	D	DA
Gathering information	TD	TD	TDA	D	D	TDA
Analysis and synthesis	D	D	D	D	D	D
Intervention and evaluation	D	TD		TD	D	A
Communication skills	TDA	D	D			TDA
Skills in working with others	TD	D	D			TDA
Skills in personal and professional development	TD	D	D			TDA
Use of technology and numerical skills	D	D	D	D	D	DA

T = Taught

D = Developed

A = Assessed

Year Two

	Social Work with Children and Families	Social Work with Adults	Dissertation Module	Practice Learning 2 100 days
Service users and carers	TDA	TDA		TDA
The organisation and delivery of social work services	TDA	TDA		TDA
Values and ethics	TD	TD	TDA	TDA
Social work theory	TDA	TDA		TDA
The nature of social work practice	TDA	TDA		TDA
Managing problem solving activities	TDA	TDA	TDA	TDA
Gathering information	TDA	TDA	TDA	TDA
Analysis and synthesis	TDA	TDA	TDA	TDA
Intervention and evaluation	TDA	TDA		TDA
Communication skills	D	D		TDA
Skills in working with others	TD	TD		TDA
Skills in personal and professional development	TD	TD	TD	TDA
Use of technology and numerical skills	D	D	D	DA