Template C4

Programme Specification

Title of Course: *PgDip Social Work (Step Up)*

Date first produced	01/11/2023
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Version number	7
Faculty	Faculty of Health, Science, Social Care & Education
Cross-disciplinary	
School	School of Education, Midwifery and Social Work
Department	Department of Social Work and Social Care
Delivery Institution	

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s):	PgDip Social Work (Step Up)
Exit Award(s) and Title(s):	PG Diploma in Applied Social Care Studies PG Certificate in Applied Social Care Studies
Course Code *For each pathway and mode of delivery*	PFSSW1SSW40
UCAS code *For each pathway*	

Awarding Institution:	Kingston University
Teaching Institution:	
Location:	Kingston Hill
Language of Delivery:	English
Delivery mode:	
Learning mode(s):	Full-time Part-time
Minimum period of registration:	Full-time - 14 months Part-time -
Maximum period of	Full-time - Part-time - 28 months

registration:	
Entry requirements	The minimum entry qualifications for the programme are: • a degree-level qualification in any discipline except social work from a UK higher education institute or an approved overseas equivalent • a minimum 2:1 level 6 degree qualification, for example, an honours degree or a graduate certificate, or, a minimum 2:2 honours degree or a postgraduate qualification (level 7 and above) for example, a master's degree or a postgraduate certificate/ postgraduate diploma • GCSEs in English or English Language and Mathematics at grade C or above, or the new grade 4 and above (or an approved equivalent) • Non-native speakers who do not have the equivalent of GCSE English at grade 4 (formerly grade C) or an equivalent (e.g. Functional Skills Level 2 Literacy) require an Academic IELTS score of 7.0 or equivalent overall • a minimum of 6 months full-time (or equivalent) direct experience of working with vulnerable children, young people and/or families/carers or adults, either in a paid or voluntary capacity • must reside in England • All applicants must confirm prior to interview that they have the ability to use basic IT facilities, including word processing, internet browsing and use of email. A Home Office Disclosure and Barring Service (DBS) check and clearance at enhanced level and a Self-Declaration of Health Status to confirm that the applicant does not have a health condition that would affect their ability to practise as a trainee social worker are also required for entry. Admission with Recognised of Prior Learning (RPEL): Applicants offering prior qualifications and/or experiential learning may be exempted from appropriate parts of a course in accordance with Kingston University's mechanisms and policies for the recognition of prior learning and achievement. The Department's RPEL Advisor meets with all those who consider that they may be able to make a claim for RPEL and arranges a programme of support and assessment for applicants to help them make a successful claim. For further details please see: https://d68b3152cf5d08c2f050-97c828cc9502c69ac5af7576c62d48d6.ssl.cf3.rackcdn.com/documents/aboutkingstonuniversity/howtheuniversityworks/policiesandregulations/documents/AR03-PG-Regulations-2019-2020-V2.pdf
Regulated by	The University and its courses are regulated by the Office for Students
Programme Accredited by:	Social Work England
Approved	As the PG Diploma in Social Work leads to professional registration with *Social Work England*, the following options are not available to the Programme Assessment Board:

Variants:	1. The award of PG Diploma in Social Work by aegrotat in cases where students are ill and do not fulfil attendance and assessment requirements 2. Compensation for failure in any element of a programme of study leading to the awards of the PG Diploma in Social Work. 3. Students who fail to meet the assessed practice element of either practice learning placements (SW5001 and SW6001) will normally be required to retake the work-based learning placement (either 70 days on placement, or 100 days on placement). Only one of these two work-based learning placements may be retaken.
Is this Higher or Degree Apprenticeship course?	Yes

For Higher or Degree Apprenticeship proposals only	
Higher or Degree Apprenticeship standard:	n/a
Recruitment, Selection and Admission process:	n/a
End Point Assessment Organisation(s):	Kingston University

SECTION 2: THE COURSE

A. Aims of the Course

1. To produce graduates who have a critical awareness of the complex social, legal, economic, political and cultural context of social work who can take their place in the workforce as qualified social workers and meet the requirements for Social Work as set out by Social Work England.

1. To provide students with a thorough grounding in the academic and professional discipline of social work and develop in students the ability to exercise personal initiative and responsibility as well as an awareness of professional ethical standards and their ability to respond positively to ethical dilemmas which may arise in professional practice
2. To develop in students the ability to critically evaluate current research and advanced scholarship to develop a systematic approach to knowledge as well as become critically reflexive practitioners able to synthesis knowledge and using this to take a pro-active, self-evaluative and reflective approach to their professional practice.
3. To provide a sound knowledge of the theoretical foundations that underpin contemporary social work practice in different settings and organisations.
4. To promote collaboration, teamwork and inter-professional practice alongside personal responsibility and independent learning in accordance with the expectations of professional practice
5. To establish the foundations for continued learning and study in Social Work in accordance with continuing professional development and lifelong learning principles, while fostering enduring links with students

B. Programme Learning Outcomes

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They have been aligned to the levels set out in 'Sector Recognised Standards in England' (OFS 2022).

Programme Learning Outcomes

	Knowledge and Understanding On completion of the course students will be able to:		Intellectual Skills On completion of the course students will be able to		Subject Practical Skills On completion of the course students will be able to
A1	The social and human sciences relating to social work	B1	Gather information, critically evaluate and synthesise it and form coherent plans based on that evaluation	C1	Communicate with and establish effective working relationships with service users, partner agencies community groups and formal agencies such as courts
A2	Social work models and methods of assessment and intervention	B2	Apply knowledge to problem-solve and to develop coherent plans in complex situations	C2	Assess complex situations, make decisions, form plans, and both record and report coherently
A3	Law, social policy and organisational studies relevant to social work	B3	Use knowledge to address ethical problems and dilemmas	C3	Evaluate risk and need and act to create increased safety and wellbeing
A4	Ethical theory and concepts and principles governing equality and anti-oppressive practices	B4	Use supervision and reflection to learn from their practice experiences and to manage their personal responses	C4	Collaborate and negotiate with relevant parties and advocate effectively and appropriately

C. Future Skills Graduate Attributes

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills Graduate Attributes:
1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

D. Outline Programme Structure

Full details of each module will be provided in module descriptors and student module guides.

Post Graduate Diploma in Social Work (Step Up) degree requires 120 credits at Level 7 and 90 credits at levels 4/5/6 of practice learning modules (SW4001; SW5001; SW6008).

Students exiting the programme with 120 level 7 credits but with insufficient passes in practice learning (SW4001; SW5001; SW6008) are eligible for the award of **Post Graduate Diploma (PG Dip) in Applied Social Care Studies.**

Students exiting the programme with a minimum of 60 level 7 credits are eligible for the award of **Post Graduate Certificate (PG Cert) in Applied Social Care Studies**.
Progression points:
Modules SW4001; SW5001 and SW6008 are taken sequentially. Students are required to pass SW4001 before progressing to SW5001. Students are required to pass SW5001 before progressing to SW6008.

Professional expectations and standards
This is a regulated professional course and it is expected that students demonstrate and maintain high levels of professionalism in their conduct, behaviours, attendance and response to support and advice.
Full attendance is required in line with the University's Student Attendance and Engagement Policy (AP15). Where there is a cause for concern in relation to the student's attendance, a progression plan will be created. If this does not lead to the required improvement in attendance, the student's registration may be terminated in accordance with the University General Regulations 1: General Student Regulations (30-35).
Other issues relating to professional conduct and behaviours will be considered in accordance with the appropriate University regulations and policies.

PgDip Social Work (Step Up)

Level 4							
PgDip Social Work (Step Up)							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Readiness for Direct Practice	SW4001	30	4	2		1	

Exit Awards at Level 4

Students exiting the course at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education.

Level 5							
PgDip Social Work (Step Up)							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
First Placement (Social Work)	SW5001	30	5	3		1	

Exit Awards at Level 5

Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education.

Level 6							
PgDip Social Work (Step Up)							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
FINAL PRACTICE PLACEMENT (Social Work)	SW6008	30	6	1 and 2		3	

Exit Awards at Level 6

Students exiting the programme without completing the full 120 credits but have successfully completed 60 credits at level 6 or above are eligible for the award of an Ordinary Degree.

Level 7							
PgDip Social Work (Step Up)							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Advanced Knowledge for Social Work Practice	SW7048	30	7	3		4	
Becoming a Social Worker	SW7047	30	7	2		4	
Critical Analysis of Research, Ethics, and Practice	SW7049	30	7	1 and 2		4	
HUMAN DEVELOPMENT AND THE SOCIAL ENVIRONMENT	SW7002	30	7	3		4	

Exit Awards at Level 7

Students exiting the programme with 60 level 7 credits are eligible for the award of Postgraduate Certificate.
Students exiting the programme with 120 level 7 credits are eligible for the award of Postgraduate Diploma.

E. Teaching, Learning and Assessment

The design of this field is informed by the following: Kingston University's Curriculum Design Principles (2012); Kingston University's institutional Inclusive Curriculum Framework (ICF), a framework intended to improve the experience, skills and attainment of all students including those in the protected characteristic groups; sector-wide best practice including the Professional Capabilities Framework for Social Work, the Social Work England Professional Standards, the Knowledge and Skills Statements (KSS) for Child and Family Social Work and for Social Workers in Adult Services, and the QAA Code of Practice (Quality Code); and by consultation with students, representatives of service users and carers of social work services, and employers. The curriculum is designed to provide students with holistic and developmental learning opportunities to gain progressively the knowledge, skills, behaviours and attributes of successful registrant social workers. Academic skills at this level are developed incrementally with a research strand embedded in all modules. The programme promotes independent learning and thinking, creativity and innovation and learning from critically reflective practice.

The learning and teaching strategy for the course aims to promote full student participation in learning experiences which develops their knowledge, skills and appraisal of best practice in social work and stimulate curiosity and self-directed learning. Teaching and learning methods are carefully chosen to suit the content and the learning outcomes of the modules and to be responsive to students' needs as learners. The overall design plots a

logical and progressive path towards qualification in Social Work, enabling students to develop incrementally towards meeting the standards required at qualification level (end of final placement) in the Professional Capabilities Framework for Social Work (PCF) and the PCF is used to ensure that learning covers all ages and the majority of service user groups.   The learning and teaching strategy recognises that students engaging in academic study at this level appreciate and benefit from a wide variety of learning opportunities that include, for example, research informed exploration of theoretical and practice issues (delivered through lectures, seminars and via online resources), individual and group based research and enquiry learning, formative presentations with feedback from tutors and peers, individual tutorials and structured critical analysis of current professional practice experience. Social Work practitioners and people who use services and carers contribute to teaching on all modules enhancing the quality of the student learning experience.

Active learning and critical reflection and analysis are promoted. A process curriculum underpins all learning on the programme, with a programme of individual and group tutorials provided throughout the course in order to enhance the professional nature of social work education, model the values of social work and encourage students to develop the essential skills and qualities for social work practice. Personal tutorials and linked support also promote students' abilities to understand their own learning style, identify, monitor and reflect on their developmental journey, identify their own learning needs and professional development and to identify their continuing professional learning in order to meeting changing and future needs and contexts. The key tool used is a process of personal and professional development planning.

The Virtual Learning Environment (Canvas) is used in various ways in all modules and students are introduced to and share new technologies to enhance learning as these become available. Internet, web-based and personal technologies are used to develop students' skills, foster learning communities and personalise the curriculum. Emphasis is placed throughout the programme on developing group work skills, written and oral communication and presentation skills, analysis skills, and independent learning skills. This provides the basis for students to enhance their personal objectives after graduation whether these relate to further research and/or training, careers, lifelong learning or personal and professional development plans.

Practice skills development is an important theme running through the programme, with 30 days programmed learning dedicated specifically to learning practice skills in the Skills Lab, in workshops and practice settings. Simulations and "try-outs" of different skills in the Skills Lab enables students to have their practice video recorded and to review this both in learning sessions and after learning sessions in order to evaluate and develop their practice.

The practice placement modules are designed to support transfer of theory, knowledge and skills, values and ethics base, evidence informed practice and research to the practice environment and enable students to meet the level requirements of the PCF. Students need to complete successfully the 30 days practice skills development and two practice learning placements (70 and 100 days) in contrasting settings to meet the learning outcomes of the professional qualification in social work. Attendance at practice skills development days and practice placements is mandatory and is monitored.

The 30 days practice skills development programme includes 14 days undertaken as part of the *Readiness for Direct Practice* module, facilitated by People with Lived Experience and Practice educators, and 16 days of practice skills development undertaken as workshops days during the programme on topics such as skills development in working positively with diversity and ethics and values in practice: social work intervention skills, court skills, trauma informed practice, multi-agency meetings, solution focused practice, digital professionalism

and assessment, critical analysis and decision making, working with child sexual abuse and contextual safeguarding

Practice placements are taken in approved and quality assured practice learning settings, working directly with people with lived experience of services under an assessed supervised caseload normally within local partner agencies. Practice educators are responsible for managing, teaching and assessing students on practice placements. Students are supported to meet the Professional Capability Framework at relevant threshold levels (BASW) mapped against the Professional Standards for Social Workers in England (Social Work England). Students are supported to prepare for applying for employment and to undertake the Assessed and Supported Year in Employment (ASYE).

The Teaching Partnership provides a pool of student placements and supports practice educators continued professional development through a programme of workshops which include; Anti-racist and Anti Oppressive Practice, assessing against the PCF, SWEPS and PQS, Struggling Placements (where students are not progressing as planned) and Supervision skills to Enable Reflection and Analysis. The workshops, offered across the Partnership, enhance Stage 1 and 2 PEP's training, as well as providing a refresher for practice educators. The Teaching Partnership provides a Community of Practice for practice educators with an online guide to supporting and assessing students and 'drop in' sessions for practice educators.

The overall assessment regime for the course is designed to help students learn and to demonstrate that they have met the learning outcomes of modules and the programme and to help them to build knowledge and skills progressively through the course. All modules provide explicit formative opportunities for practice and 'feed forward' designed to help students reach their full potential in summative assessment. The assessments are a mixture of formative work and end of module "summative" assessments. The contribution of the individual assessments to the module total and the requirements to pass each module are detailed in the course handbook/module guides. Assessment methods include portfolios, reflective analyses of practice, individual and group presentations, essays; and written reports. Academic staff work collaboratively with partner agencies and PLE representatives to ensure wherever possible that students are safe to practice throughout the course and this is enabled by collaborative assessment processes (such as in the *Readiness for Direct Practice* module and the placements modules).

The assessment of practice in each of the Practice Placements is based upon a portfolio approach, compiling direct evidence, supported by reflective professional development plans, evaluation by service users and the practice educator's report. The evidence in the portfolio demonstrates the achievement of the BASW Professional Capabilities Framework (PCF), Social Work England Professional Standards (SWEPS) and the Knowledge and Skills Statements (KSS) for Child and Family Social Work and for Social Workers in Adult Services. Students are required to demonstrate that they are safe and ready to practice in an approved practice learning setting (SW4001). This assessment is confirmed by the Practice Assessment Panel (constituted of representatives of service users and carers, employers and members of academic staff) and the Programme Assessment Board and must be satisfactorily attained prior to undertaking practice placements. On placements, students are assessed by a practice educator who is also responsible for teaching and learning on the placement. Assessment includes observation of direct work with service users and carers, service user and carer feedback on their practice, application of theory to practice by means of reflective writing and by relating their practice to modules undertaken within the university, compilation of a practice portfolio of evidence.

F. Support for Students and their Learning

Students are supported by:

On this programme, teaching is frontloaded in stage 1 of the programme. During this period, there is a strong emphasis placed on student support. On placements, students are supported by practice educators. These arrangements for support reflect social work values and the tradition of supervision within the profession. Students are supported by:

- Regular Individual and group tutorials with a personal tutor to assist them in planning their course of study, consider career development options and support them in developing and achieving their personal and professional development plans. Wherever possible, students retain the same tutor throughout the duration of the programme, building up a supportive working relationship. Tutors also visit their tutees when undertaking practice placements and help students to trace and to enhance their personal and professional development.
- Former graduates of social work programmes: Students may be networked with former graduates, and this often provides students with support in accessing practice opportunities and career guidance; and support on managing the demands of academic study
- Email contact with module leaders and the course leader
- People with lived experience working with the course team
- Information advisors in the Learning Resource Centre, who offer individual help sessions for students
- Professional Support Staff and the Faculty Pre Qualifying Programmes Office
- Student Achievement Officer
- Technical support to advise students on IT use of software and data base searching
- Formative assessment throughout each module
- VLE Canvas – a versatile on-line interactive intranet and learning environment
- Department monthly research seminars during the period October to May
- Student Voice committee and opportunities to undertake a range of representative roles to put forward student views.
- The student union

Kingston University offers a wide range of student services which can be accessed through the Student Hub. Services include dyslexia and disability support. Details can be found on: https://mykingston.kingston.ac.uk/mysupport/Pages/StudentHUB.aspx

G. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Annual Monitoring and Enhancement
- Periodic review undertaken at subject level
- Student evaluation including Module Evaluation Questionnaire (MEQs), level surveys and the Postgraduate Taught Experience Survey (PTES)
- Moderation policies

- Feedback from employers

H. External Reference Points

External reference points which have informed the design of the course:
- PSRB standards
- QAA Subject benchmarks
- Apprenticeship standards

I. Development of Course Learning Outcomes in Modules

This table maps where programme learning outcomes are **summatively** assessed across the **core** modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 4	Level 5	Level 6	Level 7			
		SW4001	SW5001	SW6008	SW7048	SW7049	SW7002	SW7047
Knowledge & Understanding	A1	S	S	S	S	S	S	S
	A2	S	S	S	S	S	S	S
	A3	S	S	S	S	S	S	S
	A4	S	S	S	S	S	S	S
Intellectual Skills	B1	S	S	S	S	S	S	S
	B2	S	S	S	S	S	S	S
	B3	S	S	S	S	S	S	S
	B4	S	S	S	S	S	S	S
Practical Skills	C1	S	S	S				
	C2	S	S	S				
	C3	S	S	S				
	C4	S	S	S				

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.

Additional Information