



Kingston and St George's  
Faculty of Health, Social Care and Education

## Programme Specification

|   |                             |
|---|-----------------------------|
| <b>Title of Course:</b>                 | Master of Social Work (MSW) |
| <b>Date Specification Produced:</b>     | 20 February 2013            |
| <b>Date Specification Last Revised:</b> | <b>July 2017</b>            |

This Programme Specification is designed for prospective students, current students, academic staff and potential 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 he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in Student Handbooks and Module Descriptors.

## **SECTION 1: GENERAL INFORMATION**

|                              |  |
|------------------------------|--|
| <b>Title:</b>                | Master of Social Work (MSW)  |
| <b>Awarding Institution:</b> | Kingston University  |
| <b>Teaching Institution:</b> | Kingston University and St. George's, University of London   |
| <b>Location:</b>             | Kingston Hill, Kingston upon Thames  |
| <b>Programme Approval:</b>   | Health and Care Professions Council (2013) for full time route. Approval for part time route is pending. |

## **SECTION 2: THE PROGRAMME**

### **A. Programme Introduction**

This well-regarded programme is ideal for suitable graduates seeking to gain a professional qualification in social work at Master's level. The MSW offers generic training in social work delivered in an innovative and dynamic programme of study with opportunities to analyse social work in-depth and develop skills by examining critically the research evidence leading to best practice. The course is designed to support the achievement of professional capability at newly qualified entry level (PCF currently held by BASW), and mapped against the Standards of Proficiency for Social Workers in England (HCPC) and both the Knowledge and Skills Statements (KSS) for Child and Family Social Work, and for Social Workers in Adult Services.

Students study academic modules at the university before undertaking practice placements. This enables students to gain a solid grounding in core knowledge and have the opportunity to develop practice skills in a purpose built Practice Learning Suite, a unique feature of this programme. The Practice Learning Suite, supported by a high level of involvement from service users, carers and practice educators from partner agencies offers an unusually rich range of opportunities for practice, feedback and reflecting on performance through watching and listening to recordings of students' personal practice.

Students undertake two contrasting practice placements of 70 and 100 days, as required for qualifying training in Social Work (Department of Health). The programme has established strong partnerships with local employers for practice learning opportunities.

Social work as a profession is undergoing a period of unprecedented development and change. The School contributes actively to local, regional and national developments. The programme has been designed to fulfil the core curriculum requirements developed by the former College of Social Work, the Chief Social Workers' Knowledge and Skills Statements and the Health and Care Professions Council's Standards. Through our vibrant and strong partnerships, representatives of service users and carers of social work services, employers, and current and ex-students contribute to the development, delivery and quality assurance of the programme and its curriculum content in order to ensure that the programme and the knowledge and skills that it develops are appropriate to current social work practice.

The programme has both a national and international focus. Students have the opportunity to learn about latest developments and research in social work practice

around the world and the global agenda for social work. Students may opt to undertake a short international practice experience in the Specialist Practice Interests module. In the final stage of their studies, students undertake an extended literature review on a relevant topic to social work that reflects their own interests, and have their work published in a year book.

Students enrol on the MSW with the expectation that by the end of their studies they will have achieved the requirements of a Master's degree and met the professional requirements for qualification in social work. The programme offers an intermediate award for those who meet professional requirements but are not able to gain the MSW, enabling them to achieve the professional qualification level in social work at Postgraduate Diploma in Social Work level. Students who attain either the MSW or the PG Diploma in Social Work will be able to apply to register as a social worker with the Health and Care Professions Council (HCPC)..

The programme offers alternative academic awards at Masters level in Applied Social Care Studies (PG Cert; PG Dip, MA) for those students who, during their programme of study, decide to withdraw, or not to pursue a qualification in social work, or do not meet professional requirements for the professional qualification in social work.

## **B. Aims of the Programme**

1. To produce graduates who are both intellectually well-equipped and professionally competent to take their place in the workforce as qualified social workers who meet the Requirements for Social Work as set out by the Health and Care Professions Council.
2. To provide students with a thorough grounding in the academic and professional discipline of social work
3. To develop students' awareness of professional ethical standards and their ability to respond positively to ethical dilemmas which may arise in professional practice
4. To develop students' existing intellectual powers, their understanding and judgement, their problem solving skills, their ability to communicate, identify relationships within what they have learned and to integrate academic and professional learning through critical thinking and reflective practice and research
5. To deepen students' powers of research, analysis and creativity so that they develop a systematic approach to knowledge and a critical awareness of current professional practice issues and are able to develop critiques of theory and practice and synthesize knowledge, thus better enabling them to take a proactive, self-evaluative and reflective approach to their subsequent careers in social work
6. To promote collaboration, team work and inter-professional practice alongside personal responsibility and independent learning in accordance with the expectations of professional practice
7. To enhance students' research skills and techniques for learning independently that will allow them to manage and complete a research study which has the potential to promote development or improvement in social work practice
8. 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

### **C. Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA subject benchmarks for Social Work and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student.

**At Masters level**, it is expected that these outcomes will be met in full.

At **PG Diploma level**, it is expected that outcomes A1-6, B1-6 and C 1-6 will be met

At **PG Certificate**, it is expected that outcomes A 1-2. B1-2 and C2 will be met.

**Programme Learning Outcomes**

|    | <b>Knowledge and Understanding</b>   |    | <b>Intellectual skills – able to:</b>  |    | <b>Subject Practical skills</b>  |
|----|--|----|--|----|--|
|    | <b>On successful completion of the course students will be able to demonstrate comprehensive, systematic and extensive knowledge and critical understanding of:</b>  |    | <b>On completion of the course students will be able to:</b>   |    | <b>On completion of the course students will be able to:</b>   |
| A1 | The nature of social work theory and practice (including theories about the nature of social work, theory and research in assessment, intervention methods and strategies, evaluation, research methodologies in social work and skills for practice)  | B1 | Critically analyse and appraise both primary and secondary sources; evaluate critically current research and advanced scholarship in the discipline, evaluate methodologies and develop critiques of them and, where appropriate, challenge existing value positions and assumptions and propose new hypotheses  | C1 | Understand the key concepts of relevant knowledge base (SoP13); Practise safely and effectively within their scope of practice (SoP1).   |
| A2 | Theories and research for social work (including theories, models and research drawn from other cognate disciplines such as psychology, sociology and social policy of relevance in understanding individual situations (human growth and development, mental health and disability), social processes and the ecological context of social work practice) | B2 | Assemble data from a variety of sources and discern and establish connections and synthesise. Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in professional practice and that may enhance ethical practice | C2 | Practise as an autonomous professional, exercising their own professional judgement (SoP4); and draw on appropriate knowledge and skills to inform practice (SoP14)                              |
| A3 | Social contexts for social work (including social processes contributing to positive outcomes for individuals, families, groups and communities and those which lead to poverty, and disadvantage, exclusion, inequality, poor health, unemployment, disablement, dependence, discrimination and disadvantage and the need for protection)                 | B3 | Assemble data from a variety of sources and discern and establish connections. Reflect critically on their practice, evidencing ability to link theory to practice, to consider alternative interpretations and propose solutions.   | C3 | Establish and maintain a safe practice environment (SoP15); draw on appropriate knowledge and skills to inform practice (SoP14); Understand the key concepts of relevant knowledge base (SoP13); |

|    |  |    |  |    |  |
|----|--|----|--|----|--|
| A4 | Legislative and organisational frameworks for social work (including the legal basis of professional practice, contested philosophies of welfare, forms of service delivery, inter-professional working practices, inter-agency issues and boundaries, management, accountability and quality assurance and the application of information technology) | B4 | Critically analyse and appraise both primary and secondary sources. Demonstrate understanding of the role of law in social work and critically apply legal rules central to the social work role together with an understanding of significance of social policy for the development of social work.           | C4 | Practise within the legal and ethical boundaries of their profession (Sop2); and to establish and maintain a safe practice environment (SoP15)   |
| A5 | Values and ethics for social work (including the development of social work values and ethics, moral concepts, rights, ethical dilemmas, the pursuit of social justice) and the implications of the HCPC's standards of conduct, performance and ethics  | B5 | Reflect critically on their practice, evidencing ability to link theory to practice, to consider alternative interpretations and propose solutions. Demonstrate critical understanding of ethical theories and concepts related to diversity and anti-oppressive practice and skills in contemporary practice. | C5 | Practise within the legal and ethical boundaries of their profession (Sop2); demonstrate awareness of the impact of culture, equality and diversity on practice (SoP5); non-discriminatory practice, (SoP6); maintain confidentiality (SoP7) and fitness to practice (SoP3); |
| A6 | The views and perspectives of those who use social work services   | B6 | Reflect critically on their practice, evidencing ability to consider alternative interpretations, interventions, views and propose solutions.  | C6 | Work appropriately with others (SoP9); assure the quality of their practice (SoP12); reflect on and review practice (SoP11);   |
| A7 | Research concepts, methodology and data analysis techniques and demonstrate through a capstone project the achievement of knowledge and understanding outcomes of the course in relation to a topic area of each student's own choice  | B8 | Design and conduct independent study project to review literature on a chosen topic that has relevance to social work, and report on the project.  | C7 | Understand the key concepts of relevant knowledge base (SoP13); and draw on appropriate knowledge and skills to inform practice (SoP14);   |
| A8 | The standards of proficiency for Social Workers in England (HCPC).   | B8 | Meet the standards of proficiency required for Social Workers in England (HCPC).   | C8 | Meet the standards of proficiency required for Social Workers in England (HCPC).   |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

| <b>Key Skills</b> |   |     |   |     |   |
|-------------------|---|-----|---|-----|---|
|                   | <b>Self Awareness Skills</b>  |     | <b>Communication Skills</b>   |     | <b>Interpersonal Skills</b>   |
| AK1               | Take responsibility for own learning and plan for and record own personal development   | BK1 | Express ideas clearly and unambiguously in writing and the spoken work  | CK1 | Work well with others in a group or team  |
| AK2               | Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback                                | BK2 | Present, challenge and defend ideas and results effectively orally and in writing                               | CK2 | Work flexibly and respond to change   |
| AK3               | Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | BK3 | Actively listen and respond appropriately to ideas of others  | CK3 | Discuss and debate with others and make concession to reach agreement   |
| AK4               | Work effectively with limited supervision in unfamiliar contexts  |     |   | CK4 | Give, accept and respond to constructive feedback   |
|                   |   |     |   | CK5 | Show sensitivity and respect for diverse values and beliefs   |
|                   | <b>Research and information Literacy Skills</b>   |     | <b>Numeracy Skills</b>  |     | <b>Management &amp; Leadership Skills</b>   |
| DK1               | Search for and select relevant sources of information   | EK1 | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | FK1 | Determine the scope of a task (or project)  |
| DK2               | Critically evaluate information and use it appropriately  | EK2 | Present and record data in appropriate formats  | FK2 | Identify resources needed to undertake the task (or project) and to schedule and manage the resources         |
| DK3               | Apply the ethical and legal requirements in both the access and use of information  | EK3 | Interpret and evaluate data to inform and justify arguments   | FK3 | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |
| DK4               | Accurately cite and reference information sources   | EK4 | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data                | FK4 | Motivate and direct others to enable an effective contribution from all participants                          |

|  |   |  |  |  |  |
|--|---|--|--|--|--|
| DK5  | Use software and IT technology as appropriate   |  |  |  |  |
| <b>Creativity and Problem Solving Skills</b>   |   |  |  |  |  |
| GK1  | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |  |  |  |  |
| GK2  | Work with complex ideas and justify judgements made through effective use of evidence                               |  |  |  |  |
| <b>Teaching/learning methods and strategies</b>  |   |  |  |  |  |
| <p>The range of learning and teaching strategies includes</p> <ul style="list-style-type: none"> <li>• formal lectures,</li> <li>• practical classes and field work.</li> <li>• demonstrations of techniques,</li> <li>• seminars and workshops,</li> <li>• case studies,</li> <li>• group work exercises,</li> <li>• tutorials and blended learning.</li> </ul> |   |  |  |  |  |
| <b>Assessment strategies</b>   |   |  |  |  |  |
| <p>The assessment strategies employed in the Field include the following:</p> <ul style="list-style-type: none"> <li>• Written Examinations/Tests</li> <li>• Multiple Choice Tests</li> <li>• Essays</li> <li>• Posters</li> <li>• Oral Presentations</li> <li>• Reports</li> <li>• Case Studies</li> <li>• Independent Study Project</li> </ul>                 |   |  |  |  |  |

## D. Entry Requirements

The minimum entry qualifications for the programme are:

- Evidence of a degree at 2:1 or above, normally in a social science subject
- Key Skills Level 2 or equivalent (e.g. GCSE A-C) in English and Mathematics or equivalently validated access course credits
- 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 minimum IELTS or equivalent score of 7 is required for students for whom English is not a first language
- Demonstrable experience in the social care sector, obtained through paid employment or as a volunteer or user/carer experience; and have other work/life experience related to the sector or likely to be of value to the sector

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 Prior Learning (RPL)**: 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 School's RPL Advisor meets with all those who consider that they may be able to make a claim for RPL and arranges a programme of support and assessment for applicants to help them make a successful claim. For further details please see:

<http://www.kingston.ac.uk/aboutkingstonuniversity/howtheuniversityworks/policiesandregulations/academic-quality-and-standards/accreditation-processes/> and  
<http://www.healthcare.ac.uk/courses/workforce-development/recognition-of-prior-learning/>

The Admissions and Selection procedures for this programme are carried out in accordance with the guidelines on calibre of entrants (selection, admissions and suitability) published by the former College of Social Work, including that people who use services, carers and employers are involved in the process. The Entry Level of the Professional Capabilities Framework (PCF) is used to guide recruitment and selection processes. Decisions about the numbers of students to be recruited for the programme are informed by liaison with partner employers about likely placement provision.

Recruitment to the course is conducted in close partnership with stakeholders who are consulted regarding selection processes. Both Service Users and Carers and Colleagues employed by Social Work Partner Agencies interview candidates for the course together with academic staff.

## E. Programme Structure

The following diagrams set out the programme structure.

### E1. Professional and Statutory Regulatory Bodies

This course was approved by the Health and Care Professions Council in 2013 as a full-time route is already approved and endorsed by these bodies. The School has applied for HCPC approval for the programme to be offered as a part time route.

This programme is designed to enable students to meet the requirements to apply for registration as a social worker with the Health and Care Professions Council (HCPC), the regulatory body.

The HCPC has published 'Standards of Education and Training' (2009) (SETs) which providers of professional education must meet. Alongside the SETs, the HCPC has produced 'Standards of Proficiency for Social Workers in England (SoPS)'. The Chief Social Workers have also published Knowledge and Skills Statements (KSS) for Child and Family Social Workers and for Social Workers working in Adult Services. This course has been designed carefully to meet the requirements of the SETs, SoPS, the PCF and the KSSs whilst at the same time, teaching and upholding the 'Guidance on Conduct and Ethics for Students' (HCPC 2012) and seeking to make sure that students understand the implications of HCPC's standards of conduct, performance and ethics.

## **E2. Work-based learning**

Students need to complete successfully 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 13 days undertaken as part of the *Readiness for Direct Practice* module, and 17 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; mediation skills; social work intervention skills, court skills, group work skills and research skills and experience undertaken in the special interest module.

Practice placements are taken in approved and quality assured practice learning settings, 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 Standards of Proficiency for Social Workers in England (HCPC). Students are supported to prepare for applying for employment and to undertake the Assessed and Supported Year in Employment (ASYE).

In order to undertake practice placements students must have DBS and Occupational Health Clearance. It is recognised that during the course of the programme students' situations may change in relation to both DBS clearance and/or Occupational Health clearance. Students are required to inform the course director in writing of any changes to both their DBS status and health and may be required to obtain fresh clearance. This may have an impact on their progression on the programme (see E3 below)

### **E3. Outline Programme Structure**

The Field is made up of academic modules that are designated at level 7 (totaling 180 credits) and three practice learning modules (totaling 90 credits) - 30 credits at level 4 (Readiness for Direct Practice), 30 credits at level 5 (Practice Placement 1) and 30 credits at level 6 (Practice Placement 2). Single modules in the framework (at level 7) are valued at 30 credits. These practice learning module credits are additional to the standard credit requirements for a Masters degree and are required for qualification in social work. Practice learning modules are credit rated at level 4, 5 and 6 as it is recognised that although students are taking a Master's level programme, they are learning to practise as social workers and it is considered that this staged level of progression reflects accurately what is achievable and required for entry level professionals.

The course is normally taken over two years for the full time route and three years for the part time route in order to accommodate practice learning requirements.

**The first stage of study** is made up of four level 7 modules each worth 30 credit points and one *Readiness for Direct Practice* module at level 4 worth 30 credits. Students exiting the programme at this level with 60 level 7 credits are eligible for the award of Post Graduate Certificate in Applied Social Care Studies. Students exiting the programme at this level with 120 level 7 credits are eligible for the award of Post Graduate Diploma in Applied Social Care Studies. Students are required to pass all modules and obtain DBS and Occupational Health clearance in order to progress to the second stage of the Masters in Social Work programme. The Programme Assessment Board may permit students who are not able to obtain DBS and Occupational Health clearance to change their programme of study to the MA in Applied Social Care Studies or exit at this point with any eligible academic award or credits.

**The second stage of the Masters of Social Work programme** is when the first practice placement module at level 5 worth 30 credits is taken. Students are required to pass this module and have DBS and Occupational Health clearance in order to progress to the second practice placement. The Programme Assessment Board may permit students who are not able to obtain DBS and Occupational Health clearance to change their programme of study to the MA in Applied Social Care Studies or exit at this point with any eligible academic award or credits.

**The third stage** of study entails the following:

Students following the Masters in Social Work programme are required to complete a Specialist Practice Interest module (30 Level 7 credits) a final practice placement module of 100 days (worth 30 credits at level 6), and a capstone project (30 level 7 credits).

Students permitted to follow the Masters in Applied Social Care Studies pathway will take the Specialist Practice Interest module (30 Level 7 credits) and a capstone project (30 level 7 credits) only.

#### **Pace of study**

Students following the full time route will take Stages 1 and 2 in their first year of study and stage 3 in their second year of study. Students following the part time

route will take Stages 1 and 2 sequentially in their first two years of study and then progress in their third year of study to Stage 3 which is normally taken on a full time basis. Part time and full time students are taught together on modules. Each module is discretely assessed.

### Specimen timetable for Full Time Students

| <b>Year 1</b>   |   |  |
|---|---|--|
| <b>September to December</b>  | <b>January to April</b>   | <b>May/ June to August</b>                 |
| <ul style="list-style-type: none"> <li>• Readiness for Direct Practice</li> <li>• Assessment and Intervention</li> <li>• Human Development and the Social Environment</li> <li>• Skills Development Days</li> </ul> | <ul style="list-style-type: none"> <li>• Readiness for Direct Practice</li> <li>• Applied Social Work Practice</li> <li>• Legal, Ethical and Policy Frameworks for Social Work Practice</li> <li>• Skills Development Days</li> </ul> | First Practice Placement (70 days)         |
| <b>Year 2</b>   |   |  |
| <b>October to December</b>  | <b>January to June</b>  |  |
| <ul style="list-style-type: none"> <li>• Special Practice Interests</li> <li>• Skills Development Days</li> <li>• Independent Study Project – Taught Sessions</li> </ul>  | <ul style="list-style-type: none"> <li>• Independent Study Project</li> <li>• Final Practice Placement (100 days)</li> </ul>  | Programme completed. Assessment Board July |

## Specimen timetable for Part Time Students

| Year 1 (part time)  |  |   |
|---|--|---|
| September to December   | January to April   | May/ June to August   |
| <ul style="list-style-type: none"> <li>Human Development and the Social Environment</li> <li>Skills Development Days</li> </ul>                       | <ul style="list-style-type: none"> <li>Legal, Ethical and Policy Frameworks for Social Work Practice</li> <li>Skills Development Days</li> </ul>       | Skills Development Days   |
| Year 2 (part time)  |  |   |
| September to December   | January to April   | May/ June to August   |
| <ul style="list-style-type: none"> <li>Readiness for Direct Practice</li> <li>Assessment and Intervention</li> <li>Skills Development Days</li> </ul> | <ul style="list-style-type: none"> <li>Readiness for Direct Practice</li> <li>Applied Social Work Practice</li> <li>Skills Development Days</li> </ul> | First Practice Placement (70 days)<br><br><b>Note:</b> from this point part time students become full time students |
| Year 3 (full time)  |  |   |
| October to December   | January to June  | Programme completed. Assessment Board July  |
| <ul style="list-style-type: none"> <li>Special Practice Interests</li> <li>Independent Study Project – Taught Sessions</li> </ul>                     | <ul style="list-style-type: none"> <li>Independent Study Project</li> <li>Final Practice Placement (100 days)</li> </ul>                               |   |

### Masters of Social Work

The requirements for the Master of Social Work include 30 days of university based skill learning and 170 days of assessed placement and integrated studies. To achieve the professional award of Master of Social Work students must achieve both 180 level 7 credits in required modules, pass *Readiness for Direct Practice* module and both required placements and have completed the required skills based learning.

### Post Graduate Diploma in Social Work

Students who opt to exit the programme having gained 120 level 7 credits in modules SW7001-4 and having taken successfully 30 days of university based skills learning and 170 days of assessed placements and integrated studies (practice placement modules) are eligible for the Post Graduate Diploma in Social Work and the professional qualification.

### MA Applied Social Care Studies

Students exiting the programme with 180 level 7 credits but without the required passes in the practice placement modules are eligible for the award of MA in Applied Social Care Studies. This award does not entitle graduates to register as a social worker with the HCPC.

### Postgraduate Certificate or Postgraduate Diploma Applied Social Care Studies

In some instances the Postgraduate Certificate or Postgraduate Diploma in Applied Social Care Studies may be offered to students who only complete specified parts of a Master degree at the discretion of the Programme Assessment Board. These awards do not entitle graduates to register as a social worker with the HCPC.

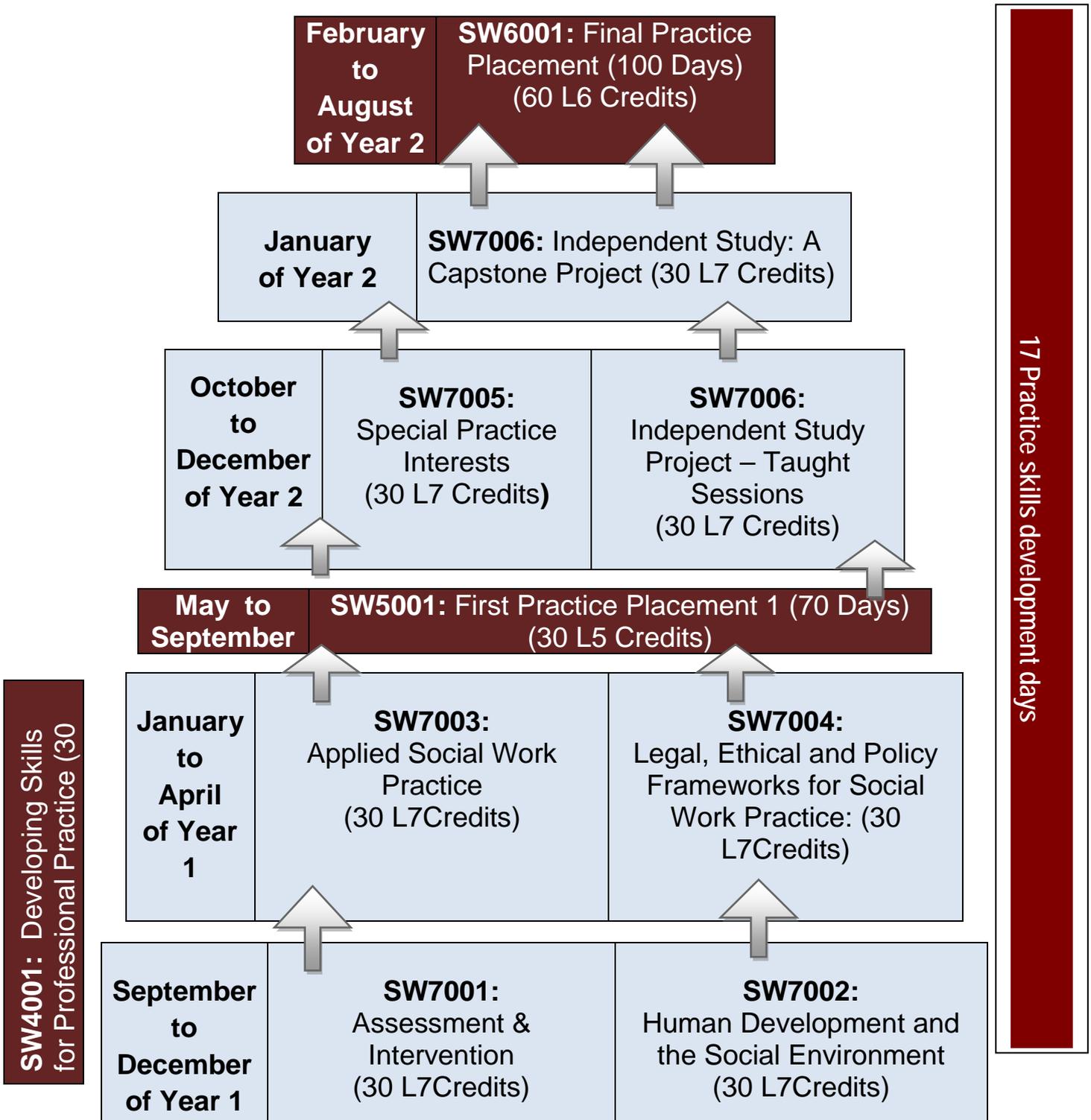
Full details of each module are provided in module descriptors and student module guides. All students will be provided with information about applying for registration with the Health and Care Professions Council (HCPC).

**Table 1: Master of Social Work (MSW) Modules**

| <b>Table 1: Master of Social Work (MSW) Modules</b>   |                    |                     |              |                       |                         |                      |                       |
|---|--------------------|---------------------|--------------|-----------------------|-------------------------|----------------------|-----------------------|
| <b>Compulsory module (All Core)</b>   | <b>Module code</b> | <b>Credit Value</b> | <b>Level</b> | <b>% Written exam</b> | <b>% practical exam</b> | <b>% course-work</b> | <b>Teaching Block</b> |
| <b><u>STAGE ONE MODULES</u></b>   |                    |                     |              |                       |                         |                      |                       |
| Readiness for Direct Practice   | SW4001             | 30                  | 4            |                       | 30                      | 70                   | 1 and 2               |
| Assessment and Intervention   | SW7001             | 30                  | 7            | 40                    |                         | 60                   | 1                     |
| Human Development and the Social Environment  | SW7002             | 30                  | 7            |                       |                         | 100                  | 1                     |
| Applied Social Work Practice  | SW7003             | 30                  | 7            |                       |                         | 100                  | 2                     |
| Legal, Ethical and Policy Frameworks for Social Work Practice   | SW7004             | 30                  | 7            | 30                    |                         | 70                   | 2                     |
| <b>Readiness for Direct Practice Progression Point</b>  |                    |                     |              |                       |                         |                      |                       |
| <p>Progression to Stage Two modules requires 120 credits at Level 7 including a pass in level 4 module and satisfactory DBS and Occupational Health clearance.</p> <p>Students exiting the programme at this point who have successfully completed 120 credits at level 7 are eligible for the award of Post Graduate (PG) Certificate in Applied Social Care Studies</p>   |                    |                     |              |                       |                         |                      |                       |
| <b><u>STAGE TWO MODULES</u></b>   |                    |                     |              |                       |                         |                      |                       |
| First Placement   | SW5001             | 30                  | 5            |                       |                         | 100                  | Inter -year           |
| <b>Progression Point to proceed to final placement</b>  |                    |                     |              |                       |                         |                      |                       |
| <p>Progression to Stage Three modules requires 150 credits at Level 7 including passes in Level 4 and 5 modules and satisfactory DBS and Occupational Health clearance.</p> <p>Students exiting the programme at this point who have successfully completed 150 credits at level 7 are eligible for the award of Post Graduate Diploma (PG Dip) Applied Social Care Studies</p>   |                    |                     |              |                       |                         |                      |                       |
| <b><u>STAGE THREE MODULES</u></b>   |                    |                     |              |                       |                         |                      |                       |
| Specialist Practice Interest  | SW7005             | 30                  | 7            |                       |                         | 100                  | 1                     |
| Second Placement  | SW6008             | 30                  | 6            |                       |                         | 100                  | 2                     |
| Independent Study: A Capstone Project   | SW7006             | 30                  | 7            |                       |                         | 100                  | 1 and 2               |
| <b><u>FINAL COMPLETION – EXIT</u></b>   |                    |                     |              |                       |                         |                      |                       |
| <ul style="list-style-type: none"> <li>• Master of Social Work requires 180 credits at level 7, and 90 credits practice learning modules (30 L4; 30 L5 and 30 L6)</li> <li>• Students who exit with 180 credits at level 7 but with insufficient passes in practice learning modules are eligible for the award of Master of Arts (MA) in Applied Social Care Studies.</li> <li>• Students who exit with 150 credits at level 7 and 90 credits practice learning modules (30 L4; 30 L5 and 30 L6) only are eligible for the award of Post Graduate Diploma (PG Dip) in Social Work.</li> <li>• Students who exit with 150 credits but with insufficient passes in practice learning modules are eligible for the award of Post Graduate Diploma (PG Dip) Applied Social Care Studies</li> </ul> |                    |                     |              |                       |                         |                      |                       |

| <b>Table 1: Master of Social Work (MSW) Modules</b> |                    |                     |              |                       |                         |                      |                       |
|---|--------------------|---------------------|--------------|-----------------------|-------------------------|----------------------|-----------------------|
| <b>Compulsory module<br/>(All Core)</b>             | <b>Module code</b> | <b>Credit Value</b> | <b>Level</b> | <b>% Written exam</b> | <b>% practical exam</b> | <b>% course-work</b> | <b>Teaching Block</b> |
|   |                    |                     |              |                       |                         |                      |                       |

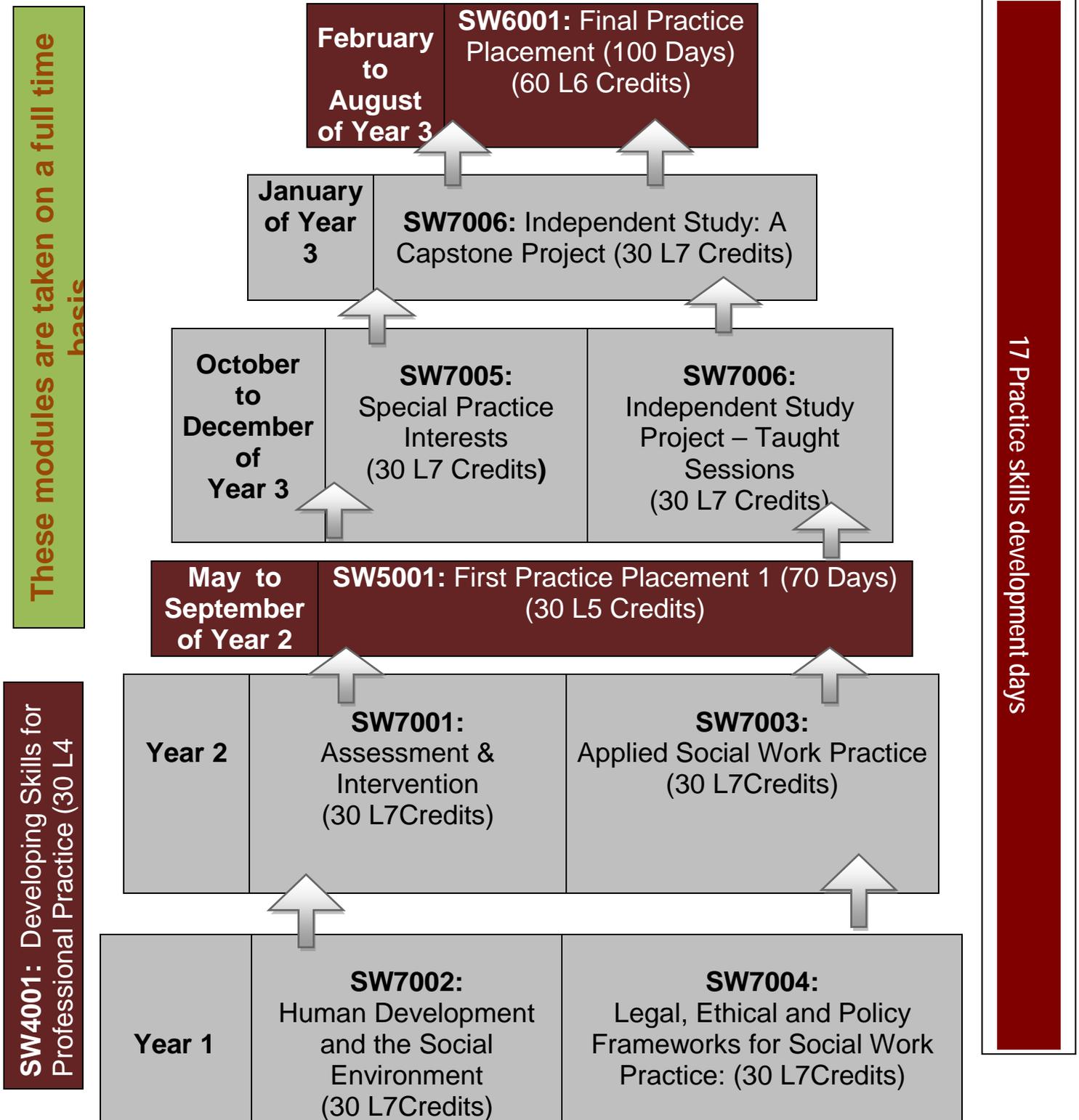
**Table 2: MSW Course Structure – (Full time)**



**KEY:**

|                           |
|---------------------------|
| Academic Modules          |
| Practice Learning Modules |

**Table 3: Part-time MSW Course Structure (Part time)**



**KEY:**

|                           |
|---------------------------|
| Academic Modules          |
| Practice Learning Modules |

## **Principles of Teaching, Learning and Assessment**

**The design of this field** is informed by the following: Kingston University's Curriculum Design Principles (2012); *Led by Learning Strategic Plan* (2011/12-2015/16); sector-wide best practice including the Professional Capabilities Framework for Social Work, the Health and Care Professions Council (Standards of Proficiency for Social Work), 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 promotes 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 (StudySpace) 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 Practice Learning Suite, in workshops and practice settings. Simulations and "try-outs" of different skills in the Practice Learning Suite which 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.

**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. Each module carries a final grade which is made up of the marks for end of module 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; written reports; and literature reviews and an independent study report. Academic staff work collaboratively with partner agency and service user and carer 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). In the final stage of the course, capstone project, students present their findings as a poster to an audience including all MSW cohorts, service user and carer representatives and representatives of employers.

**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 former College of Social Work's Professional Capabilities Framework (PCF) 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**

On this programme, teaching is frontloaded in stage one 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.
- Dedicated tutors support those undertaking the MSW part-time in the first two years of study.
- Former graduates of the programme: 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
- Employers work in partnership with the course. Some employer partners offer competitive internships for which students may apply from the programme
- Email contact with module leaders and the course director
- Service user and carer representatives 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
- Technical support to advise students on IT use of software and data base searching
- Formative assessment throughout each module
- VLE StudySpace – a versatile on-line interactive intranet and learning environment
- School monthly research seminars during the period October to May
- Student staff consultative 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
- Boards of study with student representation
- Annual review and development
- Periodic review undertaken at the subject level
- Student evaluation
- Moderation policies

In this programme the following additional elements contribute to quality enhancement:

- Partnership fora with employers and representatives of service users and carers
- Practice Assessment Panels with representatives of service users and carers and employers meet to review and standardise assessment of all practice related work.
- Health and Care Professions Council review processes

## **H. Employability Statement**

Social work is a protected job title and subject to national registration requirements. There are excellent employment and career progression opportunities for qualified practitioners in the statutory, voluntary and private sectors. Social workers also increasingly work in integrated inter-professional teams in social work / social care, health, education and criminal justice settings. First destinations surveys of recent student cohorts completing social work qualifying programmes at Kingston University show that 85% of graduates move into professional employment or further study on qualification.

Employability skills are embedded throughout the programme and designed in such a way as to enable students to relate the knowledge and skills to the reality of practice. The graduates of this programme are widely recognised as being thoroughly prepared for employment by acquiring many of the qualities that employers recognise as important, such critical analysis, effective communication, confidence and knowledge to respond to practice issues. Students have opportunities to further develop their employability skills by accessing and being supported by the university's specialist KU Talent Service. Students may have the opportunity to apply for internship schemes with partner agencies.

## **I. Approved Variants from the Undergraduate and Postgraduate Regulations**

As the Masters in Social Work/ PG Diploma in Social Work lead to professional registration with the Health and Care Professions Council the following are not available to the Programme Assessment Board.

1. The award of Masters in Social Work or PG Diploma in Social Work by aegrotat
2. Compensation for failure in any element of a programme of study leading to the awards of Masters in Social Work or the PG Diploma in Social Work

## J. Other sources of information that you may wish to consult

- QAA Benchmark Statement for Social Work (2008)  
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-Social-work.aspx>
- HCPC Standards for Education and Training <http://www.hpc-uk.org/aboutregistration/standards/sets/>
- HCPC Standards of Proficiency: Social Workers in England <http://www.hpc-uk.org/publications/standards/index.asp?id=569>
- The Professional Capability Framework. The College of Social Work  
<https://www.basw.co.uk/resource/?id=1137>
- Knowledge and skills for child and family social work  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/338718/140730\\_Knowledge\\_and\\_skills\\_statement\\_final\\_version\\_AS\\_RH\\_Checked.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/338718/140730_Knowledge_and_skills_statement_final_version_AS_RH_Checked.pdf)
- Knowledge and Skills Statement for Social Workers in Adult Services  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/411957/KSS.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/411957/KSS.pdf)

## Development of Programme Learning Outcomes in Modules

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

|                                    |                                      | Level 4    | Level 5    | Level 6    | Level 7    |            |            |            |            |            |     |
|------------------------------------|--------------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-----|
| Module Code                        |                                      | SW400<br>1 | SW500<br>1 | SW600<br>8 | SW700<br>1 | SW700<br>2 | SW700<br>3 | SW700<br>4 | SW700<br>5 | SW700<br>6 |     |
| <b>Programme Learning Outcomes</b> | <b>Knowledge &amp; Understanding</b> | A1         | S/F        | S/F |
|                                    |                                      | A2         | S/F        | S/F |
|                                    |                                      | A3         | S/F        | S/F |
|                                    |                                      | A4         | S/F        | S/F |
|                                    |                                      | A5         | S/F        | S/F |
|                                    |                                      | A6         | S/F        | S/F |
|                                    |                                      | A7         | S/F        | S/F |
|                                    |                                      | A8         | F          | F          | F/S        | F          | F          | F          | F          | F          | F   |
|                                    | <b>Intellectual Skills</b>           | B1         | S/F        | S/F |
|                                    |                                      | B2         | S/F        | S/F |
|                                    |                                      | B3         | S/F        | S/F |
|                                    |                                      | B4         | S/F        | S/F |
|                                    |                                      | B5         | S/F        | S/F |
|                                    |                                      | B6         | S/F        | S/F |
|                                    |                                      | B7         | S/F        | S/F |
|                                    | <b>Practical Skills</b>              | B8         | F          | F          | F/S        | F          | F          | F          | F          | F          | F   |
|                                    |                                      | C1         | S/F        | S/F        | S/F        | F          | F          | F          | F          | S/F        | F   |
|                                    |                                      | C2         | S/F        | S/F        | S/F        | F          | F          | F          | F          | S/F        | F   |
|                                    |                                      | C3         | S/F        | S/F        | S/F        | F          | F          | F          | F          | S/F        | F   |
|                                    |                                      | C4         | S/F        | S/F        | S/F        | F          | F          | F          | F          | S/F        | F   |
|                                    |                                      | C5         | S/F        | S/F        | S/F        | F          | F          | F          | F          | S/F        | F   |
|                                    |                                      | C6         | S/F        | S/F        | S/F        | F          | F          | F          | F          | S/F        | F   |
|                                    |                                      | C7         | S/F        | S/F        | S/F        | F          | F          | F          | F          | S/F        | F   |
|                                    | <b>Self Awareness</b>                | C8         | F          | F          | F/S        | F          | F          | F          | F          | F          | F   |
|                                    |                                      | AK1        | S/F        | S/F        | S/F        | F          | F          | F          | F          | F          | F   |
|                                    |                                      | AK2        | S/F        | S/F        | S/F        | F          | F          | F          | F          | F          | F   |
|                                    |                                      | AK3        | S/F        | S/F        | S/F        | F          | F          | F          | F          | F          | F   |
|                                    |                                      | AK4        | S/F        | S/F        | S/F        | F          | F          | F          | F          | F          | F   |

|  |   |     |     |     |     |     |     |     |     |     |     |
|--|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|  | <b>Communication Skills</b>                     | BK1 | S/F | S/F | S/F | F   | F   | F   | F   | F   | F   |
|  |   | BK2 | S/F | S/F | S/F | F   | F   | F   | F   | F   | F   |
|  |   | BK3 | S/F | S/F | S/F | F   | F   | F   | F   | F   | F   |
|  | <b>Interpersonal Skills</b>                     | CK1 | S/F | S/F | S/F | F   | F   | F   | F   | F   | F   |
|  |   | CK2 | S/F | S/F | S/F | F   | F   | F   | F   | F   | F   |
|  |   | CK3 | S/F | S/F | S/F | F   | F   | F   | F   | F   | F   |
|  |   | CK4 | S/F | S/F | S/F | F   | F   | F   | F   | F   | F   |
|  |   | CK5 | S/F | S/F | S/F | F   | F   | F   | F   | F   | F   |
|  | <b>Research and Information Literacy Skills</b> | DK1 | F   | F   | F   | F   | F   | F   | F   | F   | S/F |
|  |   | DK2 | F   | F   | F   | F   | F   | F   | F   | F   | S/F |
|  |   | DK3 | F   | F   | F   | F   | F   | F   | F   | F   | S/F |
|  |   | DK4 | F   | F   | F   | F   | F   | F   | F   | F   | S/F |
|  |   | DK5 | F   | F   | F   | F   | F   | F   | F   | F   | S/F |
|  | <b>Numeracy Skills</b>                          | EK1 | F   | F   | F   | F   | F   | F   | F   | F   | F   |
|  |   | EK2 | F   | F   | F   | F   | F   | F   | F   | F   | F   |
|  |   | EK3 | F   | F   | F   | F   | F   | F   | F   | F   | F   |
|  |   | EK4 | F   | F   | F   | F   | F   | F   | F   | F   | F   |
|  | <b>Management and Leadership Skills</b>         | FK1 | F   | F   | F   | F   | F   | F   | F   | F   | F   |
|  |   | FK2 | F   | F   | F   | F   | F   | F   | F   | F   | F   |
|  |   | FK3 | F   | F   | F   | F   | F   | F   | F   | F   | F   |
|  |   | FK4 | F   | F   | F   | F   | F   | F   | F   | F   | F   |
| <b>Creative And Problem Solving Skills</b> | GK1   | S/F |     |
|  | GK2   | S/F |     |

**S** indicates where a summative assessment occurs (i.e., one that carries formal marks)  
**F** where formative assessment/feedback occurs

## Indicative Module Assessment Map

This map identifies the elements of assessment for each module.

| Module |   |             |              |             | Coursework 1                  |             |             |      | Coursework 2                  |             |             |      | Examination         |            |             |      |
|--------|---|-------------|--------------|-------------|-------------------------------|-------------|-------------|------|-------------------------------|-------------|-------------|------|---------------------|------------|-------------|------|
| Level  | Module Name   | Module code | Credit value | Core/Option | Type of coursework            | Word Length | Weighting % | S/F* | Type of coursework            | Word Length | Weighting % | S/F* | Written / practical | Duration   | Weighting % | S/F* |
| 4      | Readiness for Direct Practice                                 | SW4001      | 30           | Core        | Essay (Reflective)            | 1500        | 20%         | S    | Skills Workbook               | 2000        | 50%         | S    | Practical           | 15 minutes | 30%         | S    |
| 5      | First Placement   | SW5001      | 30           | Core        | Portfolio                     |             | 100%        | S    |                               |             |             |      |                     |            |             |      |
| 6      | Second Placement  | SW6008      | 30           | Core        | Portfolio                     |             | 100%        | S    |                               |             |             |      |                     |            |             |      |
| 7      | Assessment and Intervention                                   | SW7001      | 30           | Core        | Essay                         | 3000        | 60%         | S    |                               |             |             |      | Written             | 1 hours    | 40%         | S    |
| 7      | Human Development and the Social Environment                  | SW7002      | 30           | Core        | Essay (Reflective commentary) | 3000        | 60%         | S    | Applied Case Study            | 2000        | 40%         | S    |                     |            |             |      |
| 7      | Applied Social Work Practice                                  | SW7003      | 30           | Core        | Essay                         | 3000        | 60%         | S    | Essay (Reflective commentary) | 2000        | 40%         | S    |                     |            |             |      |
| 7      | Legal, Ethical and Policy Frameworks for Social Work Practice | SW7004      | 30           | Core        | Essay based on Case Study     | 4000        | 100%        | S    |                               |             |             |      |                     |            |             |      |
| 7      | Special Practice Interests                                    | SW7005      | 30           | Core        | Portfolio                     |             | 50%         | S    | Poster Presentation           |             | 50%         | S    |                     |            |             |      |

|   |                                       |        |    |      |               |      |     |   |                     |  |     |   |  |  |  |  |
|---|---------------------------------------|--------|----|------|---------------|------|-----|---|---------------------|--|-----|---|--|--|--|--|
| 7 | Independent Study: A Capstone Project | SW7006 | 30 | Core | Study Project | 5000 | 70% | S | Poster Presentation |  | 30% | S |  |  |  |  |
|---|---------------------------------------|--------|----|------|---------------|------|-----|---|---------------------|--|-----|---|--|--|--|--|

## Mapping of the SoPs against the PCF and Knowledge and Skills Statements – MSW

| HCPC Standards of Proficiency | PCF Reference               | Knowledge and Skills Statements |                | SW4001 | SW5001 | SW6008 | SW7001 | SW7002 | SW7003 | SW7004 | SW7005 | SW7006 |
|-------------------------------|-----------------------------|---------------------------------|----------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
|                               |                             | Child and Family                | Adult Services |        |        |        |        |        |        |        |        |        |
| <b>1</b>                      | <b>1.8, 2.1</b>             | <b>1</b>                        | <b>1</b>       | √      | √      | √      | √      |        |        |        |        |        |
| 1.1                           | 1.8, 5.12,                  | 1, 10                           | 1, 7           | √      | √      | √      | √      |        | √      | √      |        |        |
| 1.2                           | 1.5                         | 1                               | 1              | √      | √      | √      |        |        |        |        |        |        |
| 1.3                           | 7.4                         | 5, 6                            | 5, 6           |        | √      | √      | √      |        | √      |        |        |        |
| 1.4                           | 7.10, 6.5                   | 7                               | 7              |        | √      | √      |        |        | √      |        |        |        |
| 1.5                           | 5.7, 7.13                   | 4, 5                            | 3, 5           |        | √      | √      | √      | √      | √      | √      |        |        |
| <b>2</b>                      | <b>2.1; 1.11,</b>           | <b>8, 9</b>                     | <b>7</b>       | √      | √      | √      |        |        |        | √      | √      |        |
| 2.1                           | 2.1, 4.2, 4.3               | 8                               | 3, 4           |        | √      | √      |        |        |        | √      |        |        |
| 2.2                           | 4.2, 4.3,                   | 5                               | 2              | √      | √      | √      |        |        | √      | √      |        |        |
| 2.3                           | 1.11, 7.13                  | 4                               | 3              |        | √      | √      | √      | √      | √      | √      |        |        |
| 2.4                           | 1.11,2.3,7.13               | 7, 9                            | 7, 9           |        | √      | √      |        |        | √      | √      |        |        |
| 2.5                           | 2.3, 2.2                    | 7, 9                            | 7, 9           |        | √      | √      | √      |        |        |        |        |        |
| 2.6                           | 7.11, 8.2                   | 11                              | 8              | √      | √      | √      |        |        |        | √      |        |        |
| 2.7                           | 2.4. 2.3, 2.5,<br>5.12, 4.3 | 9                               | 2, 9           | √      | √      | √      |        |        |        | √      |        |        |
| 2.8                           | 2.4, 3.3, 7.3               | 9                               | 9              | √      | √      | √      | √      |        | √      | √      | √      |        |
| 2.9                           | 3.3, 1.6                    | 7, 9, 11                        | 7, 9           | √      | √      | √      |        |        | √      | √      |        |        |
| 2.10                          | 1.1                         | 9                               | 9              | √      | √      | √      |        |        | √      |        |        |        |
| <b>3</b>                      | <b>1.10; 1.2</b>            | <b>9</b>                        | <b>9</b>       | √      | √      | √      |        |        |        |        |        |        |
| 3.1                           | 1.2, 1.4                    | 9                               | 9              | √      | √      | √      |        |        | √      | √      |        |        |
| 3.2                           | 1.10                        | 10                              | 7              |        | √      | √      |        |        |        |        |        |        |
| 3.3                           | 1.9                         | 10                              | 7              | √      | √      | √      | √      |        |        |        | √      | √      |
| 3.4                           | 1.2; 1.7                    | 9, 11                           | 8, 9           | √      | √      | √      | √      | √      | √      | √      | √      | √      |
| 3.5                           | 1.10                        | 9                               | 9              |        | √      | √      |        |        | √      |        | √      |        |
| <b>4</b>                      | <b>8.2, 6.1, 9.1</b>        | <b>11</b>                       | <b>8, 9</b>    |        | √      | √      |        |        |        |        |        |        |
| 4.1                           | 7.10, 7.4, 7.5.<br>7.6. 6.6 | 5, 7                            | 5, 7           |        | √      | √      | √      | √      | √      | √      | √      |        |
| 4.2                           | 7.6; 6.1; 7.10.<br>6.12     | 5, 7                            | 5, 7           |        | √      | √      | √      |        | √      |        | √      |        |
| 4.3                           | 6.6                         | 7                               | 7              |        | √      | √      | √      |        | √      |        |        |        |
| 4.4                           | 6.2                         | 7                               | 7              |        | √      | √      | √      |        | √      |        |        |        |
| 4.5                           | 7.4, 7.2                    | 7                               | 7              | √      | √      | √      | √      |        | √      |        |        |        |
| <b>5</b>                      | <b>3.1, 4.1, 4.4</b>        | <b>3</b>                        | <b>3</b>       | √      | √      | √      | √      | √      | √      |        | √      |        |
| 5.1                           | 3.1, 4.4                    | 2, 3, 4                         | 3, 4           |        | √      | √      |        |        | √      | √      |        |        |
| 5.2                           | 3.1,                        | 7                               | 7              |        | √      | √      | √      | √      | √      | √      |        |        |
| 5.3                           | 2.3, 2.2                    | 9                               | 9              | √      | √      | √      | √      | √      | √      | √      |        |        |
| 5.4                           | 3.1, 5.5, 3.2               | 2, 3, 4                         | 3, 4           |        | √      | √      | √      | √      | √      |        |        |        |
| <b>6</b>                      | <b>3.2</b>                  | <b>2, 3, 4</b>                  | <b>2, 4</b>    | √      | √      | √      | √      | √      | √      | √      | √      | √      |
| 6.1                           | 4.1                         | 3, 4                            | 2, 4           | √      | √      | √      | √      | √      | √      | √      | √      | √      |
| 6.2                           | 3.2                         | 10                              | 7              |        | √      | √      | √      | √      | √      | √      |        | √      |
| <b>7</b>                      | <b>2.6, 2.5.7.9</b>         | <b>9</b>                        | <b>9</b>       | √      | √      | √      |        |        | √      | √      | √      |        |
| 7.1                           | 2.1, 2.6                    | 9                               | 9              | √      | √      | √      | √      |        | √      | √      |        |        |
| 7.2                           | 2.1, 2.6                    | 3, 4, 9                         | 3, 4, 9        | √      | √      | √      | √      |        | √      | √      |        |        |
| <b>8</b>                      | <b>7.2, 7.2</b>             | <b>5, 7</b>                     | <b>2, 5</b>    | √      | √      | √      |        |        | √      |        |        |        |
| 8.1                           | 7.1                         | 2, 5, 6                         | 2, 5, 6        | √      | √      | √      | √      |        | √      |        |        |        |
| 8.2                           | 7.2                         | 5, 6, 7                         | 5, 6, 9        | √      | √      | √      | √      | √      | √      |        | √      | √      |
| 8.3                           | 2.4, 2.5                    | 5                               | 2, 5           |        | √      | √      | √      | √      | √      | √      |        |        |
| 8.4                           | 7.1, 7.3                    | 5                               | 2              |        | √      | √      | √      |        | √      |        |        |        |
| 8.5                           | 7.1, 7.2, 7.3               | 5, 6                            | 5, 6           |        | √      | √      | √      | √      | √      |        |        |        |
| 8.6                           | 7.1, 7.3                    | 5                               | 2, 5, 6        | √      | √      | √      | √      |        | √      |        |        |        |
| 8.7                           | 4.5                         | 5, 10                           | 5, 7           |        | √      | √      | √      |        | √      |        |        | √      |
| 8.8                           | 1.1                         | 9                               | 9              | √      | √      | √      | √      | √      | √      | √      | √      | √      |

| HCPC Standards of Proficiency | PCF Reference   | Knowledge and Skills Statements    |                           | SW4001 | SW5001 | SW6008 | SW7001 | SW7002 | SW7003 | SW7004 | SW7005 | SW7006 |
|-------------------------------|---|------------------------------------|---------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
|                               |   | Child and Family                   | Adult Services            |        |        |        |        |        |        |        |        |        |
| 8.9                           | 8.7. 8.4  | 8                                  | 8                         |        | √      | √      | √      |        | √      |        | √      |        |
| 8.10                          | 7.3, 5.12   | 2, 5                               | 2, 5                      |        | √      | √      | √      | √      | √      | √      | √      |        |
| 8.11                          | 7.8   | 9, 11                              | 8, 9                      |        | √      | √      |        |        |        |        | √      | √      |
| <b>9</b>                      | <b>7.3, 8.5, 8.7</b>  | <b>1, 9, 10, 11</b>                | <b>1, 7, 8, 9</b>         | √      | √      | √      | √      | √      | √      | √      | √      | √      |
| 9.1                           | 7.3, 1.6, 8.5, 8.7  | 9, 11                              | 8, 9                      | √      | √      | √      | √      |        | √      |        |        |        |
| 9.2                           | 2.4   | 1, 5                               | 1, 2, 5                   | √      | √      | √      | √      |        |        |        |        |        |
| 9.3                           | 2.5, 7.5  | 1, 5                               | 1, 2, 5                   | √      | √      | √      |        |        | √      | √      |        |        |
| 9.4                           | 2.5, 4.5, 5.12  | 8, 11                              | 4, 8                      |        | √      | √      |        |        | √      | √      |        |        |
| 9.5                           | 7.7   | 5                                  | 5                         |        | √      | √      |        |        |        |        | √      |        |
| 9.6                           | 2.4, 8.7, 8.4, 8.5, 9.2   | 11, 9                              | 8, 9                      |        | √      | √      |        |        |        |        | √      |        |
| 9.7                           | 8.6   | 11                                 | 8                         |        | √      | √      | √      |        | √      |        | √      |        |
| 9.8                           | 5.12, 5.7,  | 1, 5, 6,                           | 1, 2, 5                   |        | √      | √      | √      | √      | √      |        |        |        |
| 9.9                           | 7.3. 7.12, 5.7  | 5, 6                               | 5, 6                      |        | √      | √      | √      | √      | √      |        |        |        |
| 9.10                          | 1.6, 5.6  | 5, 6                               | 5, 6                      |        | √      | √      | √      | √      | √      |        |        |        |
| <b>10</b>                     | <b>7.8</b>  | <b>11</b>                          | <b>8</b>                  | √      | √      | √      |        |        |        |        |        |        |
| 10.1                          | 7.8, 10.2,  | 8, 11                              | 3, 4, 8                   | √      | √      | √      |        |        |        | √      |        |        |
| 10.2                          | 7.8   | 8                                  | 8                         | √      | √      | √      |        |        |        | √      |        |        |
| <b>11</b>                     | <b>6, 4, 6.1.</b>   | <b>7</b>                           | <b>7</b>                  |        | √      | √      |        |        | √      |        |        | √      |
| 11.1                          | 6.4,  | 7, 10                              | 7                         |        | √      | √      | √      |        | √      |        |        | √      |
| 11.2                          | 1.3, 6.5  | 7, 10                              | 7                         |        | √      | √      |        |        | √      |        |        |        |
| <b>12</b>                     | <b>5.1, 5.2, 5.10</b>   | <b>9, 10</b>                       | <b>7, 9,</b>              |        | √      | √      | √      |        | √      |        |        |        |
| 12.1                          | 1.3   | 10                                 | 7                         |        | √      | √      |        |        |        |        |        |        |
| 12.2                          | 7.5, 5.1, 8.4   | 7,                                 | 5, 7,                     |        | √      | √      | √      |        | √      |        |        |        |
| 12.3                          | 5.1, 5.2, 8.4   | 7,10                               | 7                         |        | √      | √      |        |        |        |        |        | √      |
| <b>13</b>                     | <b>5.1, 5.8, 5.2</b>  | <b>2, 3, 5, 8, 9</b>               | <b>2, 3, 4</b>            |        |        |        | √      | √      | √      | √      |        | √      |
| 13.1                          | 8.7, 8.5  | 11                                 | 8                         |        | √      | √      | √      |        | √      | √      | √      | √      |
| 13.2                          | 8.3, 8.7. 8.4. 8.2. 8.1   | 11                                 | 8                         |        | √      | √      |        |        | √      |        | √      | √      |
| 13.3                          | 8.1   | 11                                 | 8                         |        |        |        |        |        | √      |        |        |        |
| 13.4                          | 5.1, 5.8, 5.2, 5.9, 5.3, 5.5, 2.1, 4.5, 5.6. 5.7, 4.1, 5.4, 4.2, 5.12 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, | 1, 2, 3, 4, 5, 6, 7, 8, 9 |        | √      | √      | √      | √      | √      | √      | √      | √      |
| <b>14</b>                     | <b>6.2.7.5, 7.6</b>   | <b>5, 9, 10</b>                    | <b>2, 3, 4, 7</b>         |        |        |        | √      | √      | √      | √      |        | √      |
| 14.1                          | 6.2, 6.3  | 7                                  | 7                         |        | √      | √      | √      | √      | √      | √      |        | √      |
| 14.2                          | 7.5,  | 5, 6, 10                           | 5, 6, 7                   |        | √      | √      | √      |        | √      |        |        | √      |
| 14.3                          | 7.6   | 5, 7                               | 2, 5                      |        | √      | √      | √      |        | √      |        |        |        |
| 14.4                          | 7.6   | 2, 3, 5, 7, 8, 9,                  | 2, 3, 4, 5                |        | √      | √      | √      |        | √      |        |        | √      |
| 14.5                          | 5.11  | 10                                 | 7                         |        |        |        |        |        |        |        |        | √      |
| 14.6                          | 5.10, 5.1   | 10                                 | 7                         |        | √      | √      | √      | √      | √      | √      | √      | √      |
| 14.7                          | 7.2   | 11                                 | 8                         | √      | √      | √      | √      | √      | √      | √      | √      | √      |
| 14.8                          | 8.1   | 7                                  | 7                         |        | √      | √      | √      |        | √      |        |        |        |
| <b>15</b>                     | <b>7.12,</b>  | <b>9, 11</b>                       | <b>8, 9</b>               | √      | √      | √      |        |        |        |        |        |        |
| 15.1                          | 7.12  | 9                                  | 9                         | √      | √      | √      |        |        | √      |        |        |        |
| 15.2                          | 8.2, 8.3. 1.11  | 11                                 | 8                         |        | √      | √      |        |        | √      | √      |        |        |
| 15.3                          | 7.12  | 11                                 | 8                         |        | √      | √      |        |        | √      |        |        |        |

**Module Titles**

- SW4001: Readiness for Direct Practice
- SW5001: First Placement (70 Days)
- SW6008: Final Placement (100 days)

- SW7001: Core Skills for Assessment and Intervention
- SW7002: Human Development and the Social Environment
- SW7003: Applied Social Work Practice
- SW7004: Law, Policy and Ethics
- SW7005: Special Practice Interests
- SW7006: Independent Study: A Capstone Project

| <b>Knowledge and Skills (KSS) for Child and Family Social Work</b>                                  |
|---|
| 1. The role of child and family social work   |
| 2. Child development  |
| 3. Adult mental ill-health, substance misuse, domestic violence, physical ill-health and disability |
| 4. Abuse and neglect of children  |
| 5. Effective direct work with children  |
| 6. Child and family assessment  |
| 7. Analysis, decision-making, planning and review   |
| 8. The law and family justice system  |
| 9. Professional ethics  |
| 10. The role of supervision and research  |
| 11. Organisational Context  |
| <b>Knowledge and Skills Statements (KSS) for Social Workers in Adult Services</b>                   |
| 1. The role of social workers working with adults   |
| 2. Person-centred practice  |
| 3. Safeguarding   |
| 4. Mental capacity  |
| 5. Effective assessments and outcome based support planning   |
| 6. Direct work with individuals and families  |
| 7. Supervision, critical reflection and analysis  |
| 8. Organisational context   |
| 9. Professional ethics and leadership   |

## Technical Annex

|  |   |
|--|---|
| <b>Final Award(s):</b>                 | <i>Master of Social Work</i>  |
| <b>Intermediate Award(s):</b>          | <i>PG Diploma in Social Work (Professional qualification)<br/>MA in Applied Social Care Studies<br/>PG Diploma in Applied Social Care Studies<br/>PG Certificate in Applied Social Care Studies</i> |
| <b>Minimum period of registration:</b> | <i>2 years</i>  |
| <b>Maximum period of registration:</b> | <i>4 years (full time route) 5 years (part time route)</i>  |
| <b>FHEQ Level for the Final Award:</b> | <i>Master's Degree</i>  |
| <b>QAA Subject Benchmark:</b>          | <i>With reference to Social Policy and administration and Social Work (undergraduate benchmark statements)</i>  |
| <b>Modes of Delivery:</b>              | <i>Full Time<br/>Part time</i>  |
| <b>Language of Delivery:</b>           | <i>English</i>  |
| <b>Faculty:</b>                        | <i>Health Social Care and Education</i>   |
| <b>School:</b>                         | <i>Social Work</i>  |
| <b>JACS code:</b>                      | <i>L508</i>   |
| <b>UCAS Code:</b>                      | <i>L508</i>   |
| <b>Course Code:</b>                    | <i>KSWKPMA2SWK</i>  |
| <b>Route Code:</b>                     | <i>KFSWK</i>  |