



Faculty of Health, Social Care and Education

School of Social Work and Social Care

Programme Specification

**Title of Course: MA Professional Education and Training
Incorporating PG Certificate in Practice Education**

Date Specification Produced: March 2013

Date Specification Last Revised: July 2017

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

Title:	MA Professional Education and Training
Awarding Institution:	Kingston University
Teaching Institution:	School of Social Work and Social Care Kingston University and St George's University of London
Location:	Kingston Hill, Kingston upon Thames

SECTION2: THE PROGRAMME

A. Programme Introduction

The MA in Professional Education and Training (PET) is a structured continuing professional development pathway for experienced professionals who wish to develop their career in the field of professional education in their professional field and so contribute to an improved quality of service. This well-regarded MA has been provided at Kingston University since 1995. It acts as a springboard for graduates to advance into careers in professional education. It is notable for the achievements of its graduates, many of whom have secured positions such as university lecturers or in strategic level learning development roles in organisations on completion of the programme. A significant number of graduates have progressed to work independently as free-lance professional/practice educators or set up their own training and consultancy businesses. The programme also acts as a basis from which to progress to undertake doctoral studies.

It is expected that those entering the course will have gained substantial professional experience in their specialist area of professional practice and will normally be undertaking or preparing to undertake professional education and training work in this field or contributing to the education of professionals in the sector. The course aspires to enable students to make significant transitions in their professional development. It aims to promote excellence in enhancing learning and development in professional practice in order to raise the quality of services provided for those who use services and their carers. A strong emphasis is placed on developing students' critical appraisal of research evidence, exploring ethical frameworks and the development and demonstration of professional capability at advanced levels. "Research mindedness", awareness of international perspectives and the achievement of high professional and academic standards are hallmarks of the programme. The programme encourages the development of knowledge, skills, insights and attitudes that will allow graduate educators and trainers to contribute to development and improvement of professional practice.

The course aims to be relevant to the professional and career development needs of educators and trainers and their employers (if employed), seeing professional development of educators and trainers as being linked to the development of the workforce. The course is developed, delivered and managed in partnership with local and regional employers and representatives of people who use social work services and carers.

Whilst the course aims to be accessible and relevant to a range of professional educators working in human services settings, normally the majority of those taking this programme are registered social workers. The course is designed to support the achievement of professional capability as a professional educator at Advanced Level and the development of professional capability at strategic level (PCF, BASW). The course welcomes applications from professionals working in social work and social care, justice, education and health sectors and appropriately qualified users of social work and social care services and carers, who contribute to social work education and training. This course is suitable for professionals undertaking the following roles in the sector:

- Practice education, mentoring, supervision and assessment of students, practitioners and senior practitioners
- Professional training and development in the work environment
- Managing the contribution of other people in the learning and assessment processes and systematically working with groups or cohorts of learners
- Contributing to professional teaching and learning in universities and colleges
- Coordinating or managing work-based learning and assessment support systems, placements, delivering and quality-assuring training programmes, across teams, within departments and between organisations and universities or colleges
- Responding to professional development needs that emerge from audit, analysis and serious case reviews locally and nationally, planning and implementing learning, development and change across organisations

The course is flexible, modular, and supports accreditation of prior learning (credit accumulation and transfer) and student choice in order to enable students to tailor a personally and professionally relevant programme of study. Modules from the programme can be taken as free-standing short courses which can be credit accumulated towards an MA, Post Graduate Diploma or Certificate should a participant decide to join the programme at a later date.

B. Aims of the Programme

The overall aim of the MA in Professional Education and Training is to improve the standard of professional practice in social work, social care, justice and related fields. Service users and carers identify the quality and robustness of frontline workers' education and training to be critical in the quality of service provision. This is a view echoed by employers. The overarching aim of the programme is to provide a professionally relevant academic programme of study in which to meet professional education and training requirements in a supportive learning environment, within a flexible and modular structure

The specific aims of MA in Professional Education and Training are:

1. To promote excellence in professional education in social work and related settings by providing flexible programmes whereby professional educators can select and tailor pathways best suited to meet their professional practice standards, requirements and aspirations and critique and develop their practice through the use of appropriate theory and the development of their worldview.

2. To provide the opportunity for reflection and review of the students' own professional practice and values, in order to develop their intellectual, critical and imaginative powers, their understanding and their judgement.
3. To provide opportunities for developing a shared understanding, analysis and critical appraisal of the changing contexts, demands, and requirements of professional practice environments created by social, economic, political, legal and technological developments, in order to inform and influence education and training provision.
4. To engender a critical and reflective approach to professional ethics and enhance students' ability to respond positively to ethical dilemmas which may arise in professional education and practice, integrating the views and expertise of users of services and carers, and promoting inclusion and empowerment.
5. To develop effective leadership skills in order that students have the ability to meet the challenge of designing, implementing and managing complex learning development change processes, including those involving other professions and agencies, and new ways of working.
6. To promote effective collaboration, team work and inter-professional practice alongside personal responsibility, independent learning, critical reflection and analysis in accordance with the expectations of professional practice.
7. To develop in-depth knowledge, skills, values and capability relevant to Professional Education and Training, enhancing learning and evaluating outcomes for themselves and others.
8. To stimulate continued learning and study in accordance with continuing professional development and lifelong learning principles and to promote 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.
9. To deepen students' powers of research, analysis and creativity so that they develop a systematic and in-depth approach to knowledge and theory and a critical awareness of current professional practice issues and are able to develop critiques of theory and practice and synthesise, developing new insights, and thus are better able to take a pro-active, self-evaluative and reflective approach in their careers and contribute strategically to an improved quality of professional service.
10. To enable students to gain a comprehensive conceptual understanding of techniques applicable to their own research or advanced scholarship and techniques for learning independently that will allow them to manage and complete a research study which has the potential to promote learning, development, improvement and innovation in professional education and training.

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

At PG Diploma level, it is expected that aims 1-8 will be met.

At PG Certificate, it is expected that aims 1-6 will be met. At PG Certificate level, the programme aims:

- To develop students' existing intellectual powers, understanding and judgement so that they start to develop a systematic approach to knowledge and a critical awareness of current professional/practice education and begin to develop critiques of theory and practice and synthesise, thus better enabling them to take a pro-active, self-evaluative and reflective approach in their professional education practice and contribute to an improved quality of professional service.

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 A1-4, B1-4 and C1-2 will be met.

At **PG Certificate**, it is expected that outcomes A 1-3, B1-3 and C1 will be met.

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual skills		Subject Practical skills
	On completion of the course students will be able to demonstrate comprehensive, systematic and extensive knowledge and critical understanding of:		On completion of the course students will be able to:		On completion of the course students will be able to:
A1	<i>Professional, legislative, policy and organisational frameworks for professional education and training</i>	B1	Critically analyse and appraise both primary and secondary sources; critically evaluate 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	Plan, implement and evaluate professional education and training programmes and professional development in the professional work settings in collaboration with a range of stakeholders
A2	<i>Theories and research in relation to pedagogy and adult learning and assessment relevant to their professional roles in professional education and training</i>	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 how that may enhance ethical practice	C2	Select, apply and evaluate a wide range of pedagogic methods, learning and development approaches and assessment methods in professional education and training practice with learners and propose improvements to develop learning programmes and assessment practice
A3	<i>Values and ethics for professional education and training (including moral concepts, rights, ethical dilemmas, the pursuit of social justice, ethics, power, authority and decision making, taking action to address and alleviate emerging issues, and working pro-actively with others to achieve positive outcomes).</i>	B3	Reflect critically on their practice, evidencing ability to link theory to practice, to consider alternative interpretations and propose solutions	C3	Design and conduct a research project to investigate a chosen aspect of professional education and training, using a range of research methods ;
A4	<i>The management and leadership of Professional Education and Training</i>	B4	Demonstrate the ability to be	C4	Prepare and deliver a formal

	<i>professional education and training, including the creative development of flexible solutions, infrastructure and support systems for delivering workplace learning, development and assessment and fostering a culture of talent identification and development.</i>		independent, autonomous learners and solve complex problems and to work effectively in inter-professional environments		presentation on the findings of their research project and report on and their findings in article form.
A5	<i>Research concepts, methodology and data analysis techniques and demonstrate, through an independent study project, the achievement of knowledge and understanding outcomes of the course in relation to a topic area of each student's own choice</i>	B5	Plan, conduct and report on an individual research project	C5	Maintain and develop a professional development plan to develop their practice in professional education and training
Key Skills					
	Self Awareness Skills		Communication Skills		Interpersonal Skills
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
	Research and information Literacy Skills		Numeracy Skills		Management & Leadership Skills
DK1	Search for and select relevant sources of information	EK1	Collect data from primary and secondary sources and use	FK1	Determine the scope of a task (or project)

			appropriate methods to manipulate and analyse this data		
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				
	Creativity and Problem Solving Skills				
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				
Teaching/learning methods and strategies					
The range of learning and teaching strategies includes: formal lectures, group work exercises, seminars and workshops, tutorials, simulations, skills laboratory sessions in the practice learning skills centre, skills practice and “try outs”, e- learning activities including discussion boards and extensive use of the VLE, and professional practice experience of educating, training, mentoring, supervising and assessing in professional practice settings					
Assessment strategies					
The assessment strategies employed in the field include the following: reflective analysis of practice, essays, portfolio, oral presentations, reports, assessment of education and training practice in field settings and a research project.					

D. Entry Requirements

The minimum entry qualifications for the field are:

- A first or second class honours degree (BA (Hons)/ BSc (Hons), or Postgraduate Diploma in a relevant subject to the course and a relevant professional qualification
Or
- A professional qualification in Social Work *or* related profession, and substantial current or recent experience in a relevant setting for the course. “Substantial” experience may be considered in the light of the applicant’s qualitative rather than quantitative experience. Students are expected to show academic potential to study at Master’s level.
- A minimum IELTS or equivalent of 7 is required for those for whom English is not a first language.
- All applicants must normally be working in settings which will allow them to undertake the practice elements of the programme.
- Applicants are normally expected to be registered with their professional body. Unregistered professionals may be required to undertake a Home Office Disclosure and Barring Service Check before undertaking modules with professional practice components.

In exceptional circumstances, at the discretion of the Programme Director, applicants lacking in one of the above requirements may be permitted to join the programme provided that they demonstrate the capacity to complete the course successfully, as evidenced by professional references, examples of previous academic work or personal interview. Such applicants may be registered as module students in the first instance for the first module of their programme. Students joining the programme having completed the ASYE level successfully may make an application for 15 Level 6 general credits.

Admission with Advanced Standing (RPL/RPEL): Applicants offering prior qualifications and learning may be exempted from appropriate parts of a course in accordance with Kingston University’s mechanisms and policies for the assessment of prior learning.

All applicants for the programme are asked to attend an interview to explore their career aspirations and to obtain further information about the programme to assist in deciding whether this course will meet their needs. It is normally possible for applicants to meet a graduate of the programme at this stage. Excellent relationships exist with local employers who may sponsor students on certain programme modules. In this case, employers may form part of the selection process.

E. Programme Structure

This programme is offered in a part-time mode, and leads to the award of MA in Professional Education and Training. Entry is normally at level 7 with a BA Honours degree or equivalent qualifications. Intake is normally each semester. As this is a continuing professional development programme, students may elect to register for modules only and build up credit as they progress in their career.

E1. Professional and Statutory Regulatory Bodies

This programme is designed to support the continuing professional development of social workers and support their career progression as professional social work educators within the Professional Capabilities Framework for Social Work (BASW) at “experienced” and “advanced” levels. It provides a springboard to practice as a professional social work educator at strategic level. The course enables students completing a practice educator pathway to meet in full the requirements of the Practice Educator Professional Standards

(2012, TCSW). For PG Diploma a student must complete 60 credits and for the MA 180 credits. Students who successfully complete SW7010 and SW7011 only are eligible for a PG Certificate in Practice Education (Social Work)

E2. Work-based learning

Several modules require assessment of practice. Students are normally in employment or self-employment. It is the responsibility of individual students to source and secure practice experience and settings in which to meet the learning outcomes of their programme of study. This allows students to reflect upon their own personal experience of professional education in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts, to evaluate the relationship between theory and practice, and to develop innovative pedagogic approaches.

E3. Outline Programme Structure

The programme is delivered at level 7. The structure is shown in the following tables. In order to exit with PG Certificate the students must complete two modules, each worth 30 credit points. The programme is designed to support continuing professional development in professional education and training and enables students to select modules which support their career aspirations and work role. Students are permitted to select four programme modules from a choice of eight modules to reach postgraduate diploma stage. Students must complete the SW7016 Research project to gain the MA. All students will be provided with the University regulations. Full details of each module are provided in module descriptors and student module guides.

Table 1: MA Professional Education and Training Modules							
	Module code	Credit Value	Level	% Written exam	% practical exam	% course-work	Teaching Block
Enhancing Knowledge and Skills For Children And Families Social Work	SW7032	15	7	25%		75%	1 and 2
Enhancing Knowledge and Skills for Social Worker with Adults	SW7033	15	7	25%		75%	1 and 2
Practice Education Stage One	SW7010	30	7			100%	1 and 2
Practice Education Stage Two	SW7011	30	7			100%	1 and 2
Planning and Delivery of Training	SW7012	30	7			100%	1 and 2
Supervision of Professional Practice	SW7013	30	7			100%	2
Mentoring, Coaching and Advanced Assessment of Professional Practice	SW7014	30	7			100%	1 and 2
Independent Work-based learning project	SW7025	30	7			100%	1 and 2
Leading and Managing People in Social Work Practice	SW7030	30	7			100%	1 and 2
Leading and Managing in Social Work and Social Care Organisations	SW7031	30	7			100%	1 and 2
Final Research Project	SW7016	60	7			100%	1 and 2

Required for MA level							
Students exiting the programme with 60 credits are eligible for the award of Post Graduate Certificate							
Students exiting the programme with 120 credits are eligible for the award of Post Graduate Diploma							

Table 2: A Professional Education and Training Course Structure	
PET Approved Module (30 Level 7 Credits) Or 2 15 credit modules	PET Approved Module (30 Level 7 Credits)
PET Approved Module (30 Level 7 Credits)	PET Approved Module (30 Level 7 Credits)
Research project (60 Level 7 Credits)	

F. Principles of Teaching Learning and Assessment

The design of this field is informed by the Kingston University's Curriculum Design Principles (2012) *Led by Learning* Strategic Plan (2011/12-2015/16), by sector-wide best practice and by 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 content reflects the diversity of backgrounds, experiences and aspirations within this professional group and learning and teaching strategies (see below) take account of the fact that students on the programme are most likely to be engaged in full- or part-time employment. Though students have choice in their selection of modules and focus, the curriculum is designed to provide students with holistic and developmental learning opportunities to gain progressively the skills, behaviours and attributes of successful professional educators and trainers and to achieve the programme level learning outcomes within their chosen areas of specialism in professional education and training. Academic skills at this level are developed incrementally with a research strand embedded in all modules. In addition, there are specific opportunities to acquire and apply research skills prior to engagement in the research project during the latter stages of the programme. The programme promotes independent learning and thinking, creativity and innovation and learning from critically reflective practice. Personalised tutorial support is a feature of the programme, both face-to-face and through the use of email and the VLE. Students are also introduced to past students to offer informal support and career guidance.

The learning and teaching strategy recognises that experienced practitioners 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. The course aims to promote full student participation in learning experiences which develops their knowledge, skills and appraisal of best practice in pedagogy and stimulate them to innovate and develop creative responses to help others learn. 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 to expand their repertoire of teaching and learning methods. Students are also encouraged to share methodologies and approaches they have developed in their practice in professional education and to experiment in using different approaches. Other methods include simulations and "try-outs" of different teaching and learning strategies and skills development work 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 pedagogic practice. 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.

The overall assessment regime mirrors this approach to learning and teaching by identifying strategies that are related to learning content and process and the course is designed to help students demonstrate that they have met the learning outcomes of 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 field handbook/module guides. Assessment methods include portfolios, design of work products, and reflective analyses of practice, individual and group presentations, essays; written reports; literature reviews and a project report. In the final stage of the course, research project, students present their findings as a conference presentation (normally the School of Social Work and Social Care Annual Conference or similar event) to an audience including students, service user and carer representatives and representatives of employers and produce an article suitable for publication to a wider audience

Assessment of Practice. Students are expected to be able to develop and apply their learning in practice contexts. Professional education and training practice in the work environment is a feature of six of the choice of eight PET approved modules (up to PG Diploma stage), meaning that all students will have this experience as part of their programme of study. Students' professional education and training practice is assessed in their work environment as part of module learning by module leaders and trained and suitably qualified assessors.

G. Support for Students and their Learning

Students are supported by:

- Individual tutorials with a personal tutor are provided at least twice per year to assist them in planning their programme of study, consider career development options and support them in developing and achieving their personal and professional development plans
- Email contact with module leaders and the course director
- Fellow students and graduates of the programme
- Employers who work in partnership with the programme
- Service user and carer representatives working with the programme
- Information advisors in the Learning Resource Centre, who offer individual help sessions for students
- Professional Support Staff and the Faculty Post Graduate Office
- Former graduates of the programme: Students are networked with former graduates and this often provides students with support in accessing practice opportunities and career guidance.
- 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
- Subject specific supervisors

- Monthly research seminars
- 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>

H. 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, employer and service user and carer representation
- Annual review and development
- Periodic review undertaken at the subject level
- Student evaluation
- Moderation policies

In this programme:

- Practice Assessment Panels with representatives of service users and carers and employers meet to review and standardise assessment of all practice related work.

I. Employability Statement

The programme aims to assist students in making transitions to employment as professional educators and trainers. During the period on the programme, students have many opportunities to gain experience in the field and course staff can provide students with many opportunities to gain further experience by contributing to social work education and training programmes at qualifying and post-qualifying levels at Kingston and St George's. Individual tutorials are used to support personal and professional development planning and to explore career options.

This programme has a strong reputation with local and regional employers many of whom advise the course director of suitable employment vacancies.

A recent outcomes evaluation found that the majority of graduates had advanced their careers significantly on completion of the MA. Recent graduates are employed as lecturers in most social work departments and schools offering social work in the London and South East region. A number of recent students have progressed to undertake the Professional Doctorate (RHUL/ KU) and a PhD (KU). Others have gained training and development jobs in local, regional and national agencies. A number of recent graduates have published articles and text books developed from their studies on this programme.

J. Approved Variants from the PCF

None

K. Other sources of information that you may wish to consult

HCPC standards: <http://www.hpc-uk.org/aboutregistration/standards/cpd/>
 Professional Capabilities Framework for Social Work:
<https://www.basw.co.uk/resource/?id=1137>

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. It includes both core and option modules.

Module Code All modules at Level 7			SW7010	SW7011	SW7012	SW7013	SW7014	SW7030	SW7031	SW7023	SW7033/3	SW7016	
Programme Learning Outcomes	Knowledge & Understanding	A1	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	
		A2	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	
		A3	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	
		A4	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	
		A5										F/S	
	Intellectual Skills	B1	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
		B2	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
		B3	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
		B4	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
		B5										F/S	
	Practical Skills	C1	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S			
		C2	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
		C3			F						F	F	F/S
		C4					F						F/S
		C5	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
	Self Awareness	AK1	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
		AK2	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
		AK3	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
		AK4	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
	Communication Skills	BK1	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
BK2		F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	
BK3		F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	
Interpersonal Skills	CK1	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	
	CK2	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	
	CK3	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	
	CK4	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	

	Module Code All modules at Level 7		SW7010	SW7011	SW7012	SW7013	SW7014	SW7030	SW7031	SW7023	SW7033/3	SW7016
			CK5	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
Research and Information Literacy Skills	DK1	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
	DK2	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
	DK3	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
	DK4	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
		DK4	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
Numeracy Skills	EK1			F			F/S					F/S
	EK2			F			F/S					F/S
	EK3			F			F/S					F/S
	EK4			F		F	F/S					F/S
Management and Leadership Skills	FK1	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
	FK2	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
	FK3	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
	FK4	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
Creative and Problem Solving Skills	GK1	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
	GK2	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S

S indicates where a summative assessment occurs.

F where formative assessment/feedback occurs.

Indicative Module Assessment Map

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*
7	Enhancing Knowledge and Skills For Children And Families Social Work	SW703 2	15	O					Scenario analysis	2000	75%	S	Open book on line test	n/a	25	S
7	Enhancing Knowledge and Skills for Social Work with Adults	SW703 3	15	O					Scenario analysis	2000	75%	S	Open book on line test	n/a	25	S
7	Practice Education Stage 1	SW701 0	30	O	Portfolio	n/a	100%	S								
7	Practice Education Stage 2	SW701 1	30	O	Portfolio	n/a	100%	S								
7	Planning and Delivery of Training	SW701 2	30	O	Reflective Report	2000	40%	S	Training Manual		60%	S	Delivery of training events			F
7	Supervision of Professional Practice	SW701 3	30	O	DVD practice	n/a	40%	S	Practice Analysis	3000	60	S				
7	Mentoring, Coaching and Advanced Assessment	SW701 4	30	O	A report and portfolio of evidence of practice	3000	80%	s					Presentati on		20%	S
7	Leading and Managing People in Social Work Practice	SW703 0	30	O	Written account	4000	100%	S								
7	Leading and Managing in Social Work and Social Care Organisations	SW703 1	30	O	Written Report	3000	100%	S					Individual Presentati on			
7	Workbased Learning Project	SW702 5	30	O	Negotiated study		100%	S								
7	Research Project	SW701 6	60	C for MA	Paper for publication	5000	60%	S	Ethics Proposal			F	Individual Presentati on		40%	S

Technical Annex

Final Award(s):	MA Professional Education and Training PG Dip Professional Education and Training PG Cert Professional Education and Training PG Cert Practice Education (Social Work)			
Intermediate Award(s):	PG Dip Professional Education and Training PG Cert Professional Education and Training PG Cert Practice Education (Social Work)			
Minimum period of registration:	1 year			
Maximum period of registration:	3 years			
FHEQ Level for the Final Award:	7			
QAA Subject Benchmark:	Social Work			
Modes of Delivery:	Part time			
Language of Delivery:	English			
Faculty:	Health, Social Care and Education			
School:	Social Work			
JACS code:	L 500			
UCAS Code:	n/a			
Course Title	MAS Code	Course Code	Seq.	Route Code
MA Professional Education & Training	JAN START = PMAP1CCPEDTR	KSWKPMA6PPET	0001	KPPET
6 yr part time, intakes Sept and Jan	SEPT START = PMAP1AAPEDTR		0001	
PG Certificate Professional Education & Training	SEPT = PCCP1AAPEDTG	KSWKPPC3PDT G	0001	KPPET
3yr part time, intakes Sept and Jan.	JAN = PCCP1CCPEDTG		0001	
PG Certificate Practice Education (Social Work)	SEPT = PCCP1AAPESWK	KSWKPPC3PSW K	0001	KPPES
3yr part time, intakes Sept and Jan.	JAN = PCCP1CCPESWK		0001	
PG Diploma Professional Education & Training	SEPT = PCDP1AAPEDTG	KSWKPCD4PDT G	0001	KPPET
4yr part time, intakes Sept and Jan.	JAN = PCDP1CCPEDTG		0001	