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**Faculty of Health, Social Care and Education**

**Department of Social Work and Social Care**

**Programme Specification**

**Title of Course: MA Advanced Social Work**

**Date Specification Produced: February 2013**

**Date Specification Last Revised: 21st August 2020**

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**

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| **Title:** |  |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Department of Social Work and Social Care, Kingston University, and St George’s University of London |
| **Location:** | Kingston Hill |

**SECTION 2: THE PROGRAMME**

1. **Programme Introduction**

The MA in Advanced Social Work offers a structured professional development pathway to assist qualified social workers in meeting capabilities and standards of practice that are consistent with the role of experienced and advanced practitioners. It incorporates important recent changes in social work education and professional regulation, such as the introduction of the Professional Capabilities Framework for Social Work (PCF) and professional standards set by Social Work England and the Chief Social Workers’ Knowledge and Skills Statements.

The programme seeks to support students in pursuing personal and career ambitions, including research and scholarship potentially leading to doctoral studies, drawing on the established academic standing and expanding research profile of the Department of Social Work and Social Care. “Research mindedness”, awareness of international perspectives, achievement of high academic and professional practice standards are hallmarks of the programme.

The underlying philosophy at the heart of the programme is the conviction, born out of extensive experience of delivering post-qualifying programmes, that busy practitioners working in stressful conditions benefit from structured spaces for critical reflection within a well resourced and research- informed learning community. Postgraduate post-qualifying education can motivate, energise and inspire student colleagues to make significant improvements in the quality of social work services, through changes in their own and others’ day to day practice as well as in broader strategic thinking. The programme is designed to enable social workers to take relevant modules at different stages in their career and progress incrementally to gain a post graduate certificate, post graduate diploma or a Master of Arts degree

The course has been designed and will be managed in consultation with local and regional employers, partner agencies, people with lived experience representatives and students. These arrangements will help to ensure that the programme is relevant to current and future service requirements and complements the range of other development opportunities available to social workers (including in-house training and personal career planning).

The generic scheme will allow students to construct a programme of study suitable to their own professional profile and areas of developing expertise, while benefiting from exchange with practitioners occupying other specialist roles. This feature will enable participants to gain a broader perspective on contemporary social work and promote connectivity across service areas.

Whilst tailored to the requirements of professional social work, the programme will draw on inter-professional and multi-disciplinary perspectives, consistent with policy and practice strategies for integrated service delivery. Social work is increasingly practiced within the context of multi-professional teams and the programme will draw on a range of models for service delivery both nationally and internationally. As previously, there will be joint inputs linked to multi-disciplinary and multi-professional work taking place within the Faculty.

There is a clear expectation in the field that experienced social workers will contribute to the learning of other colleagues within and beyond their organisations. This expectation is given formal recognition in post qualifying programmes through the existence of a shared suite of modules across the two postgraduate pathways, namely, the PG Cert Practice Education and the MA in Advanced Social Work. Students will be able to combine modules, for example, in specialist practice and research, coaching and mentoring, and professional education.

This adaptable scheme is attuned to the vision of the Professional Capabilities Framework for Social Workers (PCF) which anticipates that experienced social workers can pursue multiple routes to progression including Advanced Practitioner, Professional Educator and Social Work Manager. The reality is that many students straddle these roles as an effective means of contributing to service improvement.

The programme is flexible, modular, supports accreditation of prior learning (credit accumulation and transfer) and enables students to tailor a programme of study that is suitable to their personal and professional needs. Modules can be taken as free-standing short courses. Credit gained from participation in short courses may also be carried forward into study for one of the programme awards (MA, Post Graduate Diploma, Post Graduate Certificate), should a participant decide to join the programme at a later date.

1. **Aims of the Programme**

The overarching aim of the MA in Advanced Social Work is to enable students to improve standards of professional service in social work through a structured programme of academic study that meets both the requirements of contemporary practice and students’ goals and aspirations.

**The specific aims of the MA in Advanced Social Work are:**

1. To promote excellence in professional practice in social work by providing imaginative, high quality learning opportunities which stimulate and support students to achieve excellence in their field;
2. To enable students to achieve the requirements for professional capability and continuing professional development consistent with experienced and advanced social work;

1. To engender among students a critical and reflective approach to professional practice, which is informed by research and scholarship, including the expertise of people who are affected by social work services;
2. To promote collaborative learning and the acquisition of skills in supporting the professional development of others, through mentoring, supervision and management;
3. To facilitate the acquisition of knowledge, values, skills and capability in complex and specialist areas of practice appropriate to experienced and advanced social workers;

1. To facilitate the development of skills in effective leadership and decision making, through individual initiative and teamwork;
2. To enhance students’ skills of critical enquiry and to support the delivery of creative and original research and scholarship in the field of social work and related areas of practice.

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

At PG Diploma, it is expected that aims 1-6 will be met.

At the level of PG Certificate in Professional Development, it is expected that aims 1-6 will be met.

In addition, at the PG Diploma and PG Certificate levels, the programme aims:

To enhance students’ skills of critical enquiry and to support scholarship in the field of social work and related areas of practice.

1. **Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the areas listed (see table below). 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 (2018), and relate to the typical student.

**At Masters level**, it is expected that all of the listed outcomes will be met in full.

At **PG Diploma** **level**, it is expected that outcomes A1-4, B1-4 and C 1-2 will be met

At the level of **PG Certificate in Professional Development,** it is expected that outcomes A 1-3. B1-3 and C1 will be met.

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| **Programme Learning Outcomes** |
|  | **Knowledge and Understanding**On completion of the course students will be able to demonstrate comprehensive, systematic and extensive knowledge and critical understanding of: |  | **Intellectual skills:**On completion of the course students will be able to: |  | **Subject Practical skills** On completion of the course students will be able to: |
| A1 | *Professional, legal, policy and organisational frameworks* for Advanced Social Work  | B1 | Critically analyse and appraise both primary and secondary sources; evaluate critically current research and advanced scholarship in social work, evaluate methodologies and develop critiques of them and, where appropriate, challenge existing value positions and assumptions and propose new hypotheses | C1 | Assess, plan, implement and review social work interventions effectively in complex cases, informed by relevant research and critical analysis.  |
| A2 | *Theories and research in* the social and human sciences relevant to professional roles and responsibilities in complex and specialist social work assessment and intervention, including evidence from the perspectives of people who access services | 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 | Demonstrate skills in supporting the learning and professional development of peers and colleagues, including the use of presentational skills.  |
| A3 | *Values and ethics for Advanced Social Work* (including moral concepts, rights, ethical dilemmas, the pursuit of social justice, ethics, power, authority and decision making)  | 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 topic related to social work, using a range of research methods; |
| A4 | *Leadership, management and promotion of innovative social work practice,* including the judgements about the allocation of limited resources, project management, strategic planning and creative approaches to problem solving at individual, team and organisational levels.  | B4 | Demonstrate the ability to be independent, autonomous learners and solve complex problems | C4 | Prepare and deliver a formal presentation on the findings of their research project and report on and their findings in article form. |
| A5 | *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 | B5 | Plan, conduct and report on an individual research project; | C5 | Maintain and develop a professional development plan to develop their practice in advanced social work  |
| **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 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 |  |  |  |  |
|  | **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, synchronous and asynchronous online learning and other e-learning activities including discussion boards and extensive use of the VLE, and professional practice experience of social work assessments and interventions, peer support, mentoring and supervising in professional practice settings.  |
|  |   |
| **Assessment strategies** |
| The assessment strategies employed in the Field include the following: reflective analysis of practice, essays, practice portfolio, individual and group oral presentations reports, assessment of social work practice in field settings, and a research project.  |
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1. **Entry Requirements**

The minimum entry qualifications for the programme are:

• A professional qualification in Social Work 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 applying for the Postgraduate Certificate, Diploma or MA are expected to show academic potential to study at Master’s level. Students holding other professional qualifications can access modules as free-standing modules as appropriate to their professional roles.

• 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 who are not able to meet the academic entry 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 will be registered as module students in the first instance for the first module of their programme.

**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 recognition and assessment of prior learning.

1. **Programme Structure**

This programme is offered in a part-time mode and leads to the award of MA in Advanced Social Work. Intake is normally each semester. As this programme provides a continuing professional development route, students may elect to register for modules only and build up credit as they progress in their career.

**E1. Professional and Statutory Regulatory Bodies**

* Social Work England (SWE) – Professional Standards.
* This programme is designed to support the continuing professional development of social workers and support their career progression within the Professional Capabilities Framework for Social Work (BASW) at “experienced” and “advanced” levels. It provides a springboard for moving into the roles of Advanced Social Work Practitioner, Professional Social Work Educator and Strategic Social Work Manager (2010, TCSW and currently held by the British Association of Social Workers, BASW). The course enables students completing the two practice educator modules to meet in full the requirements of the Practice Educator Professional Standards (2018, BASW).
* With reference to the Best Interests Assessor training module, Kingston University was approved by the GSCC as an AMHP provider. Approval for this programme moved to the College of Social Work which subsequently closed in 2015. Currently the Department of Health is responsible for the approval of BIA training courses on a temporary measure until a new regulator is established. The School of Social Work and Social Care is not currently providing an AMHP programme, though it is planned to seek re-approval to provide this programme in 2021/22. The Best Interests Assessor training is provided within the Safeguarding Adults pathway on this programme.

**E2. Work-based learning, including sandwich programmes**

Several modules require reflective analysis and assessment of current practice. Students are normally in employment and often supported by their employers to engage in the programme. 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.

**E3. Outline Programme Structure**

The programme is delivered at level 7 (leading to the Post Graduate Certificate and Diploma in Post-Qualifying Professional Development and the MA in Advanced Social Work). The structure is indicated in the following tables.

Increasingly, there is an expectation that post-qualifying studies in social work will be pursued at level 7. Students may exit the Advanced Social Work Programme at one of three levels. In order to exit with PG Certificate, students should normally complete two modules each worth 30 credit points at Level 7. However, in order to facilitate entry onto the programme and to assist in the transition from qualifying studies at level 6 and post-qualifying studies at level 7, the postgraduate scheme allows students to carry forward 15 credits at level 6 gained from completion of Assessed and Supported Year in Employment (ASYE).

The programme is designed to support continuing professional development in social work and enables students to select modules which support their career aspirations and work role. Students are permitted to select four programme modules to reach postgraduate diploma stage. Students must complete the SW7016 Capstone 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.

In order to be eligible for a PG Certificate a student must complete 60 credits. For a post graduate diploma 120 credits are required. To gain the MA (180 credits) students must complete a final research project.

T**able 1: MA Advanced Social Work Modules**

| **Level 7** |
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| **Module title** | **Module code** | **Credit Value** | **Level**  | **Written exam %** | **practical exam %** | **coursework %** | **Teaching Block** |
| Practice Education Stage One | SW7010 | 30 | 7 |  |  | 100% | 1 and 2 |
| Practice Education Stage Two | SW7011 | 30 | 7 |  |  | 100% | 1 and 2 |
| Individual Work-Based Learning Project | SW7025 | 30 | 7 |  |  | 100% | 1 and 2 |
| Best Interest Assessor  | SW7035 | 30 | 7 |  |  | 100% | 1 and 2 |
| Safeguarding Adults at Risk | SW7036 | 15 | 7 |  |  | 100% | 1 and 2 |
| Applying the Vanguard Method to People Centred Services | SW7037 | 30 | 7 |  |  | 100% | 1 and 2 |
| Coaching and Mentoring in Professional Practice | SW7044 | 30 | 7 |  |  | 100% | 1 and 2 |
| Final Research Project ***Required for MA level*** | SW7016 | 60 | 7 |  |  | 100% | 1 and 2 |
| Students exiting the programme with 60 credits from SW7010 and SW7011 at Level 7 are eligible for the award of Post Graduate Certificate in Practice Education. Students exiting the programme with 60 credits from any other listed modules at Level 7 are eligible for the award of Post Graduate Certificate in Professional Development.Students exiting the programme with 120 credits are eligible for the award of Post Graduate Diploma. |

**PG Certificate / PG Diploma / MA Advanced Social Work Award Requirements**

|  |  |
| --- | --- |
| **Core Modules** | **Exit Qualification** |
| SW7010SW7011 | PG Certificate in Practice Education |
| Any two modules from Table 1 above  | PG Certificate in Professional Development |
| Any four modules from Table 1 above  | PG Diploma in Professional Development |
| Any four modules from Table 1 above and SW7016 (Final Research Project) | MA Advanced Social Work |

**F. Principles of Teaching Learning and Assessment**

The curriculum has been designed in close consultation with current stakeholders, including employers, representatives of people with lived experience, and students and with reference to Kingston University’s Curriculum Design Principles. The overall design plots a logical and progressive path towards Advanced Social Work, enabling students to build on early post-qualifying experience and to develop increasingly sophisticated approaches to the critical appraisal of practice.

Curriculum content reflects the diversity of backgrounds and experiences 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.

The programme components recognise the variety of roles occupied by qualified and experienced social workers (for example, in relation to specialist practice, management, supervision and professional education), enabling students to select modules that are most pertinent to areas of professional responsibility.

Academic skills at this level are developed incrementally with a research strand embedded as a feature in all modules. In addition, there are specific opportunities to acquire and apply research skills prior to engagement in the capstone project during the latter stages of the programme.

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 formal assessment regime mirrors this approach to learning and teaching by identifying strategies that are related to learning content and process (such as, for example, group-based enquiry learning leading to assessed presentation). ‘Feed forward’ is facilitated by formative assessment opportunities as well as through the relationship of programme components.

**G. Support for Students and their Learning**

Students are supported in the following ways:

* Individual tutorials with a personal tutor to assist them in planning their programme of study, to consider career development options and to support them in developing and achieving their personal and professional development plans
* Email contact with module leaders and the course leader
* Fellow students
* Employers who work in partnership with the programme
* Service user and carer representatives working with the programme
* Information advisors in the Library, 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 Study Space – a versatile on-line interactive intranet and learning environment
* Subject specific supervisors
* Regular 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 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.
* The programme/ modules may be subject to any relevant professional review processes

**I. Employability Statement**

During their period on the programme, students are actively engaged in employment or other experience in the field. There are further opportunities to pursue new roles and activities through the network of partner organisations, staff and students and representatives of employers and service users and carers.

The programme is designed to assist students in current or recent employment to develop their professional profile and skills portfolio, initially in the role of ‘Experienced Social Worker’ but subsequently moving on to ‘Advanced Social Worker’ positions.

The latter will increasingly encompass specialist roles such as Advanced Practitioner (for example in Safeguarding Adults), Professional Educator and Social Work Manager. Programme design enables students to develop these areas of expertise through the design of their own route to completion of the MA. Individual tutorials will be used to support personal and professional development planning and to explore career options.

Employer organisations are increasingly likely to commission specific components of the programme in line with particular aspects of workforce strategy such as, for example, the need for first line managers with in-depth practice experience to develop managerial and leadership skills.

**J. Approved Variants from the UMS/PCF**

None

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

SWE Professional Standards: <https://www.socialworkengland.org.uk/standards/professional-standards/>

BASW Professional Capabilities Framework for Social Work:

<https://www.basw.co.uk/professional-development/professional-capabilities-framework-pcf/the-pcf>

**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.

|  | **Module Code** |  | SW7010 & 7011 | **SW7025** | SW7035 | **SW7036** | **SW7037** | **SW7044** | SW7016 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 | 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 |
| A3 | 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 |
| A5 |  |  |  |  |  |  | F/S |
| **Intellectual Skills** | B1 | 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 |
| B3 | 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 |
|  | B5 |  | S |  |  |  |  | F/S |
| **Practical Skills** | C1 | F/S |  | F/S | F/S | F/S | F/S |  |
| C2 | F/S | F/S | F/S | F/S | F/S | F | F/S |
| C3 |  | F |  |  |  |  | F/S |
| C4 |  |  |  |  |  |  | F/S |
|  | C5 | F/S | F/S | F/S | F/S | F/S | F/S | F/S |
| **Self Awareness Skills** | AK1 | 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 |
| AK3 | 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 |
|  | **Communications Skills** | BK1 | 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 |
| BK3 | 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 |
| CK2 | 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 |
| CK4 | F/S | F/S | F/S | F/S | F/S | F/S | F/S |
| CK5 | 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 |
| DK2 | 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 |
| DK4 | F/S | F/S | F/S | F/S | F/S | F/S | F/S |
| DK5 | F/S | F/S | F/S | F/S | F/S | F/S | F/S |
| **Numeracy Skills** | EK1 | F/S | F/S | F/S | F/S | F/S | F/S | F/S |
| EK2 | F/S | F/S | F/S | F/S | F/S | F/S | F/S |
| EK3 | F/S | F/S | F/S | F/S | F/S | F/S | F/S |
| EK4 | F/S | F/S | F/S | F/S | F/S | F/S | F/S |
| **Management and Leadership Skills** | FK1 | 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 |
| FK3 | 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 |
| **Creative and Problem-Solving Skills** | GK1 | 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 |

**S**  indicates where a summative assessment occurs. **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** |
| **L**  | **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 | Practice Education Stage 1 | SW7010 | 30 | O | Portfolio | n/a | 100 | S |  |  |  |  |  |  |  |  |
| 7 | Practice Education Stage 2 | SW7011 | 30 | O | Portfolio | n/a  | 100 | S |  |  |  |  |  |  |  |  |
| 7 | Safeguarding Adults at Risk | SW7036 | 15 | O | Report | 3000 | 100 | S |  |  |  |  |  |  |  |  |
| 7 | Best Interest Assessor  | SW7035 | 30 | O | Written Report  | 3500 | 100 | S |  |  |  |  |  |  |  |  |
| 7 | Applying the Vanguard Method to People Centred Services | SW7037 | 30 | O | Written report  | 2000 | 50 | S |  |  |  |  | Oral Presentation | 20 mins | 50 | S |
|  | Coaching and Mentoring in Professional Practice | SW7044 |  | O | Written Report  | 3000 | 100 | S |  |  |  |  |  |  |  |  |
| 7 | Individual Work-Based Learning Project | SW7025 | 30 | O | Written Report | 4000 | 100 | S |  |  |  |  |  |  |  |  |
| 7 | Capstone Project | SW7016 | 60 | O | Paper for publication | 7000 | 70 | S | Ethics Proposal |  |  | F | Individual Presentation | 20 mins | 30 | S |

**Technical Annex**

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| **Final Award(s):** | MA Advanced Social WorkPG Diploma in Professional Development in Social Work PG Certificate in Professional Development in Social WorkPG Certificate in Practice Education |
| **Intermediate Award(s):** | PG Certificate in Professional Development in Social WorkPG Diploma in Professional Development in 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:** | *L500.*  |
| **UCAS Code:** | *N/A* |
| **Course Title** | **MAS Code** | **Course Code** | **Seq.** | **Route Code** |
| MA Advanced Social Work | JAN START = PMAP1CCADSOW | KSWKPMA6PASW | 0001 | KPASW |
| 6 yr part time, intakes Sept and Jan. | SEPT START = PMAP1AAADSOW |   | 0001 |  |
| PG Certificate in Professional Development in Social Work | SEPT = PCCP1AAPQPSW | KSWKPCC3PPSW | 0001 | KPPDS |
| 3yr part time, intakes Sept and Jan. | JAN= PCCP1CCPQPSW |   | 0001 |  |
| PG Diploma in Professional Development in Social Work | MAS SEPT=PCDP1AAPQPDS | KSWKPCD4PPDS | 0001 | KPPDS |
| 4yr part time, intakes Sept and Jan. | MAS JAN= PCDP1CCPQPDS |   | 0001 |  |
| 3yr part time, intakes Sept and Jan. |  |  | 0001 |  |