Programme Specification

This document applies to Academic Year 2022/23 onwards

Table 1 Programme Specification for Postgraduate Certificate Advanced Social Work Practice

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award or awards	Postgraduate Certificate
5.	Programme title	Advanced Social Work Practice
6.	Pathways available	N/A
7.	Mode and/or site of delivery	University of Worcester and employer. Blended learning incorporating full day teaching and regular online seminars.
8.	Mode of attendance and duration	Part time over 3.5 years
9.	UCAS Code	N/A
10.	Subject Benchmark statement and/or professional body statement	Social Work England (2020) Continuing Professional Development Guidance for Social Workers British Association of Social Workers' (2019) Practice Educator Professional Standards for Social Work (PEPS) British Association of Social Workers' (2018) Professional Capabilities Framework Department of Health (2015) Knowledge and skills statement for social works in Adults Services Department for Education (2014) Knowledge and skills statement for child and family social work Skills for Care The ASYE for Adult Services Skills for Care The ASYE for Child and Family Services
11.	Date of Programme Specification preparation/ revision	December 2020. August 2021 – AQU amendments August 2022 – AQU amendments

12. Educational aims of the programme

The aim of this programme is to support the continuing professional development of qualified social workers as required by Social Work England in their chosen area of practice from the point of qualification. The programme will support students' development in relation to the Professional Capabilities Framework, which is the profession-owned overarching framework of professional development in England, and the Knowledge and Skills Statement, which sets out what a social worker should know, and be able to do, in specific practice settings, in specific roles and at different levels of seniority.

Students will also be supported to achieve the 4 domains and values defined in the Practice Educator Professional Standards for Social Work in order to provide effective practice learning opportunities for student social workers. In line with these standards students will need to have full responsibility for supporting, supervising and assessing 2 students throughout SOWK4201 & SOWK4202.

This programme will therefore support students' development from newly qualified social worker through to experienced social worker in their chosen area of practice and on to mentorship, teaching, learning and assessment and practice leadership.

The aims of the programme are:
- To support the transition from newly qualified social worker through the first year in a chosen area of practice
- To facilitate the development of critical thinking and reflective practice in a range of social work practice settings and in line with regulator standards and other professional guidance
- To support the development of effective practice education in social work
- To offer innovative and responsive learning which meets the needs of social workers working with in complex and challenging contexts
- To develop practitioners, with the ability to utilise contemporary knowledge, theory, research and evidence to underpin professional practice
- To develop social work practitioners who are committed to lifelong learning and continuing professional development
- To develop practitioners who have mastered their subject and are committed to challenging and advancing practice

Students will study part time alongside their employment building incrementally on their learning alongside practice. This means that the PG Cert will take a minimum of 3.5 years.

13.   Intended learning outcomes and learning, teaching and assessment methods

Table 2 knowledge and understanding outcomes and which module/code they relate to

Knowledge and Understanding		

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	Consolidate learning from qualifying training, develop capability and strengthen professional confidence in an employment environment	SOWK4200
2.	Critically analyse contemporary social work practice, informed by legislation, policy and research	SOWK4200
3.	Critically appraise and apply theories of adult learning to own learning and that of others	SOWK4201 SOWK4202
4.	Critically explore and apply appropriate theoretical models of social work supervision.	SOWK4201
5.	Critically appraise and apply theories of leadership and change	SOWK4203

Table 3 cognitive and intellectual skills outcomes for module code/s

Cognitive and Intellectual skills		

6.	Critically reflect on practice demonstrating application of appropriate legislative and ethical requirements and contemporary quality frameworks	SOWK4200
7.	Make complex decisions in uncertain and ambiguous situations, supporting and challenging others to do the same	SOWK4203

Skills and capabilities related to employability

8.	Demonstrate effective communication skills in highly charged, complex or challenging circumstances to a wide range of audiences	SOWK4202
9.	Demonstrate application of the Statement of Values in order to promote anti-oppressive and anti-discriminatory practices	SOWK4201 SOWK4202

Learning, teaching and assessment

A **constructivist** approach to learning and teaching and assessment (Biggs, 2002; Murphy, 1997) underpins the programme and will enables students to *construct meaning* through an integrated system of learning which represents the complexity of the real world and supports higher-level learning (Jonassen, 1994).

The programme team acknowledges that social work is a practice-based, academic and professional discipline and therefore the integration of theory and practice are central to all aspects of the curriculum. The course recognises students' diversity in relation to learning style and rates and acknowledges that consistent and timely guidance, accompanied by a variety of learning and teaching methods will facilitate effective learning.

Teaching

A blended learning approach will be adopted, using both face to face teaching and online seminars. Online learning will provided via Blackboard, using Collaborate, an interactive learning tool, Camtasia pre-recorded video lectures and discussion boards. Modules will include lectures, seminars and tutorials that are intended to enable the application of

learning through discussion and small group activities. Students will have the opportunity to learn in partnership with people with lived experience through the University's IMPACT group. All students will be allocated a named Personal Academic Tutor.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for continued professional learning and development and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and also Personal Academic Tutoring enables students to reflect on progress and builds a profile of skills, achievements and experiences that will help students to flourish and be successful.

Students will be assessed by way of reflective essays and portfolios (Pebblepad) which provide the opportunity for the demonstration of learning in practice.

Contact time

Module code	Title	Timing	Contact time	Assessment
SOWK4200	Assessed and Supported Year in Employment	0-1 year post qualification	3 hours per month	1. Pebblepad portfolio 2. Reflective essay
SOWK4201	Practice Educator Professional	2-2.5 years post qualifying	4 days throughout the	1. Reflective essay

	Standards Stage 1 (PEPS 1)		module and 12 x 1 hour online seminars	2. Pebblepad portfolio
SOWK4202	Practice Educator Professional Standards Stage 2 (PEPS 2)	2.5-3 years post qualifying	4 days throughout the module and 12 x 1 hour online seminars	1. Reflective essay 2. Pebblepad portfolio
SOWK4203	Practice Leadership for Strength Based Practice	3-3.5 years post qualifying	3 days throughout the module and 6 x 1 hour online seminars	1. Reflective essay 2. Presentation

Contact time varies considerably across the modules and is illustrated above. Virtual learning seminars will be offered for 3 of the modules and will provide the opportunity to gain peer and tutor support, apply theory to practice and gain support with assignments.

Independent self-study
In addition to the contact time students are expected to undertake 6-8 hours of personal self-study per week, the only exception is SOWK4200 which runs across 2 semesters and therefore involves 3 hours per week.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

Teaching staff
Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes senior lecturers and service users and carers. In addition, on SOWK4200 students will be taught by practice specialists in their employing organisation and on SOWK4201 & SOWK4202 will receive mentoring and support in practice by someone who is a Practice Educator Professional (PEPS 2).

Teaching is informed by research and consultancy, and 100% of university lecturers on the course have a higher education teaching qualification or are Fellows of the Higher Education Academy.

Assessment
The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments.

Recognising that this programme assesses students' development alongside their practice, Pebblepad portfolios are one form of assessment used. Pebblepad portfolios will be assessed by a suitably qualified and experienced social worker as defined in professional guidance, e.g. Skills for Care or Practice Educator professional Standards. Tasks completed within the Pebblepad portfolio give you the opportunity to demonstrate your competencies in the Practice Educator Professional (PEPS) domains. Tasks may include uploading supervision notes, devising induction programs and reflecting on direct observations.

In addition, modules will be assessed by means of reflective essays. Here you will be given the opportunity to reflect on your current practice and how you have met the competencies and learning outcome of the course.

The Practice Leadership for Strength Based Practice module (SOWK4203) will be assessed through the production of a reflective essay and a presentation and assessed by the academic team only.

14.   Assessment strategy

The overall approach is based upon the course's key feature of application of theory to practice and therefore assessment reflects the practical application and utility of knowledge alongside the understanding students gain from the range of learning opportunities. Students and teaching teams are partners in the learning, feedback and assessment processes and engagement in a dialogue about these processes is essential. During each module, support is provided to emphasise the critical assessment and analysis necessary to develop thinking and academic writing at Master's level.

The formative and summative assessments allow students to build level 7 skills and increase their knowledge in order to support the completion of the summative assessments and support them in applying the Learning Outcomes.

Assessment is planned across the course and is designed to provide students with the opportunity to demonstrate their core subject knowledge, complex skills and values. All summative assessments are constructively aligned to the module learning outcomes. A student focused range of assessment strategies are used to facilitate the integration of theory with practice.

Assessment is designed to provide students with the opportunity to demonstrate they have fully met the relevant professional standards; Practice Educator Professional Standards for Social Work (PEPS), Professional Capabilities Framework, Knowledge and skills statement for social works in Adults Services) & Knowledge and skills statement for child and family social work

15.   Programme structures and requirements

Table 6 award map

Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	
			PG Award	**PG Cert**
SOWK 4200	Assessed and Supported Year in Employment	15		M
SOWK 4201	Practice Educator Professional Standards Stage 1 (PEPS 1)	15	M	M
SOWK 4202	Practice Educator Professional Standards Stage 2 (PEPS 2)	15	M	M
SOWK 4203	Practice Leadership for Strength Based Practice	15		M
	Total Credits	60		

PG Award
To be awarded the Postgraduate Award in Professional Development: Social Work Practice Education students must successfully complete SOWK4201 & SOWK4202

PG Certificate
To be awarded the PG Cert Advanced Social Work Practice students must successfully complete all modules at Level 7

16. **QAA and professional academic standards and quality**

   This award is located at Level 7 of the FHEQ and the following sources have been used throughout the programme.
   QAA (2020) Master's Degree Characteristics (Whole Programme)
   QAA (2014) the Framework for Higher Education Qualifications UK Awarding Bodies (Whole Programme)
   Social Work England (2020) Continuing Professional Development Guidance for Social Workers
   Skills for Care The ASYE for Adult Services
   Skills for Care The ASYE for Child and Family Services
   British Association of Social Workers' (2018) Professional Capabilities Framework
   Department of Health (2015) Knowledge and skills statement for social works in Adults Services
   Department for Education (2014) Knowledge and skills statement for child and family social work
   British Association of Social Workers' (2019) Practice Educator Professional Standards for Social Work (PEPS)

17. **Support for students**

   There is extensive course information on UW Webpages, Blackboard VLE, in module outlines and in the course handbook.

   Your Module leader will offer personal academic tutoring support and will provide a high level of individual academic support and encouragement to students. The team are always aware of the competing pressures on students and the difficulties of returning to study alongside a busy job and family and who may be new or returning to level 7 study. Tutorial support is personal, flexible, and proactive; it is tailored to the needs of students utilising all means of communication such as online tutorials which can enable support alongside practice. Mentoring in relation to practice will be provided by the students' employer and also by the learning and development team.

   University based support is available from:
   https://www2.worc.ac.uk/studentsupport/

   https://www2.worc.ac.uk/disabilityanddyslexia

18. **Admissions**

   Admissions policy

   The University aims to provide fair and equal access to university education to all those who have the potential to succeed or benefit from it.

   SOWK4200, the Assessed and Supported Year in Employment module will recruit directly from local authority partners. The remaining modules seek to recruit experienced social work practitioners who are wishing to develop their practice in relation to management and leadership.

   The SOWK4201, Practice Educator Professional Standards Stage 1 (PEPS 1) and SOWK4202 Practice Educator Professional Standards Stage 2 (PEPS 2) modules will recruit experienced social work practitioners committed to supporting qualifying students.

   Entry requirements

   Applicants need to be registered social workers.

   For the SOWK4201, Practice Educator Professional Standards Stage 1 (PEPS 1) and

SOWK4202 Practice Educator Professional Standards Stage 2 (PEPS 2) modules applicants will require 2 full years post qualifying experience in social work prior to the start of the course and demonstrate that they are practising at BASW (2018) PCF Experienced Social Worker level

Disclosure and Barring Service (DBS) requirements
None.

Recognition of Prior Learning
Students with relevant previous study or with extensive experience may be considered eligible for recognition of prior learning. Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

Further information on Recognition of Prior Learning can be found at
http://www.worcester.ac.uk/registryservices/941.htm

Admissions procedures
- All applications will be via email to the admissions tutor
- The admissions tutor will ensure entry requirements are met by review of the application form, if necessary asking for supplementary information
- Applicants will require a reference, usually from their employer, and will need to have full responsibility for supporting, supervising and assessing 2 students throughout SOWK4201 & SOWK4202.

Admissions/selection criteria
The applicant will be offered a place when a member of the course team confirm they meet all the criteria for entry and they have arrangements to support, supervise and assess a student.

19. **Regulation of assessment**

The course operates under the University's <u>Taught Courses Regulatory Framework</u>

Requirements to pass modules
- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items
- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure
- A student is entitled to resit failed assessment items for any module that is awarded a fail grade.
- A student has the right to one assessment.
- Reassessment items that are passed are capped at D-.

- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Awards

Table 7 requirements for awards

Award	Requirement
Postgraduate Award in Professional Development: Social Work Practice Education	Passed a minimum of 30 credits at level 7, as specified on the award map
PG Cert in Advanced Social Work Practice	Passed a minimum of 60 credits at level 7, as specified on the award map

These awards are unclassified.

The maximum registration period for the Postgraduate Certificate in Advanced Social Work Practice is 3½ years.

20. Graduate destinations, employability and links with employers

Graduate destinations
All students are already in employment therefore their aim is to develop their existing roles, develop into new roles within their area of practice and progress into innovative and autonomous roles.

Student employability
Students who achieve this award are able to evidence their CPD in line with expectations from the regulator and the professional bodies for social work. They are able to support, supervise and assess qualifying students in practice. Their skills and knowledge are desirable to both local employers, but also in the wider health and social care community.

Links with employers
The course leader and course team work closely with partners in the local authorities and are an active member of the West Midlands Teaching Partnership.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.