

Programme Specification for MA Social Work

This document applies to Academic Year 2018/19 onwards

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	Health and Care Professions Council (HCPC)
4.	Final award or awards	MA
5.	Programme title	Masters of Arts Social Work
6.	Pathways available	NA
7.	Mode and/or site of delivery	Standard Taught Programme and Work Based learning
8.	Mode of attendance and duration	2 years full time
9.	UCAS Code	L508
10.	Subject Benchmark statement and/or professional body statement	QAA (2016) Subject benchmark for Social Work HCPC (2017) Standards of Education and Training DH (2002) Requirements for social work training
11.	Date of Programme Specification preparation/ revision	Revised and updated for re-approval February 2018 August 2018 AQU amendments

12. Educational aims of the programme

This dynamic and contemporary MA Social Work course has been developed in response to the threshold standards required by the social work regulator, the [Health and Care Professions Council \(HCPC, 2017\)](#), the [Quality Assurance Agency's \(QAA\) Benchmark Statements for Social Work \(2016\)](#) and the [Department of Health's Requirements for Social Work Training \(2002\)](#)

Firmly rooted in contemporary social work practice, this course promotes an integrated approach. It recognises the importance of combining theory and practice to develop a social work professional capable of practising effectively within their scope of practice. Central to this is the acquisition of complex theoretical and transferable knowledge, practical skills and professional attributes.

We aspire to deliver an integrated course that educates social workers to be autonomous professionals practising creatively and in the best interests of service users and carers. Integral to this is for students to qualify as critically reflective practitioners who are committed to their ongoing development in order to respond to the current and future challenges within social work.

This programme aims to:

1. Develop social workers who are fit for practice and who are able to respond to a changing context creatively and autonomously, employing comprehensive knowledge and advanced skills;
2. Develop critically reflective and research literate practitioners, who have the ability to utilise contemporary knowledge, theory, research and evidence in an original and creative way in order to meet the needs of service users/carers;
3. Enable students to develop into social work practitioners who are committed to independent lifelong learning and continuing professional development, as well as to challenging and advancing practice;
4. Ensure the public are safeguarded by facilitating the development of responsible, accountable and autonomous professionals, who are prepared to practice according to [HCPC \(2016\) Standards of Conduct, Performance and Ethics](#);
5. Enable students to be practitioners able to promote an effective interprofessional, collaborative approach in practice (both with service users/carers and other professionals) and who have a comprehensive understanding of both the responsibilities and limitations of the social worker's role;
6. Develop practitioners who are able to creatively identify and apply strategies for building professional resilience;
7. Develop practitioners who are able to recognise the centrality of the development of knowledge and skills in relation to assessment and intervention;
8. Provide opportunities for students to achieve the [HCPC \(2017\) Standards of Proficiency for Social Workers and the Professional Capabilities Framework at End of Last Placement level](#), providing eligibility to apply to join the register with the HCPC as a social worker.

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

Programme learning outcomes

Knowledge and Understanding			
LO no.	On successful completion of the named award, students will be able to:	Module Code	Award
1.	Justify approaches to social work practice through a systematic understanding and critical awareness of theory, legislation, policy and research	SOWK 4101	PG Cert/ PG Dip/ MA
2.	Critically analyse and show originality in the application of legal and ethical frameworks to social work practice	SOWK4102	PG Cert/ PG Dip/ MA
3.	Deal with complex safeguarding issues systematically, creatively and autonomously	SOWK4103	PG Cert/ PG Dip/ MA
4.	Critically reflect on contemporary social work practice using advanced scholarship in the discipline	SOWK4106	PG Cert/ PG Dip/ MA

5.	Critically evaluate and synthesise use of self, personal and professional boundaries, reflective practice and use of power in order to ensure anti-oppressive practice	SOWK4105	PG Cert/ PG Dip/ MA
6	Reconstruct knowledge in light of the experience of service users and carers and demonstrate original and effective inter-disciplinary practice approach underpinned by concepts of social justice	SOWK4104	PG Cert/ PG Dip/ MA
Cognitive and Intellectual skills			
7	Critically evaluate methodologies of sources of information and where appropriate propose new hypotheses	SOWK4107	PG Dip/ MA
8	Apply critical thinking skills to devise and sustain coherent arguments and conclusions, challenging where appropriate	SOWK4107	PG Dip/ MA
9	Demonstrate autonomy and self-direction in tackling problems, promoting individual and shared decision-making in a range of context	SOWK4108	PG Dip/ MA
10	Exercise initiative and originality in response to the uncertainty, ambiguity, limits and changing nature of knowledge	SOWK4107	MA
Skills and capabilities related to employability			
11.	Demonstrate professional practice underpinned by HCPC (2017) Standards of Proficiency, Standards of Conduct, Performance and Ethics (2016) and the requirements of the Professional Capabilities Framework (PCF)	SOWK4108	MA
12.	Communicate effectively in a range of formats and with individuals with different communication needs	SOWK4105	MA
13.	Engage in partnership working with service users, carers, families and other professionals	SOWK4105	PG Dip/ MA
14.	Develop effective mechanisms to enhance resilience in practice	SOWK4108	PG Dip/ MA
15.	Identify enhanced strategies for managing varying contexts of practice	SOWK4106	PG Dip/ MA
Transferable/key skills			
16.	Take responsibility for professional development underpinned by a commitment to lifelong learning	SOWK4108	MA
17.	Elicit and respond appropriately to feedback to develop and improve learning	SOWK4105	MA
18.	Evidence self-direction and creativity in learning and develop skills of reflective and reflexive practice	SOWK4105	MA
19.	Evidence creativity and enhanced knowledge in retrieving, evaluating, communicating and safely using information	SOWK4108	PG Dip/ MA

Learning, teaching and assessment

The course 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.

The course aims to provide accessible and inclusive learning opportunities that enable students to engage with diverse learning and teaching methods. Learning, teaching and assessment acknowledges the relationship between theory and practice and takes an integrated approach to student learning. In-line with requirements by [Department of Health \(2002\) Requirements for Social Work Training](#) it provides 200 practice placement days. This includes the requirement to develop a '[Readiness for practice](#)' portfolio as an equivalent of 30 days of practice, and continues through the 2 practice placements; 70 days in Year 1 and 100 days in Year 2. Students are required to undertake statutory tasks prior to qualification. Placements allocated may be in private, voluntary or statutory organisations.

The University of Worcester has a well-established reputation of partnership working through planning, teaching, assessment, consultancy and evaluation with service users and carers through the [IMPACT group](#). Building on an already firm foundation and commitment, this course has placed service users and carers at the heart of the learning, teaching and assessment. Students and staff will have the opportunity to learn from the experience, skills and knowledge of users and carers throughout the two years of study. Feedback is included in the student's portfolio for each placement. An IMPACT member, an academic and a practitioner contribute to SOWK4101 portfolio assessment, as members of the Quality Practice Assessment Panel and their feedback will be included in the portfolio for each placement

Valuable learning opportunities are provided by the use of other professionals. With opportunities for inter-professional learning both within the university setting and the placement setting, including during simulated practice and role play where students have opportunity to work with a range of professionals and through joint teaching sessions with students from allied professional courses.

Teaching

A student focused, inclusive practical and theory based approach to teaching guides student learning. Each academic year students complete a combination of academic and social work practice modules. The MA social work course is a 2-year, full-time course. It is timetabled for 38 weeks in year 1 and 44 weeks in year 2 to facilitate theory and block practice placements.

Theory and practice hours

Year	Theory	Practice
1	24 weeks	30 days equivalent in "readiness to practice" and 70 days in placement
2	24 weeks	100 days in placement
Totals	48 weeks	200 days

This course promotes research informed teaching and an active learning approach that requires students to complete a range of pre-reading of key information provided via Blackboard, prior to attending lectures, which then forms the basis of in-class discussion, activities and projects. Students are provided with a range of assessment strategies to enable them to demonstrate their learning including case studies, quizzes, essays, portfolios, reflective evaluations, individual and group presentations and a verbal examination.

A range of traditional and creative teaching strategies are utilised. This includes formal lectures and seminars complimented by a 'flipped classroom' approach, a blended learning strategy that reverses traditional learning. Students are engaged in peer and self-assessment to promote autonomy in their learning. This also includes a Practice Portfolio which formatively and summatively supports learning and assessment in placement. Additionally, information technology is used to support casework in practice and teaching and assessment in academic modules. Recall days offer an opportunity for students to reflect on experiences in practice, to share best practice and to debate, evaluate and consolidate learning experiences.

Students complete an e-portfolio that evidences their learning and professional development and incorporate an assessed role play (simulated learning). Students will also complete a Reflective Journal, which provides a vehicle to reflect on the student's personal learning journey as well as facilitating engagement with the [Professional Capabilities Framework](#).

Through completion of the dissertation, students are supported to develop their understanding and application of research methods. Students demonstrate independent research skills as they undertake social work related research. It offers an opportunity to critically appraise the evidence base of an aspect of professional practice relevant to social work and develop new or original understanding.

The course will introduce the student to the appropriate and effective use of social media. The course will help the students gain a digital identity which is both professional and appropriate. During their studies the student will have the opportunity to effectively use social media to help inform their practice (where appropriate) and develop their knowledge in terms of its use.

In addition, meetings with personal academic tutors are scheduled on at least four occasions in the first year and three occasions in year 2 of the course. The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning 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 the personal academic tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

Contact time

In a typical week students will have around 9 contact hours of teaching.

During the practice placements as well as in the final year there is less contact time in order to allow students to focus more on independent study.

Typically class contact time will be structured around:

- Lectures
- During the practice placement, around placement meetings and recall days
- During dissertation, through group and individual tutorials

Independent self-study

In addition to the contact time, students are expected to undertake around 30 hours of personal self-study per week. Typically, this will involve reading, literature searching, directed study activities via Blackboard, online discussions and preparation for assessment.

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 nine core academic staff (four FTE, two 0.5 FTE and 3 0.8 FTE), all of whom are HCPC registered social workers. The team includes a principal lecturer, senior lecturers, an university tutor and a practice facilitator.

Teaching is informed by research and consultancy, and as at December 2017, 77% of course lecturers have a higher education teaching qualification or are Fellows of the Higher Education Academy, with a further team member currently completing the PG Cert in Learning and Teaching in Higher Education.

Assessment

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade.

Assessment methods include essays, simulated learning, portfolios, oral presentations, a verbal examination and reflective pieces of work. All modules on this course are mandatory and therefore the formal summative assessment pattern for each year of the course is:

Year 1**Year 2**

Module Code	Assessment Method(s)		Module Code	Assessment method(s)
SOWK4100	1.Individual presentation 2. Essay		SOWK4106	1.Individual presentation 2. Essay
SOWK4101	1.Portfolio 2.Essay		SOWK4107	Dissertation
SOWK4102	Essay		SOWK4108	1.Practice Portfolio 2.Case evaluation
SOWK4103	Report			
SOWK4104	1.Group presentation 2. Essay			
SOWK4105	1.Practice Portfolio 2.Presentation followed by questions and answers			

14. Assessment strategy

Assessment is planned across the course and is designed to provide students with the opportunity to demonstrate their core subject knowledge, complex skills and professional attributes across practice and academic settings. It enables students to identify their progression and achievements towards becoming a competent, autonomous social work professional, demonstrating safe, effective and evidence-based practice. It incorporates both formative (informal and developmental) and summative (formal) assessment strategies.

All summative assessments are constructively aligned to the modular learning outcomes. A student-focused range of assessment strategies are used to facilitate the integration of theory with social work practice. This promotes the development of employment, transferable and reasoning skills. A key feature of the assessment strategy is the opportunity to practice similar assessment strategies across the course. Assessment includes case studies, quizzes, essays, portfolios, reflective evaluations, presentations and a verbal examination. Throughout the course, students are supported to maintain a formative professional development journal, which is shared as part of the personal academic tutoring system. Across the course, all assessments are non-compensatory.

The assessment strategy has been developed in consultation with our service user and carer and practice partners. The course meets the assessment requirements of the [University's Assessment Policy](#) and the [HCPC \(2017\) Standards of Education and Training](#). Assessment is designed to provide students with opportunities to demonstrate they have met the [HCPC Standards of Proficiency for Social Work \(2017\)](#) and the [Professional Capability Framework \(PCF\)](#).

Formal guidance is provided for all assessment activities whether formative or summative. For summative assessments, a comprehensive assignment brief is included in the module outline and this includes explicit assessment criteria clearly indicating what

students need to do to complete the assessment successfully. Marking criteria are benchmarked to [UW Masters Grade Descriptors](#).

Formative assessment is an important feature across the course and the teaching team believe it has a fundamental role to play in student learning and development. Students are strongly advised to engage with all formative assessment in order that they receive regular feedback on their progress, to allow them to self-assess their achievement. Furthermore, it is aligned to summative assessments, increasing student confidence in achievement, promoting independence in learning to support active, lifelong learning strategies. Formative assessment aligns to summative assessment, helping to increase student confidence in the assessment process. Students will receive formative feedback from a number of sources including teaching staff, their Personal Academic Tutor, clinical practitioners and other students. Formative strategies include: in-class tests, directed activities and quizzes, individual and group tutorial support and practice presentations.

Assessment of Professional Practice

The assessment of practice is undertaken in three modules; SOWK4101 incorporates the [‘readiness to practice’](#) requirements and is the equivalent of 30 days of practice, SOWK4105 and SOWK4108 are the two practice modules that include 70 and 100 days of practice respectively. Assessment of practice is made by a Practice Educator who meets the [Practice Educator Professional Standards for Social Work](#) and is evidenced in the portfolio. In order to pass these three modules students are required to pass all elements of summative assessment, i.e. assessment items are non-compensatory.

The assessment of professional practice is structured to be incremental and is assessed at the 3 threshold levels ([Readiness for direct practice](#), [End of first placement](#) and [End of last placement](#)), identified in the [Professional Capabilities Framework](#). Students are required to have met each threshold level before moving on to the next, thus have to have passed each practice related module before progressing to the next. This enables the students to build towards the point where they can be assessed as having met the required standard to qualify.

Students who fail any summative assessment related to these modules will be eligible for re-assessment according to the University’s [Taught Courses Regulatory Framework](#). Students will not be assessed in placement more than 3 times throughout the whole programme. Failure in excess of this will lead to automatic discontinuation from the programme without reassessment opportunity.

Students are supported in their achievement of the required level of competence via the allocation of an appropriately trained Practice Educator who meets the [Practice Educator Professional Standards for Social Work](#). Practice Educators and Workplace Supervisors are invited to attend a joint briefing where the requirements for professional practice will be outlined and updates to the curriculum communicated.

Students’ portfolios are quality assured and moderated through the Quality Portfolio Assessment Panel (QPAP), which includes academics, Practice Educators and service users and carers.

15. Programme structures and requirements

Year 1				
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites
SOWK4100	Fundamentals of practice	15	M	None
SOWK4101	Theories, Approaches & Skills	15	M	None
SOWK4102	Applied Law and Policy for Social Workers	15	M	None
SOWK4103	Assessment and safeguarding	15	M	None
SOWK4104	Human growth and development	15	M	None
SOWK4105	Practice – Developing Capability	15	M	SOWK4101
Year 2				
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites
SOWK4106	Complex practice	15	M	None
SOWK4107	Dissertation	45	M	None
SOWK4108	Practice – Achieving Capability	30	M	SOWK4105
<p>PG Certificate To be awarded the PG Cert in Social Welfare Studies students must successfully complete any combination of 4 modules from the following: SOWK4100, SOWK4101, SOWK4102, SOWK4103, SOWK4104 , SOWK4105</p>				
<p>PG Diploma To be awarded the PGDip in Social Welfare Studies students must successfully complete the PG Cert plus any combination of modules adding an additional 60 credits, to a total minimum of 120 credits at Level 7</p>				
<p>Masters To be awarded the Masters in Social Work, students must complete 180 credits at Level 7, including 45 credits from the dissertation. All modules must be successfully passed to achieve the award of MA Social Work and for students to be eligible to apply for registration with the HCPC.</p>				

16. QAA and professional academic standards and quality

This award is located at level 7 of the FHEQ. The learning outcomes for the course and its constituent modules have been constructed in accordance with the [QAA Framework for HE Qualifications \(FHEQ\) \(2008\)](#).

The following key documents have informed the development of this programme:
[HCPC \(2017\) Standards of Education and Training](#),
[HCPC Standards of Proficiency for Social Work \(2017\)](#),

[Professional Capability Framework \(PCF\),](#)
[QAA Subject benchmark for Social Work \(2016\) document](#)

The practice aspects of the course comply with the University's (2016) [Policy on the Management of Work-based and Placement Learning](#)

17. Support for students

Student support is a central component of the social work programme and is available from within the Department of Allied Health and Social Sciences, in the Institute of Health and Society and from the wider University. Examples of wider University support are [Student Services](#) and the [Disability and Dyslexia Service](#).

Pre-programme, students are invited to attend a welcome session, which focuses on introducing students to learning and teaching at the University and to the social work course. In addition it facilitates meeting fellow students and provides an opportunity to familiarise themselves with the University.

Induction

A comprehensive induction programme includes sessions on introducing students to information and learning systems including library resources, an introduction to student services, the student union and professional and representative bodies. In addition, Induction will provide students with information regarding the support they can access in order to improve their academic and research skills. Induction will also provide an opportunity to introduce students to the expectations of Masters level study

Personal Academic Tutoring

Academic tutoring is at the heart of supporting students personally, professionally and academically. The course team believe that the Personal Academic Tutor system is fundamental to student success.

Students will be allocated a Personal Academic Tutor and normally this tutor will remain with them throughout their time at the University and will be the student's regular point of contact within the University. Students are advised to maintain regular contact with their Personal Academic Tutor, with email being the communication tool of choice. All tutorial contact is recorded on University SOLE system

It is recognised that the first year of any course in particular can be a daunting experience for some, students will meet their tutor as a group during pre-planned times. The tutorial scheme will be given to students during induction and will have a focus on professional development planning and the tutor will request to see the students' Professional Development Journal and give constructive feedback on it.

Students will be required to complete a Declaration of Offences form at the selection event and will have an Enhanced Disclosure and Barring Service (DBS) check. Students are required to pay for their DBS check. In the event of a conviction being declared, this will be discussed with the course leader, who if necessary will discuss the disclosure with one of the practice facilitators/educators. Criminal offences occurring during the course, particularly those involving dishonesty or the use of drugs or alcohol, are likely to raise questions about the students fitness to practise. Students will be referred under the [University of Worcester Fitness to Practice](#) procedure

Placement support

Prior to commencing their first practice learning experience students have an induction, which includes professional responsibilities and expected conduct, introduction to practice learning documentation and policy and guidance.

Students attend joint briefings (usually attended by their Practice Educator and where appropriate Workplace Supervisor) prior to starting each practice learning experience. All placements are co-ordinated by the Practice Learning Coordinator. Every student will be supported in placement by a training team, which consists of a tutor from the course team (usually their Personal Academic Tutor), a Practice Educator and where appropriate a Workplace Supervisor. Students are supernumerary and supervised while in the practice-learning environment, with the Practice Educator having primary responsibility for supporting and supervising learning experiences. Practice Educators will meet the [Practice Educator Professional Standards](#).

Dissertation support

All students complete a dissertation. Students are supported in this, via the module leader and a dissertation supervisor.

18. Admissions

Admissions Policy

The University aims to provide fair and equal access to a university education to all those who have the potential to succeed or benefit from it through a policy of equal opportunity regardless of race, gender, disability, sexual orientation, religious belief or age.

The University is committed to widening participation to candidates from diverse backgrounds and therefore welcomes applications from young people leaving school or college, and from those entering through less traditional routes. Applicants from mature applicants, particularly those with relevant experience in health and care are encouraged. Admissions to Social Work are made in line with the [University's Admissions Policy](#)

Entry requirements

The current requirements for entry to Masters in Social Work are published in the prospectus and on the University website

Social work specific requirement:

- An Honours Degree at 2:1 or above in a relevant degree
- GCSE English Language & Maths grade C or above, or an acceptable equivalent
- Satisfactory Occupational Health Clearance
- Satisfactory enhanced Disclosure and Barring Service check
- A minimum of six months contemporary, relevant practice (minimum of 10 hours weekly) experience verified by reference
- Students whose first language is not English must have a minimum standard of English at IELTS level 7, with no element below level 6.5

The course recruits applicants who are able to study at Masters level and have the appropriate knowledge, skills and values as defined by the [Professional Capability Framework at "entry" level](#).

Recognition of Prior Learning

Students with relevant previous study at postgraduate level 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

Full-time applicants apply through UCAS: Code L580

All applications received are scrutinised and shortlisted against set criteria, which include both educational and professional requirements. Shortlisting criteria are mapped to the key elements of the [Professional Capabilities Framework \(PCF\) at Entry Level](#).

Applicants must demonstrate that they meet or are working towards achieving the academic entry requirements, their personal statement shows the appropriate experience in social care and that the applicant has some understanding of the role of the social worker. The personal statement should also be coherent with a logical expression of ideas. All shortlisted applicants will be required to attend a values based selection event.

Admissions/selection criteria

Selection days involve the academic team, practice partners and service users/carers who have attended training in the principles of selection, anti-discriminatory practice and equal opportunities through the University or practice partners employing institution.

The values based selection event consists of two assessment exercises: a group exercise and an interview. Selection is made against the [Professional Capability Framework at "entry" level](#)

The Admissions Team will respond to any declaration of criminal conviction by requesting further information, which is then sent to the admission tutor to be reviewed. This will be done in consultation with a practice partner, with the purpose to assess prospective student's suitability for social work profession.

The process will be completed using Health and Care Professions Council [Guidance on Health and Character](#) which will inform the future course of action.

Where a candidate is unsuccessful at interview they are offered written 'feedback' against individual performance.

Those who meet all the criteria for entry and are successful at interview are offered a place. All places are conditional upon an Occupational Health Clearance which will be paid for by the University.

19. Methods for evaluating and improving the quality and standards of teaching and learning

An integrated range of strategies is used by the social work team to monitor, evaluate and improve the quality and standards of learning and teaching:

- External Examiner reports
- Annual evaluation report
- Student evaluation of modules

- Each cohort has one or more student course representatives provided with specific training by the Student Union
- Course Management Committees involving feedback from course representatives and service user and carer representatives to allow ongoing monitoring and evaluation of the course
- Social Work Management Board involving feedback from course representatives, service users and carers and practice partner representatives
- Annual monitoring by the HCPC
- Staff involvement in scholarly activity
- Staff review and development
- All practice learning environments have a placement profile
- Practice Educators used by the course meet BASW Practice Educator Professional Standards for Social Work
- Quality Assurance for Practice Learning (QAPL) forms are completed by all students, Practice Educators, Workplace Supervisors and academic tutors. These are read and signed off by an academic member of staff and the Practice Learning Facilitator monitors and reports on this.
- Quality Practice Assessment Panel (QPAP) reviews and moderates portfolios to ensure practice based learning principles have been applied
- Modifications to modules including assessment strategies are presented at the Institute of Health and Society's Quality Committee
- Institute of Health and Society student forum
- Post examination board moderation provides an opportunity to reflect on assessment activities, process and assessment marks of identified modules
- Academic team engagement with the University's peer learning through observation scheme
- The University and Institute of Health and Society Learning and Teaching Committees promote learning and teaching through the provision of support and personal development opportunities for staff. This includes a programme of staff development seminars and when requested facilitates Institute/departmental staff development
- A Higher Education Academy (HEA) teacher-accredited course for new staff leading to recognition as HEA Fellow
- Several members of the academic team are external examiners
- Staff development activity – including doctoral level study, support with research and conference presentations

20. Regulation of assessment

The course operates under the University's Taught Courses Regulatory Framework

Requirements to pass modules

- Modules are assessed using a variety of assessment activities that 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 5 days 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 5 days but within 14 days of the due date 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

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade. A student who fails the placement element of a practice module will be entitled to one further attempt at the placement. A student who fails in the original and reassessment opportunity of a placement will be withdrawn from the programme.
- 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 reassessment.

Requirements for progression

- A student must pass SOWK4101 (Theories, Approaches & Skills) before commencing SOWK4105 (Practice – Developing Capability), and SOCWK4105 (Practice – Developing Capability) must be passed before commencing SOCWK4108 (Practice – Achieving Capability).
- Students may be permitted to continue from year 1 to year 2 of the programme when they have passed at least 60 credits including SOWK4101 (Theories, Approaches & Skills) and SOWK4105 (Practice – Developing Capability)

Requirements for Awards

Award	Requirement
PG Cert in Social Welfare Studies	Passed a minimum of 60 credits at level 7, as specified on the award map
PG Dip in Social Welfare Studies	Passed a minimum of 120 credits at level 7, as specified on the award map
Masters in Social Work	Passed a minimum of 180 credits at level 7, as specified on the award map

PG Cert and PG Dip awards are unclassified. The awards of Masters may be made with Pass, Merit or Distinction.

The professional title of Social Worker is linked to successful achievement of the MA Social Work. Only graduates with this award title will be eligible to apply for Registration with the HCPC as a Social Worker. Only those Registered with the HCPC are entitled to call themselves Social Workers and practice in the UK.

21. Indicators of quality and standards

The Masters in Social Work course is supported by a dedicated academic team, including a Course Lead. This team is supported by a range of hourly paid, visiting lecturers and practitioners who deliver course specific sessions enabling the students to learn from experienced professionals.

A dedicated member of the work based learning support team provides support for the Masters in Social Work programme.

Social work management board, organised every semester, is a forum including members of academic staff, practitioners from partner organisations as well as IMPACT members, offering a platform for discussions around quality of teaching, assessment and work based learning.

The course's External Examiner feedback on the course draft is also positive, highlighting that the proposed version of the course includes "comprehensive learning outcomes" and "clearly written and good assessment criteria, matching the learning outcomes". The External Examiner also commends the use of "a fair range of assessment methods" as well "the views of service users being included in all modules".

The programme achieved high levels of completion: 93% in 2015-2016 and 94% in 2016-2017

All qualifying students in 2016 and 2017 have secured employment as social workers, meaning that employability was 100%.

22. Graduate destinations, employability and links with employers

Graduate destinations

Upon successful completion of the course students are eligible to apply for registration with the HCPC and apply for social work positions. Of the 2017 graduating cohort of 11 MA Social Work students, all are in qualified social worker positions within Local Authorities in the country, the majority of them in Worcestershire, Herefordshire, Birmingham and Gloucestershire.

Links with employers

The University has strong partnerships with employers of social workers within two local authorities: Herefordshire and Gloucestershire. These local authorities' representatives are invited to deliver presentations to students about their opportunities for newly qualified social workers.

The local authorities' representatives are also involved in ensuring the curriculum is current and prepares graduates robustly for post qualifying work. Local authorities increasingly see practice placements as a means of preparing their future workforce and often results in students securing employment before qualification.

Representatives of Worcestershire and Herefordshire local authorities are part of the Social Work Management Board

Employability

The MA in Social Work programme aims to prepare students for employment in a robust manner.

In the final year, local authority representatives are invited to present their interview process, the Assessed and Supported Year in Practice (ASYE) programme as well as the requirements contained by Knowledge and Skills Statements (KSS).

Additional preparation is offered by the teaching team. Sessions are run in the final year of the course to prepare you for qualification, offering learning including promoting lifelong learning and continuing professional development, writing CV, applying for jobs, interview skills, etc

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.