



**Course Handbook**  
Masters in Social work-Full time Course  
Academic Year 2020/21

Course Leader: Katie Martin

The School of Social Work, Care and Community



Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School.

This applies to the materials in their entirety and to any part of the materials.

## **1. Contents page**

- 1. Welcome to the course**
- 1.1 Rationale, aims & learning outcomes of the course**
- 1.2 Course Team**
- 1.3 Expertise of staff**
- 1.4 Academic Adviser**
- 1.5 Administration details**

<b>Page</b>
<b>4</b>
<b>4</b>
<b>14</b>
<b>15</b>
<b>15</b>
<b>15</b>

1.6	Communication	15
1.7	External Examiner	17
2.	Structure of the Course	18
2.1	Overall structure	18
2.2	Modules available	19
2.3	Course Requirements	21
2.4	Progression Information	24
2.5	Study Time	25
2.5.1	Weekly timetable	25
2.5.2	Expected hours of study	25
2.5.3	Attendance requirements	25
3.	Approaches to teaching and learning	29
3.1	Learning and teaching methods	29
3.2	Study Skills	30
3.3	Learning Resources	30
3.3.1	Learning Information Services (LIS)	30
3.3.2	Electronic Resources	30
3.4	Personal development planning	31
3.5	Preparing for your career	31
4.	Student support	32
4.1	Academic Advisers	32
4.2	Students with disabilities	33
4.3	Students' Union One Stop Shop	33
5	Assessment	33
5.1	Assessment strategy	33
5.2	Notification of assignments and examination arrangements	35
5.3	Referencing	36
5.4	Confidential material	36
5.5	Cheating, plagiarism, collusion or re-presentation	37
6.	Classification of Awards	38
7.	Student Feedback	39
7.1	Student Staff Liaison Meeting (SSLCs)	40
8.	Appendices	41
8.1	Approved programme specification	41

## **1. Welcome to the course**

We would like to take this opportunity to welcome you as you begin your course with us. Katie Martin is the course leader for the MA Social Work programme and has overall responsibility for co-ordinating the course; she is supported in this role by a year one and two Year Leaders. Katie and the MA Social Work staff team are looking forward to working with you. The MA Social Work course has been designed to encourage and facilitate active learning and critical thinking and we hope that you will actively engage with us, each other, service users, carers and agency staff during your 'learning journey'. We acknowledge there may be times when you may struggle with the complexity associated with social work education but hope that your overall learning experience will be a positive one.

We hope you find the course stimulating and most importantly that it prepares you to demonstrate you are competent to qualify as a social worker. Working with people is endlessly rewarding and challenging and the development of your knowledge, skills and value base for practice is essential if you are to deliver high quality services to service users and carers. Academic study and practice learning should allow you to demonstrate your proficiency in practice by the end of the course. Your experience will also ensure you understand the importance of 'continuous professional development' once qualified.

Finally, we acknowledge that you will bring a range of knowledge, experience and skills with you, which you can usefully build on through completing this course.

We wish you every success over your years of study with us. Good Luck!

### **1.1 Rationale, aims and learning outcomes of the course**

The School of Social Work, Care and Community at UCLAN has been educating social workers since 1966, and therefore has a long and established tradition. It is upon this solid basis that the Social Work Masters was developed. Following national reform within social work the Masters programme was revalidated in April 2013 and revised in line with changes in social work education and registration. These were brought about by the Social Work Reform Board recommendations, which were implemented by the now closed College of Social Work (TCSW), and by the transfer of regulatory function from General Social Care Council (GSCC) to the Health and Care Professions Council (HCPC) in August 2012. The programme is quality assured and modified on an annual basis, following feedback from students, external advisors and other stakeholders, and we particularly look forward to receiving your feedback upon your experience of the programme.

One of the key principles of the validated and HCPC approved programme is to promote student self-directed and enquiry based learning with the model of action learning sets, and this to be embedded within the teaching and learning strategy of the programme. Previously, students were predominantly taught in large groups in classrooms and lecture theatres, we have introduced blended learning providing you with the opportunity to work in action learning sets, and so developing skills in working in groups to achieve tasks related to complex social work practice. In practice, in year one, this will mean that you will receive direct input for a number of modules early in the teaching week, and will then be assigned guided work to undertake within a smaller Action Learning Set comprising of 5-8 fellow students, before returning to university for a facilitated tutorial. This aims to offer you more effective opportunities to consolidate learning across different modules and consider how it applies to different aspects of social work practice. However it does also mean that, as a post-graduate student, you are expected to take more responsibility for your own learning – not everything will be presented to you, but you will be given guidance on how and where to look for supplementary knowledge. You will be required to work pro-actively with your Action Learning Set and to read widely. In year two the use of Action Learning Sets is established in a different

way, but still with the aim of enabling you to take an active role in your ongoing learning, integrating teaching from the different modules.

Social workers work with a wide cross section of society, which includes a significant proportion of some of the most disadvantaged and excluded people in our society. Social work students therefore need to develop the knowledge, skills and, very importantly, values to develop positive partnerships with service users and carers. This course will offer you opportunities to develop and integrate knowledge, skills and values for and in practice, which will allow you to demonstrate your professional capabilities and proficiency to practice by the end of the course.

The updated HCPC Guidance on conduct and ethics for students is available on line at: <http://www.hpc-uk.org/publications/brochures/index.asp?id=219>

It is important that you read and familiarise yourself with this as it sets out the value base and expectations placed on you while you study to become a social worker. It is based on the Standards of Conduct, Performance and Ethics (revised in June 2016) which provide the ethical framework within which HCPC registered social workers must work. These standards can also be accessed online:

<http://www.hpc-uk.org/aboutregistration/standards/standardsofconductperformanceandethics/>

This Course handbook provides information for all full time MA social work students, and also gives general course information.

You will also find it necessary to also refer to the following:

- The Students Guide to Regulations: [https://www.uclan.ac.uk/students/life/rules\\_regs.php](https://www.uclan.ac.uk/students/life/rules_regs.php)
- The School of Social Work, Care & Community Practice Learning Guidance (available via the School of Social Work, Care & Community Student Office on the Blackboard widget)
- The School of Social Work, Care & Community Assessment Guidance (available via the School of Social Work, Care & Community Student Office on the Blackboard widget)
- Module Information packs (available via Blackboard at the start of the semester)

Course information will be updated annually. This means information in this handbook may change during the course of your programme of study. We will let you know if there are changes. Whilst we try to ensure that this handbook provides accurate information relating to the course, please note that amendments to the course may be made as a result of circumstances beyond our control.

## **What are the Aims and Objectives of the MA programme?**

### **Aims**

The programme will:

- Enable students to a) develop advanced knowledge, skills and values required to qualify as a social worker and register with the HCPC and b) demonstrate the Professional Capabilities at qualifying level set by the College of Social Work.
- Develop a critical understanding of the contested and evolving nature of social problems and social work and provide the theoretical frameworks, models and methods applicable to social work contexts.
- Enable students to use professional judgement in making decisions in complex situations within the legal and ethical boundaries of their profession.

- Develop key principles of service user consultation, empowerment and partnership working as core themes for critical social work practice.
- Enable students to recognise the impact of culture, equality and diversity on practice and apply anti-discriminatory and anti-oppressive principles to practice.
- Enable students to apply learning to research in their areas of interest or fields of practice.
- Enable students to demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level

## **Objectives**

**Knowledge and understanding: On successful completion of the programme students will have advanced knowledge and a critical understanding in the following areas:**

**A1 Social work services and service users**, including the processes that lead to marginalisation and exclusion; social divisions; the range and nature of social work services in a diverse society; the interrelationship between agency policy, legal requirements and professional boundaries.

**A2 The service delivery context**, including the location of social work within historical and comparative contexts; the significance of legislative frameworks and service delivery standards; the range of statutory, voluntary and private agencies providing a range of care; interrelationships with health, education, housing and income maintenance.

**A3 Values and ethics**, including the nature, historical development and application of social work values; codes of practice; values dilemmas and ethical debates.

**A4 Social work theory**; including research based concepts; sociological perspectives; psychological perspectives; models and methods of assessment; models and methods of intervention.

**A5 The nature of social work practice**, including practice in a range of settings; requisite skills and theoretical underpinnings; inter-disciplinary working; evidence based practice; evaluation and reflection. [*QAA subject benchmarks for Social Work*].

**B. Subject Specific Skills:** On successful completion of the programme students will be able to:

- B1.** Practise safely and effectively within their scope of practice
  - B2.** Practise within the legal and ethical boundaries of their profession
  - B3.** Maintain fitness to practise
  - B4.** Practise as an autonomous professional, exercising their own professional judgement
  - B5.** Be aware of the impact of culture, equality and diversity on practice
  - B6.** Practise in a non-discriminatory manner
  - B7.** Maintain confidentiality
  - B8.** Communicate effectively
  - B9.** Work appropriately with others
  - B10.** Maintain records appropriately
  - B11.** Reflect on and review practice
  - B12.** Assure the quality of their practice
  - B13.** Understand the key concepts of the knowledge base relevant to their profession
  - B14.** Draw on appropriate knowledge and skills to inform practice
  - B15.** Establish and maintain a safe practice environment
- [*HCPC: Standards of Proficiency*]
- B16.** Standards of conduct and ethics [*HCPC*]: students will be able to:

- Always act in the best interests of their service users.
- Respect the confidentiality of their service users.
- Keep high standards of personal conduct
- Provide any important information about their conduct, competence or health to their education provider.
- Limit their study or stop studying if their performance or judgement is affected by their health
- Keep their professional knowledge and skills up to date.
- Act within the limits of their knowledge and skills.
- Communicate effectively with service users and their education provider and placement providers.
- Get informed consent to provide care or services (so far as possible).
- Keep accurate records on service users
- Deal fairly and safely with the risks of infection.
- Behave honestly
- Make sure that your behaviour does not damage public confidence in their profession

C. Thinking Skills: Students on a post-graduate programme will be expected to:

**C1.** Have a critical awareness of current problems/ new insights in their field of study/ area of professional practice;

**C2.** Show originality in their application of knowledge;

**C3.** Have a comprehensive and critical understanding of the research process as it applies to their own (and others) work;

**C4.** Understand how boundaries of knowledge are advanced through research;

**C5.** Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;

**C6.** Continue to advance their knowledge and understanding and to develop new skills to a high level.

[FHEQ Descriptor for a Higher Education qualification at level 7: Master's degree]

Will this course provide a professional social work qualification?

In 2005 the Government introduced a legal restriction which resulted in the protection of the title Social Worker. This means only suitably qualified and registered social workers can describe themselves as such. Successful completion of this course means that you will be **eligible to apply** to go on the Social Work Register of the Health & Care Professions Council (HCPC). It is important to point out that being a student on this course does *not guarantee* that you will eventually be registered with the HCPC. The HCPC are an independent body who retain the right to make their own decisions regarding who they accept on the register. As a registered Social Worker you will then be able to apply for a range of social work posts in Local Authorities, with a diverse range of Voluntary Agencies and in the private sector.

The HCPC does not register students studying on the social work degree courses in England. However, students spend an average of 170 days working with service users, so it is important that they meet the same criteria as qualified social workers and practise according to the highest ethical standards. The Guidance on Conduct & Ethics for Students is therefore based on the Standards of Conduct Performance & Ethics for registered social workers. As part of your induction you will be required to complete a declaration of suitability. This, together with your Disclosure & Barring Service (formerly Criminal Records Bureau) enhanced disclosure, must be completed before you can embark on any social work placements (see below). Further information is available at:

<https://www.hcpc-uk.org/education/learners/while-i-am-studying/how-hcpc-standards-apply-to-learners/>

Will the course involve service users, carers and practitioners?

The MA course team and module leaders work hard to engage a range of external stakeholders in the management and organisation of the programme. One of our close partners is the Service User and Carer Advisory Group (SUCAG) which is a sub group of the COMENSUS Project. We have extensive involvement of service users and carers across the course modules and at a more strategic level. We hope that this will enhance teaching and learning, but also provide a higher level of involvement that is more comprehensive than just face to face teaching. SUCAG is now represented at all levels of the course programme from selection and interviewing, induction through to farewells on the course, programme management and committees and a range of involvement and consultation over module teaching, learning and assessment and the organisation of annual congresses. This is reviewed regularly by a SUCAG strategy group.

We also have strong links to Social Work practitioners from statutory, voluntary and independent sectors. Many of our qualified MA students keep in touch and return to offer seminars and presentations.

### **Student consent for involvement in role play, self-disclosure and similar exercises**

Students are advised that the nature of professional social work training may bring them into contact with emotionally charged situations and varying levels of distress, both in practice and in the classroom. The course team will work with you to help you to both understand and manage the impact of this on you. As part of your preparation for practice, you may be asked to participate in role play or simulation exercises to assist you to develop the skills needed for practice. The staff team will facilitate such activities in sensitive and supportive ways, both briefing and debriefing students as part of the learning process. Unless such activities form part of assessments, participatory is optional and you will be asked for your consent.

Additionally, the nature of the curriculum content sometimes means that students may be involved in self-disclosure and/or reflective work linked to their own personal and professional development. Developing self-awareness, along with an understanding of our own life experiences and how they have the potential to impact upon practice is an important part of training. The member of staff involved in any class discussions will always emphasise the need for confidentiality in the classroom and it is extremely important that this is adhered to, in line with professional ethics and values. Students will be advised of any specific guidelines that apply in relation to modules where this may form part of assessed work. Confidentiality in practice settings relating to service users, carers and other professionals is also of vital importance and will be discussed in depth at induction and throughout your training. In order to ensure that you have understood this information, we will ask you to sign a consent form relating to the above aspects of social work training.

### **Disclosure and Barring Service (formerly Criminal Records Bureau)**

Please read this section of the handbook very carefully, irrespective of your criminal record/barring status. As this course will involve regular access to children and/or vulnerable adults students will be required to obtain an Enhanced Disclosure, including checks on both children's and adults' barring lists, from the Disclosure and Barring Service (DBS).

### **Having a DBS check**

- All students embarking on placements must apply for a DBS check through the University. This is an essential process to meet the requirements of agencies accepting UCLan social work students on placement. To allow enough time for responses from the DBS, you will receive an email invitation to complete an online application for a DBS check prior to you starting your course.
- In order to ensure that the application process runs as smoothly as possible, and that there are no delays processing your DBS application, you will need to bring the correct documentation to the School's Course Administration Service (CAS) Hub to enable



the admin team to verify your identification within the first two weeks of starting your course. You will be provided with information about accepted identity documents for DBS applications, or for further information go to the web site [www.gov.uk/DBS](http://www.gov.uk/DBS)

- It is the student's responsibility to ensure that they apply for a DBS certificate when instructed to do so. Failure to do so will result in a delayed placement and may be deemed to be unprofessional behaviour. Students will be assisted to complete a DBS application during the induction period.
- All students will have been screened using the Declaration of Suitability process prior to being formally accepted upon the social work programme. It is important that you notify us if your status has changed in the period between application and enrolment, as discrepancies between your original declaration and the result of your DBS check will be referred to the Suitability Panel.
- Students will be required to produce their Disclosure Certificate for scrutiny when requested by the Practice Learning Team, placement settings, or at any other relevant time. It is the student's responsibility to safeguard their certificate and ensure that it is available for scrutiny during the full period of the programme. In the event that a certificate is lost the student will be required to apply and pay for a new certificate, and this may result in delayed start to placement.
- Each student will complete an annual declaration of suitability at the point of re-enrolment. Students returning from a period of absence will need to apply for a new DBS certificate.
- 

#### **What if things change?**

It is the student's responsibility to inform their Academic Adviser and course leader immediately (verbally and in writing) if their Disclosure status changes, or if police investigations are proceeding, at any point during the duration of the course and a decision will be made as to whether the student may remain on the programme. If students are found not to have disclosed any changes to their Disclosure status, they will be required to leave the programme.

#### **DBS and placements**

- No student will be permitted commence a placement, unless they have had their DBS certificate verified and agreed as being appropriate for social work training.
- Where students have offences or bars recorded on their DBS record, the Practice Learning Team will be required to share details of these with prospective placement agencies. This will be done anonymously at first: the student's name will only be shared if the agency is considering offering a placement to that student. The agency may wish to invite the student for a meeting to discuss their DBS status further.
- Agencies reserve the right not to accept students. Students who have offences or bars on their DBS certificate are advised that in some circumstances, it may take some time to find a placement for them. Exceptionally, it may not be possible to find a placement. Where this situation arises, the student will be informed and counselled with a view to pursuing an alternative course of study. In very exceptional circumstances, a student's DBS certificate may be returned with 'additional information'. In such circumstances the School may be unable to allocate a practice learning opportunity.
- Students are required to take their DBS certificate to the pre-placement meetings, to show to their practice educator and have this available for further inspection should the agency require it at a later date.

How will the course equip students to become a social worker?



The MA Social Work has been developed in partnership with a range of key stakeholders, including social work service users and carers, and representative from social work agencies. It has been developed in accordance with:

- The Health & Care Professions Council Standards of Conduct, Performance and Ethics, Standards of Proficiency for Social Workers in England, and Standards for Education and Training.
- The Quality Assurance Agency (QAA) bench mark statements and level 7 (Masters) descriptors.
- College of Social Work Professional Capabilities Framework, Social Work Qualifying Programmes levels, now housed on the British Association of Social Worker's web site <https://www.basw.co.uk/pcf/>

The course will equip you with the knowledge, skills and values required by qualifying social workers. **NB. Successful completion of this course means that you are eligible to apply for HCPC registration; it does not guarantee it.** The different standards, subject benchmarks and descriptors for social work education listed above have been integrated into programme delivery and assessment to provide you with a sound underpinning knowledge for practice. The integrated curriculum offers a robust framework for the education, training and assessment of social workers. The College of Social Work Professional Capabilities Framework(PCF), together with the HCPC Standards of Proficiency, identify what employers currently require of newly qualified social workers and these standards underpin practice learning **and** assessment of practice learning opportunities, but are not confined to the practice modules.

**The PCF means that during any social work course there will be four points of assessment, starting from the point at which you applied for the course:**

1. **Entry requirements for social work education-** By the point of entry to social work (SW) qualifying programmes, prospective students/candidates should demonstrate awareness of social context for social work practice, awareness of self, ability to develop rapport and potential to develop relevant knowledge, skills and values through professional training. <https://www.basw.co.uk/pcf/capabilities/?level=10&domain=1>
2. **Readiness for direct practice-**by the point of assessment of readiness for direct practice (prior to first placement), students should demonstrate basic communication skills, ability to engage with users, capacity to work as a member of an organisation, willingness to learn from feedback and supervision, and demonstrate basic SW values, knowledge and skills in order to be able to make effective use of first practice placement. <https://www.basw.co.uk/pcf/capabilities/?level=9>
3. **End of First placement-**by the end of the first placement, students should demonstrate effective use of knowledge, skills and commitment to core values in social work in a given setting in predominantly less complex situations, with supervision and support. They will have demonstrated capacity to work with people and situations where there may not be simple clear-cut solutions. <https://www.basw.co.uk/pcf/capabilities/?level=8>
4. **End of last placement/qualification-** by the end of qualifying programmes, newly qualified social workers should have demonstrated the knowledge, skills and values to work with a range of user groups, and the ability to undertake a range of tasks at a foundation level, the capacity to work with more complex situations; they should be able to work more autonomously, whilst recognising that the final decision will still rest with their supervisor; they will seek appropriate support and supervision. These capabilities will have been demonstrated through the last placement together with the final assessment of other work in the qualifying programme. At this point students should also be able to demonstrate how they have met the HCPC Standards of Proficiency for Social Workers in England. <https://www.basw.co.uk/pcf/capabilities/?level=7&domain=1>

At each of these levels, the PCF indicates what levels of capability are needed to successfully pass that aspect of the training.

You will under-take 30 skills development days, and 170 days in practice learning placements. 20 skills development days are located throughout year one and 10 in year two. In order to qualify as a social worker, students are required to meet the following thresholds:

Threshold descriptor	Level	
• Readiness for practice	before year 1 placement	(PCF)
• End of first placement level	by end of year 1	(PCF)
• Qualifying level	by end of year 2	(PCF plus SOP)

Students will need to complete all elements of the “Readiness for practice” standards before being eligible to undertake a 70 day first placement in semester 2 of year 1. Successful completion of the first placement will confirm the student achieved PCF standards at level “End of first placement” and they will thus be eligible to undertake a 100 day final placement in semester 2 of year 2. Progression from year 1 to year 2 will also depend on completion of all academic work. Successful completion of final placement, together with completion of year 2 modules, will confirm that the student has achieved PCF standards at “Qualifying level” and also the HCPC Standards of Proficiency. This will trigger eligibility to register with HCPC as a social worker.

## 1.2 Course Team

The Programme Lead for the MA Social Work:

Katie Martin  
Course Leader  
Senior Lecturer  
Eden Building  
room ER107  
KMartin@uclan.ac.uk  
01772895467

Cora Rooney  
Year one lead  
Senior Lecturer  
Eden Building  
room ER213  
[CRooney2@uclan.ac.uk](mailto:CRooney2@uclan.ac.uk)  
01772895462

Karen Taylor  
Year two lead  
Senior Lecturer  
Eden Building  
room ER216  
[KTaylor26@uclan.ac.uk](mailto:KTaylor26@uclan.ac.uk)  
01772895129

Many of the academic staff team are involved in teaching on the course, or as Academic Advisers or dissertation supervisors.

SCHOOL OF SOCIAL WORK - STAFF CONTACT LIST					
Bilson	Andy	Professor	3838	HA306	
Blackmon	Mike	Senior Lecturer	3466	Ha336	<a href="mailto:MOBlackmon@uclan.ac.uk">MOBlackmon@uclan.ac.uk</a>
Bramwell	Susan	Senior Lecturer	4363	HA312	<a href="mailto:Sbramwell@uclan.ac.uk">Sbramwell@uclan.ac.uk</a>
Briggs	Shelley	Senior Lecturer	3467	Ha303	<a href="mailto:SBriggs2@uclan.ac.uk">SBriggs2@uclan.ac.uk</a>
Brown	Debbie	Senior Lecturer	3832	Ha311	<a href="mailto:DJBrown2@uclan.ac.uk">DJBrown2@uclan.ac.uk</a>
Buffin	Jez	Principal Lecturer	5408	HA315	<a href="mailto:Jbuffin@uclan.ac.uk">Jbuffin@uclan.ac.uk</a>
Chantler	Khatidja	Reader	2777	HA324	<a href="mailto:Kchantler@uclan.ac.uk">Kchantler@uclan.ac.uk</a>
Charfe	Lowis	Senior Lecturer	5406	HA344	<a href="mailto:LCharfe@uclan.ac.uk">LCharfe@uclan.ac.uk</a>
Cox	Pat	Reader	3457	Ha317	<a href="mailto:PCox2@uclan.ac.uk">PCox2@uclan.ac.uk</a>
Westwood	Joanne	Head of School	3459	Ha327	<a href="mailto:JLWestwood2@uclan.ac.uk">JLWestwood2@uclan.ac.uk</a>
Cunningham	Steve	Senior Lecturer	3476	Ha318	<a href="mailto:SCunningham2@uclan.ac.uk">SCunningham2@uclan.ac.uk</a>
Diver	Craig	Senior Lecturer	3470	Ha314	<a href="mailto:CSDiver@uclan.ac.uk">CSDiver@uclan.ac.uk</a>
Drummond	Mary	Lecturer	3405	HA305	<a href="mailto:MFDrummond2@uclan.ac.uk">MFDrummond2@uclan.ac.uk</a>

Field	Pam	Practice Learning Coordinator	2729	Ha305	<a href="mailto:PField@uclan.ac.uk">PField@uclan.ac.uk</a>
Ford	Debbie	Senior Lecturer	2785	HA311	<a href="mailto:Dford@uclan.ac.uk">Dford@uclan.ac.uk</a>
Froggett	Lynn	Professor	3472	HA106	<a href="mailto:Lfroggett@uclan.ac.uk">Lfroggett@uclan.ac.uk</a>
Gardner	Ali	Senior Lecturer	3473	HA304	<a href="mailto:Agardner@uclan.ac.uk">Agardner@uclan.ac.uk</a>
Gatrell	Mia	Practice Learning Coordinator	3474	Ha305	<a href="mailto:MGatrell@uclan.ac.uk">MGatrell@uclan.ac.uk</a>
Gethin-Jones	Steve	Senior Lecturer	5464	HA344	<a href="mailto:Sgethin-jones@uclan.ac.uk">Sgethin-jones@uclan.ac.uk</a>
Graham	Matthew	Senior Lecturer	3463	HA306	<a href="mailto:MGraham7@uclan.ac.uk">MGraham7@uclan.ac.uk</a>
Harbin	Fiona	Senior Lecturer	3479	HA312	<a href="mailto:Fharbin@uclan.ac.uk">Fharbin@uclan.ac.uk</a>
Hemmington	Jill	Senior Lecturer	5460	Ha342	<a href="mailto:JHemmington@uclan.ac.uk">JHemmington@uclan.ac.uk</a>
Larkins	Cath	Senior Research Fellow	3407	HA305	<a href="mailto:Clarkins@uclan.ac.uk">Clarkins@uclan.ac.uk</a>
Lloyd	Jane	Senior Lecturer	3475	HA310	<a href="mailto:JLloyd1@uclan.ac.uk">JLloyd1@uclan.ac.uk</a>
Manley	Julian	Research Associate	3478	HA106	<a href="mailto:JYManley@uclan.ac.uk">JYManley@uclan.ac.uk</a>
Martin	Katie	Lecturer	5467	HA343	<a href="mailto:KMartin@uclan.ac.uk">KMartin@uclan.ac.uk</a>
Morris	David	Professor	5410	BB243	<a href="mailto:DMorris1@uclan.ac.uk">DMorris1@uclan.ac.uk</a>
O'Hare	Phil	Senior Lecturer	3414	Ha342	<a href="mailto:PO-Hare@uclan.ac.uk">PO-Hare@uclan.ac.uk</a>
O'Sullivan	Alice	Senior Lecturer	4360	HA314	<a href="mailto:AO-Sullivan@uclan.ac.uk">AO-Sullivan@uclan.ac.uk</a>
Parkes	Ruth	Associate Lecturer	5407	HA305	<a href="mailto:Rparkes@uclan.ac.uk">Rparkes@uclan.ac.uk</a>
Pratt	Jonathan	Senior Lecturer	3455	Ha318	<a href="mailto:JPratt1@uclan.ac.uk">JPratt1@uclan.ac.uk</a>
Radford	Lorraine	Professor	3831	Ha306	<a href="mailto:Lradford@uclan.ac.uk">Lradford@uclan.ac.uk</a>
Ridley	Julie	Reader	3402	Ha225	<a href="mailto:JRidley1@uclan.ac.uk">JRidley1@uclan.ac.uk</a>
Robbins	Rachel	Guild Research Fellow		HA226	<a href="mailto:Rrobins1@uclan.ac.uk">Rrobins1@uclan.ac.uk</a>
Rogerson	Simon	Senior Lecturer	5463	Ha343	<a href="mailto:SJRogerson@uclan.ac.uk">SJRogerson@uclan.ac.uk</a>
Rooney	Cora	Senior Lecturer		Ha306	<a href="mailto:CRooney2@uclan.ac.uk">CRooney2@uclan.ac.uk</a>
Roy	Alistair	Reader	5127	HA104	<a href="mailto:ANRoy@uclan.ac.uk">ANRoy@uclan.ac.uk</a>
Shorter	Lynn	Senior Lecturer	3456	HA243	<a href="mailto:LShorter@uclan.ac.uk">LShorter@uclan.ac.uk</a>
Spandler	Helen	Reader in Mental Health	3416	HA225	<a href="mailto:HSpandler@uclan.ac.uk">HSpandler@uclan.ac.uk</a>
Stanley	Nicky	Professor	3655	HA328	<a href="mailto:NStanley@uclan.ac.uk">NStanley@uclan.ac.uk</a>
Stone	Clare	Senior Lecturer (FPLSU)	3939	HA314	<a href="mailto:CStone2@uclan.ac.uk">CStone2@uclan.ac.uk</a>
Taylor	Amanda	Senior Lecturer	3468	HA304	<a href="mailto:AMLTaylor@uclan.ac.uk">AMLTaylor@uclan.ac.uk</a>
Thomas	Nigel	Professor	4514	HA309	<a href="mailto:NPThomas@uclan.ac.uk">NPThomas@uclan.ac.uk</a>

Wainwright	John	Senior Lecturer	3460	HA303	<a href="mailto:JPWainwright@uclan.ac.uk">JPWainwright@uclan.ac.uk</a>
------------	------	-----------------	------	-------	--

### 1.3 Expertise of Staff

The majority of the teaching staff in the School of Social Work, Care & Community have backgrounds as professionally qualified social workers, and thus bring a range of specialist practice experience to the programme. Other staff who are frequently engaged in teaching on the MA Social Work include social policy experts, professorial and research staff, who also have a wide range of professional qualifications and experience. They are able to bring their insights and specialist knowledge of research studies to the post-graduate learning experience. Teaching staff are also engaged in knowledge transfer activities with partner agencies such as local authority children's or adult services, which seek to improve understanding and implementation of current developments in social work practice.

Within a number of the modules there is great emphasis on partnerships with practitioners and service users/carers, and teaching teams will therefore seek every opportunity to engage partners in contributing to direct teaching.

### 1.4 Academic Advisers

You will be assigned an Academic Advisor who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, providing insight and direction to enable you to realise your potential.

### 1.5 Administration details

Course Administration Service provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

### 1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Good communication is a core principle of social work and social care, and it is important that this underpins relationships in the School of Social Work, Care & Community between students and members of staff. The School has developed principles to guide students when communicating with staff members to achieve the most effective outcomes.

#### General points

- It is important to remember that academic staff are involved in a range of activities, including teaching across a number of different courses; attending placement visits all over the North West; attending meetings inside and outside the University; and undertaking scholarly research. Consequently, although student emails and telephone messages are afforded a high level of priority, responses are unlikely to be instant, as staff are often not at their desk.
- The School has a large and diverse student body with a range of different needs. At times, some student's needs are particularly pressing. In such instances, staff will prioritise responding to those students, as in any other workplace.
- School staff are committed to supporting students with their studies; however there is also an emphasis upon independent learning within the post-graduate Higher

Education environment. Where students run into difficulty, they are strongly encouraged to seek help.

- Academic and Administrative staff are not permitted to give out marks via email or on the telephone, as stated in the Academic regulations. Students can access their results via 'MyUCLan' and/or Blackboard, and will be shown how to do this.
- Administrative staff will always do their best to help students. Students are asked to communicate with courtesy at all times.
- Communication is a two way process and it is important that students and staff work together to constantly improve communication, so that it is mutually beneficial. This will be discussed at Staff/Student liaison meetings with feedback sought from all.

## E-mails

- Students should take care to use appropriate language in emails and are reminded of the importance of being courteous at all times. Where inappropriate language is used, for example 'text language', members of staff will politely point this out to students.
- Where staff are away from University, they will routinely use their automated email response facility, which clearly states a return date. Similarly, staff will use their voicemail message to advise when they are away from the University on annual leave. This is important for students so that they understand when staff are on leave or working away from the University.
- Staff will aim to respond to emails from students within 3 working days (unless they are on annual leave), by providing an acknowledgement of the email, even if the matter cannot immediately be resolved. However, students are politely reminded that the answer to very many queries lies in module or course handbooks and they should consult these first to try and find an answer. This helps to ensure that students who are in genuine need of assistance will receive a prompt response.
- If students do not get a response in 3 working days, they should email the member of staff again. If there is still no response and the matter remains unresolved, students should bring this to the attention of another member of staff, such as their course leader, or the designated principal lecturer for an 'action request'. This colleague will then address the matter with the original member of staff.
- CC-ing in emails - Students are encouraged to send emails directly to the person from whom they want a response. Students should avoid needless copying in many staff members, as this decreases the likelihood of an efficient response and increases work for academic staff. Where other staff are cc'd into the email, it should be made clear why. E.g. *I am copying in my course leader so that they are also aware of this situation*

## Appointments

- Academic Advisers will make it clear how students can make an appointment with them. Many tutors publish drop in times on their doors, and all have contact details posted on their doors. If you wish to request an appointment with a member of staff, it is usually best to email them to request a time, clearly stating what the matter is about.
- Students will be helped to understand the different roles of staff during induction. For example, all students will have a Academic Adviser who is normally the first port of call for personal issues, and advice and guidance about progression on the course. If students need advice on module specific matters, e.g. resubmission of essays, they should consult module staff, not their Academic Adviser. Module leaders will publish dates of assignment workshops for all students at the beginning of the semester.
- When students have appointments with staff, it is very important that they keep them. Where they are unable to keep them, students must let the member of staff know, out of courtesy, but also to ensure staff can manage their workload.

## Written feedback

- Students should ALWAYS read their written feedback, which is central to their progression and development on the course. This needs to be recognised and valued as a form of communication. It is extremely important for students to take the time to read and understand their written feedback, as well as accessing their mark. If students do not understand the feedback they have been given, they should seek clarification from the member of staff who will explain it to them.

## 1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

Carl Chandra – Senior Lecturer, Goldsmith, University of London

Peter Yates - Senior Lecturer, Napier University Edinburgh

## 2. Structure of the course

In addition to offering the two year full time route for employers to sponsor staff to study the Master Degree in Social work we also offer a part time route which is spread over three years.

Students can only take this route if their employers are paying their staff members course fees and agree to arrange and provide the two social work placements provided. The two placements must be with two different service user groups and so placements must be approved in liaison with the School of Social work Care and Community Placement Team.

We will require written confirmation from the employer that they are in agreement to sponsor their staff member and pay their course tuition fees.

Further details about the Employer sponsored route can be given by the Course Leaders.

### 2.1 Overall structure

The teaching of the Master's degree takes place predominantly at Preston University Campus. University tutors and Practice educators work together to ensure we provide a learning package that enables you to meet all the requirements associated with the MA Social Work, including 1800 hours 'under the direction of an educator' and 170 practice days.

The formal academic learning within the University setting comprises of a total of 7 modules. All modules are compulsory and there are no electives.

180 credits at level 7 are required to achieve the full Masters award, and both practice placements must be passed in order to achieve a social work qualification.

Due to the need to accommodate practice learning elements, the structure of the programme is such that it does not follow standard academic teaching patterns. Students need to be aware therefore, of the need to plan caring/personal commitments and funding accordingly. As illustrated below the placement in year one will generally finish no earlier than June and,

in year two placements will finish around August with final awards verified in September or October Assessment boards.

Students normally complete their Masters in Social Work within 26-28 months depending on when they complete their final year placement and progress through the Course Assessment board. However, sometimes students may take longer to complete their course for reasons such as personal circumstances or health issues. However, in order to ensure currency and validity of professional knowledge acquired during the programme, students are required to complete the course in a period not exceeding five years from start to completion.

<b>MASW Full time Course Year One</b>	
Start	September
Semester 1 ends	December
Semester 2 starts	January
Year 1 Placement	From February
Placement ends	From June
Assessment Boards	July & September
<b>MASW Full time Course Year Two</b>	
Start	September
Semester 1 ends	December
Semester 2 starts	January
Year 2 Placement	From February
Placement ends	From August
Assessment Boards	September & October

## 2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

### **List of Modules: FULL TIME PROGRAMME**

*You will complete the following modules by the end of year 1.*

<b>Module code</b>	<b>Module Title</b>	<b>Module Level</b>	<b>Module Credits</b>
SW4300	Social Work Practice 1: Understanding the Practice Context (incorporates 70 days of practice learning)	L7	20
SW4301	Understanding & Communicating with People	L7	20
SW4302	Safeguarding Law and Practice	L7	20
SW4303	Social Justice in Practice: Contexts, Themes and Debates	L7	20
SW4401	Critical Evidence and Research Based Practice – Research-focused teaching day during year one placement & optional summer dissertation drop-in sessions, in preparation for module in year 2		

***By the end of year 2 you will complete:***



Module code	Module Title	Module Level	Module Credits
SW4400	Social Work Practice 2: Developing as a Professional (incorporates 100 days of practice learning)	L7	40
SW4401	Critical Evidence and Research Based Practice (incorporates the Dissertation)	L7	40
SW4402	Critical Themes and Debates for Social Work Practice	L7	20

### How are Placements organised?

During the course of your MA Social Work you will undertake

- 30 University based Skills Development Days: 20 in year 1; 10 in year 2
- First Placement of 70 days: Year 1 semester 2/3
- Final Placement 100 day: Year 2 semester 2/3

At the beginning of the course you will have access to a Practice Learning Guidance which should be read in conjunction with this handbook. In semester one of both years you will be asked to complete a profile which will be used to allocate your learning placements. A preference form will also be completed which will include a section where you can identify limited choice of first and final placements. However, all social work qualifying courses are required to provide learning experiences with two different service user groups in a least two different settings with statutory tasks in at least one of the settings. Therefore it is possible that we may not be able to accommodate every choice. Efforts are made to accommodate students' needs and requirements in terms of personal and family commitments and home location. **Due to reasons of equity, objectivity of assessment and relationship protocols with partner agencies, Students are not permitted to find their own placements.** Applicants are advised that the course includes 170 days mandatory placement learning. Students may be placed up to one hour away from the University. Students in receipt of a Social Work bursary receive a fixed contribution towards their placement travel expenses known as a Placement Travel Allowance from their term time address to the placement agency. Students will need to cover any additional placement travel costs themselves such as travel to placement and appropriate car insurance. It is expected that the agency offering the placement will contribute towards the in-placement travel costs incurred while carrying out placement duties.

You are expected to undertake your placement on a full time basis and to work the normal hours of the agency you are placed with.

**NB: The provision of Social Work Bursaries is subject to Government review and this information therefore does not guarantee that bursaries will still be available at your point of entry.**

### Skills days

As a result of national social work reforms 30 skills days were introduced in order to support social work student's professional development during their period of study. These skills days have been developed in consultation with key stakeholders including local employers, organisations and service users and carers.

The days or learning opportunities have been integrated within the modules of study across year 1 and 2. Students must attend a minimum of 30 skills days by the end of year 2 in order to be awarded their Master's Degree. Undertaking 30 skills day development is a mandatory part of the programme and in year 1 attendance at 4 skills days are linked to Readiness to Practice. The Readiness to Practice panel sits in February and April 2019 and students must

have met the requirements in order to be deemed ready to go out on the first placement in 2019. Please refer to the Year one Skills Handbook for further details.

In year one skills development opportunities particularly focus on preparing students for practice (readiness for practice) and to support students in their professional development through to the end of first placement. The skill days in year two will be more advanced to prepare students for their final year placement.

The skills development days have been embedded in the following modules:

Year One:-

<b>Module</b>	<b>Number of skills days</b>
SW4300	10 days
SW4301	8 days
SW4302	1 day
SW4303	1 day

Year Two:-

<b>Module</b>	<b>Number of skills days</b>
SW4400	8 days
SW4402	2 days

## **2.3 Course requirements**

*It is important to note that should your Enhanced Disclosure and Baring Service (DBS) check prove to be unsatisfactory for the purpose of the course you have applied to, your offer of a place for that course may be withdrawn. If you have already enrolled on a course and your DBS check subsequently discloses a criminal conviction, you may be required to withdraw from the course even if you have already started. If you are aware that your DBS check will disclose a previous conviction, please contact the course leader for advice as not all convictions may preclude you from continuing with the course.*

As the MA Social Work course is a professional course all the modules are compulsory and must be passed to achieve the award of Master's Degree Social Work. As a student undertaking this course you are bound by the Health and Care Professions Council. The updated HCPC Guidance on conduct and ethics for students is available on line at:

<https://www.hcpc-uk.org/education/learners/while-i-am-studying/how-hcpc-standards-apply-to-learners/>

You are also subject to the UCLan procedure for consideration of Fitness to Practise. Consequently the course has a number of professional requirements which the student must comply with or meet.

### **Fitness to Practice**

Social work is a professional activity that works with a range of people, who are sometimes vulnerable and experiencing difficulty. It is because of the responsibilities that social workers carry, and the influence and impact they can have on the lives of vulnerable people, that students on professional courses are required to demonstrate their fitness to practice. This involves the rigorous assessment of attainment of the required level of knowledge, skills and values. However, being a professional social worker goes further than this. Social workers are also required to demonstrate high levels of integrity, honesty, and professionalism and ensure that their conduct does not fall short of the Health & Care Professions Council Standards.

### **Openness and honesty**

Students are required to share, openly and honestly with the University, details of any occurrence in their lives which may call into question their fitness to practice. This may include changes to health circumstances; any involvement with Social Services; any involvement with the police, or similar. If in doubt, students must seek advice from their tutor. Failure to disclose may subsequently lead to termination of the student's training. Students are advised that the University may be required to inform the Health & Care Professions Council of any matter which may impact upon future professional registration.

In order to protect the interests of service users and carers, and future employers, it is a requirement of the Health & Care Professions Council that Higher Education Institutes have in place procedures which consider and evaluate students' fitness and suitability to practice. The purpose of this is to ensure that students who are unsuitable to practice as social workers are prevented from being awarded their professional qualification. If a student's fitness and suitability to practice is called into question, the procedures outlined in Appendix 3 of the Practice Learning Handbook will be initiated.

### **Fitness to Practice Panel**

This panel will be convened when there are concerns at any time about a student's personal or professional suitability to remain on the programme. For example, when a student:

- Has a physical or mental health problem that may put themselves or others at risk, or compromise their judgement
- Demonstrates unprofessional or inappropriate behaviour which contravenes HCPC Standards.
- Has committed an offence or other serious misconduct which raises doubt about professional suitability
- Fails to disclose information pertaining to their health status or DBS status at the point of admission which later becomes apparent
- Engages in any behaviour which raises doubts about their integrity or honesty

### **Practice issues Panel**

The Practice Issues Panel is a sub group of the Assessment Board and will consider:

- All failed/failing placements with a view to making a recommendation to the assessment board regarding the outcome for the student
- Requests for placement extensions and significant alterations to a placement
- Issues that might arise in relation to fitness to practice. If any fitness to practice concerns exists, these will be considered by the Fitness to Practice Panel, under the Academic Regulations

All parties are required to submit papers; students are advised to attend the pre-panel meeting; Practice Educators may also attend. The panel will make a recommendation.

To be noted: where the panel recommend that a student is offered a **repeat placement** opportunity it is normal practice **to repeat the full number of placement days**. Further details can be found in the Practice Learning Handbook.

There may also be very serious concerns about the student's professionalism which calls into question their fitness and suitability to practice. In this case, the matter will be considered by **the Fitness to Practice Panel**.

### **Readiness for Practice Requirement**

Progression onto the first practice placement is dependent upon you successfully meeting Social Work "Readiness for Practice" standards. These have been integrated into three modules: SW4300 Social Work Practice 1; SW4301 Understanding & Communicating with People; and SW4302 Safeguarding Law & Practice. This means that you are required to pass

SW4302 in its entirety; pass the case study assignment, and the counselling skills observation both in SW4301; and pass the two reflective essays for SW4300, **prior to beginning placement**. If you fail any of these elements your placement will be delayed until you have had the opportunity to resubmit/retake failed work. This may mean that your progression to year two is also delayed if you are unable to complete year one placement in time (by the end of August).

Progression through the Readiness for Practice panel is also dependent on your level of attendance at scheduled University teaching and learning activities and so please read carefully the School of Social Work, Care & Community's policy on attendance.

### **Readiness for Practice – Year Two**

Although there is no formal standard of readiness for the final placement set within the PCF, the School of Social Work, Care & Community is mindful of HCPC Standards of Proficiency and Standards for Education and Training against which the programme is validated. As a condition of our validation we are required to ensure that students can demonstrate that they have undertaken all of the learning required for professional practice. This has been built into the Readiness for Practice panel by means of considering students' attendance and progress during semester one. Progression onto your final placement is therefore dependent on your level of attendance at & engagement in scheduled teaching and learning activities. Please read carefully the School of Social Work, Care and Community's policy on attendance.

### **Procedure for ending a student's involvement in the social work degree**

Students are reminded that it is their responsibility to ensure that their conduct does not jeopardise their suitability for HCPC registration and that any issues which arise must be reported to the School as soon as possible.

In exceptional circumstances, information or events may come to light which may lead to questions as to the suitability of a student for social work. Concerns may arise as a result of behaviour which is deemed to be damaging or dangerous to service users, students or programme providers – constituting a breach of the HCPC Standards and/or University procedures. Whilst normally the behaviour in question will be linked to course activity (college based or placement activity) other behaviour/actions, particularly related to criminal behaviour, which takes place outside the conduct of the course will also be considered.

In concerns are raised about a student we are required by the Health & Care Professions Council to investigate the matter and if we see fit to operate a procedure for ending a student's involvement in the social work degree.

The procedures are set out in full detail in the 'Regulations for the Conduct of University Students' in your Student Guide to Regulations.

<https://intranet.uclan.ac.uk/ou/sass/resource-centre/External%20Library/Regs%20for%20Conduct%20final.pdf>

As a student undertaking this course, you are bound by the Guidance on Conduct and Ethics for students by The Health and Care Professions Council and subject to the UCLan procedure for the consideration of Fitness to Practise (Regulations for the Conduct of Students: Appendix 3).

### **IT Requirement**

It is essential that social work students develop IT literacy during their training and that social work practitioners and managers are able to ethically use the IT applications, tools and systems they will encounter in practice and have the understanding and awareness to take up opportunities to improve the service user experience of practice as the technology develops. The revised QAA requirements for IT teaching, learning and assessment are now integrated throughout the curriculum.

## 2.4 Module Registration Options

Discussions about your progression through the course normally take place in February each year with your Academic Adviser. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the compulsory modules. You will both agree on the most appropriate (and legal) course of study for you.

Discussions about your progression through the course normally take place with your Academic Adviser; these discussions are likely to coincide with receipt of your results from module assessments. These provide an opportunity for you to make plans for your study over the next academic year. If you are not able to complete the target award of the Masters in Social Work your Academic Adviser or course leader will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you. You can also use UCLan's student support services and Careers Advice and Guidance Service.

Progression from year one into year two is dependent upon successful completion of all year one modules, including the practice placement. **You must be eligible to enrol by the start of teaching in semester one of year two – if you still have work outstanding from year one at this point you may have no option other than deferring your progression onto year two until the following year.**

## 2.5 Study Time

### 2.5.1 Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

### 2.5.2 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per credit you need to achieve – this includes attendance at UCLan and time spent in private study. This course places greater emphasis on self-directed learning than you may have experienced at undergraduate level, we would suggest therefore that you allow yourself time to work independently and with your ALS to undertake sufficient reading and thinking to gain maximum benefit from the lectures and facilitated tutorials. Personal reading and research time will enable you to maximise your learning from your modules and placements.

### 2.5.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to the School's Course Administration Service via email or telephone call.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case we will consider you under the University's Withdrawal policy and the date of withdrawal will be recorded as the last day of attendance.

Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system**. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

School of Social Work, Care & Community Attendance Policy:

There are clear links between attendance at University and academic success. All students are expected to attend 100% of the course. The School monitors attendance carefully and so please read the Attendance policy carefully (Available on the Schools' Student Office on the Blackboard space).

### **Why is attendance monitored?**

- Social Work is a professional activity that requires social workers to have a full and comprehensive knowledge of theory and practice delivered in University and in placement settings.
- The Health and Care Professions Council requires the university to identify where attendance is mandatory and to have in place mechanisms for monitoring attendance.
- In view of the complexity of the social work role and the associated knowledge base, the School requires students to attend all parts of the programme.
- Attendance is linked to the criteria to assess whether a student meets the Readiness for Practice requirements prior to starting placement.
- If you forget your student card and cannot scan in you must present yourself to Brook Hub directly after the lecture/seminar to have your attendance noted.

### **How does the School monitor attendance?**

- Students are informed of the importance of attendance during the Head of School's speech and during welcome week.
- All students on a professional course will be asked to sign an attendance contract which lays out the requirements of their programme
- Students are required to submit a sample signature during induction
- The School of Social Work, Care & Community operates on a dual system of recording a student's attendance this includes the Student Attendance Monitoring system (SAM) and a paper register for some lectures/seminars/tutorials. It is a student's responsibility to ensure they have both signed the register and scanned their student corporate card.
- Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system**. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.
- Practice educators and tutors monitor student attendance on placement via placement calendars which must be signed and verified

### **Monitoring your own attendance**

- It is recommended that you keep a personal record of the University days and teaching material missed as a result of absence so you can easily identify what work you need to catch up with. This is your responsibility and fits with being a professional social work student.

### **How do students report genuine absence?**

- If students are absent for any reason, they should email the Course Administration Service and their Academic Adviser who will formally log it.
- If students are absent on placement, they must telephone the nominated person in the agency to inform them at the earliest opportunity on the first day of absence. It is not acceptable to send a text as the main form of communication.
- If students are absent for seven days or more due to illness, a medical certificate must be produced and submitted to the Academic Adviser who will file it in the School office.

### **What triggers procedures for low attendance at lectures and seminars?**

- If students miss two sessions (e.g. two lectures) without good cause, they will be sent a notification reminding them of the importance of attendance and asking them to make contact with their Academic Adviser tutor to discuss the reason for their absence and their plans to complete missing work. Failure to do so will result in the matter being referred to the Head of School.

#### **What action will be taken if attendance is a cause for concern?**

- Where students continue to be absent or have patchy attendance, they will be called to a meeting with the Head of School or the Course Leader.
- At this stage, a verbal warning may be issued, or in serious cases, the student may be withdrawn from the course, or considered by the University Fitness to practice procedures

#### **Extenuating circumstances**

- In the event of significant absence which may impact on academic performance, students will need to discuss the situation with their tutor and may need to submit extenuating circumstances. If a student has missed a significant amount of the course, they will normally be required to repeat the year. Please refer to page 38 for more details regarding extenuating circumstances.

#### **Responsibilities of students who are absent for genuine and unavoidable reasons**

- In genuine cases of illness or severe personal circumstances, if students miss any taught sessions, they will be required to demonstrate that they have caught up and gained the knowledge missed at the earliest opportunity; this evidence should be added to the student's PDP folder. The onus is on the student to ensure they have done this to a satisfactory standard. Students are advised that this is a requirement of the HCPC and will be monitored by Academic Advisers.
- Attendance at lectures and facilitated tutorials will be linked to the assessment of 'Readiness to practice'. Students who have persistently missed direct teaching sessions, which are taught before their placement commences and can neither provide good reason for having done so, and cannot demonstrate that they have undertaken relevant learning activities independently, may be assessed as not yet ready to practice. This will result in a delayed start to the placement and a student will be required to attend a meeting with their Academic Adviser. Once the Academic Adviser is satisfied that the missed learning can be evidenced as being made up, the student will be considered at a later Readiness to Practice Panel. In persistent and serious cases of non-attendance, this may result in the student's place on the programme being terminated via the fitness to practise panel.

The essential message here is that attendance matters immensely as poor attendance and poor evidence of having caught up with missed learning will result in delays in progressing through the course, for example going out on to placement or even withdrawal from the course.

#### **Attendance requirements on placement**

- Students are required to attend 100% of placement learning days and any absences, irrespective of the reason, will need to be made up during the placement. Where student's attendance causes concern on placement, practice educators will inform the University and a meeting with the students tutor will be convened. Depending upon the circumstance, an action plan may be drawn up, or in serious cases, the placement may be terminated and referred to the Practice Issues Panel.



### **Attendance requirements for international students**

- For international Tier 4 students there are additional responsibilities under the Home Office's Points-Based System (PBS) – international Tier 4 students **MUST** attend their course of study regularly; under PBS, UCLan is obliged to tell the Home Office if a Tier 4 student withdraws from their course, defers, transfers or suspends their studies, or if they fail to enrol or attend the course regularly. International Tier 4 students may be required to complete additional check-in processes on a weekly basis. While they are away from the university on placement, they will be required to provide a weekly report on their attendance at placement, verified by their Practice Educator.

### **Further implications of non-attendance**

- If Students have not gained the required authorisation for leave of absence, and do not respond to communications from the University and are absent for four weeks or more, they may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance. The NHS Bursary Authority will be notified of any such withdrawals. Students need to be aware that the NHSBA actively pursue students for the recovery of any part of their bursary that has been paid to them, which is deemed repayable as they have withdrawn from the course.

## **3. Approaches to teaching and learning**

### **3.1 Learning and teaching methods**

The MA Social Work uses a range of teaching & learning methods which are designed to encourage and facilitate students' ability to develop effective social work skills, in addition to meeting the required level of academic ability. Thus you can expect to engage with group work, presentations, and discussion in both large and smaller groups, lectures, seminars, eSkills activities, self-directed study, written work and exams during the course of the programme. The programme will also be making use of Action Learning Sets and facilitated tutorials as discussed earlier in this handbook.

Materials for lectures, seminars or other teaching sessions will usually be available on Blackboard, or will be sent to you prior to the event and you are encouraged to access and read this material as preparation for teaching. Academic staff and other contributors will usually provide reading lists to accompany each teaching session (in addition to the core lists provided in the module handbooks or the online reading lists). You get more from the course, and achieve higher marks, if you take the opportunity to extend your reading beyond the basic requirements.

How can I be an effective learner?

As an adult learner you are expected to take some responsibility for your own learning process and this involves a number of different factors:

1. Letting us know what you think about the course using formal and informal approaches.
2. Notifying the university immediately if you change your contact details (address etc.)
3. Notifying your Academic Adviser if you are off sick for any period and providing a medical certificate if absent for more than 5 days
4. Notifying your tutor and agency staff if you are off sick whilst undertaking practice learning and providing a medical certificate if you are off sick for more than 5 days (NB. all missed days must be caught up)
5. Scanning with SAM register and signing the paper register when attending taught sessions
6. Engaging and working effectively with your ALS
7. Completing self-directed study material associated with each module
8. Attending, and participating fully in, facilitated tutorials

9. Making sure you know about, complete and hand in work to meet assessment deadlines (including any examinations) to the standards specified by the School (see section below for further details)
10. Completing material for inclusion in your Personal Development File
11. Where appropriate, completing an extension request before the submission date for any piece of work.
12. Completing an extenuating circumstances form where appropriate.
13. Ensure you comply with copyright guidelines (see The Student Guide to regulations for further details).
14. Ensure you have read the 'Whistle Blowing Procedure' (Public Interest Disclosure) in the Practice Learning handbook before going out into an agency.

## 3.2 Study skills

The School of Social Work, Care & Community and the MA Social Work course team are committed to supporting students to develop effective study skills. As post-graduate learners you will be expected to make good use of study time which is built into the teaching schedule (a minimum of two and a half days per week). Academic Advisers will mark two reflective essays in the first semester and will offer feedback and advice regarding any study skills support which may benefit you.

You are advised, in any case, to explore support, guidance and online tutorials offered by WISER or the Learning Information Services within the university. These services are not just applicable to students who may be finding it difficult to readjust to study at post-graduate level, but also to students who wish to raise their grades to a higher level. Further information can be found on their webpages:

WISER [https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab\\_tab\\_group\\_id= 33 1](https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id= 33 1)  
 LIS [https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab\\_tab\\_group\\_id= 25 1](https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id= 25 1)

Study Skills - 'Ask Your Librarian'

[https://www.uclan.ac.uk/students/support/study/it\\_library\\_trainer.php](https://www.uclan.ac.uk/students/support/study/it_library_trainer.php)

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as "My lecturer says I need a wider variety of sources in my references, what do I do?"

"I need to find research articles, where do I start?"

"How do I find the Journal of ...?"

"How do I use RefWorks?"

Module Leaders will usually offer a minimum of one assignment workshop during the course of the semester, and students are encouraged to attend these. Due to the large number of students it is not usually possible for individual study advice to be given prior to a first submission, although this may be available for students who need to resubmit failed work.

The Critical Evidence & Research Based Practice (Dissertation) module offers some study support over the summer break between Year 1 & 2 with early allocation of a dissertation supervisor.

## 3.3 Learning resources

### 3.3.1 Learning and Information Services (LIS)

The best place to start when exploring the Library resources available to you is;

- Your 'Subject Guide' can be found in the [Library Resources](#)
- Your 'My Library' tab in the [Student Portal](#)
- [Library search](#)

Extensive [resources](#) are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

The library opening hours are

[http://www.uclan.ac.uk/students/study/library/opening\\_hours.php](http://www.uclan.ac.uk/students/study/library/opening_hours.php)

### 3.3.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

You are also encouraged to make use of the wealth of web-based Social Policy and social policy material in your preparation for seminars and in the composition of your assignments.

**However, when using web-based material in assignments you must always ensure that it is appropriately referenced. See the comments in the School of Social Work, Care & Community's Assessment handbook for referencing material obtained from the Internet. This can be accessed in the Student Office on Blackboard**

### Online Journals

Almost all the journals included in the module reading lists below can be accessed free of charge via various databases that are available via the library's web pages. These include EBSCO and SCOPUS, both of which provide full-text access to journal articles.

### Blackboard

All of your modules should be available on Blackboard, which is the platform the University uses to deliver online content to assist you with your studies. Blackboard will typically be used as a means of getting information to you, whether this be announcements, extracts from key sources, module handbooks or lecture notes. Module tutors will inform you about how they use Blackboard when they are introducing their modules.

## 3.4 Personal development planning

Personal Development Planning is intended to provide a process by which students can reflect upon their learning and action plan for their personal and career development. You will need to produce a personal development file from the outset of the programme and contribute to it throughout the course. Year 1 students will commence their PDP activities during induction week. Please note that reflective practice is a key feature in social work training; this will be integrated into on-going PDP work.

During tutorials in University your Academic Adviser will be asking about the PDP requirements, setting objectives and planning for practice placements. Further to this whilst in placement the agency will provide a supervisor / Practice Educator who will also guide you through this task. You will be required to book a tutorial meeting with your Academic Adviser towards the end of each academic year to hold a reflective conversation about your progress and learning needs for the future. This will result in a PDP summary sheet being agreed and signed by both parties which you will need to keep in your PDP folder.

For further guidance please see the Personal Development Policy on the MA Social Work Blackboard page.

## 3.5 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show

future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

It's your future: take charge of it!

Careers offers a range of support for you including:-

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

The MA Social Work, as a professional qualification programme, places great emphasis on ensuring that you have the necessary skills and knowledge to allow you to enter social work employment upon successful completion of the award. The practice placements comprise 50% of the course and ensure that you are assessed against the Professional Capabilities Framework, the HCPC Standards of Proficiency and the HCPC Standards of Conduct, Performance and Ethics.

During the course we maintain excellent links with local employers and engage them in contributing to various elements of the teaching, including the shadowing day in Year 1 and an employability workshop in Year 2. Students in year 2 are also encouraged to attend the Compass Jobs Fair for social work/social care in the North West.

## **4. Student support**

Information on the support available is at: <https://www.uclan.ac.uk/students/>

### **4.1 Academic Advisors**

Students will be allocated an Academic Adviser in the first week of commencing the course. Your adviser will provide you pastoral and academic support. Your Adviser will provide individual and group tutorials. This Adviser will also visit you on placement and provide a link between your practice learning and academic learning. At the beginning of the course you need to introduce yourself to your tutor, initially via email. Your Adviser will try to see you during induction week or at least within the first two weeks on commencing the course. Should any issues arise which impinge on your studies, your Academic Adviser is your first point of contact and will be able to offer you guidance and support.

At time of assignment submission your Adviser can give advice about 10 working day extensions for assignments. You are also strongly advised to seek the support of your Adviser if you are experiencing difficulties and need to apply for Extenuating circumstances. Please read the Assessment Handbook which details the grounds for applying for extension and extenuating circumstances.

[https://www.uclan.ac.uk/students/study/examinations\\_and\\_awards/extensions.php](https://www.uclan.ac.uk/students/study/examinations_and_awards/extensions.php)

[You can access details of you Academci Adviser and the MA Social work Teaching team on Starfish.](#)

## 4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk) - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk)

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk)

The named lead for students with disabilities in the School of Social Work, Care & Community is Ruth Parkes. You may wish to contact Ruth directly for further advice or support. Her email address is [RParkes@uclan.ac.uk](mailto:RParkes@uclan.ac.uk). Please note this role may be subject to change.

## 4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website:

<http://www.uclansu.co.uk/>

## 5. Assessment

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

**All modules will be assessed according to validated learning outcomes which comply with external reference frameworks, such as the QAA Subject Benchmark Statements and Masters Degrees characteristics, the HCPC Standards of Conduct, Performance and Ethics and The College of Social Work Professional Capabilities Framework.**

### 5.1 Assessment Strategy

Assessment is an inescapable aspect of formal education. The key purpose of assessment is to provide you with the opportunity to demonstrate that you have met the learning outcomes for the course and achieved the standard required for the award of MA Social Work. The programme combines assessment in practice with academic assessment in university. Assessment on the MA Social Work is underpinned by the University Academic Regulations (see particularly section G, H and I) which can be accessed via the following link:

[https://www.uclan.ac.uk/students/life/rules\\_regs.php](https://www.uclan.ac.uk/students/life/rules_regs.php)

Additionally, the following course specific factors apply:

- All assessments are designed to allow students the opportunity to meet the validated learning outcomes for the module
- All students must complete all modules - there are no optional modules. This is to ensure that all students meet all HCPC Standards of Proficiency
- Students are not permitted to 'trail a fail'. Students cannot proceed unless all modules have been successfully completed at the end of the academic year

- The maximum number of attempts at any assignment within one year is two – the original attempt and one resit. Beyond this, if students are exceptionally given a third attempt, they will be required to re-sit the entire module by part time study
- Condonement and compensation are not permitted on social work programmes
- The maximum length of time in which a student can complete the programme is five years
- Where students fail a placement module, normally they will have one resit attempt if the Practice Issues Panel permits this (assuming there are no serious fitness to practise concerns)

A summary of the School's Assessment Strategy can be found in the School of Social Work, Care & Community's Assessment Handbook, a copy of which will be available on Blackboard. Please note that the academic regulations require that the pass mark for assessed work on post-graduate programmes is 50%.

### **Hand in dates and deadlines**

The dates for the submission of all academic work will be specified in module information packs.

The date for submission of the Dissertation will be given at the end of year 1. All students will be allocated a dissertation supervisor for this element of their study in semester one of the second year of study.

The assignment handing-in dates must be strictly adhered to. There are 3 important reasons for meeting deadlines:

- Planning for, and meeting, a deadline is part of your professional development.
- Equal opportunities – students who submit late without penalty have had extra time to produce assignments, which may positively affect the mark awarded.
- Your progression – completing the assessment process (to ensure your marks can be presented to the Assessment Boards) is jeopardised if assignments are handed in late.

How should I submit my work?

- All assessed work should be submitted via Turnitin in word processed form and should be in an accessible font such as Times New Roman or Arial and be font size 11 or 12. Work should be double spaced. Submit assignments by the agreed date.
- Work should be anonymous – use your student id number as a header or footer on each page.
- Where work is handed in manually (e.g. Dissertations), you must use one side of the paper only and leave wide margins. As a general rule use A4 paper unless the assessment guidelines for a piece of work specify otherwise. Work should be double spaced.
- Make sure pages are stapled/ joined together for each assignment (so individual sheets can't be lost).
- Hard copies of dissertations must be handed in at the Brook Hub, Brook 204. A cover sheet should be completed and securely attached (available from the Hub).
- Adhere to word lengths. Any words over the maximum word length (plus 10%) will not be marked. **You must state the word count at the end of your work. This does not include appendices or references.**

**Please also see the Assessment and Practice Learning Handbooks, which provide more detail about the assessment processes.**

## 5.2 Notification of assignments and examination arrangements

The School of Social Work, Care & Community has a policy of anonymous marking. Exceptions to this rule may be reflective essays marked by your Academic Adviser, dissertations or assignments linked to work-based learning. In such cases, further information will be given to you by module tutors. The majority of your work is submitted electronically on Turnitin. However when submitting any hard copies of your assignments e.g. dissertation, **it is important that you detail your name and student number** on the front of the assignment so that your work can be logged as being submitted by administrative staff before work is given to the marker. **Under no circumstances should work ever be given or emailed directly to individual members of staff, as this will not be regarded as received.**

**Students must keep a copy of their work.** Very occasionally assignments may be misplaced and it is important that we can get a replacement from you if needed.

More detailed advice on the marking of your work and the types of feedback you can expect can be found in the School of Social Work, Care & Community's Assessment handbook.

### Overview of modules/assessment

Module Code	Module Title	Module Level	Module Credits	Assessment
SW4300	Social Work Practice 1: Understanding the Practice Context	L7	20	<ul style="list-style-type: none"> <li>• 1,000 word reflection on Practitioner Experience Day</li> <li>• 1,000 word reflection on Service User Congress</li> <li>• Placement</li> <li>• Practice Portfolio</li> <li>• Assessed Interview (20 minutes)</li> </ul>
SW4301	Understanding and Communicating with People	L7	20	<ul style="list-style-type: none"> <li>• 2,000 word case study</li> <li>• 1,500 word reflection</li> <li>• Skills observation</li> </ul>
SW4302	Safeguarding Law & Practice	L7	20	<ul style="list-style-type: none"> <li>• 2x 45 minute each exams</li> <li>• Case study 2500 words</li> </ul>
SW4303	Social Justice in Practice: Contexts, Themes and Debates	L7	20	<ul style="list-style-type: none"> <li>• 3,500 word case study</li> </ul>
SW4400	Social Work Practice 2: Developing as a Professional	L7	40	<ul style="list-style-type: none"> <li>• Placement</li> <li>• Practice Portfolio</li> <li>• 1500 word Critical Incident Analysis</li> </ul>
SW4401	Critical Evidence & Research Based Practice	L7	40	<ul style="list-style-type: none"> <li>• 500 word proposal</li> <li>• 10,000 word desk-based dissertation</li> </ul>
SW4402	Critical Themes and Debates for Social Work Practice	L7	20	<ul style="list-style-type: none"> <li>• Group Presentation</li> <li>• 2,500 word reflection on presentation</li> </ul>

## 5.3 Referencing

The School of Social Work, Care & Community uses the Harvard referencing systems. It is crucial that you reference the source of all the material you use in your essay. For guidance on this, see the School's Assessment Handbook. As previously stated you will find a copy of this on the MA Social Work Blackboard space.

## 5.4 Confidential material

Students need to understand their responsibilities in terms of respecting confidentiality whilst in University and during practice learning. Students must familiarise themselves with the HCPC Guidance on Conduct and Ethics for Students

<http://www.hcpc-uk.co.uk/assets/documents/10002C16Guidanceonconductandethicsforstudents.pdf>



Students are advised that the nature of professional social work training may bring them into contact with emotionally charged situations and varying levels of distress, both in practice and in the classroom. Students must understand the need for confidentiality within classroom settings, where course colleagues may share material of a personal or sensitive nature. Students must also respect confidentiality by maintaining the anonymity of individuals and organisations within any assignment work they undertake.

Whilst on placement students must also familiarise themselves, as part of their placement induction, with the agencies policies and guidelines on confidentiality as a breach of confidentiality is a serious professional issue.

### **5.5 Cheating, plagiarism, collusion or re-presentation**

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. The School of Social Work, Care & Community now has a policy that all work (except dissertations and placement portfolios) will be submitted online via Turnitin. All students will be given support to assist them with this process. Further help can be accessed via the following web page:

[http://www.uclan.ac.uk/students/study/elearn/blackboard\\_help\\_guides.php](http://www.uclan.ac.uk/students/study/elearn/blackboard_help_guides.php)

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the [Academic Regulations](#) and the [Assessment Handbook](#) .

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the [Assessment Handbook](#).
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student's work - this includes with the other student's consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another's answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

The process of investigation and penalties which will be applied can be reviewed in the [Assessment Handbook](#). If an allegation is found to be proven then the appropriate penalty will be implemented:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:

- the penalty will be 0% for the element of assessment, and an overall fail for the module.
- the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark.

- when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the [Students' Union Advice and Representation Centre](mailto:suadvice@uclan.ac.uk) by emailing: [suadvice@uclan.ac.uk](mailto:suadvice@uclan.ac.uk) for support and guidance.

## **5.6 How do I know that my assessed work had been marked fairly?**

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades but can act as 'critical friends' and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

## **6. Classification of Awards**

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

### **What award do I achieve on completion of my studies?**

Students must obtain 180 credits for the award of MA Social Work.

- Students who successfully complete all modules will be eligible for the award of MA **Social Work**. The following classifications apply to this award:
  - Distinction: Average Percentage Mark (APM) 70-100%
  - Merit: Average Percentage Mark 60-69.99%
  - Pass: Average percentage mark 50-59.99%
- Students who successfully complete all academic elements associated with the course and all their practice placements but fail or do not complete SW4401 Critical Evidence & Research Based Practice (Dissertation) will be eligible for the award of the **Post Graduate Diploma in Social Work**

**The MA Social Work and PG Diploma Social Work lead to the professional qualification in social work and eligibility to register with HCPC**

- Students who successfully complete 60 academic credits but do not successfully complete the 70 day first placement will be eligible for the award of **Post Graduate Certificate Social Care Studies**.
- Students who fail SW4400 (placement module) but successfully complete a minimum of 120 academic credits will be eligible for the award of **Post Graduate Diploma Social Care Studies**.

Can any of my prior learning be accredited on this programme?

Students cannot accredit any prior undergraduate learning (see Student Guide to Regulations, UCLAN for more detailed information).

Applicants **who already hold higher or equivalent qualifications** can apply to claim credit, up to one third of the total module requirements for the award. Any applicant who does so must understand that University Regulations only allow the accreditation of prior learning for a whole module; students cannot APL aspects of parts of a module. Any applicant therefore needs to consider the extent to which any prior learning is likely to map onto course modules, given the integration of social work theory and values for social work practice within all taught modules. Applications for accreditation of prior learning will be considered on an individual basis. Students should submit their applications to the APL coordinator in Academic Registry as soon as possible after enrolment and before the 30th November in the year of the claim.

**Students should note that accreditation of prior learning is challenging on a professional course, as ALL modules are taught in an applied way.**

Due to the need to ensure that students receive appropriate practice learning experience, assessment and supervision at the required level, accreditation of prior practice learning is rarely accepted. Only in exceptional circumstances will this be considered.

## 7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

The following are examples of how student feedback have changed the course

- Students are allocated a dissertation supervisors earlier
- Introduction of three ALS tutorials in year two

Module evaluation questionnaires provide one of the most important means for you to express your opinion about your teaching and learning experience. They capture feedback on your experience within each module and inform staff about where improvements could be made. Your module leaders will ensure that you receive information about the on-line questionnaires, please complete and return these to ensure your voice is heard - all responses are anonymous. We also undertake end of year & end of course evaluations which offer you a further opportunity to let us know what has worked well and what could be improved.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting

that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

### Course Representatives and School Presidents

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the [Students' Union](#) website or by emailing: [coursereps@uclan.ac.uk](mailto:coursereps@uclan.ac.uk).

School Presidents meanwhile are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who is your School President or more about the role visit the [Students' Union website](#) or email: [coursereps@uclan.ac.uk](mailto:coursereps@uclan.ac.uk)

### 7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Meetings will be facilitated using guidelines and a record of the meeting will be provided with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting

- Feedback about the previous year – discussion of external examiner’s report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

MA Social Work Course representatives will be elected every year in September and this will be facilitated by the Course Leaders in conjunction with the student Union. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role simply contact the [Students’ Union Advice and Representation Centre](#) by emailing: [coursereps@uclan.ac.uk](mailto:coursereps@uclan.ac.uk).

## 8. Appendices

### 8.1 Programme Specification

#### **Programme Specification**

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution and Location of Delivery</b>	Preston Campus
<b>3. University School/Centre</b>	School of Social Work, Care and Community
<b>4. External Accreditation</b>	Health and Care Professions Council (HCPC)
<b>5. Title of Final Award</b>	Master of Arts (MA) Social Work
<b>6. Modes of Attendance offered</b>	FULL and PART-TIME (Employment Based Route)
<b>7. UCAS Code</b>	L500
<b>8. Relevant Subject Benchmarking Group(s)</b>	Social Work
<b>9. Other external influences</b>	HCPC Standards of conduct, performance and ethics; HCPC Standards of Education and Training (SETs); HCPC Standards of Proficiencies; The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008); The College of Social Work: Professional Capabilities Framework (2012)
<b>10. Date of production/revision of this form</b>	January 2013
<b>11. Aims of the Programme:</b>	
<p>The programme will:</p> <ul style="list-style-type: none"> <li>• Enable students to a) develop advanced knowledge, skills and values required to qualify as a social worker and register with the HCPC and b) demonstrate the Professional Capabilities at qualifying level set by the College of Social Work.</li> </ul>	

- Develop a critical understanding of the contested and evolving nature of social problems and social work and provide the theoretical frameworks, models and methods applicable to social work contexts.
- Enable students to use professional judgement in making decisions in complex situations within the legal and ethical boundaries of their profession.
- Develop key principles of service user consultation, empowerment and partnership working as core themes for critical social work practice.
- Enable students to recognise the impact of culture, equality and diversity on practice and apply anti-discriminatory and anti-oppressive principles to practice.
- Enable students to apply learning to research in their areas of interest or fields of practice.
- Enable students to demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level

## 12. Learning Outcomes, Teaching, Learning and Assessment Methods

### A. Knowledge and Understanding

On successful completion of the programme students will have advanced knowledge and a critical understanding in the following areas

**A1 Social work services and service users**, including the processes that lead to marginalisation and exclusion; social divisions; the range and nature of social work services in a diverse society; the interrelationship between agency policy, legal requirements and professional boundaries.

**A2 The service delivery context**, including the location of social work within historical and comparative contexts; the significance of legislative frameworks and service delivery standards; the range of statutory, voluntary and private agencies providing a range of care; interrelationships with health, education, housing and income maintenance.,

**A3 Values and ethics**, including the nature, historical development and application of social work values; codes of practice; values dilemmas and ethical debates

**A4 Social work theory**; including research based concepts; sociological perspectives; psychological perspectives; models and methods of assessment; models and methods of intervention

**A5 The nature of social work practice**, including practice in a range of settings; requisite skills and theoretical underpinnings; inter-disciplinary working; evidence based practice; evaluation and reflection. [QAA subject benchmarks for Social Work]

### Teaching and Learning Methods

- Independent learning: Students will work in Action Learning Sets to explore and resolve problems, investigate theory and practice, and work to specified outcomes.
- Keynote lectures, seminars and discussion groups, tutorials, material for self-directed learning, e-learning, presentations, role play and workshops will form part of university based learning provision;
- Practice learning opportunities will be provided for students in a range of practice settings, providing a learning experience of 170 days as well as 30 days for development of practice and professional skills; students will be required to complete self-appraisal and reflective assessments, reflective logs, undertake supervision and produce portfolio work;
- In all settings students will be encouraged to reflect on their personal and professional development; to build on existing skills/develop new skills to consolidate their learning across the academic and practice placements they have experienced;
- There will be various opportunities for input from practitioners, service users and carers across all modules.

### Assessment methods



- A range of assessment methods will include essays, exams, group presentations, video presentations, case studies, critical analysis of practice (CAPs) and personal development folders. Assessment in practice will be by portfolio, which will be verified by Practice Educators and assessed by tutors. Students will be required to demonstrate an acceptable level of competence as defined by the HCPC Standards of Proficiency, HCPC Standards of conduct, performance and ethics and The College of Social Work Professional Capabilities Framework at the appropriate level.

### **B. Subject-specific skills**

On successful completion of the programme students will be able to:

- B1. Practise safely and effectively within their scope of practice
- B2. Practise within the legal and ethical boundaries of their profession
- B3. Maintain fitness to practise
- B4. Practise as an autonomous professional, exercising their own professional judgement
- B5. Be aware of the impact of culture, equality and diversity on practice
- B6. Practise in a non-discriminatory manner
- B7. Maintain confidentiality
- B8. Communicate effectively
- B9. Work appropriately with others
- B10. Maintain records appropriately
- B11. Reflect on and review practice
- B12. Assure the quality of their practice
- B13. Understand the key concepts of the knowledge base relevant to their profession
- B14. Draw on appropriate knowledge and skills to inform practice
- B15. Establish and maintain a safe practice environment

*[HCPC: Standards of Proficiency]*

B16. Standards of conduct and ethics *[HCPC]*: students will be able to:

- Always act in the best interests of their service users.
- Respect the confidentiality of their service users.
- keep high standards of personal conduct
- Provide any important information about their conduct, competence or health to their education provider.
- Limit their study or stop studying if their performance or judgement is affected by their health
- Keep their professional knowledge and skills up to date.
- Act within the limits of their knowledge and skills.
- Communicate effectively with service users and their education provider and placement providers.
- Get informed consent to provide care or services (so far as possible).
- Keep accurate records on service users
- Deal fairly and safely with the risks of infection.
- Behave honestly
- Make sure that their behaviour does not damage public confidence in their profession

### **Teaching and Learning Methods**

- Independent learning: Students will work in Action Learning Sets to explore and resolve problems, investigate theory and practice, and work to specified outcomes.
- Keynote lectures, seminars and discussion groups, tutorials, material for self-directed learning, e-learning, presentations, role play and workshops will form part of university based learning provision;
- Practice learning opportunities will be provided for students in a range of practice settings, providing a learning experience of 170 days as well as 30 days for

<p>development of practice and professional skills; students will be required to complete self-appraisal and reflective assessments, reflective logs, undertake supervision and produce portfolio work;</p> <ul style="list-style-type: none"> <li>• In all settings students will be encouraged to reflect on their personal and professional development; to build on existing skills/develop new skills to consolidate their learning across the academic and practice placements they have experienced;</li> <li>• There will be various opportunities for input from practitioners, service users and carers across all modules.</li> </ul>
<p><b>Assessment methods</b></p> <p>A range of assessment methods will include essays, exams, group presentations, video presentations, case studies, critical analysis of practice (CAPs) and personal development folders. Assessment in practice will be by portfolio, which will be verified by Practice Educators and assessed by tutors. Students will be required to demonstrate an acceptable level of competence as defined by the HCPC Standards of Proficiency, HCPC Standards of conduct, performance and ethics and The College of Social Work Professional Capabilities Framework at the appropriate level.</p>
<p><b>C. Thinking Skills</b></p> <p>Students on a post-graduate programme will be expected to:</p> <p><b>C1</b> Have a critical awareness of current problems/ new insights in their field of study/ area of professional practice;</p> <p><b>C2</b> Show originality in their application of knowledge;</p> <p><b>C3</b> Have a comprehensive and critical understanding of the research process as it applies to their own (and others ) work;</p> <p><b>C4</b> Understand how boundaries of knowledge are advanced through research;</p> <p><b>C5</b> Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;</p> <p><b>C6</b> Continue to advance their knowledge and understanding and to develop new skills to a high level.</p> <p><i>[FHEQ Descriptor for a Higher Education qualification at level 7: Master's degree]</i></p>
<p><b>Teaching and Learning Methods</b></p> <ul style="list-style-type: none"> <li>• Independent learning: Students will work in Action Learning Sets to explore and resolve problems, investigate theory and practice, and work to specified outcomes.</li> <li>• Keynote lectures, seminars and discussion groups, tutorials, material for self-directed learning, e-learning, presentations, role play and workshops will form part of university based learning provision;</li> <li>• Practice learning opportunities will be provided for students in a range of practice settings, providing a learning experience of 170 days as well as 30 days for development of practice and professional skills; students will be required to complete self-appraisal and reflective assessments, reflective logs, undertake supervision and produce portfolio work;</li> <li>• In all settings students will be encouraged to reflect on their personal and professional development; to build on existing skills/develop new skills to consolidate their learning across the academic and practice placements they have experienced;</li> <li>• There will be various opportunities for input from practitioners, service users and carers across all modules.</li> </ul>
<p><b>Assessment methods</b></p> <ul style="list-style-type: none"> <li>• A range of assessment methods will include essays, exams, group presentations, video presentations, case studies, critical analysis of practice (CAPs) and personal development folders. Assessment in practice will be by portfolio, which will be verified by Practice Educators and assessed by tutors. Students will be required to demonstrate an acceptable level of competence as defined by the HCPC Standards of</li> </ul>

Proficiency, HCPC Standards of conduct, performance and ethics and The College of Social Work Professional Capabilities Framework at the appropriate level.				
<b>D. Other skills relevant to employability and personal development</b>				
On successful completion of the programme students will be able to: D1 Demonstrate independent learning ability required for continuing professional development; D2 Develop qualities needed for employment in complex and unpredictable environments where sound judgment, personal responsibility / reliability and initiative are required; D3 Critically reflect on their own learning.				
<b>Teaching and Learning Methods</b>				
<ul style="list-style-type: none"> <li>Independent learning: Students will work in Action Learning Sets to explore and resolve problems, investigate theory and practice, and work to specified outcomes.</li> <li>Keynote lectures, seminars and discussion groups, tutorials, material for self-directed learning, e-learning, presentations, role play and workshops will form part of university based learning provision;</li> <li>Practice learning opportunities will be provided for students in a range of practice settings, providing a learning experience of 170 days as well as 30 days for development of practice and professional skills; students will be required to complete self-appraisal and reflective assessments, reflective logs, undertake supervision and produce portfolio work;</li> <li>In all settings students will be encouraged to reflect on their personal and professional development; to build on existing skills/develop new skills to consolidate their learning across the academic and practice placements they have experienced;</li> <li>There will be various opportunities for input from practitioners, service users and carers across all modules.</li> </ul>				
<b>Assessment methods</b>				
<ul style="list-style-type: none"> <li>A range of assessment methods will include essays, exams, group presentations, video presentations, case studies, critical analysis of practice (CAPs) and personal development folders. Assessment in practice will be by portfolio, which will be verified by Practice Educators and assessed by tutors. Students will be required to demonstrate an acceptable level of competence as defined by the HCPC Standards of Proficiency, HCPC Standards of conduct, performance and ethics and The College of Social Work Professional Capabilities Framework at the appropriate level.</li> </ul>				
<b>13. Programme Structures*</b>				<b>14. Awards and Credits*</b>
<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credit rating</b>	
Level 7	SW4400	Social Work Practice 2: Developing as a Professional	40	<b>Target Award</b> <b>Masters in Social Work</b> Successful completion of all modules and minimum of 180 credits at level 7:  <b>Post Graduate Diploma in Social Work</b>
	SW4402	Critical Themes & Debates for Social Work Practice	20	
	SW4401	Critical Evidence and Research Based Practice*	40	
	SW4303	Social justice in practice: Context, themes and debates	20	

	SW4302	Safeguarding: law and practice	20	Successful completion of all modules except SW4401; minimum of 120 credits at level 7 required.
	SW4301	Understanding and Communicating with People	20	
	SW4300	Social Work Practice 1: Understanding the Practice Context  * This is the equivalent dissertation module	20	
				<p><b>Post Graduate Diploma in Social Care</b> Successful completion of all modules except SW4400 (placement); minimum of 120 credits at level 7 required.</p> <p><b>Post Graduate Certificate Social Care</b> (successful completion of 60 academic credits at level 7)</p>

### 15. Personal Development Planning

Personal Development Planning (PDP) is intended to provide a process by which students can reflect on their learning and plan for their personal and career development. The primary objective of PDP is to improve each student's capacity to understand what and how they are learning, and to review, plan and take responsibility for their own learning. The programme supports this initiative. It is expected that students at Master's level will already have acquired the necessary skills to plan and take responsibility for their own learning and development. It is expected as a matter of course that students will retain copies of and reflect upon their feedback from assignments as a guide to future improvement and development. In conjunction with this, the course team will provide individual advice and discuss progress and future career or further study plans with students as a fundamental part of the tutorial role, and encourage students to make use of all of the University's range of support services as and where appropriate. All students will graduate with a student transcript setting out details of their academic learning, which is generated by the university and will be provided at the end of the course. Students will be supported to engage with this process from the start of their course and will track and log their learning in relation to the outcomes for qualifying social work of the Professional Capabilities Framework and to encourage a lifelong learning approach throughout their career.

### 16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information. Students will be informed of their personal minimum entry criteria in their offer letter.

- Honours degree normally 2:1 or above
- GCSE Maths and English grade A-C or equivalent (Key Skills Maths level 3, Key Skills English level 3; Functional Skills level 2; Adult Numeracy & Literacy level 2)
- International applicants - IELTS pass mark of 7.0

In addition to clearly demonstrating how they will meet the academic requirements of the course, applicants must demonstrate significant experience relevant to Social Work and should indicate a clear motivation for applying for the course on their UCAS statement. Significant experience refers to experience which develops relevant values and skills and applicants' understanding of social work roles.

Applicants must provide a satisfactory academic reference, (if in education within the last three years), otherwise a reference on their UCAS form which supports the above statement about experience.

- Applicants must pass a written test
- Applicants must pass an interview

#### *Declarations of Suitability*

Candidates who are successful in their written test and interview must complete a Declaration of Suitability form in which they will make declarations in respect to Criminal Convictions, Conduct, Health and Overseas Residency.

Where declarations are made the School Suitability Panel will consider those declarations in respect to its terms of reference. The panel may require that the candidate submits further information or evidence. The Panel may withdraw any offers of places on the course in line with its terms of reference.

### **17. Key sources of information about the programme**

- **MA Social Work fact sheet**
- **UCLAN webpages**
- **UCAS**
- **School of Social Work website**

## 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C)	Programme Learning Outcomes																								Other skills relevant to employability and personal development					
				Knowledge and understanding																Subject-specific Skills						Thinking Skills							
				A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	B14	B15	B16	C1	C2	C3	C4	C5	C6	D1	D2	D3

LEVEL 7	SW4400	Social Work Practice 2: Developing as a Professional	c	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	SW4402	Critical Themes & Debates for Social Work Practice	c	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	SW4401	Critical Evidence and Research Based Practice	c	x	x	x	x	x		x			x	x		x	x			x	x	x		x	x	x	x	x	x	x	x	x	x	
	SW4303	Social justice in practice: Context, themes and debates	c	x	x	x	x	x	x	x			x	x		x	x			x	x	x	x		x	x	x	x	x	x	x			
	SW4302	Safeguarding: law and practice	c	x	x	x	x	x	x	x			x	x	x	x	x	x	x			x	x	x		x	x	x	x	x	x	x		
	SW4301	Understanding and Communicating with People	c			x		x		x	x	x	x	x	x	x	x				x	x	x		x	x	x	x	x	x	x			
	SW4300	Social Work Practice 1: Understanding the Practice Context	c	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks