

PG Certificate in Specialist Practice with Adults

Academic year 2019-2020

Course Leader: Matthew Graham

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.

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1. Welcome to the course

We would like to take this opportunity to welcome you as you begin your course with the School of Social Work, Care and Community at the University of Central Lancashire.

The staff team are looking forward to working with you. We hope that you will actively engage with us, each other, service users, carers and agency staff during your 'learning journey'. This student handbook will provide you with valuable information to enable you to participate in the course.

The award of **PG Cert in Specialist Practice with Adults** is a timely development in responding to government demands for raising the status and accreditation of those with responsibilities for the social care and protection of vulnerable adults. The programme encourages you to consider existing practice, consider new skills and knowledge and apply it within practice to improve service delivery.

We hope you find the course stimulating and most importantly that it prepares you to demonstrate you are competent in your specialist area of practice. 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 learning from practice should allow you to demonstrate your specialist competence by the end of the course.

As a student we recognise that you are balancing study and employment demands and you will have a personal tutor to support and keep you on track throughout the programme. You will have access to a range of learning materials and resources to extend your knowledge and we hope you find the learning experience both challenging and rewarding.

The programme will enable you to evidence your continuing professional development requirements for professional reregistration purposes. The programme enables you to do a professional audit and consider your developmental areas: this process will be useful for planning career progression.

Partnership with local employers:

The School has very good links with many agencies in the north-west through organisations such as Social Work Education and Training Network (SWETN), the Local Authorities and through our extensive liaison with the voluntary and independent sector. During the current academic year, the School has met with stakeholders both formally and informally to discuss in more detail the requirements of the workforce across the region. This has informed our vision for developing a Centre for CPD with a range of awards and courses to meet the needs and expectations of employers and social workers. The Centre is founded on the School's high academic standards and strong values and ethics of social work practice. However, the message from our partnerships is that a flexible and dynamic approach is essential in meeting the needs of a broad workforce in a changing and complex environment. To this end we have developed a range of modules and awards which balance these demands alongside the rigour and quality requirements of post graduate study.

All of the modules are structured with the busy practitioner in mind and offer blended learning approaches alongside traditional learning environments. The aim of each module is to

consolidate existing knowledge, learn new knowledge and skills, promote research mindedness and most importantly consider the impact on performance, enhancing service delivery and improving the service user experience.

Social Work Registration and CPD requirements

Social workers in England must meet the HCPC Standards for continuous professional development (CPD) in order to maintain HCPC registration. They must undertake CPD which is relevant to their role and which brings benefits to their practice and to their service users. Further information about the HCPC Standards for CPD can be found at: <http://www.hpc-uk.org/registrants/cpd/>

Service User and Carer Participation:

The course was designed in consultation with representatives from Comensus who are a university based service user and carer representative group who work across the boundaries of professional courses providing input and advice as well as participating in course development, design and delivery.

1.1 Rationale, aims and learning outcomes of the course



The programme will:

- Enable students to critically reflect on and review their professional development to facilitate enhanced performance and service delivery;
- Enable students to consolidate, develop and demonstrate comprehensive understanding and application of the knowledge gained in their initial training, and knowledge related to specialist practice with adults, including critical awareness of current issues and new evidence-based practice research;
- Develop and enhance students' capacity for critically evaluating and analysing key theoretical knowledge in relation to specialist practice with adults;
- Provide learning opportunities for students who are practitioners to generate new approaches to safeguarding policy and practice in work with adults;
- Provide learning opportunities for students who are practitioners to develop and to enhance decision-making skills in complex safeguarding situations involving adults;
- 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.

1.2 Course Team

The Programme Lead for the PG Cert in Specialist Practice with Adults is _Matthew Graham; Senior Lecturer: MGraham7@uclan.ac.uk

1.3 Expertise of staff

The majority of the teaching staff in the School of Social Work, Care and 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 post-graduate teaching 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.

Detailed summaries of the teaching and research interests of each member of staff can be found on the School of Social Work, Care and Community's homepage:

http://www.uclan.ac.uk/schools/school_of_social_work/social_work_staff.php

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the programme. 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, including developing skills in self-awareness, reflection and action planning.

Clare Stone will be your personal tutor unless advised otherwise



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.

Brook Building

Community, Health and Midwifery

Nursing

Health Sciences

Social Work, Care and Community

telephone: 01772 891992/891993

email: BrookHub@uclan.ac.uk

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.

E-mail and Blackboard are the usual means of mutual communication. As students on this course you may be working for substantial periods away from the university, communication via e-mail will be the usual method of contact. It will therefore be important to retain and contact tutors or the course team should you be having any problems associated with the course. The Administrative Hub will maintain basic contact information which must be updated when changes occur.

Good communication is a core principle of all social care practice and it is important that this underpins relationships in the School of Social Work, Care and 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.

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.

The 2 external examiners are:

1. Robert Lomax:

The Open University (South West), 4 Portwall Lane, Bristol BS1 6ND

2. Dr. Vivienne Barnes:

School of Social Work, Kingston University, Kingston Hill, Kingston Upon Thames, Surrey KT2 7LB



2. Structure of the course

2.1 Overall structure

This programme is offered on a full-time and part-time basis with flexibility afforded to students who wish to take a break between modules. It is possible to complete the full award within a period of one year (full-time) although some candidates may choose to study over 2 years (part-time). In order to ensure currency and validity of professional knowledge acquired during the programme, students are required to complete the course usually in a period not exceeding three years from start to completion. However, how you study on the programme may depend on your employer expectations and requirements. It is usual but not essential to begin the programme with the Professional Developmental Review or ASYE: Demonstrating Capability in Social Work Practice module in the first year of study. We recommend you then complete the Safeguarding and Adult Protection module. The final module can be a choice of any of the list of modules below. To achieve a PG Cert in Specialist Practice with Adults you must pass 60 credits (3 modules). Students will receive a full module handbook for each module containing suggested reading.

2.2 Modules available

CORE MODULES: Two 20 credit modules

SW4700 Professional Development Review (20 credits)

OR

SW4701 ASYE: Demonstrating Capability in Social Work Practice (20 credits)

AND

SW4702 Safeguarding and Adult Protection (20 credits)

PLUS ONE OPTION MODULE:

Module code	Module Title	Module Credits
SW4705	Introduction to Facilitating Learning in the Workplace	20
SW4706	Advanced Facilitation of Learning in The Workplace	20
SW4708	Substance Misuse: a Holistic Approach to problematic drug and alcohol use	
SW4710	Making Personalisation Effective in Mental Health Practice	20
SW4711	End of Life Care	
SW4712	Responding to Contemporary Issues in Social Work and Social Care	20
SW4713	Understanding Mental Health Practice	20
SW4714	Advanced Mental Health Practice	20
SW4715	Professional Practice within Learning Disabilities Services	
SW4716	Social Perspectives on Personality Disorder	20
SW4120	Best Interest Assessor	20
SW4033	Safeguarding Children and Young People	20

2.4 Module Registration Options

Discussions about your progression through the course normally take place in February each year. 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 various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

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.

However, you should note that the academic calendar relates predominantly to undergraduate courses and the postgraduate courses vary in a number of respects. For confirmation of timetable and schedules please contact the course leader.

2.5.2 Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours.

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 to undertake sufficient reading and thinking to gain maximum benefit from the lectures and facilitated tutorials.

Contact hours vary across modules on this programme and thus an indication of the actual hours will be confirmed in each module handbook



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 module or programme leader

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, then the date of withdrawal will be recorded as the last day of attendance.

Information about attendance will be shared with employers who sponsor your place on this course

In instances where tutors use the attendance monitoring software SAM. 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.

3. Approaches to teaching and learning

3.2 Learning and teaching methods

Our objective is to create an inclusive and stimulating academic experience in which you can develop your full potential through a teaching and learning strategy that reflects and complements the learning outcomes of each module.

Given that the course is essentially directed at mature students with academic and/or professional experience, the emphasis is upon a student centred approach that encourages independent learning. Mature and/or already practising professionals have much to contribute to the learning process and will be given space and time within the timetable to reflect and informally discuss their expectations, views and experiences.

The post graduate programmes use a range of teaching & learning methods which are designed to encourage and facilitate students' ability to develop effective practitioner 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 and written work during the course of the programme.

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.

3.2 Study skills

We recognise the course is demanding and acknowledge you need adequate support to enable you to progress successfully. Support is available from your personal tutor and from module leaders. There are a range of other University support systems, which you can access as you progress through your studies including:

WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>



3.4 Learning resources

3.4.1 Learning Information Services (LIS)

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.

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 material in your preparation for seminars and in the composition of your assignments.

Online Journals

Almost all the journals included in the module reading lists 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 (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 Post-graduate level will already have acquired the necessary skills to plan and take responsibility for their own learning and development and hence will require a less formalised approach to PDP than undergraduate students. 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.

Social Work practitioners: The programme will develop ways of enabling students to track and log their learning which can be used as evidence of their CPD record for maintaining registration with HCPC.



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.

Careers <http://www.uclan.ac.uk/students/careers/index.php>

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

4. Student Support

There are different forms of support available to you. Module tutors will provide you with academic support and guidance, as part of their teaching role and a member of staff will be appointed to act as your personal tutor for the duration of your course. Your personal tutor will provide you with a personal point of individual engagement. S/he provide individual support in relation to your programme of study, academic performance and progression, assist you in becoming familiar with University Services when appropriate, and act as a point of contact when your course has finished. The best way to contact staff members is by making an appointment by email or telephone.



4.1 Academic Advisors

At the beginning of the course you need to introduce yourself to your academic advisor, initially via email. Should any issues arise which impinge on your studies, your academic advisor is your first point of contact and will be able to offer you guidance and support

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Service - https://www.uclan.ac.uk/students/health/disability_services.php - 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.

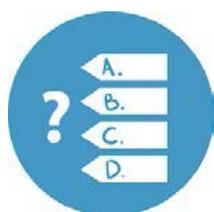
4.3 Students' Union

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/>

As one of the thousands of students who are not studying on the main UCLan campus in Preston, the Students Union is still your union, please check <http://www.uclansu.co.uk/> for full details on what we may be running in your partner institution.

5. Assessment



5.1 Assessment Strategy

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 post-graduate award. Assessment 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/research/files/Academic_Regulations.pdf

A summary of the School's Assessment Strategy can be found in the School of Social Work, Care and 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%. The Post-Graduate Assessment Criteria used by the school can be found in the assessment handbook and also at Appendix 8.2 of this course handbook.

5.2 Notification of assignments and examination arrangements

Requirements for individual assessments will be published in module handbooks and these should be read in conjunction with the Assessment Handbook. Please be advised that assignments should be submitted at the specified time and failure to adhere to this will result in the work being marked as late in accordance with the Academic regulation.

5.3 Referencing

The School of Social Work, Care and 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 of Social Work, Care and Community's Assessment Handbook.

5.4 Confidential material

Students are reminded of the need to ensure that confidentiality is maintained in their written and verbal assessments. Guidance is given in the Assessment Handbook.

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. In operating Turnitin,

Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

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.



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 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.

Module Evaluation Questionnaires (MEQs) are an important way to provide feedback and the course team make changes as a result of your comments so please do take time to reflect on and tell us about your learning experience.

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.

8. Appendices

8.1 Programme Specification(s)

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	Preston Campus
3. University School/Centre	Social Work, Care and Community
4. External Accreditation	The College of Social Work
5. Title of Final Award	Post Graduate Certificate in Specialist Practice with Adults
6. Modes of Attendance offered	FULL and PART-TIME
7. UCAS Code	N/A
8. Relevant Subject Benchmarking Group(s)	N/A
9. Other external influences	HCPC Standards of conduct, performance and ethics; HCPC Standards of Proficiencies; The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (QAA, 2008); The College of Social Work: Professional Capabilities Framework (2012); Knowledge and Skills Framework (DoH, 2004); GSCC Code of Practice for Social Care Workers; National Occupational Standards for adult social care (Skills for Care)
10. Date of production/revision of this form	March 2013
11. Aims of the Programme:	
<p>The programme will:</p> <ul style="list-style-type: none"> • Enable students to critically reflect on and review their professional development to facilitate enhanced performance and service delivery; • Enable students to consolidate, develop and demonstrate comprehensive understanding and application of the knowledge gained in their initial training, and knowledge related to specialist practice with adults, including critical awareness of current issues and new evidence-based practice research; • Develop and enhance students' capacity for critically evaluating and analysing key theoretical knowledge in relation to specialist practice with adults; • Provide learning opportunities for students who are practitioners to generate new approaches to safeguarding policy and practice in work with adults; 	

- Provide learning opportunities for students who are practitioners to develop and to enhance decision-making skills in complex safeguarding situations involving adults;
- 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 be able to:

A1. Demonstrate a critical knowledge of the range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them

A2. Critically evaluate the application of appropriate legal and policy frameworks and guidance that inform and mandate specialist practice with adults;

A3. Critically reflect on the impact of psychological, socio-economic, environmental and physiological factors on people's lives, taking into account age and development, and how this informs specialist practice with adults;

A4. Demonstrate a critical knowledge of harm and abuse and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to specialist practice with adults.

[Knowledge Domain in PCF Framework]

Teaching and Learning Methods

- Keynote lectures, seminars, tutorials, material for self-directed learning, e-learning, workshops will form part of university based learning provision;
- Students will be required to link formal learning to their practice and demonstrate their competence and capacity in this specialist area;
- In both settings students will be encouraged to build on existing skills/develop new skills to consolidate their learning across the academic and practice fields;
- Skills, values and knowledge will be developed through group discussions, groups tutorials, presentations and practice learning opportunities
- The overarching teaching and learning strategy will enable students to develop cognitive skills which are appropriate to independent learning and postgraduate study.

Assessment methods

- A range of assessment methods will include essays, presentations, case studies, practice observation, reflective writing, practice portfolios, and personal development files.
- Assessment in practice will be by portfolio, reflective accounts and practice focus academic study.
- Line manager and university tutors, will be involved in the assessment processes.

B. Subject-specific skills

On successful completion of the programme students in the context of specialist practice with adults will be able to:

B1. Demonstrate professional commitment by taking responsibility for their conduct, practice and learning;

B2. Critically reflect on the key themes of oppression and marginalisation and are able to challenge appropriately in their practice;

B3. Critically understand the fundamental principles of human rights and equality;

B4. Critically analyse psychological, social, cultural, spiritual and physical influences on adults, families and carers;

B5. Use their professional judgement to employ a range of interventions: promoting independence, providing support and protection, taking preventative action and ensuring safety whilst balancing rights and risks;

<p>B6. Collaborate, inform and be informed by their work with others, inter-professionally and with communities.</p> <p>B7. Demonstrate a critical understanding of law and policy in specialist practice with adults; [derived from PCF domains]</p> <p>B8. Engage in ethical decision-making and understand the value base of their profession; [HCPC Standards of conduct, performance and ethics or GSCC Code of Practice for Social Care Workers]</p> <p>B9. Meet the requirements of the professional standards and competency framework at the required level of their practice;</p>
<p>Teaching and Learning Methods</p> <ul style="list-style-type: none"> • Keynote lectures, seminars, tutorials, material for self-directed learning, e-learning, workshops will form part of university based learning provision; • students will be required to link formal learning to their practice and demonstrate their competence and capacity in this specialist area; • In both settings students will be encouraged to build on existing skills/develop new skills to consolidate their learning across the academic and practice fields; • Skills, values and knowledge will be developed through group discussions, groups tutorials, presentations and practice learning opportunities • The overarching teaching and learning strategy will enable students to develop cognitive skills which are appropriate to independent learning and postgraduate study.
<p>Assessment methods</p> <ul style="list-style-type: none"> • A range of assessment methods will include essays, presentations, case studies, practice observation, reflective writing, practice portfolios, and personal development files. • Assessment in practice will be by portfolio, reflective accounts and practice focus academic study. • Line manager and university tutors, will be involved in the assessment processes.
<p>C. Thinking Skills</p> <p>On successful completion of the programme students will be able to:</p> <p>C1 demonstrate a critical awareness of current problems/ new insights in their field of study/ area of professional practice;</p> <p>C2 show originality in their application of knowledge;</p> <p>C3 demonstrate a comprehensive and critical understanding of the research process as it applies to their own (and others) work;</p> <p>C4 understand how boundaries of knowledge are advanced through research; [FHEQ Descriptor for a Higher Education qualification at level 7: Master's degree]</p>
<p>Teaching and Learning Methods</p> <ul style="list-style-type: none"> • Students will develop cognitive skills through seminar discussions, feedback from staff and student peers and in meeting the challenges of producing assignments. • Keynote lectures, seminars, tutorials, material for self-directed learning, e-learning, workshops will form part of university based learning provision; • Students will be required to link formal learning to their practice and demonstrate their competence and capacity in this specialist area; • In both settings students will be encouraged to build on existing skills/develop new skills to consolidate their learning across the academic and practice fields; • Skills, values and knowledge will be developed through group discussions, groups tutorials, presentations and practice learning opportunities
<p>Assessment methods</p> <ul style="list-style-type: none"> • A range of assessment methods will include essays, presentations, case studies, practice observation, reflective writing, practice portfolios, and personal development files. • Assessment in practice will be by portfolio, reflective accounts and practice focus academic study. • Line manager and university tutors, will be involved in the assessment processes.
<p>D. Other skills relevant to employability and personal development</p>

On successful completion of the programme students will be able to:
D1 demonstrate independent study skills required for continuing professional development and lifelong learning;
D2 demonstrate 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.

Teaching and Learning Methods

Learning opportunities throughout the course will include lectures, seminar discussions and workshops. The Postgraduate Certificate will recruit students working in a range of disciplines which relate to adult care, and thus each student cohort provides opportunities for multi-disciplinary sharing and learning and each student cohort is encouraged to see itself as a de facto action learning set, providing opportunities for networking and for developing a wide range of transferable skills which are directly relevant to personal development and to employability.

Assessment methods

- A range of assessment methods will include essays, presentations, case studies, practice observation, reflective writing, practice portfolios, and personal development files.
- Assessment in practice will be by portfolio, reflective accounts and practice focus academic study.
- Line manager and university tutors, will be involved in the assessment processes.

13. Programme Structures*	14. Awards and Credits*
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Level	Module Code	Module Title	Credit rating	
Level 7	SW4700	Either: Professional Development Review	20	<u>PG Cert Specialist Practice with Adults</u> Requires 60 credits at level 6 or above with a minimum of 40 at Level 7.
	SW4701	Or: ASYE; Demonstrating Capability in Social Work Practice	20	
	SW4702	Plus: Safeguarding and Adult Protection	20	
		Plus one module from:		
	SW4705	Introduction to Facilitating Learning in the Workplace	20	
	SW4706	Advanced Facilitation of Learning in the Workplace	20	
	SW4708	Substance Misuse: a holistic approach to problematic drug and alcohol use	20	
	SW4710	Making Personalisation Effective in Mental Health Practice	20	
	SW4711	End of Life Care	20	
	SW4712	Responding to Contemporary Issues in Social Work and Social Care	20	
	SW4713	Understanding Mental Health Practice	20	

SW4714	Advanced Mental Health Practice	20	
SW4715	Professional Practice within Learning Disabilities Services	20	
SW4716	Social Perspectives on Personality Disorder	20	
SW4120	Best Interest Assessor	20	
SW4033	Safeguarding Children and Young People	20	

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 who are registered social workers 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 qualified social workers of the Professional Capabilities Framework and to encourage a lifelong learning approach throughout their career.

16. Admissions criteria

- There is a standard benchmark of a first degree at 2.2 or above in a relevant subject, but non-standard entrants with suitable extensive work experience with adults and evidence of recent study will be considered;
- International applications must have an IELTS score of a minimum of 7.0;
- Applicants will normally be practitioners in an area of adult care;

17. Key sources of information about the programme

- **Handbooks**
- **UCLAN webpages**
- **School of Social Work, Care and Community 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); Option (o)	Programme Learning Outcomes																		
				Knowledge and understanding				Subject-specific Skills									Thinking Skills				Other skills relevant to employability and personal development	

				A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	B7	B8	B9	C1	C2	C3	C4	D1	D2	D3	
LEVEL 7	SW4700	Professional Development Review	C	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	
	SW4701	ASYE: Demonstrating Capability in Social Work Practice	C	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	
	SW4702	Safeguarding and Adult Protection	C	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	SW4705	Introduction to Facilitating Learning in the workplace	O	X				X								X		X	X		X	X	X	
	SW4706	Advanced Facilitation of Learning in the Workplace	O	X				X								X		X	X		X	X	X	
	SW4708	Substance Misuse: a holistic approach to problematic drug and alcohol use	O	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X
	SW4710	Making Personalisation Effective in Mental Health Practice	O	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X
	SW4711	End of Life Care	O	X	X	X		X		X	X	X	X	X	X	X	X	X	X		X	X	X	

SW4712	Responding to Contemporary Issues in Social Work and Social Care	o	x	x				x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
SW4713	Understanding Mental Health Practice	o	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x
SW4714	Advanced Mental Health Practice	o	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
SW4715	Professional Practice within Learning Disabilities Services	o	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x
SW4716	Social perspectives on Personality Disorder	o	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x
SW4120	Best Interest Assessor	o	x	x		x	x	x		x	x	x	x	x	x	x			x	x	x	x
SW4033	Safeguarding Children and Young People	o	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