Appendix 1: Programme Specification and Curriculum Map for the PG Diploma in Social Work

1. Programme title | PG Diploma Social Work
2. Awarding institution | Middlesex University
3. Teaching institution | Middlesex University
4. Programme accredited by | Social Work England
5. Final qualification | PG Dip Social Work
6. Academic year | 2020-21
7. Language of study | English
8. Mode of study | Full-time/Distance Education/Blended Mode

9. Criteria for admission to the programme
Details on admission to the programme can be found at:
http://www.mdx.ac.uk/courses/postgraduate/social_work/Social_Work_MA.aspx

- A first degree a higher second class honours degree or above (i.e. 2:1 or above).
- GCSE Grade C or above in English and Maths or certificated equivalences.
- Six months full-time direct work experience within a social care setting at the time of applying. Voluntary experience may be credited at an equivalent level (e.g. two years of one day per week voluntary service) as well as other relevant life experiences (e.g. informal care-giving) which may also be counted towards this experiential requirement. Relevant social care experience may be undertaken with a wide range of people that have increased support needs and who may have need of social care services. These groups may include disadvantaged children and adolescents, people with disabilities or mental health issues, older people and people from diverse and minority communities.
- We also welcome applicants with a wide variety of educational experience including equivalent qualifications from international and overseas.
- Successful completion of a written test which demonstrates the applicants’ ability to write clearly and coherently in the English language. We use two testing instruments to test literacy as well as the applicants’ potential to develop reflective, analytical and conceptual thinking through an essay on a topical social issue.
- Applicants whose first language is not English must meet communication and comprehension skills to International English Language Testing System (IELTS) with a score of 7 (with a minimum score of 6.5 in all elements).
- Successful performance in an admissions written assessment which tests the applicant’s communication skills, motivation and commitment, their understanding of how social work and evaluation of their life and work experiences is relevant to their training to be a social worker.
- Service users and employer partners’ involvement in and moderation of admissions assessments.
- An assessment of the applicant’s suitability and fitness for practice through completion of a self-declaration, appropriate references, a satisfactory check on their criminal record and background including the safeguarding register; Disclosure and Barring Service (DBS) and any further information gathering as indicated via other professionals or further interview and assessment.

10. Aims of the programme
The programme aims to:
1. Produce post-graduate, qualifying-level social work students who, at the point of completion of their Social Work PG Dip, meet all of Social Work England Professional Standards and associated Professional Capabilities Framework domains enabling students to apply for professional registration as a social worker with SWE.

2. Develop graduates with leadership capacity able to actively contribute to organisational practice through offering students an intellectually rewarding and stimulating 14-month post-graduate, qualifying-level programme where theory and practice are integrated throughout both academic and practice modules.


4. Ensure that graduates are critical, analytical and reflective thinkers and are able to critically evaluate knowledge and research and develop scholarship through debate and analysis.

5. Promote a collaborative and transformational approach to working in partnership with the programme’s stakeholders, including employers, students, practitioners and service users and carers.


7. Contribute to and champion the mission of the University by working closely within its structures and processes, to ensure that student support is maximised and valued to enable them to successfully achieve their ambitions.

11. Programme outcomes

PG Dip Social Work Programme Outcomes

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<th>11. Programme outcomes</th>
<th>Teaching/learning methods</th>
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<tr>
<td><strong>A. Knowledge and understanding</strong></td>
<td>Students gain knowledge and understanding through:</td>
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<tr>
<td>On completion of this programme the successful student will have knowledge and understanding of:</td>
<td>• Engaging research-based exercises in practitioner enquiry within the classroom and via VLE</td>
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<tr>
<td>1. Mastery in conceptualisation analysis and critical appreciation of key social work theories, methods and interventions.</td>
<td>• virtual and/or face to face Engagement in peer and individual led classroom presentations which demonstrate synthesis and interrogation of different sources of knowledge</td>
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<tr>
<td>2. Comprehensive understanding of complex interplay of contextual knowledge of sociological, psychological, organisational, political, economic and cultural perspectives.</td>
<td>• virtual and/or face to face Practice tutorials in placement</td>
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<td></td>
<td>• Debate and discussion in small and large groups and through reading and critical reflection on learning materials, with a focus on evidence-informed practice.</td>
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<td>Ability to apply conceptual links between social work values and professional codes of ethics and their impact on practice.</td>
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<td></td>
<td>Systematic understanding of complex interplay of social work law, social policy, and human-rights frameworks enhanced through advanced practice and dissertation research.</td>
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<td>Able to apply awareness of diversity, equality and service-user perspectives.</td>
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<td></td>
<td>Advanced and proficient research mindedness and an ability to engage in sophisticated evidence-based practice.</td>
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<td></td>
<td>Advanced competency in leadership and organisational theory, professional authority and boundary-setting.</td>
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<td>Conceptual understanding of international/global perspectives on social work and the ability to engage in debates concerning these issues.</td>
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**Students’ knowledge and understanding is assessed by:**

- Research-based exercises in practitioner enquiry, culminating in the writing of a dissertation.
- Peer and individual presentations which demonstrate synthesis and interrogation of different sources of knowledge, employed during research and practice-related teaching and learning.
- Focused debate and discussion in small and large groups.
- Practice learning portfolios connecting knowledge (formal & informal) and placement practice skills.
- Presentation, discussion and analysis of case studies.
- Online searches and critiques of findings.

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<th>B. Cognitive (thinking) skills</th>
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<td>On completion of this programme the successful student will be able to demonstrate:</td>
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<td></td>
<td>1. Proficiency in a wide range of problem solving skills, critical reflection, analysis, reasoning and evaluative skills</td>
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<td></td>
<td>2. The ability to apply ethical reasoning and ethical decision-making in practice to an enhanced degree.</td>
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**Teaching/learning methods**

Students learn cognitive skills through:

- Reflective activities, such as reflective diaries and group discussion.
- Interrogating and debating learning materials, individually, in seminar settings and on-line.
- Recording and evaluating student’s own overall development and progress through the programme via the placement planning documents.
### 3. Mastery of and appreciation of multiple perspectives within analysis of complexity in practice.

### 4. Ability to conduct analysis in professional practice that identifies knowledge gaps leading to the development of pertinent hypotheses and research questions.

### Assessment method

Students’ cognitive skills are assessed by:
- Tutor-based exercises through debates, discussion
- Research evaluation activities and drawing out implications for practice including the production of a dissertation
- Written assignments demonstrating critical understanding of theories and knowledge and their application.

### C. Practical skills

On completion of the programme the successful student will be able to apply:

1. Proficiency in engaging, communicating and interviewing skills
2. Advanced professional written communication skills (including case-notes, assessment reports, genograms & ecomaps).
3. Proficiency in a wide range of appropriate professional assessment approaches.
4. Able to apply reasoned decision making based on evidence and deliver targeted professional interventions (including counselling, advocacy, crisis-intervention, safeguarding and ethical decision-making).
5. Mastery of skills in engaging groups and awareness of group-work processes and community engagement and development skills
6. The ability to work with individuals and groups, including inter-professional & multi-disciplinary working skills, engaging and co-

### Teaching/learning methods

Students learn practical skills through:
- 30 days workshops in direct practice skills
- Practice learning placement.

### Assessment method

Students’ practical skills are assessed by:
- Development of specific portfolios
- Practice learning assessments
- Student presentations.
- Production of a masters dissertation
producing with service users groups.
7. Proficient skills to engage in practice-based enquiry and research

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<th>D. Graduate skills</th>
<th>Teaching/learning methods</th>
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<td>On completion of this programme the successful student will be able to demonstrate:</td>
<td>Students acquire graduate skills through:</td>
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<td>1. Independence and self-management.</td>
<td>• Team work, group work in the classroom and practice</td>
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<td>2. The ability to engage in teamwork and partnership-working.</td>
<td>• Study skills support</td>
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<tr>
<td>3. The ability to engage in life-long learning and professional development planning.</td>
<td>• Writing assignments, reports and critical reflection.</td>
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<td>4. Assertiveness and appropriate use of professional authority.</td>
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<td>5. The ability to remain resilient.</td>
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<td>6. Sensitivity towards and ability to engage with communities.</td>
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<td>7. Proficient leadership skills and abilities.</td>
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12. Programme structure (levels, modules, credits and progression requirements)

12.1 Overall structure of the programme
See Programme Structure Diagram within earlier Your Programme section p.22

12.2 Levels and modules

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<th>Level 7</th>
<th>COMPULSORY</th>
<th>OPTIONAL</th>
<th>PROGRESSION REQUIREMENTS</th>
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Students must take all of the following:

SWK4600: Social Work theory and readiness for direct practice.

SWK4601: Law and advanced social work practice

SWK4602: Practice placements module

SWK4604: Social Work Research

SWK4605: Understanding the Life Course

There are no optional modules

Students must pass their readiness for direct practice assignment from the Social Work Theory and readiness for direct practice module before progressing to their first placement.

Students have a progression point in their Practice Placements Module and must pass their submissions for the first placement before commencing the second.

| 12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels) |
|-------------------------------|-------------------|
| Module level                  | Module code       |
| n/a all modules must be passed|

| 13. Curriculum maps |

14. Information about assessment regulations
The social work programmes abide by the assessment regulation outlined in Middlesex University’s guide and regulations. Owing to the professional nature of this programme, there are a number of additional regulations. The University is required to abide by the entry threshold criteria and standards of conduct, performance and ethics of Social Work England. In addition, students must pass the readiness for direct practice assessments in term one before they can commence their first placement. Fitness for Practice is assessed continuously throughout and complies with the Fitness for Practice Procedures in the Appendices of this Handbook. Breach of these procedures may lead to an investigation and subsequently the student may be asked to leave the programme.

All components of the Programme must be successfully completed before the PG Dip Social Work can be awarded. Fail grades are not compensated for on any social work module.
A minimum of 75% student attendance is required for all PG Dip social work modules in order for students to be entered for assessment. Practice learning must have a 100% attendance through completing the number of days required, 70 in the first placement and 100 in the second. Students must also complete 30 days of direct practice skills throughout the programme. Students may complete placements via ‘hybrid arrangements’ comprising face to face and/or virtual learning.

Only two attempts are normally given to students for each module unless there are exceptional circumstances with clear evidence, at the discretion of the Director of Programmes. Placements are the exception to this where a second attempt at placement is only given following an investigation into the circumstances and endorsement by the Practice Advisory Panel.

15. Placement opportunities, requirements and support
Practice learning takes place in organisations and settings centred on the provision of social work and social care. Our placements are all quality assured and the learning opportunities are identified in accordance with the thresholds of learning in the Professional Capabilities Framework. For example, you can expect to typically have your first placement in a community based setting within the private or voluntary sector where you will gain experience of direct work with service users, in undertaking assessments and interventions and of working with other professionals within inter-professional networks. In your final placement you will gain experience of undertaking statutory tasks and you are likely to be placed in a local authority or health trust providing adult or children’s services. Placements are also matched to students’ learning needs. Students may complete placements via ‘hybrid arrangements’ comprising face to face and/or virtual learning.

16. Future careers
There are a wide variety of career opportunities for qualified social workers in the statutory, voluntary and independent sectors. These are with different user groups in different models of social welfare.

The University organises annual career fairs for students. Tutors support students’ preparation through their Tutor Groups and professional development planning as well as linking them to the central university services.

17. Particular support for learning
Students have an allocated personal tutor throughout the programme, who oversees the academic and professional development of this student.

The social work programme makes effective use of the University Student Support Services and the Information and Learning Resource Services.

18. JACS code
L500

19. Relevant QAA subject benchmark group(s)
Social Work (QAA 2016)

20. Reference points
Department Of Health (DoH) Knowledge and Skills Statement for Social Workers in Adult Services (2015)
21. Other information
Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the programme handbook and the University Regulations.