

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.
3. Equip graduates with an evidence-informed knowledge-base and embed skills for life-long learning.
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.
6. Provide a coherent curriculum incorporating learning, teaching and assessment strategies that are mapped against [Social Work England Professional Standards \(2019\)](#), linked to the Professional Capabilities Framework and the Benchmark Statement for Social Work (QAA,2019).
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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<p>A. Knowledge and understanding On completion of this programme the successful student will have knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. Mastery in conceptualisation analysis and critical appreciation of key social work theories, methods and interventions. 2. Comprehensive understanding of complex interplay of contextual knowledge of sociological, psychological, organisational, political, economic and cultural perspectives. 	<p>Teaching/learning methods Students gain knowledge and understanding through:</p> <ul style="list-style-type: none"> • Engaging research-based exercises in practitioner enquiry within the classroom and via VLE • virtual and/or face to face Engagement in peer and individual led classroom presentations which demonstrate synthesis and interrogation of different sources of knowledge • virtual and/or face to face Practice tutorials in placement • Debate and discussion in small and large groups and through reading and critical reflection on learning materials, with a focus on evidence-informed practice. <p>Assessment method</p>

<ol style="list-style-type: none"> 3. Ability to apply conceptual links between social work values and professional codes of ethics and their impact on practice. 4. Systematic understanding of complex interplay of social work law, social policy, and human-rights frameworks enhanced through advanced practice and dissertation research. 5. Able to apply awareness of diversity, equality and service-user perspectives. 6. Advanced and proficient research mindedness and an ability to engage in sophisticated evidence-based practice 7. Advanced competency in leadership and organisational theory, professional authority and boundary-setting. 8. Conceptual understanding of international/global perspectives on social work and the ability to engage in debates concerning these issues. 	<p>Students' knowledge and understanding is assessed by:</p> <ul style="list-style-type: none"> • 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.
<p>B. Cognitive (thinking) skills On completion of this programme the successful student will be able to demonstrate:</p> <ol style="list-style-type: none"> 1. Proficiency in a wide range of problem solving skills, critical reflection, analysis, reasoning and evaluative skills 2. The ability to apply ethical reasoning and ethical decision-making in practice to an enhanced degree. 	<p>Teaching/learning methods Students learn cognitive skills through:</p> <ul style="list-style-type: none"> • 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.

<ol style="list-style-type: none"> 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. 	<p>Assessment method Students' cognitive skills are assessed by:</p> <ul style="list-style-type: none"> • 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.
<p>C. Practical skills On completion of the programme the successful student will be able to apply:</p> <ol style="list-style-type: none"> 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- 	<p>Teaching/learning methods Students learn practical skills through:</p> <ul style="list-style-type: none"> • 30 days workshops in direct practice skills • Practice learning placement. <p>Assessment method Students' practical skills are assessed by:</p> <ul style="list-style-type: none"> • Development of specific portfolios • Practice learning assessments • Student presentations. • Production of a masters dissertation

<p>producing with service users groups.</p> <p>7. Proficient skills to engage in practice-based enquiry and research</p>	
<p>D. Graduate skills On completion of this programme the successful student will be able to demonstrate:</p> <ol style="list-style-type: none"> 1. Independence and self-management. 2. The ability to engage in teamwork and partnership-working. 3. The ability to engage in life-long learning and professional development planning. 4. Assertiveness and appropriate use of professional authority. 5. The ability to remain resilient. 6. Sensitivity towards and ability to engage with communities. 7. Proficient leadership skills and abilities. 	<p>Teaching/learning methods Students acquire graduate skills through:</p> <ul style="list-style-type: none"> • Team work, group work in the classroom and practice • Study skills support • Writing assignments, reports and critical reflection. <p>Assessment method Students' graduate skills are assessed by:</p> <ul style="list-style-type: none"> • A range of administrative tasks integrated in practice learning and learning and teaching • Timely hand in of assessments and written assessments • Module specific portfolios • Tutor group and placement planning documents.

12. Programme structure (levels, modules, credits and progression requirements)		
12. 1 Overall structure of the programme		
See <i>Programme Structure Diagram</i> within earlier <i>Your Programme</i> section p.22		
12.2 Levels and modules		
Level 7		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS

<p>Students must take all of the following:</p> <p>SWK4600: Social Work theory and readiness for direct practice.</p> <p>SWK4601: Law and advanced social work practice</p> <p>SWK4602: Practice placements module</p> <p>SWK4604: Social Work Research</p> <p>SWK4605: Understanding the Life Course</p>	<p>There are no optional modules</p>	<p>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.</p> <p>Students have a progression point in their Practice Placements Module and must pass their submissions for the first placement before commencing the second.</p>
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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

British Association Of Social Work (2018) Professional Capabilities Framework For Social Work In England

Department Of Education (DfE) (2018) Knowledge and Skills for Child and Family Social Work

Department Of Health (DoH) Knowledge and Skills Statement for Social Workers in Adult Services (2015)

Quality Assurance Agency (2019) *Subject Benchmarks for Social Work*, QAA

Social Work England Professional Standards (2019)

Social Work England Qualifying Education and Training Standards (2020)

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.