Programme Specification for MA Social Work

This document applies to students who commence the programme after September 2017		

1.	**Awarding institution/body**	University of Worcester
2.	**Teaching institution**	University of Worcester
3.	**Programme accredited by**	Health and Care Professions Council (HCPC)
4.	**Final award**	MA
5.	**Programme title**	Master of Arts Social Work
6.	**Pathways available**	NA
7.	**Mode and/or site of delivery**	University of Worcester, statutory and non-statutory placement providers
8.	**Mode of attendance**	Full Time
9.	**UCAS Code**	L508
10.	**Subject Benchmark statement and/or professional body statement**	DH (2002) *Requirements for social work training* QAA (2016) Subject benchmark for Social Work: http://www.qaa.ac.uk/en/Publications/Documents/SBS-Social-Work-16.pdf HCPC (2012) Standards of Education and Training
11.	**Date of Programme Specification preparation/ revision**	April 2014 August and October 2014 (Regulations) Feb 2015 new modules added SOWK4002, 4010 September 2015 change of credits SOWK4006/7 IQC amendment to regulations April 2016 August 2016 Regulations amended - Section 20 December 2016 Update to references and links to QAA Subject Benchmark statement for Social Work August 2017 AQU amendments and updates

12. Educational aims of the programme

This dynamic and contemporary MA Social Work programme has been developed in response to the threshold standards required by the social work regulator the Health and Care Professions Council (HCPC, 2012), the Quality Assurance Agency's (QAA) Benchmark statements for social work (2016) and the Department of Health's requirements for social work training (2002). The course applies core values in all aspects of the programme, these are:

1. Valuing diversity

2. Challenging own prejudices

3. Maintaining probity and integrity

4. Preventing and challenging discrimination

5. Reflecting on one's practice

6. Working inclusively

This programme aims to:

1. Develop social workers who are fit for practice and who are able to respond to its changing context
2. Ensure that students develop the knowledge, skills and values required to meet the needs of service users
3. Provide opportunities for students to achieve the HCPC (2012) Standards of Proficiency for social workers and the Professional Capabilities Framework at End of Final Placement level, providing eligibility to apply to join the register with the HCPC as a social worker
4. Ensure the public are safeguarded by facilitating the development of responsible, accountable and autonomous professionals, who are prepared to practice according to HCPC (2012) Standards of Conduct, Performance and Ethics
5. Enable students to be flexible practitioners, who understand and can work to accommodate the respective responsibilities of social welfare agencies, can practice in a collaborative interprofessional context, and who recognise both the responsibilities and limitations of the social worker's role.
6. Promote a philosophy of partnership working which is effective with other health and social care professionals, service users, carers and their families
7. Develop critically reflective practitioners, with the ability to utilise contemporary knowledge, theory, research and evidence to underpin professional practice
8. Enable students to develop into social work practitioners who are committed to lifelong learning and continuing professional development
9. Develop practitioners who have mastered their subject and are committed to challenging and advancing practice

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

The programme acknowledges that social work is a practice-based, academic and professional discipline and therefore the integration of theory and practice are central to all aspects of the curriculum. A range of student centred, traditional and innovative learning and teaching approaches will be used both in the academic modules and practice placements, which recognises the diversity in learning styles amongst students. Feedback on the approaches used will be sought regularly and lecturers will reflect on their teaching practice in order to accommodate the needs and strengths of the student cohort.

The University of Worcester has an established reputation in partnership working through planning, teaching, assessment, consultancy and evaluation with service users and carers through the *IMPACT* group. IMPACT is an interest group of service users and carers - 'IMPACT' - who have consolidated their presence across teaching and learning, recruitment and selection and research and consultancy across the Institute. Building on this firm foundation and commitment, the design and development of the Masters in Social Work has placed service users and carers at the heart of the process. Students and staff will have the opportunity to learn from the experience, skills and knowledge of user and carer consultants throughout the two years of study.

Knowledge and understanding

On successful completion of the course, students will be able to:

- Justify approaches to social work practice through a systematic understanding and critical awareness of theory, legislation, policy and research, including theories at the forefront of the field
- Critically analyse and show originality in the application of legal and ethical frameworks to social work practice

- Deal with complex safeguarding issues both systematically and creatively
- Critically reflect on the nature of contemporary social work practice using advanced scholarship in the discipline
- Critically evaluate and synthesise use of self, personal and professional boundaries, reflective practice and use of power in order to ensure anti-oppressive practice
- Reconstruct knowledge in light of the experience of service users and carers and demonstrate original and effective practice underpinned by concepts of social justice

Examples of learning, teaching and assessment methods used:

- ❖ Formal lectures, seminars and workshops
- ❖ Voices of a range of stakeholders including service users and carers, current practitioners and managers across the welfare arena.
- ❖ Structured lectures, case studies, directed and independent study, groupwork, problem and enquiry based learning, group and individual tutorials with the additional support of e-learning strategies using the virtual learning environment
- ❖ Integration of theory within professional practice
- ❖ Assessed practice learning in agency settings provides a dynamic opportunity for students to integrate academic knowledge, theory and research with practice learning and experience.
- ❖ Work with a range of formative and summative assignments including essays, assessed role-plays and an examination.
- ❖ The dissertation offers an opportunity to critically appraise the evidence base of an aspect of professional practice relevant to social work and develop new or original understanding.
- ❖ Opportunities for debate both in class and using forums

Cognitive and intellectual skills

On successful completion of the course, students will be able to:

- Evaluate methodologies of sources of information and where appropriate propose new hypotheses
- Apply critical thinking skills to devise and sustain coherent arguments and conclusions, challenging where appropriate
- Demonstrate autonomy and self-direction in tackling problems, promoting individual and shared decision-making in a range of contexts
- Exercise initiative and originality in response to the uncertainty, ambiguity, limits and changing nature of knowledge

Examples of learning, teaching and assessment methods used:

- ❖ Formal lectures, seminars and workshops
- ❖ Independent learning
- ❖ Students with diverse needs are supported both in practice and academic environments by a disability support lecturer and their academic tutor
- ❖ Tutorial support
- ❖ Protected learning time during practice learning, with students always being supernumerary (additional to core team)
- ❖ The Independent Study allows students to demonstrate independent learning and research skills as they undertake a piece of social work related research.
- ❖ Assessed practice learning offers opportunities for students to apply cognitive and intellectual skills in a practice setting

Practical and transferable skills relevant to employment

On successful completion of the course, students will be able to:

- Demonstrate professional practice underpinned by HCPC (2012) Standards of Proficiency, Standards of Conduct, Performance and Ethics and the requirements of the Professional Capabilities Framework (PCF)
- Communicate effectively in a range of formats and with individuals with different communication needs
- Engage in partnership working with service users, carers, families and other professionals
- Take responsibility for professional development underpinned by a commitment to lifelong learning
- Elicit and respond appropriately to feedback to develop and improve learning
- Evidence self-direction and creativity in learning and develop skills of reflective and reflexive practice
- Recognise the importance of resilience in social work practice
- Identify strategies for managing varying contexts of practice

Examples of learning, teaching and assessment methods used:

- ❖ Skills development component of the programme provides interactive workshops focused on the development of skills for social work practice
- ❖ Readiness for Practice portfolio evidences students learning and incorporates an assessed role play
- ❖ Mandatory practice learning modules give students the opportunity to develop professional social work practice which is assessed via a portfolio of evidence against professional standards and academically
- ❖ Across academic and practice learning there are opportunities for a range of written and oral communication to be used and assessed
- ❖ Formal lectures, seminars and workshops
- ❖ Independent learning
- ❖ Involvement of service users and carers in the delivery of the programme and assessment of practice where appropriate
- ❖ Scenario based learning strategies
- ❖ Students are supernumerary (additional to core team) and are supported, supervised and assessed by Practice Educators who meet the Practice Educator Professional Standards for social work
- ❖ A member of the academic team attends meetings at the start, middle and end of practice placements to enable learning and assessment opportunities to be defined and reviewed and to strengthen the integration of theory with practice
- ❖ Opportunities for working with other professionals in the practice learning environment
- ❖ Recall days offer an opportunity for students to reflect on experiences in practice, to share best practice and to debate, evaluate and consolidate learning experiences
- ❖ Working with the Professional Development Portfolio (PDP) which provides a vehicle to reflect on the student's personal learning journey as well as facilitating both the engagement with the Professional Capabilities Framework (PCF) and the drive for self- directed CPD for registered practitioners
- ❖ Video-recordings and feedback of interviews
- ❖ Opportunities for debate both in class and using forums
- ❖ Engagement in self and peer assessment
- ❖ Feedback provided verbally or in writing on all formative, summative and practice based assessments

- ❖ Reflective assignments and opportunity to maintain PDP
- ❖ Tutorial support
- ❖ Independent study
- ❖ Meeting of deadlines both in relation to academic and practice course components
- ❖ Use of information technology to support casework in practice and learning and assessment in academic modules
- ❖ Dissertation enables autonomous learning and self directed study

14. Assessment Strategy

The programme seeks to meet the assessment requirements of the University's Assessment Policy and the HCPC (2012) *Standards of Education and Training*

- Assessment is designed to provide students with opportunities to demonstrate they have met the HCPC *Standards of Proficiency for Social Work* and the *Professional Capability Framework* (PCF)
- Assessment is not only testing theoretical learning, but also the demonstration of safe and effective practice
- The assessment strategy has been developed and will be reviewed in consultation with our service user and carer and practice partners
- All summative assessment is constructively aligned to the modular learning outcomes and reflects the academic level of study.
- Academic assessment facilitates the integration of theory with professional practice, many draw upon practice learning experiences, utilise a scenario based approach or require the student to relate to current social work practice
- The assessment strategy is designed to develop advanced skills and knowledge, provide evidence of the students' progress and achievement throughout the course and prepare the students for lifelong learning
- A variety of assessment methods, both formative and summative, are used including case studies, essays, reflective evaluations, presentations and a seen exam for the law module.
- Formal guidance is provided for all assessment activities whether formative or summative. For summative assessments a comprehensive assignment brief is included in the module outline and this includes explicit assessment criteria clearly indicating what students need to do to complete the assessment successfully. Marking criteria are benchmarked to UW *Masters Grade Descriptors*
- Formative assessment is an important feature across the programme and the teaching team believe it has a fundamental role to play in student learning and development. Students are strongly advised to engage with all formative assessment in order that they receive regular feedback on their progress, to allow them to self-assess their achievement. Furthermore it is aligned to summative assessments, increasing student confidence in achievement.
- Throughout the programme students are supported to maintain a formative professional development portfolio, which is shared throughout the programme as part of the personal academic tutoring system

Assessment of Professional Practice

- Assessment of Professional Practice commences with the "Readiness to Practice" module and continues through the 2 practice placements (70 days in Year 1 and 100 days in Year 2)
- Service users and carers are involved in the assessment of practice. An IMPACT member makes an assessment of a student's "readiness for practice" in Year 1 and service user and carer feedback is included in the student's portfolio at all 3 levels

- As with academic learning, assessment of professional practice is structured to be incremental and is assessed at the 3 threshold levels identified in the Professional Capability Framework. This enables the students to build towards the point where they can be assessed as having met the required standard to qualify
- A handbook outlines the portfolio requirements, the capabilities that need to be evidenced and the required level
- Assessment of professional practice is undertaken on the basis of a portfolio of evidence, which in the case of the Readiness to Practice module will include feedback from an assessed role-play activity, a supervision activity, a shadowing activity, a biographical piece and an observation report
- The practice placement portfolio includes a reflective account of the placement, examples of key activities such as assessment and planning, direct observations of practice, service user and carer evaluative feedback, and a report by the Practice Educator
- Assessment of practice is made on a pass/fail basis by a Practice Educator who meets the *Practice Educator Professional Standards for Social Work*
- All Practice Educators and Workplace Supervisors will have been invited to attend a joint briefing where the requirements for professional practice will be outlined and updates to the curriculum communicated.
- While the responsibility for student assessment rests with the Practice Educator, a training team including the workplace supervisor (where appropriate) and an academic provide robust and consistent arrangements for the assessment of practice learning.
- Students are required to complete the agreed number of days for each practice placement and the Practice Educator signs this off.
- The portfolios are quality assured and moderated through the Portfolio Assessment Panel, which is made up of Practice Educators and service users and carers.

15. Programme structures and requirements

The programme offers the opportunity to achieve the award of Master of Arts in Social Work. The programme meets the requirements of the HCPC (2012) *Standards of Education and Training* to ensure that students are eligible to apply for admission to the HCPC Register of Social Work.

The MA Social Work provides a two-year, full time programme. A spiral curriculum utilising evidence based practice, reflective practice and ethics and values as themes evident in all modules. These are developed throughout the programme, progressing from broad and generic to complex, in-depth and increasingly specific areas of practice.

The programme complies with requirements for programmes to use a consistent model of 200 days' practice learning. This includes 30 days for the development of skills for practice, 70 days first placement and 100 days last placement. Placement criteria are adhered to in relation to offering students different practice experiences in the first and last placements and ensuring that students undertake tasks to prepare them for statutory interventions in their last placement. Assessments against the relevant threshold levels of the PCF are made in relation to practice.

Students are required to evidence all practice learning days including their 30 days skills development. Days in practice are signed off by their Practice Educator and days undertaking skills development signed off by the Module Leader.

All modules have been developed to facilitate achievement of the HCPC (2012) *Standards of Proficiency for Social Workers,* the *Professional Capability Framework* at qualifying level and the QAA (2016) *Benchmark statements for social work.*

Students will engage in interdisciplinary learning within the programme in order to model contemporary social work practice and enrich the learning experience.

Students will also engage in simulated learning, including in Ability House, where students can engage in role-play in a home, rather than a classroom setting.

Award map

Course Title: MA Social Work	

Year 1:

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites
SOWK 4020	Readiness for Practice	0	M	None
SOWK 4001	Applied Law and Policy for Social Workers	20	M	None
SOWK 4002	Theories, Principles and Approaches in Social Work Interventions	20	M	None
SOWK 4010	Social Work Responses to Human Growth and Transition	20	M	None
SOWK 4005	Practice – Developing Capability	20	M	None

Year 2:

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites
SOWK 4004	Professional Practice in Welfare Organisations	20	M	None
SOWK 4006	Practice – Achieving Capability	40	M	SOWK 4005
SOWK 4007	Dissertation	40	M	None

All modules must be successfully passed to achieve the award of MA Social Work and be eligible to apply for registration with the HCPC.

16. QAA and Professional Academic Standards and Quality

The MA Social Work programme responds to a range of quality academic and professional frameworks.

The learning outcomes for the programme and its constituent modules have been constructed in accordance with the QAA *Framework for HE Qualifications* (FHEQ). The aims and intended learning outcomes of the course comply with the Framework descriptor for a Masters degree and the *Framework for Qualifications of the European Higher Education Area* requirements for completion of a second cycle award. This award is at level 7 of the FHEQ.

The programme meets the HCPC (2012) *Standards of Education and Training* in relation to admissions, programme management and resources, curriculum, practice and assessment.

The programme complies with guidance requiring for programmes to use a consistent model of 200 days' practice learning. The practice aspects of the programme incorporate the requirements of the UK Quality Code for Higher Education chapter B10 Managing higher education provision with others and are informed by the University's (2012) *Policy on the Management of Work-based and Placement Learning*

17.   Support for students

Student support is a central component of the social work programme and is available from within the Academic Unit of Applied Professional Studies, the Institute of Health and Society and from the wider University. Examples of wider University support are Student Services and the Disability and Dyslexia Service

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

Induction
There is a comprehensive induction programme that includes sessions on introducing students to information and learning systems including library resources, an introduction to student services, the student union and professional and representative bodies. Induction will also provide an opportunity to introduce students to the expectations of Masters level study.

Personal Academic Tutoring

Academic tutoring is at the heart of supporting students personally, professionally and academically. The programme team believe that the personal academic tutor system is fundamental to student success.

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

We recognise that the first year of any programme in particular can be a daunting experience for some, students will meet their tutor as a group during pre-planned times. The tutorial scheme will be given to students during induction and will have a focus on

professional development planning and the tutor will request to see the students' PDP and give constructive feedback on it.

Placement support

Prior to commencing their first practice learning experience students have an induction, which includes professional responsibilities and expected conduct, introduction to practice learning documentation and policy and guidance. They also attend joint briefings (attended by their Practice Educator and where appropriate Workplace Supervisor) prior to starting each practice learning experience.

All placements are co-ordinated by the Practice Learning Coordinator. Every student will be supported in placement by a training team, which consists of a tutor from the course team (usually their Personal Academic Tutor), a Practice Educator and where appropriate a Workplace Supervisor.

Students are supernumerary and supervised while in the practice-learning environment, with the Practice Educator having primary responsibility for supporting and supervising learning experiences. Practice Educators will meet TCSW (2012) *Practice Educator Professional Standards.*

Dissertation support

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

18.   **Admissions**

Admissions Policy

The University aims to provide fair and equal access to a university education to al those who have the potential to succeed or benefit from it. Admissions to social work are made in line with the University's *Admissions Policy* and *Diversity and Equality* policies.

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

Entry requirements

Candidates should possess the following/or be in process of obtaining:

- An Honours Degree at 2:1 or above
- A minimum of six months contemporary, relevant practice experience verified by reference (See below)
- GCSE English Language & Maths grade C or above, or an acceptable equivalent

Other conditions
- Satisfactory health check
- Satisfactory enhanced Disclosure and Barring Service check
- Confirmation of the ability to use basic IT facilities, such as Word and powerpoint
- Where English is a second language, IELTS Level 7 will need to be evidenced

Recognition of Prior Learning

Students with relevant previous study at postgraduate level or with extensive experience may be considered eligible for recognition of prior learning. Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

Further information on Recognition of Prior Learning can be found at
http://www.worcester.ac.uk/registryservices/941.htm

Admissions procedures

Full-time applicants apply through UCAS, using course code L508. All applications received are scrutinised and short listed against set criteria, which include both education and professional requirements:

- Applicant meets/working towards academic entry requirements
- Personal statement shows applicant has the appropriate experience in social care and has some understanding of the role of a social worker
- Coherent and logical expression of ideas
- Includes one reference
- Criminal cautions/ convictions
- Residency

Candidates who meet the criteria for admission are invited to attend a selection day.

Admissions/selection criteria

The values based selection process includes a variety of opportunities including groupwork, interviews, a written test and a role-play. The assessment during the selection day will be made against the Professional Capability Framework at "entry" level.

Selection days will involve both practice partners and service users and carers who have attended training in the principles of selection, anti-discriminatory practice and equal opportunities through the University or practice partners' employing institution. Assessment in relation to each activity the candidate undertakes is made against positive behavioural indicators rated 1 to 5; where 1 indicates considerable development is needed and 5 is excellent.

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

Those who meet all the criteria for entry and are successful at interview are offered a place, conditional upon satisfactory health and disclosure and barring service (DBS) checks.

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

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

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

20. **Regulation of assessment (For students who start the course after September 2016)**

The course operates under the University's [Taught Courses Regulatory Framework](#).

Requirements to pass modules

- Modules are assessed using a variety of assessment activities, which are detailed in the module specifications.
- The minimum pass mark is D- for each module.

- Students are required to submit all items of assessment in order to pass a module, and in all modules, a pass mark in each item of assessment is required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see Taught Courses Regulatory Framework

Retrieval of failure
- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module; the module grade for a re-taken module is capped at D-.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.
- A student who fails the placement element of a practice module will be entitled to **one** further attempt at the placement. A student who fails in the original and reassessment opportunity of a placement will be withdrawn from the programme

Requirements for progression
- Students will not be assessed in placement more than 3 times throughout the whole programme. Failure in excess of this will lead to automatic discontinuation from the programme without reassessment opportunity.

Requirements for Awards

Award	Requirement
PG Cert in Social Welfare Studies	Passed a minimum of 60 credits at level 7
PG Dip in Social Welfare Studies	Passed a minimum of 120 credits at level 7
MA Social Work	Passed a minimum of 180 credits at level 7 including a minimum of 40 credits from the Dissertation

Eligibility to apply to join the HCPC register (a requirement to practice as a social worker) is only available to those students who successfully complete the full MA programme. Students who exit the programme with PG Cert or PG Dip will be awarded a PG Cert or PG Dip in Social Welfare Studies.

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

For further information, see the Taught Courses Regulatory Framework.

21. Indicators of quality and standards

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

Students have been very satisfied with their placements as indicated in consecutive QAPL reports.

22. Graduate destinations, employability and links with employers

Upon successful completion of the programme students are eligible to apply for registration with the HCPC and apply for social work positions.

The University has strong links with employers of social workers with three local authorities coming to speak to students recently about their opportunities for newly qualified social workers. Session are run in the final year of the programme to prepare students for qualification and offering learning in relation to applying for jobs and interview skills.

The University has strong partnerships with local authorities in the region, who are involved in ensuring the curriculum is current and prepares graduates robustly for postqualifying work. Local authorities increasingly see practice placements as a means of preparing their future workforce and often results in students securing employment before qualification.

Of the 2014 graduating cohort of 12 MASW students, all are in qualified social worker positions in the region, 11 in the statutory sector and one in the independent sector.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.