

MA Professional Leadership for Social Work

Programme Specification

Awarding Institution:

University of London (Interim Exit Awards made by Goldsmiths' College)

Teaching Institution: Goldsmiths, University of London**Name of Final Award and Programme Title:** MA Professional Leadership for Social Work**Name of Interim Exit Award(s):**

Postgraduate Certificate in Professional Leadership for Social Work

Postgraduate Diploma in Professional Leadership for Social Work

Duration of Programme:

Part-time only: PGCert 1-2 years / PGDip 3-5 years / MA 4-6 years

UCAS Code(s): Not applicable**HECoS Code(s):** (100503) Social Work**QAA Benchmark Group:** Not applicable**FHEQ Level of Award:** Level 7**Programme accredited by:**

Accreditation from Social Work England will be sought if and when the opportunity arises

Date Programme Specification last updated/approved: October 2017**Home Department:** Social, Therapeutic and Community Studies**Department(s) which will also be involved in teaching part of the programme:**

Not applicable

Programme overview

This programme aims to provide a flexible Masters level award to social workers that wish to develop their professional leadership capabilities in relation to advanced social work practice, professional social work education, social work management. It is responsive to social workers' needs and aspirations and to changing employer demand and policy frameworks. The programme enables qualified and registered social workers to access part time, modular qualifications in professional leadership for social work at Masters level and to give due credit to prior learning experiences. Systems for the accreditation of prior learning and recognition of advanced standing are in place to enable this. This programme adds the option of accreditation of work-based learning through individualised modules of up to 60 credits. For these modules students will agree with their academic social work tutor what pieces of work-based learning will be used and the depth and scope of the learning that can be claimed.

The programme coalesces around the domain of professional leadership of the Professional Capability Framework (PCF) for social work. The PCF provides a framework for professional development in social work through nine levels from the point of entry to senior level. In the PCF professional leadership is understood to be something that is undertaken by social workers at different levels of professional capability and in different pathways though with growing scope, depth, responsibility and degree of complexity and risk. The programme supports students to develop their practice from the social work level through to advanced and strategic or senior levels. The programme employs the following definition and understanding of professional leadership:

‘Take responsibility for development of professional leadership appropriate to own role and status. Be pro-active in selecting opportunities to model, promote or use professional leadership. Incorporate professional leadership into improving practice standards, influencing inside and outside the profession. Provide and model professional challenge of own and other’s practice. Facilitate the professional learning and development of others through supervision, mentoring, assessing, research, teaching, and management.

The social work profession is responsible for its own identity, values and expertise. It evolves and has impact through members of the profession increasing understanding of social work and raising standards. All social workers are responsible for ethical and excellent practice in the profession. An individual’s professional leadership activities will have most impact when they are undertaken as part of a learning, practice focused organisation. Creating the best outcomes for service users and carers will be at the heart of all professional leadership activities.’ (The College of Social Work, 2015, p. 36. Review of the Professional Capabilities Framework - Final Report. Available from <https://www.basw.co.uk/pcf/pcfreview2015.pdf> Accessed 3 August 2015) (NB The PCF is currently under review. The programme will be updated in the light of any changes made in this review.)

A key feature of this programme is the consistent integration of practice and academic perspectives and this is reflected in both teaching and learning and assessment strategies. This enables students to demonstrate how they are meeting the appropriate Department for Education knowledge and skills statements for approved child and family practitioners and/or for practice leaders and practice supervisors and/or the Department of Health knowledge and skills statements for social workers in Adult Services.

Successful completion of modules totalling 60 level 7 credits will allow students to exit with the Postgraduate Certificate in Professional Leadership for Social Work. Successful completion of modules totalling a further 60 level 7 credits will allow students to exit with the Postgraduate Diploma in Professional Leadership for Social Work. Successful completion of the final 60 credits of the programme will give students the MA Professional Leadership for Social Work.

This programme is suitable for the following groups of practitioners:

- Those wishing to develop further their professional leadership capabilities in any combination of the three specialist pathways of the Professional Capability Framework: advanced social work practitioner, professional social work educator, social work manager
- Those who have successfully completed their assessed and supported year in employment (ASYE) and wish to gain 15 credits of accredited prior learning and undertake the consolidation and the early professional development module (focus direct practice)
- Social workers wishing to develop specialist expertise in different areas of practice (focus direct practice)
- Those wishing to qualify as a practice educator under stages 1 & 2 of the social work Practice Educator Professional Standards (PEPS) or equivalent (focus social work education)
- Those wishing to teach, assess and select students on social work and other equivalent professional programmes (focus social work education)
- Those wishing to act as practice development educators for newly qualified social workers (NQSWs) in their ASYE and practitioners on post qualifying awards (focus social work education)
- Social work trainers and lecturers in the workplace or universities (focus social work education)
- Those who are or wishing to become supervisors of social workers (focus social work management) Operational and strategic managers, principal social workers, specialist practitioners and others with responsibility for practice innovation and improvement and individual, team, organisational or inter organisational learning and development (focus social work practice, management and education)
- Managers and other staff in learning and development/human resources units with responsibility for learning and development and/or managing practice and reflective learning (focus social work management)

Programme entry requirements

The procedures for recruitment and selection adhere to the College's general admissions policies including equality and diversity strategies and objectives.

Criteria for admission

Normally applicants should:

1. Hold a degree level professional qualification in social work;

2. Be registered or be in the process of registering with the professional regulator as a social worker;
3. Have passed the Assessed and Supported Year in Employment (ASYE) or can demonstrate post qualifying professional development to an equivalent level or above;
4. Be able to demonstrate that they can meet the academic requirements of a post-graduate programme;
5. Be working or intending to take up employment (usually in a paid, but exceptionally in a voluntary capacity) in a setting that will enable you to demonstrate competence in professional leadership for social work at the required level.

Consideration will be given to requests for Recognition of Prior Learning (RPL) from suitably qualified or experienced applicants.

Selection process

In the majority of cases applicants will be selected and sponsored by your employing agency. However, we welcome applications even if you are not being sponsored by your employing agency, provided that you are in a position to demonstrate capability in professional leadership at the required level in your professional and academic work. Admission will be via an online application process that asks for:

- Details of professional and academic qualifications and experience;
- A personal statement of 500 words in which applicants:
 - outline the skills, knowledge and values that you bring from your professional practice
 - describe existing experience in professional leadership and
 - discuss what knowledge and skills you hope to gain from attending the programme
- Supply a reference from a line manager or equivalent recommending you for the programme and confirming that you will be able to demonstrate capability in professional leadership at the level that is required to complete the programme;
- Supply a funding confirmation form with a commitment from your agency or yourself undertaking to pay the necessary fees.

The university expects that applicants in most cases will initially apply to the Continuing Professional Development (PG Credits - 270002A) programme, which offers the same modules with exception of the final modules in relation to the dissertation. In order to gain one of the exit awards of the MA Professional Leadership for Social Work, students are advised to apply to the MA Professional Leadership for Social Work once they have gained up to two-thirds of the award they wish to obtain.

The post-qualifying programme convener will advise applicants and students, assess and make decisions on all applications. A standard assessment schedule will be used to ensure

transparent and consistent decision-making. In some situations, you may be asked to provide further information. Interviews will not normally be held but exceptionally you may be asked to attend an interview.

Aims of the programme

This programme aims to substantially enhance students' initial learning and capability in all areas of professional leadership.

More specifically the programme aims to enable students to:

- Demonstrate enhanced understanding of different types of knowledge, including theories, up-to-date research evidence, including service user research, legislation, local and self-knowledge in relation to professional leadership and their specific social work role.
- Display enhanced capacity for professional judgements and decision making in relation to specific practice challenges through reflection, critical analysis and evaluation to continuously develop their professional leadership practice.
- Practice effective social work in direct practice; offer learning opportunities, support, mentoring; or supervise or manage others in complex situations involving risk, uncertainty and conflict and where there is a need to make informed and balanced decisions.
- Use critical self-reflection informed by knowledge, ethics and feedback from others to systematically develop their professional practice as a social work practitioner, practice educator or manager in the context of professional requirements and standards.
- Take responsibility for making a significant contribution to practice improvement and innovation, workforce training and development or management.

Each module on the programme addresses these aims of the programme with specific learning outcomes in the following five domains:

1. Understanding of the different types of knowledge in relation to the module topic (Scholarly knowledge of the social world, scholarly knowledge of interventions, experiential knowledge, organisational and contextual knowledge and skills).
2. Critical reflection of specific practice area with reference to the relevance of different types of knowledge.
3. Critical reflection of ethics and values in relation to area of practice (ethical knowledge - ethical practice).
4. Critical reflection of self (development).
5. Demonstrate and evidence professional leadership in practice in a specific area of practice.

What you will be expected to achieve

To successfully complete your programme of study for the Postgraduate Certificate in Professional Leadership for Social Work and the students will show a developing capability in the areas outlined below.

To successfully complete your programme of study for the Postgraduate Diploma in Professional Leadership for Social Work students will show developed capability in the areas outlined below.

Knowledge and understanding

| Code | Learning outcome | Taught by the following module(s) |
|------|--|-----------------------------------|
| A1 | Identify key concepts, research and theories underpinning professional leadership activities | All taught modules |
| A2 | Use these frameworks to select opportunities to model, promote or use professional leadership influencing inside and outside of the profession | All taught modules |
| A3 | Relate this knowledge and understanding to analyse the quality of social work practice, education and management with individuals, groups or organisations | All taught modules |
| A4 | Use and apply social work practice, education, training and development, and management networks, standards, requirements and policy relevant to the particular area of practice worked within | All taught modules |
| A5 | Synthesize and critically analyse literature on up-to-date research and theoretical developments in professional practice and professional leadership | All taught modules |
| A6 | Distinguish and appraise approaches to and methods for the evaluation of social work practice, education and management | All taught modules |

Cognitive and thinking skills

| Code | Learning outcome | Taught by the following module(s) |
|------|--|-----------------------------------|
| B1 | Demonstrate critical skills in the analysis of research, policy and other texts in order to enhance professional practice and professional leadership skills | All taught modules |
| B2 | Display ethically informed and self-reflective enquiry and research skills with particular reference to professional leadership | All taught modules |
| B3 | Reflect on intuitive skills displayed in professional practice | All taught modules |

Subject specific skills and professional behaviours and attitudes

| Code | Learning outcome | Taught by the following module(s) |
|------|---|-----------------------------------|
| C1 | Deliver effective social work practice, education and management that contributes to the development of social work as a profession | All taught modules |
| C2 | Evaluate own professional practice and professional leadership and ability to lead creative strategies for challenging poor practice, improving standards and developing the workforce | All taught modules |
| C3 | Deliver ethically sound professional practice and professional leadership that respects and promotes the involvement of stakeholders, including service users and carers, learners, practitioners, managers, educational establishments and professional bodies | All taught modules |

Transferable skills

| Code | Learning outcome | Taught by the following module(s) |
|------|---|-----------------------------------|
| D1 | Display skill in communicating complex information both orally and in writing | All taught modules |
| D2 | Use critical and evaluative skills in a systematic and creative way | All taught modules |

| Code | Learning outcome | Taught by the following module(s) |
|-------------|--|--|
| D3 | Structure well-formed and lucid arguments in complex situations | All taught modules |
| D4 | Critique practice, including own practice, and to propose and enact creative solutions to practical problems | All taught modules |

Students who successfully complete the MA Professional Leadership for Social Work will be able to:

Knowledge and understanding

| Code | Learning outcome | Taught by the following module(s) |
|-------------|---|--|
| A1 | Demonstrate extensive knowledge of the current academic discourse and published literature on professional practice and professional leadership | Research Methods in Professional Leadership for and Research and Practice in Professional Leadership for Social Work |
| A2 | Demonstrate a thorough grounding in research methodology | Research Methods in Professional Leadership for Social Work and Research and Practice in Professional Leadership for Social Work |
| A3 | Demonstrate advanced understanding of ethical issues in the practice of and research in professional leadership | Research Methods in Professional Leadership for Social Work and Research and Practice in Professional Leadership for Social Work |

Cognitive and thinking skills

| Code | Learning outcome | Taught by the following module(s) |
|-------------|---|--|
| B1 | Demonstrate an advanced ability to research and review literature in the area of practice in the dissertation | Research Methods in Professional Leadership for Social Work and Research and Practice in Professional Leadership for Social Work |
| B2 | Critically evaluate own methods of data generation and analysis and suggest alternatives where appropriate | Research Methods in Professional Leadership for Social Work and Research and Practice in Professional Leadership for Social Work |

Subject specific skills and professional behaviours and attitudes

| Code | Learning outcome | Taught by the following module(s) |
|------|--|--|
| C1 | Take lead responsibility for managing key aspects of complex change processes in professional leadership | Research Methods in Professional Leadership for Social Work and Research and Practice in Professional Leadership for Social Work |
| C2 | Actively promote and implement service user and carer rights and participation | Research Methods in Professional Leadership for Social Work and Research and Practice in Professional Leadership for Social Work |

Transferable skills

| Code | Learning outcome | Taught by the following module(s) |
|------|---|--|
| D1 | Design, formulate and conduct research on a topic relevant to professional leadership | Research Methods in Professional Leadership for Social Work and Research and Practice in Professional Leadership for Social Work |
| D2 | Disseminate your findings to appropriate audiences in appropriate formats | Research Methods in Professional Leadership for Social Work and Research and Practice in Professional Leadership for Social Work |
| D3 | Exercise initiative, personal responsibility and leadership in circumstances that are often complex and unpredictable | Research Methods in Professional Leadership for Social Work and Research and Practice in Professional Leadership for Social Work |

How you will learn

The teaching, learning and assessment methods used on the programme are designed to reflect the core principles of the programme; i.e. learning is active, cumulative, individual and social, self-regulated and goal-oriented. Students will be encouraged to evaluate and reflect on experiential knowledge developed through implementation of professional leadership practice and develop generalisations from this as well as evaluating generalised knowledge in the context of this practice. The teaching strategies used on the programme

consist of workshops including both experiential exercises and lecture input, individual tutorials, observations and assessment of practice, e-supported learning, and group based activities.

How you will be assessed

A range of different assessment tasks and strategies will be used. These include critical self-evaluations, essays, project and evaluation plans, presentations, validation of practice capability from students, colleagues, representatives from higher education institutions, managers, feedback from service users and carers and experts by experience, observations of practice, and (anonymised) practice documents and reports.

You must successfully complete all modules that make up the relevant award. There is no compensation between modules. A mark of 50% and above denotes a pass; below is a fail.

Marking criteria

The following marking criteria are aligned to the five learning outcomes categories (see Aims of the programme)

| Mark | Descriptor | Specific Marking Criteria |
|---------|--|--|
| 80-100% | Distinction (Outstanding/ Exceptional) | 80 -100% is awarded when your work shows evidence of - 1. Extensive independent research of the relevant literature related to the module. An outstanding grasp and original critique of current or historical issues related to the knowledge areas of the module. Exceptional writing skills and highly advanced reasoning abilities. Referencing is following guidelines throughout and use of direct and indirect references is outstanding. 2. Exceptional critical ability to analyse and create meaningful links between your understanding of the relevant knowledge and your own practice that is highly effective and/or original. 3. Outstanding development of ethical issues and dilemmas as they relate to the practice area of the module. Exceptional and original demonstration of commitment to inclusion of service users, carers, learners or colleagues in their own practice. 4. Exceptional reflexive ability that demonstrates awareness of self in a holistic way. Highly nuanced appraisal of how complexities and uncertainties in social work practice intersect with the self. Highly authentic and open reflection of own professional development or learning trajectory. |

| Mark | Descriptor | Specific Marking Criteria |
|--------|-------------|--|
| | | 5. Evidence of knowledgeable and ethical practice demonstrates (professional leadership) capability at an exceptional and innovative level. |
| 70-79% | Distinction | <p>70 – 79% is awarded when your work shows evidence of:</p> <ol style="list-style-type: none"> 1. Extensive relevant reading of the relevant literature related to the module. An in-depth critical understanding of current major issues related to the knowledge areas of the module. Sophisticated writing skills and advanced reasoning abilities with a clear, well focused and cogent structure. Referencing is following guidelines throughout and use of direct and indirect references is very good. 2. Very good ability to critically analyse and create links between your understanding of the relevant knowledge and your own practice that is meaningful. 3. Very good development of ethical issues and dilemmas as they relate to the practice area of the module. Advanced demonstration of commitment to inclusion of service users', carers', learners' or colleagues' perspectives or involvement in their own practice. 4. Very good ability to reflect on yourself holistically. A nuanced appraisal of how the complexities and uncertainties in social work practice intersect with the self. Authentic and open reflection of own professional development or learning trajectory. 5. Evidence of knowledgeable and ethical practice demonstrates (professional leadership) capability at an advanced level. |
| 60-69% | Merit | <p>60-69% is awarded when your work shows evidence of:</p> <ol style="list-style-type: none"> 1. Broad reading of the relevant literature related to the module. A good but not consistently in-depth understanding of current major issues related to the knowledge areas of the module. Consistent and fluent writing and reasoning abilities with a clear, well focussed and cogent structure. Referencing is following guidelines consistently. 2. Good ability to analyse and create links between your understanding of the relevant knowledge and your own practice. 3. Good development of ethical issues as they relate to the practice area of the module. Consistent commitment to inclusion of service users', carers', learners' or colleagues' perspectives in their own practice. |

| Mark | Descriptor | Specific Marking Criteria |
|--------|------------|---|
| | | <p>4. Good ability to reflect on yourself holistically. A mostly nuanced appraisal of how the complexities and uncertainties in social work practice intersect with the self. Good reflection of own professional development.</p> <p>5. Evidence of knowledgeable and ethical practice demonstrates (professional leadership) capability consistently.</p> |
| 50-59% | Pass | <p>50-59% is awarded when your work shows:</p> <p>1. Reading, though not necessarily extensive, related to the module. Basic understanding of issues, the fundamental concepts and processes related to the knowledge areas of the module but with little development of ideas, critical comment or methodology. Writing is clear but not necessarily consistent or fluent. Referencing is following guidelines.</p> <p>2. Some ability to analyse and create links between your understanding of the relevant knowledge and your own practice. Generalised knowledge is linked to specific practice, or specific practice is discussed in connection with generalised knowledge such as theory, research, ethical principles, legal issues, etc. to some degree.</p> <p>3. Ethical issues as they relate to the practice area of the module are discussed and demonstrate a commitment to the inclusion of service users', carers', learners' or colleagues' perspectives in their own practice, although this may not be critical or consistent.</p> <p>4. An ability to reflect on self that addresses some of the complexities and uncertainties in social work practice and how they intersect with the self. Some reflection of own professional development but this is not necessarily nuanced, or consistently articulated.</p> <p>5. Evidence of knowledgeable and ethical practice demonstrates (professional leadership) capability but not necessarily consistently.</p> |
| 30-49% | Fail | <p>30-49% is awarded when your work shows:</p> <p>1. That it is not without merit but not of Masters standard. Limited reading related to the module with little demonstration of basic understanding of issues, the fundamental concepts and processes related to the knowledge areas of the module. Little development of ideas and no critical comment or methodology. Writing lacks a clear structure, or is not clear or fluent. Inaccurate referencing.</p> |

| Mark | Descriptor | Specific Marking Criteria |
|--------|-------------------------------|--|
| | | <p>2. Limited ability to analyse and create links between your understanding of the relevant knowledge and practice. Generalised knowledge is not linked to specific practice, or specific practice is not discussed in connection with generalised knowledge such as theory, research, ethical principles, legal issues, etc.</p> <p>3. Ethical issues as they relate to the practice area of the module are not discussed adequately and do not sufficiently demonstrate a commitment to the inclusion of service users', carers', learners' or colleagues' perspectives in their own practice.</p> <p>4. Insufficient ability to reflect on self, a failure to address complexities and uncertainties in social work practice and how they intersect with the self and/or insufficient reflection of own professional development.</p> <p>5. Insufficient evidence of knowledgeable and ethical practice in relation to (professional leadership) capability.</p> |
| 10-29% | Bad fail | <p>10-29 % is awarded when your work shows:</p> <p>1. Very limited reading related to the module with inadequate basic understanding of issues, fundamental concepts and processes related to the knowledge areas of the module. Lacking development of ideas and/or critical comment or methodology. Writing is marked by a weak organisational structure lacking in discussion and commentary; unfocused or lacking coherent argument. Inaccurate referencing.</p> <p>2. Lacks demonstration of understanding the relevance of knowledge in relation to practice.</p> <p>3. Ethical issues as they relate to the practice area of the module are not recognised or discussed and do not demonstrate a commitment to the inclusion of service users', carers', learners' or colleagues' perspectives in their own practice.</p> <p>4. Reflection of self in the context of the social work practice and of own professional development is inadequate.</p> <p>5. Evidence of knowledgeable and ethical practice in relation to (professional leadership) capability is missing.</p> |
| 1-9% | Very bad fail | A submission that does not even attempt to address the specified learning outcomes. |
| 0% | Non submission or plagiarised | A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment. |

How the programme is structured

There are no compulsory modules for the first 120 credits of the programme. This is to ensure that qualified social workers at all stages of their career can access the programme and recognises that in the past not all social workers had opportunities to, or expectations that they would gain, awards and modules that are now available to or required of social workers.

However, newly qualified social workers will usually commence the programme by undertaking 'Consolidation and Early Professional Development' before moving on to undertaking 'Enabling Learning of Others' (Practice Educator Professional Standards (PEPS) 1) and 'Assessing and Teaching the Adult Professional Learner' (PEPS 2). After that point social workers can choose specific modules that best suit their CPD needs and aspirations. More experienced social workers can undertake a range of different modules relevant to their stage of development and particular areas of interest and expertise from the outset. In order to be accepted onto particular modules applicants must meet any specific professional requirements for those modules.

The programme consists of the following exit awards:

1. Postgraduate Certificate in Professional Leadership for Social Work - consists of successful completion of modules leading to 60 level 7 credits
2. Postgraduate Diploma in Professional Leadership for Social Work - consists of successful completion of modules leading to 120 level 7 credits

A range of taught modules are offered to enable students to gain credits towards these awards, which are outlined below. Applicants may request to transfer level 7 credit (up to a maximum of two thirds of the value of the total award) already gained from other modules (for example modules from the MA Understanding Domestic Violence and Sexual Abuse offered within STaCS or modules from post-qualifying programmes at another HEI) that meet the learning outcomes of the programme. If these credits have been gained in programmes that are not social work specific applicants may be asked to demonstrate how the learning gained has been used for professional leadership in social work.

3. MA Professional Leadership for Social Work – 180 level 7 credits

Research Methods for Professional Leadership in Social Work (15 credits) - compulsory
Research and Practice in Professional Leadership for Social Work (45 credits) - compulsory

In order to gain the MA Professional Leadership for Social Work students need to pass relevant modules totalling 120 credits and to pass the two modules above. These is a 15 credit module in research methods that requires students to develop a research and implementation proposal in a topic related to professional leadership. This is followed by the

research dissertation of 12,000 words based on this proposal (45 credits). As a part of these two modules students receive teaching on research methodology and are provided with individual supervision and group mentoring to help in the design and implementation of the research. These two modules are usually taken over one or two years.

Taught modules for MA Professional Leadership for Social Work

| Module Title | Module Code | Credits | Level | Module Status | Term |
|--|--------------------|----------------|--------------|----------------------|-------------|
| Consolidation of Practice and Early Professional Development | SW76018A | 30 | 7 | Optional | 1,2,3 |
| Enabling the Learning of others | SW76007A | 15 | 7 | Optional | 1,2,3 |
| Assessing and Teaching the Adult Professional Learner | SW76008A | 15 | 7 | Optional | 1,2,3 |
| Designing Learning Opportunities for Teams and Groups | SW76009B | 15 | 7 | Optional | 3 |
| Facilitating Learning in Teams and Groups | SW76010B | 15 | 7 | Optional | 4 |
| Professional Supervision and Practice Assessment | SW76011B | 15 | 7 | Optional | 1 |
| Reflective Practice Within and Across Organisations | SW76017B | 15 | 7 | Optional | 2 |
| Research Methods in Professional Leadership for Social Work | SW76020A | 15 | 7 | Compulsory to MA | 1 |
| Research and Practice in Professional Leadership for Social Work | SW73001A | 45 | 7 | Compulsory to MA | 1-3 |
| The Care Act and Social Work: Practice, Policy and Law | SW76015B | 30 | 7 | Optional | 2,3 |
| Interpersonal Skills for Direct Work with Adult Service Users and their Families | SW76016A | 30 | 7 | Optional | 2,3 |
| Work-based learning module 1 | SW76021A | 15 | 7 | Optional | 1,2,3 |
| Work-based learning module 2 | SW76022A | 15 | 7 | Optional | 1,2,3 |
| Work-based learning module 3 | SW76023A | 30 | 7 | Optional | 1,2,3 |

| Module Title | Module Code | Credits | Level | Module Status | Term |
|---------------------------------|-------------|---------|-------|---------------|-------|
| Work-based learning module 4 | SW76024A | 30 | 7 | Optional | 1,2,3 |

Information about specific modules

Consolidation of Practice and Early Professional Development

Applicants who have passed the ASYE programme may apply for recognition of prior certificated learning for the first part of this module. The ASYE is a national employer-led programme that assesses newly qualified social workers against agreed standards with locally determined assessment and moderation processes. It is a requirement that all assessments should be based on evidence that is accurate, valid, robust and sufficient. Goldsmiths is represented on our regional ASYE external moderation panel, which ensures the quality and consistency of assessment judgements. Applicants who have passed their ASYE elsewhere may also apply for credit, however, their portfolio may need to be assessed independently, for which there would be a charge. In any case applicants will be asked to provide a copy of their ASYE portfolio for quality assurance purposes and formative development feedback.

Students already holding the Practice Teaching Award or another equivalent qualification should be able to claim RPL for modules SW76007A & SW76008A. Students who have passed the module 'Enabling the learning of others' in the Graduate Diploma in Specialist Social Work should be able to claim RPL for module one. As a compulsory part of these modules students must be providing work based learning and assessment for a recognised professional award to a social work student or member of staff. Further options may be introduced in the future subject to employer demand.

Students may gain a maximum of 60 credits through the work-based learning modules. These modules enable students to gain level 7 credits for their learning from work based professional leadership activities in direct practice, practice education or management. Students develop a module action plan and submit a portfolio of practice evidence and an analysis of their own practice and development.

Academic support

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors

meet with their student at least twice a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/programme handbooks, programme information and support related information and guidance.

Taught sessions and lectures provide overviews of themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Assessments build on lectures and seminars so students are expected to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support.

The [Careers Service](#) provides central support for skills enhancement, running [The Gold Award](#) scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report ([HEAR](#)).

The [Academic Skills Centre](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

Links with employers, placement opportunities and career prospects

The programme is designed to enable social workers to move into senior professional leadership roles requiring high levels of responsibility and complex decision-making. The programme aims to support social workers in both practice and academic settings to develop the capabilities for and fulfil the activities and roles in the proposed revised definition of the Professional Leadership domain in the Professional Capabilities Framework (PCF), which is set out below.

‘Take responsibility for development of professional leadership appropriate to own role and status. Be proactive in selecting opportunities to model, promote or use professional leadership. Incorporate professional leadership into improving practice standards, influencing inside and outside the profession. Provide and model professional challenge of own and other’s practice. Facilitate the professional learning and development of others through supervision, mentoring, assessing, research, teaching, and management.’ From: The College of Social Work (2015, p. 36) *Review of the Professional Capabilities Framework - Final Report*. Available from <https://www.basw.co.uk/pcf/pcfreview2015.pdf> Accessed 3 August 2015.

The requirements of a Goldsmiths degree

All taught postgraduate degrees have a minimum total value of 180 credits and involve one calendar year of full-time study. Some programmes may extend over more than one calendar year and, when this is the case, they have a higher total credit value. Programmes are composed of individual modules, each of which has its own credit value. Part-time students normally take modules to the value of 90 credits each year. If a programme has a part-time pathway, the structure will be set out in the section “How the programme is structured” above. Normally, all modules are at level 7 of the Framework for Higher Education Qualifications.

More detailed information about the structure and requirements of a Goldsmiths degree is provided in the [Goldsmiths Qualifications and Credit Framework](#).

Modules

Modules are defined as:

- “Optional” – which can be chosen from a group of modules
- “Compulsory” – which must be taken as part of the degree

Progression

Some programmes may require students to pass specific modules prior to completion of the dissertation/major project (or equivalent). Additionally, where a programme of study extends beyond one calendar year, students may be required to pass specific modules in their first year of study before progressing to the second year. Where this is the case, these requirements will be set out in this Programme Specification.

Award of the degree

In order to graduate, students must successfully complete all modules specified for the programme, as set out within the section “How the programme is structured” above.

Classification

Final degree classification is calculated on the basis of a student’s mean average mark (based on credit value) across all modules on the programme.

Masters degrees are awarded with the following classifications:

- Distinction – 70%+
- Merit – 60-69%
- Pass – 50-59%

More detail on the [calculation of the final classification](#) is on our website.

Interim exit awards

Some programmes incorporate interim exit points of Postgraduate Certificate and/or Postgraduate Diploma, which may be awarded on the successful completion of modules to the minimum value of 60 credits or 120 credits respectively. The awards are made without classification.

When these awards are incorporated within the programme, the relevant learning outcomes and module requirements will be set out within the “What you will be expected to achieve” section above.

The above information is intended as a guide, with more detailed information available in the [Goldsmiths Academic Manual](#).

Programme-specific rules and facts

In order to progress onto the MA students will need to meet the requirements of the Postgraduate Diploma in Professional Leadership for Social Work.

Students may take a maximum of 60 credits through the work-based learning modules.

The programme takes account of the following professional and academic references and requirements:

- British Association of Social Workers (no date) The Professional Capability Framework
- The College of Social Work (2013) Practice Educator Professional Standards for social work (Hosted by the British Association of Social Workers)
- Department for Education (2014) Knowledge and skills statement for approved child and family social practitioners
- Department for Education (2015) Knowledge and skills statement for practice leaders and practice supervisors
- Department of Health (2015) Knowledge and
- Skills Statement for Social Workers in Adult Services
- The Health and Care Professions Council (HCPC) (2017) Standards of Proficiency - Social Workers in England

The Health and Care Professions Council (HCPC) (2017) Continuing professional development and your registration:

- Higher Education Academy (2011) The UK Professional Standards Framework for teaching and supporting learning in higher education
- Quality Assurance Agency (2015) The UK Quality Code for Higher Education
- Skills for Care (2014) Leadership Qualities Framework
- Skills for Care (2013 - refreshed 2014) Developing Social Worker's Practice. Core principles for employers providing a flexible CPD Approach for Social Workers
- Local Government Association (no date) The Standards for employers of Social Workers in England

General programme costs

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information at gold.ac.uk/programme-costs.

Specific programme costs

Not applicable.

How teaching quality will be monitored

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules are formally approved against national standards and are monitored throughout the year, such as in departmental committees, a variety of student feedback mechanisms and through the completion of module evaluation questionnaires. Every programme has at least one External Examiner who reviews comments annually on the standards of awards and student achievement. External Examiner(s) attend Boards of Examiners meetings and submit an annual written report.

Modules, programmes and/or departments are also subject to annual and periodic review internally, as well as periodic external scrutiny.

Quality assurance processes aim to ensure Goldsmiths' academic provision remains current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all these procedures are published on the [Quality Office web pages](#).