

MA 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 Social Work

Name of Interim Exit Award(s):

Postgraduate Certificate in Applied Social Studies

Postgraduate Diploma in Applied Social Studies

MA Applied Social Studies

Duration of Programme: 2 years full-time

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: Health and Care Professions Council

Date Programme Specification last updated/approved: December 2020

Home Department: Social, Therapeutic and Community Studies

Department(s) which will also be involved in teaching part of the programme:

Not applicable

Programme overview

Drawing on current research across the social sciences, government guidance and legislative frameworks, this degree focuses on the issues that are key in facilitating your professional and academic development as a social worker.

Why study MA Social Work at Goldsmiths?

- This Masters programme is ideal if you are a graduate, with relevant experience interested in pursuing a professional career in social work.
- It prepares you according to the Health and Care Professions Council's 'Standards of conduct, performance and ethics' and 'Standards of Proficiency – Social Workers in England' and the Professional Capabilities Framework (PCF) for social workers and the Quality Assurance Agency (QAA) Subject Benchmark Statement.

- Social work education at Goldsmiths has a long and distinguished record – we house one of the most respected social work units in the UK, and you will be taught by established social work academics and associate lecturers who have considerable research and/or practice experience in their fields.
- You will cover areas of human growth and development; community; needs and services; law and organisational contexts of social work; and research methods. Specific learning will include mental health and disability, and social work processes of assessment, planning, intervention and review.
- The Masters includes practice placements in two settings and with different service user groups, so you'll be able to gain invaluable real world experience.
- We'll encourage you to think deeply about human rights and social justice, and to embed these values in your practice.
- You will develop your skills for reflective and evidence-based practice and will be able to further your research mindedness.
- Our graduates have gone on to work in local authority children's services departments, adult services departments, and independent sector and voluntary sector agencies such as the NSPCC, Family Action and Mind.

Programme entry requirements

The procedures for recruitment and selection of students adhere to the College's Equal Opportunities Policy.

Criteria for admissions:

- Students will normally have a first or an upper second-class honours degree or lower second-class honours plus a postgraduate degree (such as an MA or MSc) or PGCE, or appropriate professional qualification equivalent to a first degree.
- A minimum of one-year full time/full-time equivalent social work/care experience; 6 months experience at the point of application and a further 6 months at the point of entry to the programme. Students must have demonstrable relevant experience and must be able to show in an interview how they interpret and understand that experience.
- Have the understanding and personal, intellectual, and professional qualities to become a social worker and can demonstrate this through relevant social work experience.
- Have achieved key skills level in English and Mathematics. This would normally be equivalent to Grade C in the GCSE examinations.
- Non-native speaker applicants must provide evidence that they meet communication and comprehension skills to IELTS at level 6.5.

Additional Entry Requirements: All students will have to:

Complete a health questionnaire to assess their fitness to undertake the programme; Have a satisfactory Enhanced Check with the Disclosure and Barring Service (DBS) or equivalent for international students.

Preparation for practice

The Professional Capability Framework requirement is that all students will undergo assessed preparation for direct practice to ensure their safety to undertake practice learning in a service delivery setting. Students will be expected to demonstrate this at the point of entry onto the programme and they will also have to demonstrate that they are functioning at the Readiness to Practice Level within 3 months of starting the programme.

This requirement will be assessed through:

- A written test exploring an aspect of social work, which also tests verbal reasoning.
- A short role play, an interview and a group exercise.
- An assessed role play with a service user from mid to late November in Year 1, with one opportunity to retake the assessment one or two weeks later.

Selection Process:

Applicants are sent written guidelines in advance of the different stages of the selection process, giving basic information about the programme, and explaining the particular nature of the learning experience and the selection process. If their application is deemed satisfactory, the applicant will be invited to undertake a written test exploring some aspect of social work. The written test assesses the applicant's: ability to interpret and understand written information, ability to think constructively, ability to communicate clearly in written English, commitment to core social work values, and capacity for critical reflection. Those applicants who pass the written test are invited to return for an interactive assessment session which will comprise a short role play, an individual interview and a group exercise with a panel usually comprising a service user, a stakeholder representative and an academic member of staff. The role play and interview assess a number of areas including values, understanding of the social work role, engagement and communication skills, self-awareness and capacity for reflection. The group exercise assesses the applicant's spoken English, his/her ability to express his/ her own views and to respond appropriately to the expressed views of others, as well as the applicant's awareness of his/her own values. The selection process not only allows us to assess students' literacy, numerical, and communication skills, but also to gauge their potential and capacity for working with service users in complex situations. Applicants are required to demonstrate in the group exercise, role play and interview that they have a good level of self-awareness, sound interpersonal

skills and the capacity to reflect critically on the place of personal and social work values as they shape professional interventions. Applicants are required to demonstrate that they have the understanding and personal, intellectual and professional qualities to become a social worker and can demonstrate this in their personal statement and reference, and in the written tests, role play, interview and group exercise. Applicants are assessed against the Entry Level of the Professional Capabilities Framework. They will be accepted if they can demonstrate that they will be functioning at the Entry Level of the Professional Capability Framework by the start of the course and at the Readiness for Direct Practice Learning level of the Professional Capability Framework within three months of starting the programme.

Aims of the programme

The overall aim of the programme is to prepare students according to the professional and academic standards framework as set out in the Health and Care Professions Council 'Standards of Proficiency - Social Workers in England' (HCPC 2017), and 'Standards of conduct, performance and ethics - Social workers in England' (HCPC 2016), 'Guidance on conduct and ethics for students' (HCPC, 2016), The British Association of Social Work's (2018) 'Professional Capabilities Framework (PCF) for Social Workers', and the Quality Assurance Agency (QAA) 'Social Work Subject Benchmark Statement' (2016). In addition, the degree aims to prepare students in line with the Knowledge and Skills Statement for Social Workers in Adult Services (DH 2015) and the Knowledge and Skills for Child and Family Social Work (Dfe 2014).

In so doing, the programme draws on current research and knowledge across the social sciences, government guidance, and legislative frameworks to focus upon key knowledge, core values and skills that are applicable for equipping students to be eligible to register as a social worker with the Health and Care Professions Council.

The programme therefore aims:

- To enable students to have a sound critical understanding of the organisational, policy and legislative frameworks of social work and apply this to their chosen area of practice (PCF 1.2, 2.6, 3.2, 4.2, 4.3, 5.2, 5.9, 8.1, 8.3);
- To enable students to have a sound and critical understanding of the policy context of social work services and implications for service users (PCF 1.2, 2.4, 2.6, 3.2, 4.2, 4.4);
- To provide students with the underpinning theory, research skills and interpersonal skills necessary to assess, plan, intervene and review (PCF 5.1, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 6.4, 6.5, 7.7);

- To introduce students to a range of users of services, provider settings and the skills associated with working with service users and other professionals (PCF 2.5, 2.6, 7.1, 7.3, 7.6, 8.2);
- To enable students to develop problem solving skills using logic and critical analysis in order to plan and manage change (PCF 1.6, 1.7, 2.3, 6.1, 6.5, 7.4, 7.5, 7.10, 7.11);
- To enable students to use reflection in order to be critically aware of practice leading to new and innovative ways of promoting welfare (PCF 1.9, 1.10, 2.3, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.8);
- To develop students' understanding of the pervasive influence of oppression and discrimination both at an individual level and a structural level (PCF 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6);
- To explore methods of working with adults or children and families within a multi-agency and interdisciplinary framework (PCF 5.5, 5.6, 5.8, 5.12, 6.4, 6.5, 6.6, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.9);
- To provide students with a critical understanding of the application of research in the field of social work (PCF 5.1, 5.5, 5.8, 5.10, 5.11);
- To promote students use of information and communication technology skills (PCF 7.2).

What you will be expected to achieve

By the end of the programme students should have developed and be able to demonstrate learning in the following areas:

- a) Knowledge and Understanding;
- b.) Cognitive and Thinking Skills;
- c.) Subject Specific Skills and Professional Behaviours and Attitudes;
- d.) Transferable Skills.

The 9 key domains of the Professional Capabilities Framework (PCF) frame the nature of the learning students are expected to demonstrate:

- Professionalism
- Values and Ethics
- Diversity
- Rights, Justice and Economic Well-being
- Knowledge
- Critical Reflection and Analysis

- Intervention and Skills
- Contexts and Organisations
- Professional Leadership

Students who successfully complete the Postgraduate Certificate in Applied Social Studies will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Develop a foundational knowledge of different theories and models of direct practice with recipients of social care	Human Growth and Development, Community Needs and Services, Social Work Methods and Skills
A2	Appreciate the application of social policies, their relationship to social justice and their effects on defining social need	Human Growth and Development, Community Needs and Services, Social Work Methods and Skills
A3	Identify the different theoretical perspectives on welfare and the implications for social care practice	Human Growth and Development, Community Needs and Services, Social Work Methods and Skills, Social Work Practice Learning 1

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Understand the professional and ethical responsibilities of social workers	Human Growth and Development, Community Needs and Services, Social Work Methods and Skills, Social Work Practice Learning 1
B2	Understand the impact of personal values on their intellectual and emotional responses	Human Growth and Development, Community Needs and Services, Social Work Methods and Skills, Social Work Practice Learning 1
B3	Develop core communication skills, such as active listening, empathy, questioning styles and service-user self-determination	Human Growth and Development, Community Needs and Services, Social Work Methods and Skills, Social Work Practice Learning 1

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Define tasks and set objectives	Social Work Methods and Skills, Social Work Practice Learning 1
C2	Work sensitively with individuals, families, and groups from different racial, cultural, ethnic, and religious background, including where issues of sexuality, gender, disability and age may be pertinent	Social Work Methods and Skills, Social Work Practice Learning 1
C3	The ability to gather information from a range of sources to inform assessment and decision making	Social Work Methods and Skills, Social Work Practice Learning 1

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Communicate effectively in writing and verbally as relevant to different settings and engage in effective teamwork	Social Work Methods and Skills, Social Work Practice Learning 1
D2	Problem solve and conduct presentations to different groups	Social Work Methods and Skills, Social Work Practice Learning 1
D3	Use a range of information technology competently	Social Work Methods and Skills, Social Work Practice Learning 1

Students who successfully complete the Postgraduate Diploma in Applied Social Studies will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Have sound understanding of the roles and responsibilities of social workers and other professionals and the theories underpinning their practice	Human Growth and Development, Community Needs and Services, Social Work Methods and Skills
A2	Understanding how to apply law to practice and to locate their work within a clear legal and policy framework	Human Growth and Development, Community Needs and Services, Social Work Methods and Skills
A3	Awareness of values and beliefs about such issues as race, faith, culture, class,	Law and the Organisational Context of Social Work, Research

Code	Learning outcome	Taught by the following module(s)
	gender, disability, sexual orientation and age, and their implications for practice	Methods/Dissertation, Social Work Practice Learning 1, Social Work Practice Learning 2
A4	Demonstrate the capacity to review and evaluate applied research	Law and the Organisational Context of Social Work, Research Methods/Dissertation, Social Work Practice Learning 1, Social Work Practice Learning 2

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Understand the professional and ethical responsibilities of social workers	Human Growth and Development, Community Needs and Services, Social Work Methods and Skills, Social Work Practice Learning 1
B2	Understand the impact of personal values on their intellectual and emotional responses	Human Growth and Development, Community Needs and Services, Social Work Methods and Skills, Social Work Practice Learning 1
B3	Develop sound communication skills, such as active listening, empathy, questioning styles and service-user self-determination	Human Growth and Development, Community Needs and Services, Social Work Methods and Skills, Social Work Practice Learning 1
B4	Use the cognitive and analytical skills necessary for managing complex situations	Human Growth and Development, Community Needs and Services, Social Work Methods and Skills, Social Work Practice Learning 1
B5	Reflect on the use of self as an agent of change	Law and the Organisational Context of Social Work, Research Methods/Dissertation, Social Work Practice Learning 2

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Define tasks, set objectives and evaluate practice interventions in relation to research evidence	Social Work Practice Learning 1, Social Work Practice Learning 2, Law and the Organisational Context of Social Work
C2	Work effectively with individuals, families, and groups from different racial, cultural, ethnic, and religious background, including where issues of sexuality, gender, disability and age may be pertinent	Social Work Practice Learning 1, Social Work Practice Learning 2, Law and the Organisational Context of Social Work
C3	The ability to gather information from a range of sources to inform assessment and effective problem solving	Social Work Practice Learning 1, Social Work Practice Learning 2, Law and the Organisational Context of Social Work
C4	Collaborate with other professionals on joint tasks and work as a member of a team	Social Work Practice Learning 1, Social Work Practice Learning 2, Law and the Organisational Context of Social Work
C5	Acquire skills in information sharing and working together	Social Work Practice Learning 1, Social Work Practice Learning 2, Law and the Organisational Context of Social Work
C6	The ability to gather information from a range of sources to inform decision making	Social Work Practice Learning 1, Social Work Practice Learning 2, Law and the Organisational Context of Social Work

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Communicate effectively in writing and verbally as relevant to different settings and engage in effective teamwork	Social Work Practice Learning 2, Law and the Organisational Context of Social Work, Research Methods/Dissertation.
D2	Problem solve and conduct presentations to different groups	Social Work Practice Learning 2, Law and the Organisational Context of Social Work, Research Methods/Dissertation.

Code	Learning outcome	Taught by the following module(s)
D3	Use a range of information technology competently	Social Work Practice Learning 2, Law and the Organisational Context of Social Work, Research Methods/Dissertation.
D4	Apply research skills to underpin their practice interventions	Social Work Practice Learning 2, Law and the Organisational Context of Social Work, Research Methods/Dissertation.
D5	Conduct presentations to different professional groups	Social Work Practice Learning 2, Law and the Organisational Context of Social Work, Research Methods/Dissertation.
D6	Work in inter-agency and interprofessional settings and make use of supervision	Social Work Practice Learning 2, Law and the Organisational Context of Social Work, Research Methods/Dissertation.

By the end of the MA Social Work students should have developed and be able to demonstrate learning in the following areas:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Develop a sound knowledge of different social work theories and models of practice	Human Growth and Development, Community Needs and Services, Social Work Methods and Skills
A2	Have an advanced understanding of social work and other professional roles and responsibilities	Human Growth and Development, Community Needs and Services, Social Work Methods and Skills
A3	Appreciate the application of social policies, their relationship to social justice and their effects on defining social need	Human Growth and Development, Community Needs and Services, Social Work Methods and Skills
A4	Critically evaluate the core knowledge, skills and values for social work practice	Human Growth and Development, Community Needs and Services, Social Work Methods and Skills
A5	Identify the different theoretical perspectives on welfare and the implications for social work practice	Human Growth and Development, Community Needs and Services, Social Work Methods and Skills

Code	Learning outcome	Taught by the following module(s)
A6	Have an advanced understanding of how to apply law to practice and to locate their work within a clear legal framework	Human Growth and Development, Community Needs and Services, Social Work Methods and Skills
A7	Acquire knowledge of inter-professional and multi- disciplinary work across organisational boundaries	Human Growth and Development, Community Needs and Services, Social Work Methods and Skills, Law and the Organisational Context of Social Work, Social Work Practice Learning 1, Social Work Practice Learning 2
A8	Develop evidence-based approaches to social work	Law and the Organisational Context of Social Work, Research Methods/Dissertation, Social Work Practice Learning 1, Social Work Practice Learning 2
A9	Demonstrate an advanced understanding of the relationship between information gathering, analysis and decision-making	Law and the Organisational Context of Social Work, Research Methods/Dissertation, Social Work Practice Learning 1, Social Work Practice Learning 2
A10	Demonstrate a critical appreciation of the social policy context of social work practice with different service user groups	Law and the Organisational Context of Social Work, Research Methods/Dissertation, Social Work Practice Learning 1, Social Work Practice Learning 2
A11	Have an advanced understanding of values and beliefs about such issues as race, faith, culture, class, gender, disability, sexual orientation and age, and their implications for practice	Law and the Organisational Context of Social Work, Research Methods/Dissertation, Social Work Practice Learning 1, Social Work Practice Learning 2
A12	Demonstrate the capacity to critically review and evaluate applied research	Law and the Organisational Context of Social Work, Research Methods/Dissertation, Social Work Practice Learning 1, Social Work Practice Learning 2

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Understand the professional and ethical responsibilities of social workers	Human Growth and Development, Community Needs and Services, Social Work Methods and Skills, Social Work Practice Learning 1
B2	Understand the impact of personal values on their intellectual and emotional responses	Human Growth and Development, Community Needs and Services, Social Work Methods and Skills, Social Work Practice Learning 1
B3	Reflect on issues of power as this relates to the development of anti-oppressive and anti-discriminatory practice	Human Growth and Development, Community Needs and Services, Social Work Methods and Skills, Social Work Practice Learning 1
B4	Develop communication and relationship skills, such as active listening, empathy, questioning styles and service- user self-determination	Human Growth and Development, Community Needs and Services, Social Work Methods and Skills, Social Work Practice Learning 1
B5	Use the cognitive and analytical skills necessary for managing complex situations	Human Growth and Development, Community Needs and Services, Social Work Methods and Skills, Social Work Practice Learning 1
B6	Exercise professional judgements in complex situations	Human Growth and Development, Community Needs and Services, Social Work Methods and Skills, Social Work Practice Learning 1
B7	Critically reflect on the use of self as an agent of change	Law and the Organisational Context of Social Work, Research Methods/Dissertation, Social Work Practice Learning 2
B8	Work effectively in conflicting circumstances and with strong emotions	Law and the Organisational Context of Social Work, Research Methods/Dissertation, Social Work Practice Learning 2
B9	Critically reflect on the emotional impact of the work on them	Law and the Organisational Context of Social Work, Research Methods/Dissertation, Social Work Practice Learning 2
B10	Reflect on the place of social work values within risk assessment, particularly the	Law and the Organisational Context of Social Work, Research

Code	Learning outcome	Taught by the following module(s)
	balance between rights and risk, and care and control within an anti-oppressive framework	Methods/Dissertation, Social Work Practice Learning 2
B11	Demonstrate capacity for reflexivity	Social Work Practice Learning 2

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Define tasks and set objectives	Social Work Practice Learning 1, Social Work Practice Learning 2, Law and the Organisational Context of Social Work
C2	Evaluate their practice interventions in relation to research evidence	Social Work Practice Learning 1, Social Work Practice Learning 2, Law and the Organisational Context of Social Work
C3	Work effectively with individuals, families, and groups from different racial, cultural, ethnic, and religious background, including where issues of sexuality, gender, disability and age may be pertinent	Social Work Practice Learning 1, Social Work Practice Learning 2, Law and the Organisational Context of Social Work
C4	Plan and carry out complex assessments	Social Work Practice Learning 1, Social Work Practice Learning 2, Law and the Organisational Context of Social Work
C5	Communicate clearly and accurately in written English, adhering strictly to conventions of grammar, spelling and punctuation. Students should be able to write clear and accurate reports and letters and assessments for a range of legal and inter-professional contexts	Social Work Practice Learning 1, Social Work Practice Learning 2, Law and the Organisational Context of Social Work
C6	Use relevant policy and Government guidance documents appropriately to underpin practice interventions, and decision-making	Social Work Practice Learning 1, Social Work Practice Learning 2, Law and the Organisational Context of Social Work
C7	Present assessment and evaluation reports in a range of legal and procedural contexts	Social Work Practice Learning 1, Social Work Practice Learning 2, Law

Code	Learning outcome	Taught by the following module(s)
		and the Organisational Context of Social Work
C8	Draw on different social work methods of intervention	Social Work Practice Learning 1, Social Work Practice Learning 2, Law and the Organisational Context of Social Work
C9	Collaborate with other professionals on joint tasks and work in teams	Social Work Practice Learning 1, Social Work Practice Learning 2, Law and the Organisational Context of Social Work
C10	Draw up care plans	Social Work Practice Learning 1, Social Work Practice Learning 2, Law and the Organisational Context of Social Work
C11	Acquire advanced skills in information sharing and working together	Social Work Practice Learning 1, Social Work Practice Learning 2, Law and the Organisational Context of Social Work
C12	The ability to gather information from a range of sources	Social Work Practice Learning 1, Social Work Practice Learning 2, Law and the Organisational Context of Social Work

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Communicate effectively in writing and verbally in a wide range of professional settings	Social Work Practice Learning 2, Law and the Organisational Context of Social Work, Research Methods/Dissertation
D2	Problem solve at advanced level	Social Work Practice Learning 2, Law and the Organisational Context of Social Work, Research Methods/Dissertation
D3	Apply research skills to underpin their practice interventions	Social Work Practice Learning 2, Law and the Organisational Context of Social Work, Research Methods/Dissertation
D4	Apply different social work models of intervention at an advanced level	Social Work Practice Learning 2, Law and the Organisational Context of

Code	Learning outcome	Taught by the following module(s)
		Social Work, Research Methods/Dissertation
D5	Conduct presentations to different professional groups	Social Work Practice Learning 2, Law and the Organisational Context of Social Work, Research Methods/Dissertation
D6	Manage resources effectively	Social Work Practice Learning 2, Law and the Organisational Context of Social Work, Research Methods/Dissertation
D7	Work in inter-agency and interprofessional settings and use professional supervision	Social Work Practice Learning 2, Law and the Organisational Context of Social Work, Research Methods/Dissertation
D8	Facilitate meetings	Social Work Practice Learning 2, Law and the Organisational Context of Social Work, Research Methods/Dissertation
D9	Develop a professional development plan	Social Work Practice Learning 2, Law and the Organisational Context of Social Work, Research Methods/Dissertation
D10	Develop and undertake a small-scale evaluative piece of research	Social Work Practice Learning 2, Law and the Organisational Context of Social Work, Research Methods/Dissertation
D11	Engage in effective teamwork	Social Work Practice Learning 2, Law and the Organisational Context of Social Work, Research Methods/Dissertation
D12	Use a range of information technology	Social Work Practice Learning 2, Law and the Organisational Context of Social Work, Research Methods/Dissertation

How you will learn

The programme will be delivered using a model of problem-based learning, which provides significant opportunities for in-depth development of students' competence and capacity for critical reflection for developing effective professional competence.

The programme will seek to balance formal teaching with learning processes that facilitate the application of ideas and critical reflection. Students on the programme will be provided with a variety of learning opportunities to enable them to develop appropriate knowledge, skills and professional values. Formal teaching through lectures and seminars, self-managed and facilitated groupwork, private study, reading, reflection and practice placements are all used to contribute to students' learning about the knowledge, skills and values that underpin social work practice. The teaching will be practice-led, using action sets and problem based learning, lecture, and workshop formats. This will be particularly important for students engaged in learning about complex professional issues where they need to reflect on complex dilemmas and ethical problems. Lectures and seminars will enable students to engage with research and theoretical frameworks. Study Groups, Action Learning Sets and Case Presentation Seminars will enable these ideas to be applied to the practice context. The linking of research to case material, particularly drawn from students' practice learning will assist the development of research mindedness and critical reflection.

ICT competency

The programme is fully committed to ensuring that students are able to satisfy the Quality Assurance Agency (QAA) Social Work Subject Benchmark Statement (2016) relating to ICT (5.18 and 6.5). Students will therefore be required demonstrate their ability to use ICT effectively for presentations, professional communication, data storage and retrieval and information searching. Students are also required to submit all documents for assessment using the Moodle e-learning platform.

Guidance will be given to students on use of ICT with service users (e.g. confidentiality issues, use of mobile phones and social networking) as part of the 'preparation for practice' teaching, prior to the 1st placement. Students will demonstrate skills in information collection, recording and data management whilst on their assessed practice placements.

How you will be assessed

General Assessment Criteria for Assignments

The award of the MA Social Work is conditional upon the student attaining a satisfactory standard of performance in both academic and practice components of the module. There is no compensation between academic work and practice component, or between academic assignments.

The general criteria for assessment apply to all assignments and represent the range of abilities that students are expected to demonstrate by the end of the module. Please see marking criteria which outline the features of different grade descriptors for all graded

assignments. The headings for the general criteria are 1) presentation and organisation, 2) Coverage and use of the literature and other available evidence, 3) Coverage of Issues, 4) Discussion; 5) Anti-discriminatory and Anti- Oppressive Practice Issues. Please note that assignments usually contain specific areas which need to be addressed by students.

Work submitted for assessment

The following work is submitted for assessment during the first year of the programme.

- An individual readiness for practice role play and a written reflective exercise.
- An essay exploring need and the social policy context of practice of approximately 4000 words.
- An essay exploring child development and child observation of 4000 words.
- A Case Study based on an area of students' practice learning of 4000 words.

During the second year students are required to submit the following work for assessment:

- A seen exam in Law based on knowledge of law and organisational context of practice (4000 words).
- A dissertation of approximately 12,000 words on a topic linked to policy and/or practice, which focus on the application of theory and research to social work contexts. Dissertations must demonstrate the candidate's ability to design a research project with due consideration to methodological and ethical issues. The objective of this assessment is to evaluate the candidate's analytical and research skills in a chosen area of social work studies.

Students will submit a written practice portfolio in years one and two of the programme. In their portfolios students will complete a critical self-evaluation which will be marked as a pass or fail.

Assessment of Practice Learning

Prior to starting the first placement in term 2 of year 1, students must demonstrate they are functioning at the Readiness to Practice Level of the PCF (namely sound basic communication skills, ability to engage with users, capacity to work as a member of an organisation, demonstrate basic social work values, knowledge and skills). This requirement will be assessed against the PCF through:

- The written test which is part of selection.
- The selection interview
- An assessed simulated interview/role-play with a service user in November of Year 1, with one opportunity to retake the assessment later in Term 1.

- A written reflection on their role play performance (500 words) All elements will need to be passed.

Students will undertake practice-learning placements in years one and two of the masters programme. Students' performance in practice learning is assessed against the HCPC Standards of Proficiency – Social Workers in England (HCPC 2017), the HCPC Standards of conduct, performance and ethics (HCPC 2016) and the Professional Capabilities Framework (PCF) in the form of a portfolio of evidence, including an evaluative account reflecting on the learning process. The decision as to whether or not a student has reached a satisfactory standard of practice performance is taken by a qualified and experienced social worker who makes a recommendation to the Practice Assessment Panel, which is subject to the Programme Assessments Board. The practice-based modules are professional body requirements (HCPC) and students must pass all practice learning components in order to gain the MA Social Work.

At the end of Year 1 students will have:

- At an intermediate stage prepared for and worked with individuals, families, carers and groups and communities to assess their needs and circumstances.
- At an intermediate stage planned, carried out, reviewed and evaluated their social work practice with individuals, families, carers, groups and communities and other professionals.
- At an intermediate stage supported individuals to represent their needs, views and circumstances.
- At an intermediate stage managed risk to individuals, families, carers, groups, communities, self and colleagues.
- At an intermediate stage managed and been accountable, with supervision and support, for their own social work practice within the practice learning organisation and within a multi-professional network.
- At an intermediate stage demonstrated professional competence in social work practice, including managing ethical issues.

At the end of Year 2 students will have-

- Prepared for and worked with individuals, families, carers and groups and communities to assess their needs and circumstances.
- Planned, carried out, reviewed and evaluated their social work practice with individuals, families, carers, groups and communities and other professionals.
- Supported individuals to represent their needs, views and circumstances.
- Managed risk to individuals, families, carers, groups, communities, self and colleagues.

- Managed and been accountable, with supervision and support, for their own social work practice within the practice learning organisation and within a multi-professional network.
- Demonstrated professional competence in social work practice, including managing ethical issues.

The modules, their CATS value and modes of assessment are listed below:

Year 1

Module 1 Human Growth and Development 30 credits Assessed Essay

Module 2 Community Needs and Service 30 credits Assessed Essay / Project

Module 3 Social Work Methods and Skills 30 credits Assessed Essay

Module 4 Social Work Practice Learning (1) 90 credits Assessed by Portfolio as required by professional body

Year 2

Module 5 Law and the organisational context of social work 30 credits Seen Examination

Module 6 Research Methods / Dissertation 60 credits Dissertation

Module 7 Social Work Practice Learning (2) 90 credits Portfolio as required by professional body

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/ Exceptional)	Work marked at 80 and above clearly demonstrates originality and is considered to be of publishable standard.
70-79%	Distinction	The work demonstrates all of the criteria for a pass with merit as given below. In addition: <ul style="list-style-type: none"> • the academic argument is compelling. • there is recognition of the assumptions and nuances underpinning the essay question and thus of alternative arguments which might have been made. • there is sophisticated conceptual analysis. • there is evidence of an extensive review of the literature including research as well as a variety of other kinds of literature such as policy documents, good practice guidance and social theory. Relevant specialist social work literature is included as well as relevant literature from other

Mark	Descriptor	Specific Marking Criteria
		<p>disciplines where appropriate. there is creative and critical use of the literature, such as an attempt to use.</p> <ul style="list-style-type: none"> • literature from a related field to cast light on an under-researched aspect of social work. • reflections on practice (own or social work practice generally) show considerable sensitivity, subtlety and (where appropriate) self-awareness. • there is in-depth engagement with the social work context and current debates in social work, evidenced by the quantity and quality of references to them. • the writing is fluent and there are virtually no errors in spelling, grammar, paragraphing, presentation or referencing (which is in line with the handbook).
60-69%	Merit	<p>The work demonstrates all of the criteria for a pass as given below. In addition:</p> <ul style="list-style-type: none"> • the academic argument is easy to follow, with all points following in a logical sequence towards a clear conclusion. • there is some analysis of key concepts as well as description. • the literature used goes beyond that included in reading lists and includes some sources other than social work textbooks (e.g. research, legislation policy, good practice guidance and social theory). • there is evidence of a general grasp of the overall body of literature relevant to the essay title (although no expectation of a systematic literature review). For example, the student identifies gaps in the overall body of literature. • reflections on own practice, or on social work practice generally, demonstrate an anti-oppressive stance and (where appropriate) self-awareness. • understanding of the social work context should be up-to-date. There should be some reference to areas of contention / current debates in social work. • referencing style should be mostly in line with the guide in the course handbook there should be no errors in spelling, grammar, paragraphing or presentation which obscure meaning.
50-59%	Pass	The work demonstrates most of the following:

Mark	Descriptor	Specific Marking Criteria
		<ul style="list-style-type: none"> the ability to produce an academic argument, including to focus on the essay title and to make a series of points relevant to the argument in a mostly logical sequence. the ability to describe key concepts relevant to the essay title, supported by references. knowledge of relevant literature included in reading lists and in social work textbooks. ability to evaluate literature referred to in the essay either with reference to other literature or with reference to practice (own and/or social work practice generally). references to anti-oppressive practice. a general understanding of the social work context relevant to the essay title. referencing which allows all sources to be traced, even if sometimes inconsistent or not in line with the guide in the course handbook clear academic English. Where there are errors in spelling, grammar, paragraphing or presentation, these rarely obscure meaning.
30-49%	Fail	A fail at 40-49 will demonstrate some, but not most, of the criteria for a pass at Masters level. A fail at 30-39 will demonstrate none of the criteria for a pass.
10-29%	Bad fail	10-29% is awarded when your work shows: <ul style="list-style-type: none"> That it may not be without merit but is not of Masters standard. The concepts are realised inappropriately or under developed. Reference to relevant reading and use of sources is limited with little interpretation or analysis; lacking breadth or awareness of contextual framework. Weak organisational structure lacking in discussion and commentary; unfocused or lacking coherent argument.
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

The academic and practice content of the programme in year 1 will consist of lectures, seminars, workshops, and study units on Human Growth and Life Span Development including infant/child observations; Values: the origin, justification, meaning and implication of values of social work; Law: statutory duties, powers and legal principles; Applied Social Sciences: organisational and institutional theories and structures: Social Work: Skills and Methods 1; Research mindedness including research methods in social work.

Practice learning is viewed as a complex and intellectually skillful task and learning opportunities available in practice and college settings should fully be integrated. The Practice Curriculum will consist of a combination of College-based workshops, seminars, and agency-based practice learning. The preparation for practice component of the curriculum in year one will provide relevant learning opportunities to be able to assess students' attitudes to service users, motivation for, and understanding of, social work, as well as students' future learning needs. In year one of the programme students will be required to undertake 70 days practise-based learning in either a statutory, voluntary or independent setting.

The academic and practice content of the curriculum in year 2 will consist of Law and the organisational context of social work: Community Care: Assessment, Care Management, policy frameworks and legal interventions for work in adult services; Mental Health: including mental health and child protection. Statutory work with Children and Families; Assessment and Communication Skills; Social Work Skills and Methods 2; Interprofessional practice and multi-disciplinary teamwork.

In year 2 of the programme students will undertake 100 days of practice learning involving direct practice in an agency-based placement. Practice learning in the second year allows students to build on the skills acquired in the first placement to transfer to another setting or with another user group and demonstrate the expectations in relation to the Professional Capabilities Framework.

The second practice placement will involve legal or statutory interventions.

Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Human Growth and Development	SW71018B	30	7	Compulsory	1
Community Needs and Services	SW71019B	30	7	Compulsory	1

Module Title	Module Code	Credits	Level	Module Status	Term
Social Work Methods and Skills 1	SW71020B	30	7	Compulsory	2
Social Work Practice Learning (70 Days)	SW71021C	90	7	Compulsory	2

Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Law and the Organisational Context of Social Work	SW72009C	30	7	Compulsory	1
Research Methods/Dissertation	SW72011B	60	7	Compulsory	1 - 3
Social Work Practice Learning (100 Days)	SW72012C	90	7	Compulsory	1 - 3

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 masters programme is a professional entry qualification to be a social worker. The degree has been mapped against the Professional Capabilities Framework (PCF) and The Standards of Proficiency – Social Workers in England (HCPC 2017), Knowledge and Skills Statements for Child and Family Social Work (DfE 2014) and Knowledge and Skills Statements for Social Workers in Adult Services (DoH 2015). By the end of the programme, providing students have met the programme outcomes listed, students who successfully pass the programme will have met the standards set out by the Health and Care Professions Council, and will be eligible to apply to the Health and Care Professions Council (HCPC) for registration as a social worker. To date all graduates who successfully complete

the programme, and who wish to, go on to find employment in the statutory, voluntary, and independent sectors of social work and social care.

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

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

You will be expected to pay travel costs getting to/from Goldsmiths and your practice placements. For those students receiving an NHS Social Work Bursary award, the social work bursary includes a contribution towards your placement travel costs. If your placement provider also contributes towards your travel costs, this will not affect your bursary entitlement. During your academic programme at Goldsmiths, there may be social work field visits in the London area, for which you would be expected to pay travel costs.

Progression

A Student will not be permitted to proceed to the second year of the degree unless he/she has passed two of the three 30 credit modules and has successfully completed the 70-day Social Work Practice Learning, including passing the Critical Self Evaluation assignment (as an academic assignment and for the Practice Assessment Panel). If any module on the programme is failed on three occasions, the student will not be able to proceed with the programme.

Students failing one or two assignments at the end of year one may, at the discretion of the Examiners, be offered the opportunity of resitting before the start of the next academic year of the programme. Students who pass all year one module assignments may proceed to the second year.

In order to be eligible for the award of the degree, students must successfully complete all elements of the programme, including both the 70-day and the 100-day Social Work Practice Learning.

In exceptional circumstances it may be necessary to dismiss students from the MA in Social Work on the grounds of their unsuitability for Social Work, following the Goldsmiths Suitability for Social Work Policy. The grounds for this are as follows:

The student's behaviour:

- Is confirmed to be damaging or dangerous to other people who use services, other students or programme providers;
- Creates an unacceptable risk to themselves or others;
- Shows a serious failure to adhere to the HCPC's (2016) 'Standards of conduct, performance and ethics' and 'Standards of Proficiency - Social workers in England' (HCPC 2017).

If this behaviour occurs while on placement the following applies:

- In the case of a student enrolled on a programme of study which leads to an entitlement to practice as a member of a profession, conduct which might call into question his / her suitability to practice that profession.

Students failing a placement will only be permitted to retake at the discretion of Programme Assessment Board to be awarded the MA Social Work a student is expected to:

- a. have attended 80% of timetabled classes (including timetabled group work classes) for each college-based module
- b. attend all placement days
- c. passed all assessment at 50% or above

In exceptional circumstances, where students have failed parts of the programme, students may be considered for exit with credit with the following awards, with the permission of the Examinations Board:

180 credits (but NOT practice learning modules SW72012C AND SW71021C) - MA Applied Social Studies

120 credits (but NOT practice learning modules SW72012C AND SW71021C AND NOT research methods/dissertation SW72011B) – PG Diploma in Applied Social Studies

60 credits (any two credit-accruing modules in year one) – PG Certificate in Applied Social Studies

Attendance

Students are expected to attend all sessions prescribed for their programme. Registers are maintained and checked for prescribed sessions delivered by Goldsmiths (e.g. seminars, tutorials etc), and reviewed in line with HCPC requirements. It is the responsibility of students to attend and to notify any unavoidable absences. The social work masters programme is a professional training programme and students are required to attend punctually for all parts and satisfactorily complete all elements of it. No parts of the University based or placement based curriculum are optional.

Students are required to contact their tutor or programme convenor in advance, or the Social Work Office on the day, of any absence. The programme convenor will determine if such absences are authorised. Students whose attendance falls below 80% in any part of the programme, including each module, may result in the matter being referred to the Academic Progress Committee, the College's Fitness to Study process or Fitness to Practice process. The College reserves the authority to take action in relation to unsatisfactory attendance, up to and including, withdrawal from Goldsmiths.

The University is under an obligation to inform sponsors including the NHS Business Authority if you are absent for more than 28 days. Students who absent themselves totally for more than four weeks from their programme and have not supplied a medical certificate or other evidence acceptable to Goldsmiths to cover such an absence shall be deemed to have withdrawn from the University.

Any days missed while on placement, even due to unavoidable reasons, have to be made up. While on placement, students will be treated as student social workers and are subject to the agency's usual procedures and standards of conduct.

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](#).