

KEY PROGRAMME INFORMATION

<p>Originating institution(s) Bournemouth University</p>	<p>Faculty responsible for the programme Faculty of Health, Environment and Medical Sciences</p>
<p>Final award(s), title(s) and credit</p> <p>MA Social Work 180 Level 7 credits (90 ECTS) including First and Final Substantive Placements OR</p> <p>PGDip Social Work 120 Level 7 credits (70 ECTS) from Core Units including First and Final Substantive placements.</p> <p>MA Social Studies 180 Level 7 credits (90 ECTS) (without successful completion of First and Final Substantive Placements. Students are not eligible for professional registration and not eligible to use the title social worker)</p> <p>PGDip Social Studies 120 Level 7 credits (70 ECTS) (without successful completion of First and Final Substantive Placements. Students are not eligible for professional registration and not eligible to use the title social worker)</p>	
<p>Intermediate award(s), title(s) and credits</p> <p>PG Cert Social Studies 60 Level 7 credits (30 ECTS) PG Dip Social Studies 120 level 7 credits (60 ECTS) PG Dip Social Work 180 Level 7 Credits (90 ECTS) PLUS passing all first and final substantive placements</p> <p>Aegrotat awards will be titled Social Studies and will not lead to eligibility to register with Social Work England or to use the title Social Worker Intermediate awards titled Social Studies will not lead to eligibility to register with Social Work England or to use the title Social Worker</p>	
<p>UCAS Programme Code(s) L501</p>	<p>HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load. 100503</p> <p>Does this programme require ATAS: NO</p>
<p>External reference points</p> <ul style="list-style-type: none"> - The UK Quality Code for Higher Education - QAA Benchmarks for Higher Education Qualifications (2014) - QAA Benchmarks for Social Work (2019) - The Professional Capabilities Framework (PCF) developed by the Social Work Reform Board and hosted by BASW provides a framework for social work education and practice - DfE Framework for Social Work with Children and Families - Knowledge and Skills Statement for Child and Family Social Workers - Knowledge and Skills Statement for Social Workers in Adult Services 	
<p>Professional, Statutory and Regulatory Body (PSRB) links</p> <p>Social Work England (2019)</p> <p>a) Professional Standards Social Workers in England (2019)</p> <p>b) Qualifying Education and Training Standards (2021)</p> <p>(which sets out duties of an education provider for the social work profession and the standards expected of a qualifying social work student)</p>	
<p>Places of delivery Bournemouth University</p>	

Programme Specification

Mode(s) of delivery Full-time	Language of delivery English
Typical duration 24 months Full-Time (MA Social Work) 20 months Full-Time (PG Dip Social Work)	
Date of first intake September 2024	Expected start dates September
Maximum student numbers 25	Placements This MA/PG Dip Social Work ensures that students spend at least 200 days (including up to 30 skills days) gaining different experiences and learning in practice settings. This is normally split between two separate placements the first substantive placement of 70 days and the final substantive placement of 100 days, plus 30 practice learning skills days
Partner(s) N/A	Partnership model N/A
Date of this Programme Specification February 2026	
Version number v2.4-0926	
Approval, review or modification reference numbers E232419 EC 2425 09, no change to version number FHSS 2425 13, approved 22/01/2025, previously v2.0-0925 EC 2425 11, approved 13/02/2025, version remains unchanged HEMS 2526 04, approved 12/11/2025, previously v2.2-0926 HEMS 2526 08, approved 10/02/2026, previously v2.3-0926	
Author Sally Lee	

Programme Specification

PROGRAMME STRUCTURE

Programme Award and Title:								
<ul style="list-style-type: none"> • MA Social Work • PG Dip Social Work 								
Year 1/Level 7								
Students are required to complete all 7 core units								
Unit Name	Core/Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/minor load)
			PRCT 1	Cwk 1	Cwk 2			
Applying Social Work Models and Methods in Social Work	Core	20		100%		30	1.0	100503
Professional Practice with Children and Families	Core	20		100%		30	1.0	100503
Professional Practice with Adults	Core	20		100%		30	1.0	100503
Advanced Human Development	Core	20		100%		30	1.0	100503
Developing relationship skills as a social work practitioner	Core	20		Pass/Fail	100%	30	1.0	100503
Readiness for Direct Practice (MA) (L4)	Core	Not credit bearing		Pass/Fail		30	1.0	100503
Law in Social Work practice	Core	20		100%		30	1.0	100503
MA Social Work First Substantive Placement Part A (L5)	Core	Not credit bearing		Pass/Fail		Four days a week (28 hours a week, for 35 days)	1.0	100503
MA Social Work First Substantive Placement part B (L5)	Core	Not credit bearing	Pass/Fail	Pass/Fail		Four days a week (28 hours a week, for 35 days)	1.0	100503
Progression requirements: <ul style="list-style-type: none"> - For MA Social Work Requires 120 credits at Level 7 and successful completion of Readiness for Direct Practice unit and First Substantive Placement (Parts A and B) - For MA Social Studies Requires 120 credits at Level 7 - For PG Dip Social Work Requires 120 credits at Level 7 and successful completion of Readiness for Direct Practice unit and First Substantive Placement (Parts A and B) 								
Exit qualification: PG Cert Social Studies requires 60 credits at Level 7 PG Dip Social Studies requires 120 credits at Level 7								
Placement: The MA Social Work and PG Dip Social Work have 2 compulsory placements: First Substantive Placement 0 credits, 28 hours a week, for 70 days; Final Substantive Placement 20 credits, 100 days full-time								

Programme Specification

Stage 2								
<ul style="list-style-type: none"> MA Social Work students are required to complete all core units and 40 credits of option units. PG Dip Social Work students are required to complete all core units 								
Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/ minor load)
			PRCT 1	Cwk 1	Cwk 2			
MA Social Work Final Substantive Placement Part A (L6) <i>of MA First Substantive Placement)</i>	Core	Not credit bearing		100% Pass/ Fail		Full time (35 hours a week, 50 days)	2.0	100503
MA Social Work Final Substantive Placement Part B (L6) <i>[Pre-requisite; successful completion of MA First Substantive Placement]</i>	Core	Not credit bearing	Pass/ Fail	100% Pass/ Fail		Full time (35 hours a week, 50 days)	2.0	100503
Service Improvement Project	Option	20		100%		30	1.0	100503
Critical Literature Review	Option	20		100%		30	2.0	100503
Dissertation	Option	40		100%		15 and supervision of up to 15 hours	1.0	100503
Reflection on Professional Learning*	Core (MA only)	20		100%		210 Hours Skills Days Plus 5 Hours Assignment Workshop	1.0	100503
Practice Learning Skills 6 (MA)	Core	Not credit bearing		100% Pass/ Fail		7 hours x approx. 5 days	1.0	100503
Practice Learning Skills 5 (MA)	Core	Not credit bearing		100% Pass/ Fail		Variable, each skills day is 7 hours, approx. 10 skills days may be delivered	1.0	100503
Exit qualification: <ul style="list-style-type: none"> MA Social Work requires 180 credits at Level 7 and all non-credit bearing units and successful completion of <i>First</i> and <i>Final Substantive Placement (Parts A and B)</i> PG Dip Social Work 120 credits at Level 7 in Core Units and non-credit bearing units and successful completion of <i>First</i> and <i>Final Substantive Placement (Parts A and B)</i> MA Social Studies 180 credits at Level 7 								
Placement: The MA/PG Dip Social Work has 2 compulsory placements: First Substantive Placement 70 days full time; Final Substantive Placement 100 days full-time.								

Programme Specification

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

In keeping with the QAA Benchmarks for Social Work (QAA 2019, section 7) this programme aims to develop social work graduates with a professional qualification in social work, who must be able to demonstrate:

1. “A sound understanding of the five core areas of knowledge and understanding relevant to social work (social work theory; values and ethics; people with living experience and carers; the nature of social work practice and the organization and delivery of social work services) including their application to practice and service delivery.
2. An ability to use this knowledge and understanding in an integrated way, in specific practice contexts.
3. An ability to use this knowledge and understanding to engage in effective relationships with people with living experience and carers and relationships with other professionals and through supervision.
4. Appraisal of previous learning and experience and ability to incorporate this into their future learning and practice, including engagement with supervision.
5. Acknowledgement and understanding of the potential and limitations of Social Work as a practice-based discipline to effect individual and social change.
6. An ability to use research and enquiry techniques with reflective awareness, to collect, analyse and interpret relevant information.
7. A developed capacity for the critical evaluation of knowledge and evidence from a range of sources.

They must also

8. Apply creatively a repertoire of core skills of problem-solving; communication; working with others; personal and professional development and the use of technology and numerical skills.
9. Communicate effectively with people with living experience and carers, and with other professionals.
10. Integrate clear understanding of ethical issues and relevant codes or standards of ethics, conduct and practice with their interventions in specific situations.
11. Consistently exercise an appropriate level of autonomy and initiative in individual decision-making within the context of supervisory, collaborative, ethical and organisational requirements.
12. Embed skills of critical reflection on their performance and take responsibility for modifying action and learning in light of this.”

Qualifying social work degrees aim to develop students as social scientists, professionals and qualified practitioners, through the integration of subject-specific knowledge, values and skills.

Programme Specification

The development of this programme responds to the continuing need for highly qualified social work practitioners regionally and nationally and has been developed with employers and other key stakeholders or partners in mind, including students, professional bodies, government departments and those people who receive or require social work services. Consultation events to inform the curriculum have been held with programme partners/employers and with current students, and their helpful and constructive feedback has been integrated into the development of the programme.

The programme meets our duties as an education provider for social work in according with Social Work England's Professional Standards and Standards for Education and Training. The revision of this programme also incorporates the Social Work *Professional Capabilities Framework (BASW)*. The programme also meets the QAA subject benchmark (2019) for the provision of social work education. The programme is designed to ensure that those people who will use social work services in the future are served by highly skilled and well-educated practitioners. The programme encourages academic rigour and evidence-based practice in the form of practitioner research in the practice of social work, recognising the complexities and multiple aspects of evidence in social work.

As the MA/PG Dip Social Work award is linked to registration with Social Work England and provides the professional qualification to practice as a social worker, the non-qualifying awards will be entitled Applied Social Studies in order to differentiate these from the qualifying award, acknowledging protection of the title Social Worker, under the Care Standards Act (2000)

There is the fullest possible involvement of people with living experience and carers in the recruitment of students, the management of the programme, its assessment and quality assurance of the programme as required by Social Work England.

In the qualifying social work programmes, there is no conceptual separation between learning and teaching on placement and learning and teaching in the university. Each aspect informs the other and university learning will enable students to demonstrate social work capabilities: the values, skills and knowledge in practice and the integration of theory in practice.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The Faculty of Health and Social Sciences aims 'to support students to become graduates and professional practitioners who in turn will enrich the lives of individuals and communities in their care.'

The suite of qualifying social work programmes in HSS are designed to align with the current strategic plan and with BU2025. The *Fusion* model of integrating research, education and professional practice is demonstrated by the interests of the programme team and of the students participating in these programmes. For example, the programme team are research active and publish in themes relating to social work practice and social work education; the curriculum is informed by current research and evidence-based practice; and team members

Programme Specification

hold professional qualifications in social work practice and in teaching and supporting learning in higher education. The programme team are engaged in pedagogic innovations, including the active participation of people who use services in recruitment, delivery and assessment of learning and in PIER partnership research projects aligned to societal needs (<https://www1.bournemouth.ac.uk/about/our-faculties/faculty-health-social-sciences/public-involvement-education-research/pier-news>)

LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

The assessment workload for a unit should consider the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection, practice (if relevant)). Practice Learning Placements are mandatory, and the specified number of days are mandatory. 'It is expected that the student will work 'full time', which is the equivalent of 35 hours per week / 7-hour day with at least half an hour lunch break (not included), for example 9.00am – 4.30pm. The student is required to take 3½ hours study time every five days of placement (or 7 hours every 10 days). In a 70-day placement therefore, the student is entitled to take 7 study days (or 14 half days). These should be negotiated with the Practice Educator and placement and should be booked in advance. Study time cannot be accumulated beyond one day per 10 days. All hours of work should be recorded and verified by the Practice Educator. Student recall days to the University count as part of the 70 days and must be attended.' (Extract from Practice Learning Handbook 2023).

Assessment per 20 credit unit should normally consist of 3,000 words or equivalent. Dissertations and Level 6 and 7 Final Projects are distinct from other assessment types. The word count for these assignments is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

Students will usually be taught by a combination of academic staff and others who have relevant expertise including, where appropriate according to the content of the unit, qualified professional practitioners and people with living experience and carers.

The regulator requires 200 Practice Learning Days for MA/PG Dip Social Work. These are met by the four Practice Learning Units (First and Final Placements Parts A and B) and 30 Skills Days which are located in the three other non-credit bearing units.

Before starting any Substantive Practice Placement Unit students must have concluded any outstanding 'Non-engagement', 'Support to Study', Fitness to Practise, or Fitness to Study process with confirmation that they are

Programme Specification

safe to enter practice placement completing 7 hours per day, 4 or 5 days per week for the duration required (ie., 70 or 100 days), working with vulnerable service users. There should be no outstanding submissions for units already taught in previous semesters on the student's record.

Before starting First Substantive Practice Placement students must complete and pass the 'Readiness for Direct Practice Unit providing evidence of their readiness and safety to start practice placement.

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners and experts by experience.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

PROGRAMME AND LEVEL 7 INTENDED PROGRAMME OUTCOMES

<p>A: Subject knowledge and understanding</p> <p>During the MA/PG Dip Social Work, graduates should acquire, critically evaluate, apply and integrate knowledge and understanding in the following five core areas of study: social work services, people with living experiences and carers, the service delivery context, values and ethics, social work theory and the nature of social work practice. These include:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>A1 In-depth knowledge of the social processes that lead to marginalisation, isolation and exclusion and their impact on the demand for social work services, people with living experiences and carers and their links to problems of inequality and issues of diversity.</p> <p>A2 In-depth knowledge and critical understanding of service delivery contexts including the location of contemporary social work, the issues and trends in modern public and social policy and the significance of legislative and legal frameworks.</p> <p>A3 Critical understanding of the functions of other professionals in relation to the health and social well-being of people with living experiences and carers (inter- professional/collaborative practice).</p> <p>A4 Critical understanding of the scope and complexity of the social and political philosophies, policies and priorities that impact on social work practice.</p> <p>A5 Critical understanding of the moral concepts of rights, responsibility, freedom, authority and power inherent in the practice of social workers across the globe.</p> <p>A6 In-depth knowledge of the psychological and psychosocial perspectives to understanding individual and social development and functioning.</p> <p>A7 In-depth knowledge and critical understanding of social work theory, including research-based</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • lectures (A1 – A8); • seminars (A1 – A8); • directed reading (A1 –A8); • use of the VLE (A1-A8); • Practice placements (A1-A8) • independent research (for dissertation) (A1-A8). <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • in-class test (A6); • coursework (A1 – A8); • dissertation (A7). • Practice Learning Portfolio (A1-A8)

Programme Specification

<p>concepts, sociological perspectives and appraisal of relevant social research and evaluation methodologies and the evidence base for social work.</p> <p>A8 In-depth knowledge of the nature of social work practice including the characteristics of practice in a range of community-based and organisational settings and the processes of reflection and evaluation and the range of approaches for evaluating service and welfare outcomes.</p>	
<p>B: Intellectual skills</p> <p>Social Work graduates are expected to act effectively in complex circumstances that therefore need to become accountable, reflective, critical and evaluative. This MA/PG Dip Social Work provides opportunities for students to learn and demonstrate:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme outcomes:</p>
<p>B1 Critical appraisal of relevant social research and evaluation methodologies.</p> <p>B2 The integration of theoretical perspectives and evidence from national and international research into the design and implementation of effective social work intervention with a wide range of people with living experiences, carers and others.</p> <p>B3 Independent, reflective and critical thinking skills.</p> <p>B4 The critical analysis of theoretical perspectives and evidence from national and international research, in assessment and decision-making processes in social work practice.</p> <p>B5 The synthesis of critical evaluation and analysis into new and more effective service delivery.</p> <p>B6 Research-mindedness and critical awareness of evidence-based practice.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • lectures (B1 – B6); • seminars (B1 – B6); • directed reading (B1 – B6); • use of the VLE (B2 – B6); • independent research (B1 – B6). <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • Practice Learning Portfolio (B1-B6) • coursework (B1 – B6); • dissertation (B1 – B6).

Programme Specification

<p>C: Practical skills</p> <p>Students qualifying with an MA/PG Dip in Social Work are expected to acquire and integrate skills in the following five core areas; managing problem-solving activities, gathering information, the ability to analyse and synthesise knowledge and to evidence their knowledge of a range of interventions and evaluation processes. These include opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>C1 communicate effectively with people with living experiences and carers, and with other professionals.</p> <p>C2 integrate critical understanding of ethical issues, values and codes of professional practice.</p> <p>C3 apply models and methods of assessment, including factors underpinning the selection and testing of relevant information, the nature of professional judgement and the processes of risk assessment in a range of settings.</p> <p>C4 consistently exercise an appropriate level of autonomy and initiative in individual decision-making within the context of supervisory, collaborative, ethical and organisational requirements.</p> <p>C5 facilitate effective inter-disciplinary, inter-professional and inter-agency collaboration and partnership.</p> <p>C6 take account of the impact of inequality and discrimination in work with people including issues of diversity.</p> <p>C7 demonstrate habits of critical reflection on their performance and take responsibility for modifying action in light of this.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • lectures (C1 – C7); • coursework (C1 – C7); • independent research (C1-C7) • group exercises (C1-C7). • Practice Learning placement (C1-C7) <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • coursework (C1-C7); • dissertation (C2, C5-7). • Practice learning portfolio (C1-7)

Programme Specification

<p>D: Transferable skills</p> <p>Social Work graduates should demonstrate the following skills; analytical thinking, building relationships, working as a member of an organisation, intervention, evaluation and reflection. Some of these skills are specific to social work but many are also widely transferable. These include:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>D1 Use appropriate computer systems and information technology for a variety of purposes including communications, data storage and retrieval, and information searching.</p> <p>D2 Demonstrate a range of interpersonal skills including effective listening, negotiating, persuasion and presentation.</p> <p>D3 Study and research independently.</p> <p>D4 Present structured arguments and communicate their work and findings to others.</p> <p>D5 Demonstrate openness and sensitivity to diversity in terms of other people, cultures and practice settings.</p> <p>D6 Seek and use supervision effectively.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • seminars (D1- D4); • use of the VLE (D1 – D3); • directed reading (D1- D4). • groupwork and class activities (D1-4) • independent learning (D1-4) • Practice learning in agency settings (D1-6) <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • coursework (D1 – D4); • Practice learning portfolio (D1-6) • dissertation (D1- D6).

Programme Specification

Programme Skills Matrix

Programme Intended Learning Outcomes Units	A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	D 1	D 2	D 3	D 4	D 5	D 6
Law for Social Work Practice	X	X		X	X	X		X	X	X	X	X	X	X		X				X	X	X		X	X	X	
Applying Social Work Models and Methods to Social Work	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X		X	X	X	
Developing Relationship Skills as a Social Work Practitioner									X	X				X		X		X				X	X	X	X	X	
Advanced Human Development	X	X	X			X	X	X	X	X	X	X		X		X				X	X	X		X	X	X	
Professional Practice with Children and Families	X	X	X	X	X		X	X	X	X	X	X	X	X		X				X	X	X		X	X	X	
Professional Practice with Adults	X	X	X	X	X		X	X	X	X	X	X	X	X		X				X	X	X		X	X	X	
MA First Substantive Placement (Part A & B)	X	X	X	X	X		X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Readiness for Direct Practice (MA) (L4)																											
MA Final Substantive Placement (Part A & B)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Dissertation	X	X		X	X		X	X	X	X	X	X	X	X		X		X		X	X	X		X	X	X	X
Critical Literature Review	X	X		X	X		X	X	X	X	X	X	X	X		X		X		X	X	X		X	X	X	
Service Improvement Project	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X
Practice Learning Skills 6 (MA)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Practice Learning Skills 5 (MA)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Reflection on Professional Learning	X	X	X		X			X			X		X		X	X				X	X		X	X		X	

Programme Specification

Key:

1. A1-8, B1-6, C1-7 and D1-6 descriptors relate to programme ILOs grouped under the headings: 'subject knowledge and understanding', 'intellectual skills', 'subject/practical skills' and 'transferable skills'.
2. Descriptors in brackets links the programme ILOs to Social Work England's Professional Standards for Social Workers guidance <https://www.socialworkengland.org.uk/standards/professional-standards-guidance/#technology>. Including these links demonstrates how the Professional Standards are represented in the Programme ILOs.

Titles in bold refer to **10 common themes** identified in SWE's Professional Standards for Social Workers guidance, while the titles in italics refer to **specific aspects of the themes** identified by SWE.

A – Subject Knowledge and Understanding

The MA/PG Dipprogramme provides opportunities for students to develop and demonstrate knowledge and understanding of:

A1. In-depth knowledge of the social processes that lead to marginalisation, isolation and exclusion and their impact on the demand for social work services, people with living experience and carers and their links to problems of inequality and issues of diversity (**Rights: Advocacy = SWE Professional Standard(s) 1.1, 1.2, 1.3, 1.4, 2.4 and 3.13**)

A2. In-depth knowledge and critical understanding of service delivery contexts including the location of contemporary social work, the issues and trends in modern public and social policy and the significance of legislative and legal frameworks (**Rights: Knowing the law = SWE Professional Standard(s) 3.1 and 4.4**)

A3. Critical understanding of the functions of other professionals in relation to the health and social well-being of people with living experience and carers (inter-professional/collaborative practice) (**Decision making: Decision making = SWE Professional Standards 3.2, 3.3, 3.6, 3.7; record keeping = SWE Professional Standards 3.9, 3.11 and 5.3; Professional integrity: Working with colleagues = SWE Professional Standard 3.6, 3.8 and 3.9**)

A4 Critical understanding of the scope and complexity of the social and political philosophies, policies and priorities that impact on social work practice. (**Rights: Knowing the law = SWE Professional Standard(s) 3.1 and 4.4; Working with people = People as part of families, communities and networks Standard 1.2 and 1.4; Understanding the role of the social worker Standard 1.3, 1.7, 2.3 and 2.4; Culture, identity and values Standard 1.4, 1.5, 3.5 and 3.14; Ethics Standard 1.7, 3.1 and 3.7. Social justice Standard 1.5 and 1.6**)

A5 Critical understanding of the moral concepts of rights, responsibility, freedom, authority and power inherent in the practice of social workers across the globe (**Rights: Knowing the law = SWE Professional Standard 3.1 and 4.4; Advocacy = SWE**

C – Subject-specific/Practical Skills

Social work graduates should acquire and integrate skills in the following five core areas; manage problem-solving activities, gather information, be able to analyse and synthesise knowledge and evidence their knowledge of a range of interventions and evaluation processes. These include:

C1 communicate effectively with people with living experience and carers, and with other professionals (**Professional integrity: Professional relationships = SWE Professional Standard 1.7, 2.4, 2.3, 2.7, 3.1, 5.2 and 5.5**)

C2 integrate critical understanding of professional integrity including ethical issues, values and codes of professional practice (**Professional integrity: Duty of candour = SWE Professional Standard 6.1, 6.3, 6.4, 6.5, 6.6 and 6.7; Conflicts of interest = Professional Standard 1.7, 2.3, 2.7, 3.1, 5.2 and 5.4; Professional relationships = SWE Professional Standard 1.7, 2.4, 2.3, 2.7, 3.1, 5.2 and 5.5; Gifts, money and hospitality = SWE Professional Standard 5.4**).

C3 apply models and methods of assessment, including factors underpinning the selection and testing of relevant information, professional judgment and the process of risk assessment (**Responding to harm, neglect or abuse: Responding to harm, neglect or abuse = SWE Professional Standard 3.2, 3.4, 3.9, 3.12, 3.15 and 6.1 Reporting concerns: Reporting concerns = SWE Professional Standard 5.1, 6.1, 6.2, 6.4 and 6.5**)

C4 consistently exercise an appropriate level of autonomy and initiative in individual decision-making within the context of supervisory, collaborative, ethical and organisational requirements

Programme Specification

<p>Professional Standard 1.1, 1.2, 1.3, 1.4, 2.4 and 3.13; <i>Privacy</i> = SWE Professional Standard 1.7, 2.2 and 5.6; <i>Confidentiality</i> = SWE Professional Standard 2.6 and 5.6)</p> <p>A6 In-depth knowledge of the psychological and psychosocial perspectives to understanding individual and social development and functioning. (Working with people: <i>People as part of families, communities and networks</i> = Professional Standard 1.2 and 1.4; <i>Understanding the role of the social worker</i> = Professional Standard 1.1, 1.3, 2.3 and 2.4; <i>Culture, identity and values</i> = Professional Standard 1.1, 1.4, 1.5, 3.5 and 3.14; <i>Ethics</i> = Professional Standard 3.7; <i>Social justice</i> = Professional Standard 1.5 and 1.6; Communication: <i>Communication Standard</i> 2.5 and 3.10; Responding to harm, neglect or abuse: <i>Responding to harm, neglect or abuse</i> = Professional Standard 3.2, 3.4, 3.9, 3.12 and 3.15)</p> <p>A7 In-depth knowledge and critical understanding of social work theory, including research-based concepts, sociological perspectives and appraisal of relevant social research and evaluation methodologies and the evidence base for social work. (Rights: <i>Knowing the law</i> = SWE Professional Standard(s) 4.4; <i>Working with people</i> = People as part of families, communities and networks Standard 1.2 and 1.4; <i>Understanding the role of the social worker</i> Standard 1.1, 1.3, 1.7, 2.1, 2.3 and 2.4; <i>Culture, identity and values</i> Standard 1.1, 1.4, 1.5, 3.5 and 3.14; <i>Ethics</i> Standard 1.7, 3.1 and 3.7; <i>Social justice</i> Standard 1.5 and 1.6)</p> <p>A8 In-depth knowledge of the nature of social work practice including the characteristics of practice in a range of community-based and organisational settings and the processes of reflection and evaluation and the range of approaches for evaluating service and welfare outcomes (Working with people: <i>Understanding the role of the social worker</i> = SWE Professional Standard 1.1, 1.3, 1.7, 2.1, 2.3 and 2.4)</p>	<p>(Decision making: <i>Decision making</i> = SWE Professional Standards 3.2, 3.3, 3.5, 3.6, 3.7; <i>record keeping</i> = SWE Professional Standards 3.9, 3.11 and 5.3)</p> <p>C5 facilitate effective inter-disciplinary, inter-professional and inter-agency collaboration and partnership (<i>Working with colleagues</i> = SWE Professional Standard 3.6, 3.8 and 3.9)</p> <p>C6 take account of the impact of inequality and discrimination in work with people including issues of diversity (Working with people: <i>Ethics</i> = SWE Professional Standard 1.7, 3.1, 3.7 and 5.2; <i>Social justice</i> = SWE Professional Standard 1.5 and 1.6)</p> <p>C7 demonstrate habits of critical reflection on their performance and professional development and take responsibility for modifying action in light of this (Professional integrity: <i>Working with colleagues</i> = SWE Professional Standard 3.6, 3.8 and 3.9; Continuing professional development: <i>Continuing professional development</i> = SWE Professional Standard 4; <i>Supervision and reflection</i> = SWE Professional Standard 4.2 Standard 4.6 and 4.8)</p>
<p>B – Intellectual Skills:</p> <p>Social Work graduates are expected to act effectively in complex circumstances that therefore need to become accountable, reflective, critical and evaluative. This involves learning:</p> <p>B1 Critical appraisal of relevant social research and methods of evaluation (Rights: <i>Knowing the law</i> = SWE Professional Standard 3.1 and 4.4; Working with people: <i>People as part of families, communities and networks</i> = SWE Professional Standard 1.2 and 1.4; <i>Understanding the role of the social worker</i> = SWE Professional Standard 1.1, 1.3, 1.7, 2.1, 2.3 and 2.4; <i>Culture, identity and values</i> = SWE Professional Standard 1.1, 1.4, 1.5, 3.5 and 3.14; Continuing professional development: <i>Continuing professional development</i> Standard 4)</p>	<p>D – Transferable Skills</p> <p>Social Work graduates should demonstrate the following skills; analytical thinking, building relationships, working as a member of an organisation, intervention, evaluation and reflection. Some of these skills are specific to social work but many are also widely transferable. These include:</p> <p>D1 Use appropriate computer systems and information technology for a variety of purposes including communications, data storage and retrieval, and information searching (Information and communication technology = SWE Professional Standard(s) 3.10, 5.6)</p>

Programme Specification

B2 The integration of theoretical perspectives and evidence from national and international research into the design and implementation of effective social work intervention with a wide range of people with living experience, carers and others. (**Rights:** *Knowing the law* = SWE Professional Standard 3.1 and 4.4; **Continuing professional development:** *Continuing professional development* = SWE Professional Standard 4)

B3 Independent, reflective and critical thinking skills. (**Working with people:** *People as part of families, communities and networks* = SWE Professional Standard 1.2 and 1.4; *Understanding the role of the social worker* = SWE Professional Standard 1.1, 1.3, 1.7, 2.1, 2.3 and 2.4; *Culture, identity and values* = SWE Professional Standard 1.1, 1.4, 1.5, 3.5 and 3.14; *Ethics* = SWE Professional Standard 1.7, 3.1 and 3.7.; *Social justice* = SWE Professional Standard 1.5 and 1.6; **Responding to harm, neglect or abuse:** *Responding to harm, neglect or abuse* = SWE Professional Standard 3.2, 3.4, 3.9, 3.12, 3.15 and 6.1; **Continuing professional development:** *Continuing professional development* = SWE Professional Standard 4; *Supervision and reflection* = SWE Professional Standard 4.2 Standard 4.6 and 4.8)

B4 The critical analysis of theoretical perspectives and evidence from national and international research, in assessment and decision-making processes in social work practice. (**Working with people:** *Understanding the role of the social worker* = SWE Professional Standard 1.1, 1.3, 1.7, 2.1, 2.3 and 2.4; **Continuing professional development:** *Continuing professional development* = SWE Professional Standard 4; *Supervision and reflection* = SWE Professional Standard 4.2 Standard 4.6 and 4.8)

B5 The synthesis of critical evaluation and analysis into new and more effective service delivery. **Working with people:** *Understanding the role of the social worker* = SWE Professional Standard 1.1, 1.3, 1.7, 2.1, 2.3 and 2.4; **Continuing professional development:** *Continuing professional development* = SWE Professional Standard 4; *Supervision and reflection* = SWE Professional Standard 4.2 Standard 4.6 and 4.8; **Rights:** *Knowing the law* = SWE Professional Standard 3.1 and 4.4)

B6 Research-mindedness and critical awareness of evidence-based practice. (**Working with people:** *Understanding the role of the social worker* = SWE Professional Standard 1.1, 1.3, 1.7, 2.1, 2.3 and 2.4; **Continuing professional development:** *Continuing professional development* = SWE Professional Standard 4; *Supervision and reflection* = SWE Professional Standard 4.2 Standard 4.6 and 4.8)

D2 Demonstrate a range of interpersonal skills including effective listening, negotiating, persuasion and presentation (**Working with people:** *People as part of families, communities and networks* = SWE Professional Standard 1.2 and 1.4; *Understanding the role of the social worker* = SWE Professional Standard 1.1, 1.3, 1.7, 2.1, 2.3 and 2.4; *Culture, identity and values* = SWE Professional Standard 1.1, 1.4, 1.5, 3.5 and 3.14)

D3 Study and research independently (**Continuing professional development:** *Continuing professional development* = SWE Professional Standard 4; *Supervision and reflection* = SWE Professional Standard 4.2 Standard 4.6 and 4.8; **Technology:** *Information and communication technology* Standard 3.10)

D4 Present structured arguments and communicate their work and findings to others. (**Communication:** *Communication* = SWE Professional Standard 2.4, 2.5, 3.10 and 5.6)

D5 Demonstrate openness and sensitivity to diversity in terms of other people, cultures and practice settings (**Rights:** *Knowing the law* = SWE Professional Standard 3.1 and 4.4; **Working with people:** *People as part of families, communities and networks* = SWE Professional Standard 1.2 and 1.4; *Understanding the role of the social worker* = SWE Professional Standard 1.1, 1.3, 1.7, 2.1, 2.3 and 2.4; *Culture, identity and values* = SWE Professional Standard 1.1, 1.4, 1.5, 3.5 and 3.14; *Ethics* = SWE Professional Standard 1.7, 3.1, 3.7 and 5.2; *Social justice* = SWE Professional Standard 1.5 and 1.6)

D6 Seek and use supervision effectively (*Supervision and reflection* = SWE Professional Standard(s) 4.2, 4.6 and 4.8)

ADMISSION REGULATIONS

The admissions requirements for this programme can be viewed on the website:

Courses | Bournemouth University

References

BASW 2017 *The Professional Capabilities Framework*: <https://www.basw.co.uk/professional-development/professional-capabilities-framework-pcf>

Social Work England 2019 Education and Training Standards

<https://www.socialworkengland.org.uk/standards/education-and-training-standards/>

The College of Social Work (2012) *Reforming social work qualifying education. The social work degree*; London: TCSW

PROGRESSION ROUTES

Social Work England recommend use of the British Association of Social Work Professional Capabilities Framework for assessment the professional aspects of the social work course teaching. In line with Domain 1 'Professionalism', students must demonstrate a motivation and ability to learn, using a range of approaches, and take responsibility for their own conduct, practice, self-care and development at each stage of the course, and in particular, in relation to starting either of the Substantive Practice Placement Units (Part A)

In order to progress to the MASW First Substantive Placement for Social Work unit, students must demonstrate fitness and safety to undertake practice learning and pass the Readiness for Direct Practice unit. Readiness for Direct Practice in Social Work must be passed prior to placement starting, one resubmitted attempt will be allowed (organised by chairs action).

Recognition arrangements provide formally approved entry or progression routes through which students are eligible to apply for a place on a programme leading to a BU award. Recognition does not guarantee entry onto the BU receiving programme only eligibility to apply. In some cases, additional entry criteria such as a Merit classification from the feeder programme may also apply. Please see the [recognition register](#) for a full list of approved Recognition arrangements and agreed entry criteria.

ASSESSMENT REGULATIONS

The assessment regulations are the University's Standard Undergraduate Assessment Regulations with the following approved exceptions.

- Compensation: Compensation within or across units does not apply in this programme (ETS 6.1 meeting standards of proficiency for the relevant part of the Register).
- Award: to be eligible for the award of MA/PG Dip Social Work, students must have achieved the required academic credits and have successfully completed 200 days assessed practice placement (including up to 30 skills days) gaining different experiences and learning in practice settings. The awards lead to eligibility to apply for registration with the regulatory body for social work: Social Work England.
- Exit awards: PG Cert Social Studies and PG Dip Social Studies awards will not confer eligibility to register (ETS 6.1).
- Provision for failed practice placements: The Assessment Board will permit a student who fails a practice placement unit at the first attempt, to be reassessed on one occasion only. Further repeat attempts for placement units are not permitted. Additionally, a student who fails practice placement must be denied a retrieval attempt if the failure originally occurred on grounds of professional unsuitability. Provisions will be put in place in instances of placement breakdown and policies and systems are in place regarding students health, wellbeing and risk are in place (ETS 3.2; 3.3,
- External Examiners: To meet the requirements of Social Work England, at least one external examiner for the programme must be appropriately experienced and qualified and be registered on the relevant part of the professional register. (ETS 1.1)
- Recognition of Prior Learning: There is no RPEL for Practice Learning. In addition to the University's standard admission regulations, students entering the programme with English as a second language are required to have achieved IELTS level 7 (ETS 1.1 re good command of English).
- Complaints and Appeals: The Bournemouth University Academic Regulations, Policies and Procedures must include clear guidance on the student complaints and appeals policies and procedures. (ETS 2.7).
- In semester 1, year 1, Readiness for Direct Practice in Social Work must be passed prior to students going into practice in semester 2. Therefore, any failures in this unit will be looked at by the chair of the Assessment Board and a chairs action will be taken to allow one resubmission prior to the assessment board.

Duration of Programmes: Students will not be able to extend their programme registration beyond three years after their original starting date. NB. Whilst Social Work England do not set a time frame for what it considers to be current, the SW programmes continue to work in line with limits set by the previous SW regulators (HCPC and GSCC) and what is anticipated under Social Work England (the SW regulator). This is in line with all SW professional programmes in England and comparable with other regulatory body requirements.

PLACEMENT ELEMENTS

Practice learning is central to the qualifying social work programme at BU and is mandatory. Developing evidenced based practice is integral to all academic and practice-based units. The programme has been designed to enable students to develop autonomous thought, critical reflection, professional competence, skills and values; and approaches to learning which value the expertise of people with first-hand experience. Practice learning opportunities within the programme offer opportunities for students to meet new challenges, work in a diverse range of organisations and settings and to effectively apply knowledge from one situation or setting to another. Through this process they are supported to develop personally and professionally and to become competent practitioners ready to undertake employment in an increasingly complex workplace.

Practice learning at BU is guided by the recommendations of the British Association of Social Work and the Conduct and Ethics for students issued by Social Work England.

Placement learning will follow the Recommendations for Social Work Training, as outlined below: - Ensure that all social work students spend at least 200 days (including up to 30 skills days) gaining required experience and learning in practice settings.

Each student will have experience:

- in at least two practice settings
- of statutory social work tasks involving legal interventions
- in applying knowledge from one situation or setting to another
- of managing risk and complexity
- of providing services to at least two user groups

Readiness to undertake direct practice

All students will undergo assessed preparation for direct practice to ensure their safety to undertake practice learning in a service-delivery setting. Our focus is both on supporting students to prepare for effective practice learning and evidenced based practice and to assess their readiness. Preparation and assessment include opportunities to develop a greater understanding of the experience of people with living experience; to develop and practise skills and to shadow a qualified social worker.

Strengths of practice learning at BU

Practice learning is a key strength of the BU Social Work programmes due to:

- The reputation of the Social Work programme in the region
- Guaranteed final placement for learners where statutory tasks are included
- The partnerships we have developed with local authorities

- The partnerships we have developed with a large range of IVP sector agencies
- Involvement and contributions of the BU PIER (Public Involvement in Education and Research) partnership in the assessment of student's practice (specifically role plays as part of readiness for direct practice an assessed presentation in both substantive placements)
- The expertise, experience and knowledge of the Practice Learning Team enhanced through national involvement and published research into practice learning and pedagogy
- Integration of practice issues and evidenced based practice in all university and practice-based units
- A dedicated placement coordinator who works to support existing placements, networks and partnerships and in actively exploring new opportunities and partnerships
- Support and CPD opportunities to all placement supervisors and practice educators through regular link days, placement supervisor courses, safeguarding and child protection training and regional CPD days delivered in collaboration with the Practice Educator Learning Partnership (PELP)
- A team of practice tutors who provide links, support and quality assurance of placements through direct contact with students, placements and Practice educators.

The pattern of practice learning in agencies for MA/PG Dip Social Work students:

In year one student's complete preparation to undertake practice learning and complete a 70-day placement in accordance with the recommendations of Social Work England. Placements are found, allocated and supported by the University.

In year two students will complete a further 100-day placement. Again, these placements will be found, allocated and supported by the University.

Students will undertake 30 skills days across the programme.

Current partnership arrangements will be built on and extended, both locally and regionally, to ensure an appropriate range of practice learning opportunities are available to meet the regulatory body requirements, including opportunities in statutory social services departments, education welfare, youth offending teams, community projects, supported housing projects, and in a diverse range of voluntary and independent agencies. Opportunities for practice learning in organisations such as the Youth Service, Schools, Primary Care Trusts, Health Care Trusts and Probation will continue to be explored.

Bournemouth University have a number of offsite qualified practice educators who work with the programme. Bournemouth University have maintained high quality practice education by only using qualified practice educators in all placements and in providing regular link days and placement supervisor workshops for participating placement staff and Practice Educators and by contributing to regional PE learning partnership network events.

Placement Process

The processes developed for finding, quality assuring, matching, allocating, tracking, monitoring and evaluation of placements will ensure that students meet Social Work England Requirements in terms of days, statutory interventions, client groups and learning opportunities. A Practice Allocation Panel meeting is held to allocate all placements, and this includes representation from local employers and stakeholders. Placements are then monitored, and quality assured by practice tutors providing the link between placements, students and the practice learning team during the placement period in addition to a series of link meetings for placement supervisors and practice educators and recall days for students. Evaluation of placements is also ensured through QAPL style feedback forms completed by students, practice educators and placement supervisors. Any issues are reviewed by the university-based practice teaching staff.

There may be circumstances when a student may need to have an extension to their placement period. This will be organised by the Practice Learning Team in consultation with the placement and the student.

It is an expectation of the programme that in practice settings students will be seen as supernumerary to the staff team and, as such, will be entitled to a specified amount of 'study time', in order to reflect on and analyse their practice learning.

All Practice Educators used at both first and final substantive placements are qualified (or in training). Support is provided in collaboration with stakeholders through the PE learning partnership to ensure that all PE's meet the Practice Educator Professional Standards (PEPS). A programme of link days (six per year); placement supervisor workshops (two per year) and regional practice learning workshops (three per year) are provided by the university and our local authority partners to enable PE's to achieve and maintain these standards