

KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University	Faculty responsible for the programme Faculty of Health and Social Sciences	
Final award(s), title(s) and credit MA Social Work (Children & Families) - 180 Level 7 Credits (90 ECTS) PG Dip Social Work (Children & Families) - 120 Level 7 Credits (60 ECTS)		
Intermediate award(s), title(s) and credits MA Social Studies (Children & Families) – 180 Level 7 Credits (90 ECTS) PG Dip Social Studies (Children & Families) – 120 Level 7 Credits (60 ECTS) PG Cert Social Studies (Children & Families) - 60 Level 7 Credits (30 ECTS)		
UCAS Programme Code(s) N/A	HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load. 100503 Does this programme require ATAS: NO	
External reference points <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- Social Work England		
Professional, Statutory and Regulatory Body (PSRB) links Social Work England (2019) a) Professional Standards Social Workers in England (2019) b) Qualifying Education and Training Standards (2021) (which sets out duties of an education provider for the social work profession and the standards expected of a qualifying social work student)		
Places of delivery Bournemouth University		
Mode(s) of delivery Full-Time		Language of delivery English
Typical duration PG Dip in Social Work (children and families) PGT January start (no September intake / 14 month F/T) MA in Social Work (children and families) PGT January start (no September intake / 20 month F/T)		
Date of first intake January 2026	Expected start dates Start of January (often 2 nd January)	
Maximum student numbers 25	Placements This course 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) Step Up To Social Work (SUTSW) Partnership Board		Partnership model N/A

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Lead Provider Bournemouth University (Although this is not an apprenticeship BCP lead the SUTSW programme and commission BU to lead the academic teaching and support quality assurance of placements).
Date of this Programme Specification March 2025
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Approval, review or modification reference numbers E232419 FHSS 2425 23, approved 10/03/2025, previously v2.0-0125
Author Louise Oliver

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PROGRAMME STRUCTURE									
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)
			Exam 1	Cwk 1	Cwk 2	PRCT 1			
Introduction to and readiness for Direct Practice in Social Work (for Children and Families in Social Work)	Core	0 Assessed at L4		Pass/ Fail			30	1.0	100503
Human Development Across the Life Course	Core	20		100%			30	1.0	100503
Law for Social Work with Children and Families	Core	20		100%			30	1.0	100503
Working with Children and their Families	Core	20		100%			30	1.0	100503
Working with Adults, Parents and Carers	Core	20		100%			30	1.0	100503
Applying Social Work Models and Methods for Social Work with Children and Families	Core	20		100%			30	1.2	100503
First Substantive Placement for Social Work with Children and their Families	Core	0 Assessed at L5		Pass/ Fail	Pass/ Fail		70 days (35 hours a week for 70 Days)	1.0	100503
Final Substantive Placement for Social Work with Children and Families (Pre-requisite; successful completion of First Substantive Placement)	Core	20	50%	50%	P/F		100 days (35 hours a week for 100 Days)	1.0	100503

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Programme Award and Title: MA in Social Work (children and families)								
Level 7								
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			
Introduction to and readiness for Direct Practice in Social Work (for Children and Families in Social Work)	Core	Not credit bearing Assessed at L4		Pass/ Fail		28	1.0	100503
Human Development Across the Life Course	Core	20		100%		30	1.0	100503
Law for Social Work with Children and Families	Core	20		100%		30	1.0	100503
Working with Children and their Families	Core	20		100%		30	1.0	100503
Working with Adults, Parents and Carers	Core	20		100%		30	1.0	100503
Applying Social Work Models and Methods for Social Work with Children and Families	Core	20		100%		30	1.2	100503
First Substantive Placement for Social Work with Children and their Families	Core	0 Assessed at L5	Pass/ Fail			70 days (35 hours a week for 70 Days)	1.0	100503
Final Substantive Placement for Social Work with Children and Families (Pre-requisite; successful completion of First Substantive Placement)	Core	20	Pass/ Fail	50%	50%	100 days (35 hours a week for 100 Days)	1.0	100503
Stage 2/ Level 7								
Students are required to complete all core units and two placements within 14 months (20 months for the MA)								
Dissertation	Core	40		100%		15	1.0	100503
Service Improver Project	Core	20		100%		30	1.0	100503
Exit qualification: <ul style="list-style-type: none"> - PG Cert Social Studies (Children & Families) requires 60 Level 7 Credits (30 ECTS) - PG Dip Social Studies (Children & Families) requires 120 Level 7 Credits (60 ECTS) - PG Dip Social Work (Children & Families) requires 120 credits at Level 7 (60 ECTS) and successful completion of 170 placement days. 								
Placement: Two substantive placements for Social Work with Children and Families. First substantive Placement for Social Work with Children and Families 70 days. Final Substantive Placement for Social Work with Children and Families 100 days.								

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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) and Social Work England's Practice Requirements, this programme aims to develop social work graduates with a professional qualification in social work, who must be able to demonstrate:

Knowledge and understanding

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."

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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.

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 practice.

There is the fullest possible involvement of service users 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.

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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 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 are 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 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 9am – 4.30pm. The student is required to take 3 ½ 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.

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.

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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.

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 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, demonstrators/technicians and research students.

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

PROGRAMME INTENDED PROGRAMME OUTCOMES

A: Subject knowledge and understanding This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
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. 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.	<div>Learning and teaching strategies and methods:</div> <ul style="list-style-type: none">• Lectures (A1 – A8);• Seminars (A1 – A8);• Workshops and Masterclasses (A3, A7, A8);• Self-Managed Learning (A1-A8)• Practice Placements (A1-A8);• Directed reading (A1-A8)• Use of VLE (A1-A8)• Independent Research (A1-A8) <div>Assessment strategies and methods:</div>

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<p>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).</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 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>	<ul style="list-style-type: none"> • coursework (A1 – A8); • dissertation (A7) • Practice Learning Portfolio (A1-A8)
<p>B: Intellectual skills</p> <p>This programme provides 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 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 experience, carers and others.</p> <p>B3 Independent, reflective and critical thinking skills.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • lectures (B1 – B6); • seminars (B1 – B6); • directed reading (B1 – B5); • use of the VLE (B2 – B5); • Independent research (B1 – B6). <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • Coursework (B1-B6) • Group Work/ Poster Presentation • Practice Learning Portfolio (B1-B5)

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<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>	<ul style="list-style-type: none"> • Dissertation (B1-B6)
<p>C: Practical skills</p> <p>This programme provides 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 experience 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.</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).
<p>D: Transferable skills</p>	<p>The following learning and teaching and assessment strategies and methods</p>

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<p>This programme provides opportunities for students to:</p>	<p>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 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- D6); • 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 – D6); • Practice learning portfolio (D1-6) • Dissertation (D1- D6).

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Programme Skills Matrix

(please note, all below units are for the PG Dip/MA in Social Work (children and families) prog which is taught in 14 months and does not have two academic years but is merged into the academic year it starts. Two units, however, will be assessed at L4 and L5 because they are practice based units, they are PASS/FAIL units and are designed to enhance the practice skills of the students to undertake their final placement at L7.

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 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6
L4	Introduction to and readiness for Direct Practice in Social Work (for Children and Families in Social Work)									X	X			X		X		X					X	X	X	X	X	X	
L5	First Substantive Placement for Social Work with Children and their Families	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
L7	Law for Social Work with Children and Families	X	X		X	X	X		X	X	X	X	X	X		X				X	X	X		X		X	X	X	
L7	Applying Social Work Models and Methods for Social Work with Children and Families	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	
L7	Human Development Across the Life Course	X	X	X			X	X	X	X	X	X		X		X				X	X			X		X	X	X	
L7	Working with Children and their Families	X	X	X	X	X		X	X	X	X	X	X	X		X				X	X	X		X		X	X	X	
L7	Working with Adults, Parents and Carers	X	X	X	X	X		X	X	X	X	X	X	X		X				X	X	X	X	X		X	X	X	
L7	Final Substantive Placement for Social Work with Children and Families	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	X
L7	Dissertation (MA Only)	X	X		X	X		X	X	X	X	X	X	X		X		X		X	X	X		X		X	X	X	X
L7	Working for Service Improvement (MA only)	X	X	X	X	X		X	X	X	X	X	X	X	X	X		X	X	X	X		X	X	X	X	X	X	

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Key:

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'.

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

This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:

A 1. 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*)

A 3. 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*)

A 4 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*)

A. 5 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 Professional Standard 1.1, 1.2, 1.3, 1.4, 2.4 and 3.13; Privacy = SWE Professional Standard 1.7, 2.2 and 5.6; Confidentiality = SWE Professional Standard 2.6 and 5.6*)

A 6 In-depth knowledge of the psychological and psychosocial perspectives to understanding individual and social development and functioning. (*Working with people: People as part of families, communities and networks = Professional Standard 1.2 and 1.4; Understanding the role of the social worker = Professional Standard 1.1, 1.3, 2.3 and 2.4; Culture, identity and values = Professional Standard 1.1, 1.4, 1.5, 3.5 and 3.14; Ethics = Professional Standard 3.7; Social justice = Professional Standard 1.5 and 1.6; Communication: Communication Standard 2.5 and*

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:

C 1 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*)

C 2 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*)

C 4 consistently exercise an appropriate level of autonomy and initiative in individual decision-making within the context of supervisory, collaborative, ethical and organisational requirements (*Decision making: Decision making = SWE Professional Standards 3.2, 3.3, 3.5, 3.6, 3.7; record keeping = SWE Professional Standards 3.9, 3.11 and 5.3*)

C 5 facilitate effective inter-disciplinary, inter-professional and inter-agency collaboration and partnership (*Working with colleagues = SWE Professional Standard 3.6, 3.8 and 3.9*)

C 6 take account of the impact of inequality and discrimination in work with people including issues of diversity (*Working with people: Ethics = SWE Professional Standard 1.7, 3.1, 3.7 and 5.2; Social justice = SWE Professional Standard 1.5 and 1.6*)

C 7 demonstrate habits of critical reflection on their performance and professional development and take responsibility for modifying action in light of this

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<p>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>A 7 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; 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 1.1, 1.3, 1.7, 2.1, 2.3 and 2.4; Culture, identity and values Standard 1.1, 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)</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 (<i>Working with people: 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>(Professional integrity: Working with colleagues = 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>B 1 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>B 2 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: <i>Knowing the law</i> = SWE Professional Standard 3.1 and 4.4; Continuing professional development: <i>Continuing professional development</i> = SWE Professional Standard 4)</p> <p>B 3 Independent, reflective and critical thinking skills. (<i>Working with people: 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; <i>Ethics</i> = SWE Professional Standard 1.7, 3.1 and 3.7.; <i>Social justice</i> = SWE Professional Standard 1.5 and 1.6; Responding to harm, neglect or abuse: <i>Responding to harm, neglect or abuse</i> = SWE Professional Standard 3.2, 3.4, 3.9, 3.12, 3.15 and 6.1; 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 4 The critical analysis of theoretical perspectives and evidence from national and international research, in assessment and decision-making processes in social work practice. (<i>Working with people: Understanding the role of the social worker</i> = SWE Professional Standard 1.1, 1.3, 1.7, 2.1, 2.3 and 2.4; Continuing professional development: <i>Continuing professional development</i> =</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>D 1 Use appropriate computer systems and information technology for a variety of purposes including communications, data storage and retrieval, and information searching (<i>Information and communication technology</i> = SWE Professional Standard(s) 3.10, 5.6)</p> <p>D2 Demonstrate a range of interpersonal skills including effective listening, negotiating, persuasion and presentation (<i>Working with people: 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)</p> <p>D 3 Study and research independently (<i>Continuing professional development: Continuing professional development</i> = SWE Professional Standard 4; <i>Supervision and reflection</i> = SWE Professional Standard 4.2 Standard 4.6 and 4.8; <i>Technology: Information and communication technology</i> Standard 3.10)</p> <p>D 4 Present structured arguments and communicate their work and findings to others. (<i>Communication: Communication</i> = SWE Professional Standard 2.4, 2.5, 3.10 and 5.6)</p> <p>D5 Demonstrate openness and sensitivity to diversity in terms of other people, cultures and practice settings (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</p>

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<p>SWE Professional Standard 4; <i>Supervision and reflection</i> = SWE Professional Standard 4.2 Standard 4.6 and 4.8)</p> <p>B 5 The synthesis of critical evaluation and analysis into new and more effective service delivery. <i>Working with people: Understanding the role of the social worker</i> = SWE Professional Standard 1.1, 1.3, 1.7, 2.1, 2.3 and 2.4; 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; Rights: <i>Knowing the law</i> = SWE Professional Standard 3.1 and 4.4)</p> <p>B 6 Research-mindedness and critical awareness of evidence-based practice. (<i>Working with people: Understanding the role of the social worker</i> = SWE Professional Standard 1.1, 1.3, 1.7, 2.1, 2.3 and 2.4; 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>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)</p> <p>D6 Seek and use supervision effectively (<i>Supervision and reflection</i> = SWE Professional Standard(s) 4.2, 4.6 and 4.8)</p>
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ADMISSION REGULATIONS

The regulations for this programme are the University's Standard Postgraduate Admission Regulations with the following exception to bring the programme in line with Social Work England requirements.

In addition to the University standard admission requirements applicants must also:

- satisfy criminal conviction checks with the DBS; and
- satisfy health checks by student self-declaration, GP statements or Occupational Health as appropriate and
- have attained a minimum of key skills 2 or equivalent in English
- have relevant prior paid or unpaid social work/social care practice experience and
- hold a minimum classification of a 2:2 degree

Please note: Maths is not an entry requirement for this programme.

All applicants will be interviewed to assess their suitability for the programme in line with Social Work England requirements.

There is no RPL for practice learning.

Applicants for this programme must demonstrate aptitude for and experience of social work/social care practice.

Postgraduate level entrants are expected to already have a sound grounding in the nature and function of social work through the personal, paid or voluntary work experience that they have gained and be able to make links between that experience and the role of a social worker.

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 with no element below 6.5.

See BU Postgraduate Admissions Regulations: [https://intranetsp.bournemouth.ac.uk/pandptest/3A-standard-admissions-regulations-taught-programmes\(2021-22\).pdf](https://intranetsp.bournemouth.ac.uk/pandptest/3A-standard-admissions-regulations-taught-programmes(2021-22).pdf)

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 relation to starting either of the Substantive Practice Placement Units. In order to progress to the 'First Substantive Placement for Social Work with Children and Families 70 days' unit, students must demonstrate fitness and safety to undertake practice learning and pass the Level 4 Introduction to and Readiness for Direct Practice in Social Work (Children and Families in Social

Work) unit. Introduction to and 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

(<https://intranetsp.bournemouth.ac.uk/pandptest/3p-recognition-of-prior-learning-policy-and-procedure.pdf>) for a full list of approved Recognition arrangements and agreed entry criteria.

'In order to take advantage of exciting new approaches to learning and teaching, as well as developments in industry, the current, Progression route(s) for this programme may be subject to change. Where this happens students will be informed and supported by the Faculty as early as possible.'

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.

Students who have successfully completed the PG Dip in social work (children and families) with a minimum of a pass will be eligible to apply for entry with advanced standing to the MA in Social Work (Children and families).

ASSESSMENT REGULATIONS

The assessment regulations are the University's standard postgraduate assessment regulations with the following approved exceptions:

- Compensation: Compensation within or across units does not apply in these programmes. All elements of assessment must be passed at the pass mark. (SWE ETS 6.1 meeting standards of proficiency for the relevant part of the Register).
- Award: To be eligible for the award of PG Dip/MA Social work (children and families), 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).
- Introduction to and Readiness for Direct Practice in Social Work must be passed prior to students going into practice. Therefore, any failures in this unit will be looked at by the chair of the Assessment Board and a chair's 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.

<https://intranet.sp.bournemouth.ac.uk/pandptest/6a-standard-assessment-regulations-postgraduate.pdf>

WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

Practice learning on the MA/PG Dip Social Work (Children and Families) qualifying programme is guided by 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 must have experience:

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

Ensure that all students undergo assessed preparation for direct practice to ensure their safety to undertake practice learning in a service-delivery setting. This preparation must include the opportunity to develop a greater understanding of the experience of people with living experience and the opportunity to shadow an experienced social worker.

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

The 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 students within a statutory social work team
- 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 and assessed presentations 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

Strengths of Step Up To Social Work at BU

- Unique to the PG Dip/MA in social work (children and families) there is a dedicated programme and therefore placement coordinator who works to support existing placements, networks and

partnerships and in actively exploring new opportunities and partnerships who is external to BU, this is the Step Up To Social Work Coordinator.

- The Step Up To Social Work Coordinator offers 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)
- The LA Step Up To Social Work leads, support and uphold quality assurance of placements through direct contact with students, placements and Practice educators.

The pattern of practice learning in agencies for PG Dip/ MA Social Work (Children and Families) students:

Student's complete preparation to undertake practice learning and assessment of their readiness.

In the first term of the programme students complete a 70-day placement in accordance with the recommendations of Social Work England. Placements are found, allocated by the LA SUTSW leads and supported by the university.

In the second term students will complete a further 100-day placement. Again, these placements will be found, allocated by the LA SUTSW leads and supported by the University.

Current partnership arrangements 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. The LA Partnership Leads have a number of offsite qualified practice educators who work with the programme.

Students will undertake 30 skills days across the programme.

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. Placements are monitored and quality assured by the SUTSW partnership Board, with the SUTSW coordinator 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 feedback forms based on the BASW QAPL and in line with the SWE requirements, completed by students, practice educators and placement supervisors. Any issues are reviewed by the SUTSW Partnership Board.

There may be circumstances when a student may need to have an extension to their placement period. This will be organised by the SUTSW Partnership Board 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 SUTSW Partnership Coordinator to enable PE's to achieve and maintain these standards.