

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 credits PG Dip Social Work (Children & Families) - 120 Level 7 Credits (60 ECTS) MA Social Work (Children & Families) - 180 Level 7 Credits (90 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) (where applicable and if known) N/A	HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load. 100503
External reference points The UK Quality Code for Higher Education QAA Benchmarks for Higher Education Qualifications (2012) QAA Benchmarks for Social Work (2016) 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	
Professional, Statutory and Regulatory Body (PSRB) links Social Work England (2019) a) Standards of Proficiency for Social Workers in England (SOPs) b) Standards of education & training (SETs) (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 Cert/PG Dip – 14 months (duration for both intermediate awards is the same due to substantive placements in practice) MA - 24 months	
Date of first intake January 2020	Expected start dates January 2020
Maximum student numbers 25	Placements Mandatory. 170 days split between two separate placements the first substantive placement of 70 days and the final substantive placement of 100 days (Level 7), plus 30 practice skills days. Placements are provided by statutory, independent and

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	voluntary sector social work agencies and are identified and quality assured by the university and allocated by a matching process.
Partner(s) Not applicable	Partnership model Not applicable
Date of this Programme Specification May 2021	
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PROGRAMME STRUCTURE

Programme Award and Title: PG Dip Social Work (Children & Families)								
Level 7								
Students are required to complete all core units and two placements within 14 months								
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)
			Practice	Cwk 1	Cwk 2			
Developing Professional Relationships in Social Work (Readiness for Direct Practice) for Social Work with Children and Families	Core	Not credit bearing		Pass/ Fail		28	1.0	100503
The Child's Journey	Core	20		100%		30	1.0	100503
Law and Social Policy 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
Parenting Capacity for Social Work with Children and Families	Core	20		100%		30	1.0	100503
Applying Social Work Models and Methods for Social Work with Children and Families	Core	20		100%		30	1.1	100503
First Substantive Placement for Social Work with Children and their Families	Core	Not credit bearing	Pass/ Fail			70 days (35 hours a week for 70 Days)	1.0	100503
Final Substantive Placement for Social Work with Children and Families <i>(Pre-requisite; successful completion of First Substantive Placement)</i>	Core	20	Pass/ Fail	50%	50%	100 days (35 hours a week for 100 Days)	1.0	100503
Exit qualification: 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.								

Programme Award and Title: MA Social Work (Children & Families)

Stage 1/ Level 7

Students are required to complete all core units and two placements within 14 months

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)
			Practice	Cwk 1	Cwk 2			
Developing Professional Relationships in Social Work (Readiness for Direct Practice) for Social Work with Children and Families	Core	Not credit bearing		Pass/ Fail		28	1.0	100503
The Child's Journey	Core	20		100%		30	1.0	100503
Law and Social Policy 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
Parenting Capacity for Social Work with Children and Families	Core	20		100%		30	1.0	100503
Applying Social Work Models and Methods for Social Work with Children and Families	Core	20		100%		30	1.0	100503
First Substantive Placement for Social Work with Children and their Families	Core	Not credit bearing	Pass/ Fail	100%		70 days (35 hours a week for 70 Days)	1.0	100503
Final Substantive Placement for Social Work with Children and Families <i>(Pre-requisite; successful completion of First Substantive Placement)</i>	Core	20	Pass/ Fail	50%	50%	100 days (35 hours a week for 100 Days)	1.0	100503

Progression requirements: Requires 120 credits at Level 7 (60 ECTS) and successful completion of 170 placement days.

Exit qualification:
 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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Programme Award and Title: MA Social Work (Children & Families)								
Stage 2/ Level 7								
Students are required to complete all core units and two placements within 14 months								
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)
			Practice	Cwk 1	Cwk 2			
Working for Service Improvement	Core	20		100%		30	1.0	100503
OR Critical Literature Review		20		100%		30	1.0	
AND								
Dissertation	Core	40		100%		15	1.0	100503
Exit qualification: MA Social Work (Children and Families) requires 180 credits (90 ECTS) at Level 7 and successful completion of 170 placement days. MA Social Studies (Children & Families) requires 180 Level 7 Credits (90 ECTS)								
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:

- Outline the professional context of MA/PG Dip Social Work (Children and Families).
- Define the structure of MA/PG Dip Social Work (Children and Families).
- Identify programme and level learning outcomes.
- Articulate the regulations governing the awards offered through these programmes.

AIMS OF THE PROGRAMME

In keeping with the QAA Benchmarks for Social Work (QAA 20116, section 7) this programme aims to develop social work graduates with a professional qualification in social work, who must be able to demonstrate:-

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

They must also

- 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.
- Communicate effectively with service users and carers, and with other professionals
- Integrate clear understanding of ethical issues and relevant codes or standards of ethics, conduct and practice with their interventions in specific situations.
- Consistently exercise an appropriate level of autonomy and initiative in individual.
- Decision-making within the context of supervisory, collaborative, ethical and organisational requirements.
- 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.

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

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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 the Social Work England '*Standards of education and training guidance*' (2017) and the '*Standards of Proficiency*'. The revision of this programme also incorporates the Social Work *Professional Capabilities Framework* (BASW). The programme also meets the QAA subject benchmark (2012) 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 (see Pawson et al., 2003).

As the PG Dip Social Work (Children and Families) and the MA Social Work (Children and Families) 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 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 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.

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 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.

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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).

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.

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.' (Extract from Practice Learning Handbook 2018).

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 service users and carers.

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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

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:
During their PG Dip/MA Social Work (Children and Families), students should acquire, critically evaluate, apply and integrate knowledge and understanding in the following five core areas of study: social work services, service users and carers, the service delivery context, values and ethics, social work theory and the nature of social work practice. These include: 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, service users	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none">• Lectures (A1 – A8);• Seminars (A1 – A8);• Workshops and Masterclasses (A3, A7, A8);• Self-Managed Learning (A1-A8)

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<p>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 service users 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"> • Practice Placements (A1-A8); • Directed reading (A1-A8) • Use of VLE (A1-A8) • Independent Research (A1-A8) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • in-class test (A6); • coursework (A1 – A8); • dissertation (A7) • Practice Learning Portfolio (A1-A8)
<p>B: Intellectual skills 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>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 service users, 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>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</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 (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Coursework (B1-B6)

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	<ul style="list-style-type: none"> • Group Work/ Poster Presentation • Practice Learning Portfolio (B1-B5) • Dissertation (B1-B6)
<p>C: Practical skills Students qualifying with an MA 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:</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 service users 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 apply different approaches and social work methods of intervention in a range of settings.</p> <p>C5 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>C6 facilitate effective inter-disciplinary, inter-professional and inter-agency collaboration and partnership.</p> <p>C7 assess human situations, taking into account a variety of factors, including issues of diversity.</p> <p>C8 take account of the impact of inequality and discrimination in work with people in particular contexts and problem situations.</p> <p>C9 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 (referring to numbered Intended Learning Outcomes):</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 (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework (C1-C7); • dissertation (C2, C5-7); • Practice learning portfolio (C1-7).
<p>D: Transferable skills 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; this will be demonstrated through completion of the programme units.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • seminars (D1- D6); • use of the VLE (D1 – D3); • directed reading (D1- D4)

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<p>D2 Demonstrate a range of interpersonal skills including effective listening, negotiating, persuasion and presentation.</p> <p>D3 Exercise initiative, challenge assumptions, innovate and negotiate with others.</p> <p>D4 To study and research independently.</p> <p>D5 Present structured arguments and communicate their work and findings to others.</p> <p>D6 Seek and use supervision effectively.</p>	<ul style="list-style-type: none"> • groupwork and class activities (D1-4) • independent learning (D1-4) • Practice learning in agency settings (D1-6)
	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework (D1 – D6); • Practice learning portfolio (D1-6) • Dissertation (D1- D6).

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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 and the College of Social Work 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 Maths
- have attained a minimum of key skills 2 or equivalent in English
- have relevant prior paid or unpaid care experience and
- hold a minimum classification of a 2:1 first degree

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-postgraduate-admissions-regulations.pdf>

PROGRESSION ROUTES

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 7 'Personal and Professional Development for Child and Family Social Workers' unit. Where a student has failed 'Personal and Professional Development for Child and Family Social Workers', an Assessment Board will be convened to set reassessment. Progression to the 'First Substantive Placement for Social Work with Children and Families 70 days' unit will be subject to successful resubmission determined by the Chair of the Board.

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/7J_Recognition_Register_Public.xlsx) 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.'

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 (Social Work England SET 6.1 meeting standards of proficiency for the relevant part of the Register)
- **Award:** To be eligible for the award of PG Dip Social work (children and families) or MA Social work (children and families) students must have achieved the required academic credits and have successfully completed a minimum of 170 days of assessed practice placement. 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 (Social Work England SET 1.1).
- **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 (Social Work England SET 5.2 re structure, duration and range of practice learning and Social Work England SET 6.2 re standards of conduct).
- **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. (Social Work England SET 6.1)
- **Recognition of Prior Learning:** There is no RPL 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 (Social Work England SET 2.3 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. (Social Work England requirement SET 6.6 Assessment).
- **Duration of Programmes:** In accordance with Social Work England requirements, students will not be able to extend their programme registration beyond five years after their original starting date (Social Work England SET 4.4 re relevant and current practice). 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 regulator (GSCC) and what is anticipated under Social Work England (the new SW regulator). This is in line with all SW professional programmes in England and comparable with other regulatory body requirements e.g. RCOT requirement 4.2 Standard 2.

<https://intranetsp.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 170 days gaining required experience and learning in practice settings.

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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

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 service users 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 includes opportunities to develop a greater understanding of the experience of service users; 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 an 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
- 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 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 and supported by the Step Up Partnership and the University.

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

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

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and independent agencies. 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 the Department of Health 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 stakeholders. Placements are then monitored and quality assured by placement tutors providing the link between placements, students and the practice learning team during the placement period in addition to a series of link days for placement supervisors and practice educators and recall days for students. Evaluation of placements is also ensured through 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.

Programme Skills Matrix –PG Dip and MA Social Work (Children & Families)
Matrix table showing the relationship between ILOs for a programme and its constituent units

LEVEL	Units	Programme Intended Learning Outcomes																												
		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	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6
7	Law and Social Policy for Social Work with Children and Families	*	*		*	*	*		*	*	*	*	*	*		*				*	*	*		*		*	*	*		
	Applying Social Work Models and Methods	*	*	*	*	*	*	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*		*	*	*
	Developing Professional Relationships in Social Work (Readiness for Direct Practice) for Social Work with Children and Families									*	*				*		*		*					*		*	*	*	*	*
	The Child's Journey	*	*	*			*	*	*	*	*	*		*		*				*	*			*		*	*	*	*	
	Working with Children and their Families	*	*	*	*	*		*	*	*	*	*	*	*		*				*	*	*		*		*	*	*	*	
	Parenting Capacity for Social Work with Children and Families	*	*	*	*	*		*	*	*	*	*	*	*		*				*	*	*	*	*	*	*	*	*	*	
	First Substantive Placement for Social Work with Children and their Families	*	*	*	*	*		*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Final Substantive Placement for Social Work with Children and Families	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Dissertation	*	*		*	*		*	*	*	*	*	*	*		*		*		*	*	*		*		*	*	*	*	
	Critical Literature review	*	*		*	*		*	*	*	*	*	*	*		*		*		*	*	*		*		*	*	*	*	
Team Working for Service Improvement	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		

A – Subject Knowledge and Understanding

This programme 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, service users 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
- A3 Critical understanding of the functions of other professionals in relation to the health and social well-being of service users and carers (inter- professional/collaborative practice)
- A4 Critical understanding of the scope and complexity of the social and political philosophies, policies and priorities that impact on social work practice.

C – Subject-specific/Practical Skills

This programme provides opportunities for students to:

- C1 communicate effectively with service users and carers, and with other professionals
- C2 integrate critical understanding of ethical issues, values and codes of professional practice.
- 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
- C4 consistently exercise an appropriate level of autonomy and initiative in individual decision-making within the context of supervisory, collaborative, ethical and organisational requirements
- C5 facilitate effective inter-disciplinary, inter-professional and inter-agency collaboration and partnership
- C6 take account of the impact of inequality and discrimination in work with people including issues of diversity

<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>	<p>C7 demonstrate habits of critical reflection on their performance and take responsibility for modifying action in light of this</p> <p>C8 take account of the impact of inequality and discrimination in work with people in particular contexts and problem situations</p> <p>C9 demonstrate habits of critical reflection on their performance and take responsibility for modifying action in light of this</p>
<p>B – Intellectual Skills This programme provides opportunities for students to:</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 service users, 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>D – Transferable Skills This programme provides opportunities for students to:</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>D 3 Study and research independently</p> <p>D 4 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>