

# Programme Specification

<b>Programme Title and Name of Award</b>	MA Social Work		
<b>Academic Level</b>	7	<b>Total Credits</b>	180
<b>Professional Body Accreditation / Qualification</b>	<p>Successful completion of the MA Social Work or the PgD in Social Work confers eligibility to apply for registration as a Social Worker with the Health and Care Professions Council (HCPC).</p> <p>All other exit awards do not confer eligibility to apply for registration.</p>		
<b>Date of Professional Body Accreditation</b>	To be confirmed	<b>Accreditation Period</b>	On-going
<b>UCAS Code</b>	L500		
<b>JACS Code</b>	L500		
<b>HECoS Code</b>	100503		
<b>Criteria for Admission to the Programme</b>	<p>The University's standard criteria for admissions apply. Please refer to the <a href="#">Applicant Information</a> pages of the University website for more information. For <a href="#">APL</a>, please refer to the University website. Detailed criteria for admission to this programme can be found on the programme webpage: <a href="https://www.cumbria.ac.uk/study/courses/postgraduate/social-work/">https://www.cumbria.ac.uk/study/courses/postgraduate/social-work/</a></p> <p>The following additional requirements apply for entry to this programme:</p> <p>Applicants must have a minimum GCSE at grade C for English and Maths or equivalent prior to commencement of the programme.</p> <p><b><u>Fitness to practice and health requirements</u></b></p> <p>All offers of a place are subject to satisfactory health screening. Further information will be provided following the offer of a place.</p> <p>The programme is further subject to professional regulations as outlined by the Health and Care Professions Council (HCPC) with regards to health and character status of applicants and their ability to meet the required core professional competencies and to practice safely without direct supervision. Please read the <a href="#">HCPC information</a> to find out more. Please ask us for advice and/or support as early as possible in the application process if you have any questions about this requirement.</p> <p>For more information about core competencies and medical fitness to train please <a href="#">click here</a>. There are fitness standards provided here for</p>		

	<p>programmes of study relating to Social Work.</p> <p>In some instances, an applicant may be invited to attend a professional practice panel to discuss any recommended reasonable adjustments, and whether or not core professional competencies are achievable.</p> <p><b><u>Disclosure and Barring Service check</u></b></p> <p>If you are offered a place we require you to comply with an Enhanced Disclosure and Barring Service (DBS) background clearance check. <a href="#">Read the DBS policy.</a></p> <p><b><u>Interviews for Applicants</u></b></p> <p>The MA Social Work programme is a professional course and as such all applicants must attend and successfully pass an interview process held throughout the year at our Fusehill Campus in Carlisle. All interviews adhere to an equal opportunities format. Students are assessed against The British Association of Social Worker Professional Capabilities Framework (PCF) for Entry on to pre-registration programmes. The link for the PCF capability requirements can be found here <a href="https://www.basw.co.uk/pcf/capabilities/?level=10">https://www.basw.co.uk/pcf/capabilities/?level=10</a>.</p> <p>On the interview day applicants will be asked to undertake a short written assessment based on a case study, a group discussion followed by a face-to-face interview. Applicants are then notified of an offer through the admissions team within one week of the interview.</p>
<b>Teaching Institution</b>	University of Cumbria
<b>Owning Department</b>	Health, Psychology and Social Studies
<b>Programme delivered in conjunction with</b>	Placement providers e.g. Local Authorities, Schools, NHS, Voluntary, and Independent Sector.
<b>Principal Mode of Delivery</b>	Blended Learning
<b>Pattern of Delivery</b>	Full time
<b>Delivery Site(s)</b>	University of Cumbria Fusehill Street
<b>Programme Length</b>	Standard 2 years Maximum registration 5 years
<b>Higher Education Achievement Report (HEAR)</b>	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR)
<b>Exit Awards</b>	<p>You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full MA programme:</p> <ul style="list-style-type: none"> <li>• PGDip in Social Work - eligibility to apply for registration with</li> </ul>

	<p>HCPC</p> <ul style="list-style-type: none"> <li>• MA Social Care Studies - <b>no</b> eligibility to apply for registration with HCPC</li> <li>• PGDip Social Care Studies - <b>no</b> eligibility to apply for registration with HCPC</li> <li>• PGCert in Social Care Studies - <b>no</b> eligibility to apply for registration with HCPC</li> </ul> <p>In order to attain a professionally recognised award, and be eligible to apply to the HCPC for registration as a Social Worker, students must successfully pass both of the Qualifying Practice Units (placements).</p>
<b>Period of Approval</b>	1 <sup>st</sup> August 2019 – 31 <sup>st</sup> July 2025

## Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

## Programme Features

Social Work is a vital profession in the 21<sup>st</sup> Century. Embarking on an MA in Social Work with the University of Cumbria you will be joining a programme which can offer you the opportunity to critically engage with complex and developing social issues, and be part of profession which seeks to redress social injustice and uphold the rights and welfare of vulnerable children and adults. Our outstanding Masters Programme is designed to facilitate your academic and professional journey, forming a strong foundation for your future career as a Social Worker.

Building on the skills attained in your previous studies you will develop the ability to apply knowledge and skills creatively to unpredictable and complex situations and during the programme, you will have the opportunity to focus on your own area of professional interest, as you develop your emerging professional identity and focus. The programme team will guide and support you to fulfil your potential as future leaders in your profession.

The Masters programme is designed to encourage a robust level of professional curiosity and an ability to enquire into previously less developed areas of knowledge about communities and social problems. You will demonstrate imagination, vision and leadership in creating innovative responses and solutions to complex issues. In addition to this, we will encourage you to increase your transferable skills to a higher level, such as improving your communication skills across a range of media and audiences. Utilising the University's expert knowledge of learning and assessment strategies, you will be supported by a programme team with a wide range of professional expertise in this discipline. The teaching staff are engaged in innovative and relevant research themselves, that will support the future development of Social Work practice and this inspires our students to fulfil their potential as future leaders of the Social Work community. The programme team run an annual conference which gives students an opportunity to hear and interact with national experts and also to showcase their own dissertation research.

The programme aims to create graduates who are confident, research-minded, resilient, and with the necessary levels of professional curiosity required in a discipline that is continually evolving, but which is also challenging and professionally rewarding.

The focus of the programme is in creating an effective, dynamic learning environment in which you are an active participant in directing your learning and developing your emerging professional identity. The teaching staff work in partnership with local employers and with Service Users and Carers who are all actively involved in the programme design and teaching at the university. Opportunities for authentic interprofessional learning are woven into our programmes through placement and academic modules and additional events and volunteering opportunities. The emphasis within these revalidated programmes is ensuring authentic learning opportunities. The University of Cumbria ensures that you will have the opportunity to participate in shared events during their programme. Each year there will be 2-3 'events' which will compliment your own professional modules and allow you to come together to apply your uni-professional learning to the IPL shared learning events.

Masters students will attend the events most appropriate to their modules, regardless of the targeted level. The Department of Health, Psychology and Social Studies is involved in a diverse range of programmes, learning opportunities and research across Allied Health, Social Work, Psychology, Working with Children and Families and Young People. A vibrant Enhancement Programme has also been developed which you are able to attend. This will provide additional learning opportunities for you both within their professional area and within the wider academic community. This currently includes guest speakers, workshops, film clubs and discussion groups.

The University of Cumbria is ideally located in the North West, enabling you to locate practice opportunities in Scotland and Northern Ireland as well as England. This is reflected in the curriculum which takes account of the variation in Social Work law throughout the UK and in the wide choice of placement locations. The Fusehill campus in Carlisle is a quiet and inspiring location with study environments which are accessible and we are proud of our friendly and welcoming atmosphere.

Building on 10 years of successful Social Work education at the University of Cumbria, the programme is responsive to local and national employer demands for more MA Social Work Graduates. Extensive consultation with local employers has enabled us to develop a programme which equips graduates with both the academic and technical skills required for producing high quality written work, as well as the professional skills needed to manage risk and promote autonomy for vulnerable Service Users.

Our exciting and innovative approach to teaching aims to help you to synthesise theory and practice. Experiential learning is a core component of the curriculum and role-play a tool to develop your skills and confidence before you begin placement. Real life simulations take place, both on location such as in Court, and also on campus settings such as a simulated home environment and a mock hospital ward.

Operating against a backdrop of constantly changing socio-economic challenges and an evolving society, contemporary Social Work plays an important role in working with complex social problems and disadvantaged groups. Our unique curriculum will help equip you to identify and work with

vulnerable adults and children across a spectrum of social need, including the emergence of evolving social issues, such as unaccompanied asylum seeking children and digital safeguarding.

Serious case reviews and inquiries have emphasised the importance of Social Workers having professional curiosity and imagination. Rather than simply teaching you the extent of current knowledge and understanding, the programme aims to build your intellectual capacity and encourage you to reach out and understand the emerging needs of the communities in which you will be working. We do this by empowering you to take responsibility for your own learning throughout the programme.

The programme team strongly believe in a community of practice where you and alumni students can come together to learn and support each other. Nevertheless, there are specific issues that face those in post-graduate study, and for those who have not studied recently. The team have spent time reflecting on the challenges facing any student entering Masters level study to ensure they achieve their goals in an academically robust manner. An induction process is scheduled into the initial weeks of classes to look at the additional skills and enhancements required for success at Masters level. It is also important that you recognise the importance of research in the profession and the need to integrate knowledge, application and production of research in their everyday practice. We run research modules throughout both years to ensure you are fully able to integrate their research capabilities into their practice and learning.

The team will work with you to help you to deal with the demands a full-time Masters programme and manage these demands effectively. There are opportunities for all Masters students to get together in discussions with staff on a regular basis, outside scheduled learning sessions. In addition, we are building our research capacity in a number of ways. We hold an annual research conference and academic writing workshops as well as enhancement activities where alumni and other learned speakers come in to talk to you about their experiences in the field or in their research.

Ongoing support and professional preparation is provided through time spent with your tutors both in class and during other formal and informal opportunities. We understand and value the relationship between each student and their personal tutor is an essential element to ensuring your success, and every student is offered tutorials with a named tutor throughout their studies.

The programme follows an approach to postgraduate study which has been developed by the Scottish Higher Education Enhancement Committee known as 'Masterness' which comprises teaching learning and assessment across the dimensions of: complexity, abstraction, depth, research, autonomy, unpredictability and professionalism. Please see this link for further information:

<http://www.enhancementthemes.ac.uk/docs/report/what-is-masterness.pdf>.

The programme also uses a model of education known as 'Threshold Concepts' (Walker 2013) which is the idea that acquisition of new theoretical perspectives which will enable you to construct a new and better understanding of the world. Important threshold concepts in Social Work include professionalism, critical reflection and strengths based perspectives. By actively engaging with these paradigms, you will learn new concepts and language through which to describe and understand social relationships. Barradell and Kennedy-Jones (2013) described the value of threshold concepts in professional education as a way of helping you to explore 'who they were' and developing 'ways of thinking and practising' (WTP) specific to their profession. The early modules within the programme aim to provide the basis for these concepts and perspectives which will enable you to engage with the more complex issues and ideas that you will encounter as you move through the programme. We have created a programme which will stretch you academically, building on their existing academic skills and to develop your written and analytical abilities to meet the demands of twenty first century social work.

The programme is designed to map closely to the Social Work professional skills framework (British Association of Social Workers) and to the Social Work Standards of Proficiency (HCPC). The QAA Benchmark Statement also influences this programme for Social Work programmes.

We have a constantly changing and dynamic programme that anticipates changes in professional regulatory requirements rather than merely responding to them.

Barradell, S., & Kennedy-Jones, M. (2013). Threshold concepts, student learning and curriculum:

Making connections between theory and practice. *Innovations in Education and Teaching International*, 52(5), 1-10.

Walker, G. (2013). A cognitive approach to threshold concepts. *Higher Education*, 65(2), 247-263.

## Aims of the Programme

The overall aims of the Programme are:

1. To encourage and develop postgraduate students' proficiency to take ownership and lead in their future career and the development of the Social Work profession.
2. To produce graduates who can review, evaluate, and utilise research within their practice and develop their own research creatively for innovative responses to contemporary practice settings.
3. To support students on their learning journey while they develop the skills to face the challenges that impact on professional social work practice in the 21<sup>st</sup> Century.
4. To ensure that graduates can communicate effectively, flexibly and appropriately in a variety of different digital and physical media in a way that achieves the standards expected by the Social Work profession.
5. To develop the capability of graduates for autonomous professional practice in a changing and evolving society while continuing to embrace a commitment to social justice.
6. To produce graduates who are equipped with the knowledge, skills and values to enhance their own resilience whilst remaining professional curious and open to different perspectives throughout their careers.

## Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 7 (Master's level), you will be able to demonstrate that you have the ability:

- To display a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice.
- Employ advanced subject-specific and cognitive skills to enable decision-making in complex and unpredictable situations.
- Generate new ideas and support the achievement of desired outcomes
- Accept accountability for decision making including the use of supervision
- Analyse complex concepts and professional situations by means of synthesis of personal and work place reflection and data drawn from scholarship and research in the field.

## Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

### After 60 credits of study (PGCert) you will be able to demonstrate:

- K1.** A critical and comprehensive knowledge of contemporary theory and research in Social Work and an ability to apply this knowledge creatively to the discipline of Social Work.
- K2.** A critical, systematic and expert understanding of professional, ethical and legal perspectives relating to professional practice in Social Work and an ability to manage these within the context of complex practice situations.

### After 120 credits of study (PGDip) you will be able to demonstrate:

- K3.** A critical and specialist knowledge of factors that influence research, policy and practice within Social Work.
- K4.** An ability to synthesise issues at national and international level in your chosen field of enquiry.

### After 180 credits of study (MA) you will be able to demonstrate:

- K5.** A critical knowledge of Social Work ethics, values and professional codes and an ability manage their application to complex dilemmas in Social Work practice.

## Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

### After 60 credits of study (PGCert) you will be able to demonstrate:

- S1.** An ability to synthesise a comprehensive and critical understanding of diverse theories and model of intervention in planning and undertaking Social Work interventions.
- S2.** An ability to make argued conclusions and clearly, concisely, using incomplete and/or contested data and professionally communicate ideas, findings and conclusions in verbal and written communication for a range of audiences in formal and informal situations.

### After 120 credits of study (PGDip) you will be able to demonstrate:

- S3.** An ability to demonstrate professional curiosity and critical thinking in addressing unforeseen, previously unknown or poorly understood social problems in Social Work practice
- S4.** An ability to demonstrate professional abilities as a future leader in Social Work.

### After 180 credits of study (MA) you will be able to demonstrate:

- S5.** A commitment to continuous professional growth and development including developing skills in working with new technologies.
- S6.** An ability to complete a coherent, substantial and original piece of empirical research, which critically addresses a unique research question relevant to Social Work practice.

## External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

QAA part A setting and maintaining academic standards find it here

<https://www.qaa.ac.uk/quality-code/the-existing-uk-quality-code/part-a-setting-and-maintaining-academic-standards>

QAA Subject Benchmark Statement Social Work

[https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-social-work-16.pdf?sfvrsn=1d95f781\\_10#](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-social-work-16.pdf?sfvrsn=1d95f781_10#)

Professional Capabilities Framework: British Association of Social Workers

<https://www.basw.co.uk/resources/professional-capabilities-framework-social-work-england-0>

Standards of Proficiency for Social Workers in England: Health and Care Professions Council (January 2017)

<https://www.local.gov.uk/sites/default/files/documents/standards-proficiency-soc-906.pdf>

Standards of Education and Training: Health and Care Professions Council

[http://www.hcpc-uk.org/assets/documents/10000BCF46345Educ-Train-SOPA5\\_v2.pdf](http://www.hcpc-uk.org/assets/documents/10000BCF46345Educ-Train-SOPA5_v2.pdf)

Standards of Education and Training Guidance- Health and Care Professions Council

<http://www.hcpc-uk.org/assets/documents/10001A9DStandardsofeducationandtrainingguidanceforeducationproviders.pdf>

Health, Disability and Becoming a Health and Care Professional: Health and Care Professions Council (2015)

<https://www.hcpc-uk.org/assets/documents/10004D79Healthdisabilityandbecomingahealthandcareprofessional.pdf>

Guidance on Conduct and Ethics for Students: Health and Care Professions Council

<http://www.hpc-uk.org/assets/documents/10002C16Guidanceonconductandethicsforstudents.pdf>

Knowledge and Skills Statement for Social Workers in Adult Services: Department of Health

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/411957/KSS.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/411957/KSS.pdf)

Knowledge and Skills Statement for Approved Child and Family Practitioners: Department of Education

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/708704/Post-qualifying\\_standard-KSS\\_for\\_child\\_and\\_family\\_practitioners.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/708704/Post-qualifying_standard-KSS_for_child_and_family_practitioners.pdf)

- UoC Vision, Mission and Values

<https://www.cumbria.ac.uk/about/equality-diversity-and-inclusion/>

- UoC Strategic Plan

<https://www.cumbria.ac.uk/about/publications/strategic-plan/>

- UoC Learning, Teaching and Assessment Strategy

<https://www.cumbria.ac.uk/media/university-of-cumbria-website/content-assets/public/aqs/documents/LearningTeachingAssessmentStrategy.pdf>

- UoC Academic Regulations and Academic Procedures and Processes

- <https://www.cumbria.ac.uk/media/university-of-cumbria-website/content->

## Graduate Prospects

Following successful completion of the programme, including all the Qualificatory Practice Units, you will be eligible to apply for registration with Health and Care Professions Council (HCPC). Once you are accepted onto the Social Work part of the HCPC register you will be able to use the legally protected title of Social Worker and apply for jobs as a qualified Social Worker. Our Social Work graduates are employed in a range of organisations such as local authorities, charities and the private sector this shows the range of opportunities you will have once you have graduated. The transferrable skills and knowledge you develop during your time at the University of Cumbria will serve you well as you start, and develop, your professional career. The scholarship and research knowledge and skills provide the knowledge and skills required to develop your own research to innovate practice, this has led some of our previous graduates towards studying further for a PhD.

Demand is very high for MA qualified Social Workers both regionally and nationally, and our graduates have been very successful in obtaining jobs with Cumbria County Council's Social Work Academy, Local Authorities throughout England and a with a range of employers throughout the United Kingdom. The Programme has close relationships with local employers and our diverse range of placements will offer you a valuable opportunity to showcase your skills and explore what different employment settings have to offer you. Unlike some fast track programmes it is a completely generic Social Work degree and this allows you the freedom of being able to decide on specialisation after you qualify.

In addition to Social Work careers, our MA Social Work graduates have also found employment in a wide range of leadership roles in the social care sector, using their transferable academic and professional skills.

Graduates of our Masters programme are highly sought after and we are proud of the significant contribution to the strategic delivery of services they make in their careers, as well as their contribution to leadership and innovation within the discipline of Social Work.

## Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

The MA in Social Work is designed using a set of principles for learning, teaching and assessment. These principles of social justice, person centered practice and empowerment are mirrored by the values that apply to the discipline of Social Work. These principles have also informed the development of each of the modules. Consistent application of principles will provide learners with a coherent learning experience.

Each module assignment has been designed to be appropriate to the global learning aims and individual learning outcomes. This may mean that there is a difference in the types and lengths of assessments for different modules. This is a deliberate strategy to ensure you demonstrate your learning with the most appropriate assignment design.

Our curriculum is flexible, enhanced using a full range of digital resources, and supported through learning technology as appropriate. We use a range of VLE environments and e-portfolios and resources suitable for mobile learning eg downloadable videos and podcasts. Learning and assessment at the University of Cumbria is accessible and any additional needs are supported well by the tutors and support services here.

We pride ourselves on public and patient involvement in delivering the programme, this means you will have the opportunity to meet and talk to people who have lived experience of being supported by a

Social Worker. In addition you will have opportunities to work alongside other professionals, this is an authentic learning environment and provides a good introduction to working with other professionals and multi-agency working.

Learning is based in academic study as well as practice placements which you will be actively encouraged to use, apply and integrate their developing knowledge within the context of Social Work practice. In adopting a reflective approach, we endorse a pedagogically valid method that fosters an enquiring, evaluative attitude to academic study. Learning and assessment are interrelated. We recognise that as individuals you all have different learning styles and need. We also recognise that as we encourage you to be critical thinkers, we must also be the same and that no one theory about effective learning will meet with our complete endorsement. There are a number of theories that we advocate. This has developed throughout the last five years. These are: Transformative Learning (Mezirow, 1997) and Threshold Concepts and Troublesome Knowledge (Meyer and Land, 2003, 2006, 2010). These theories show us how learning can have an irreversible impact on each individual and this can change how the learner views the world and their place in it. In terms of postgraduate learning, the team also emphasises Threshold Learning, which we believe has relevance to the transition from undergraduate study to holding a Masters qualification.

Threshold Conceptual learning may be 'considered as akin to a portal, opening up a new and previously inaccessible way of thinking about something. It represents a transformed way of understanding, or interpreting, or viewing something without which the learner cannot progress.' Meyer and Land (2003). They state 5 characteristics of this theory which are:

1. **Transformative Learning:** a dramatic shift in one's perspective
2. **Irreversible:** once learned it is not possible to unlearn
3. **Integrative:** you begin to see connections between previous learning and theories that had previously not been considered or observed.
4. **Bounded:** while the integrative attribute may be present at times, there must be the recognition that there are limits between different theories, and that while they might share some similarities, there is always a demarcation line between the two.
5. **Troublesome:** when grappling with new material and knowledge there is a process where you 'get it'. When it is applied to a situation, you realize that you haven't quite got it and you need to return to learn more.

The process of learning at Masters level is not a case of either 'getting it' or not but the process where you build up your knowledge and apply that with more confidence to different and new contexts to determine if that knowledge is appropriate or not.

**Blended learning** is a feature of all modules; by this we refer to the use of face-to-face lectures, seminars, workshops and online activities. The online activities supplement and support the face-to-face work that we do. Regardless of whether the face-to-face work is delivered intensively over days or a weekly commitment, the online activities will serve to prepare, supplement and add value to the learning experience.

The MA in Social Work seeks to engage with three of the contexts for learning outlined in the University of Cumbria's Learning, Teaching and Assessment Strategy (2017). The flexibility that a blended approach to learning at this level offers, adds considerable value to the student experience and inclusiveness.

A key feature of your academic journey will include **formative assessment**. That is work which helps to inform or become part of your final 'summative' assessment, and the nature of it varies across the modules. Formative work may include in-class or on-line activities such as presenting draft assignments, work in progress, or multiple-choice tests. Everything that you undertake, and the products of that learning, embeds, through active participation for, dialogue and feedback. A number of modules include formative activity that helps your tutors give you feedback on your development to

enhance your overall learning (Nichol & McFarlane-Dick, 2006).

**Summative assessment** is authentic and aligned to both the module-learning outcomes and programme aims. Summative assessment encourages progressive development through feedback and reflection, which is of relevance to both further academic progression and your future employment needs. Intellectual, subject specific and key transferable skills are central to learning opportunities and assessment. The curriculum follows a specific strategy for assessing students to ensure you meet the requirements of Level 7 study as well as HCPC requirements. For example, we incorporate assessed group presentations into the curriculum, which will assess your own contribution to the topic as well as the overall group performance. Once you have qualified as a Social Worker, being able to successfully work in groups with other professionals will be a crucial element of everyday practice. Similarly, being able to communicate effectively both verbally and in written form is something you will need to be consistently successful in doing. Our assessment strategy reflects these professional and academic needs and ensures that our graduates are able to immerse themselves productively in the demands of the profession.

At Masters level, you will comprehend the importance of research and the need to integrate knowledge, application and production of research in your everyday practice. This programme runs yearlong research modules in both academic years to ensure you are fully able to integrate your research capabilities into your practice and ongoing professional learning. Research is not an optional attribute for either professional or Masters study.

**Indicative Range of Assessment Methods:** The breadth of assessment methods acknowledges that graduate and employability skills are many and varied and so students need opportunities to develop, practice and be assessed on as full a range of skills as possible. An example of the range is as follows: intervention design and evaluation, critical reflection, academic essay, portfolio, presentation and simulation.

**Placements:** Placements are an integral element of both the BA (Hons) and MA Social Work programmes. All student placements are quality assured in terms of meeting the needs of social work students and meeting health and safety standards. In addition you will be provided with an appropriately qualified and trained Practice Educator. Sometimes the practice educator will be the person who directly supervises you in your placement setting. However, if your on-site supervisor is not a trained Practice Educator, then you will have an additional off-site practice Educator who will assess your progress towards meeting the Social Work Professional Capabilities. You will also have a Link Lecturer from the Social Work programme team who will visit you on placement and help you with any unforeseen difficulties. On beginning your placement you will draw up a learning agreement with your Practice Educator, the placement agency and your Link Tutor to ensure that the placement is going to meet your learning and support needs. Your experience while on placement feeds into our quality monitoring processes.

## References

Land, R. and Meyer, J. H. F. (2010) 'Threshold concepts and troublesome: Dynamics of Assessment', in Land, R., Meyer, J.H.F. and Baillie, C., (eds) *Threshold Concepts and Transformational Learning*. Sense Publishers: Rotterdam, pp. 61-79.

Meyer, J.H.F. and Land, R. (2003) 'Threshold concepts and troublesome knowledge: Linkages to ways of thinking and practising within the disciplines', in Rust, C. (ed.), *Improving Student Learning: Improving Student Learning Theory and Practice – Ten Years On*. Oxford: Oxford Centre for Staff and Learning Development.

Meyer, J.H., F. and Land, R. (2005) 'Threshold concepts and troublesome knowledge (2): Epistemological considerations and a conceptual framework for teaching and learning'. *Higher Education*, 49(3), pp. 373-388.

Mezirow, J. (1997) 'Transformative Learning: Theory to Practice', *New Directions for Adult & Continuing Education Vol 1997 (74) pp.5-12*.

Nicol, D. J. & Macfarlane-Dick, D. (2007) 'Formative assessment and self-regulated learning: a model and seven principles of good feedback practice', *Studies in Higher Education*, 31:2, pp.199-218, DOI: 10.1080/03075070600572090.

## **Student Support**

Here at the University of Cumbria we provide support to our learners that is both responsive and which promotes student success. Our approach to learner support is designed to enable achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to reach your potential.

You will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will also be provided with access to high quality academic resources through physical and digital libraries and will be encouraged to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

We know that every learner is unique and that studying for a Masters degree does not come without its own set of challenges. The programme team want you to succeed, and you can expect a high level of encouragement from staff as a student at the University of Cumbria.

### **Induction**

The programme team recognise that studying at level 7 requires a different focus and emphasis than at level 6.

Postgraduate study is quite different in that it requires you to engage in a lot of non-formulaic thinking, which, by its very nature is not a tidy nor linear process. As previously discussed, two of the approaches that have informed our curriculum and induction design are the 'Mastersness' project by the QAA as well as Threshold Conceptual Learning. In the first two weeks of the programme you will engage in a project that will enhance your induction into level 7 study. The programme team will encourage you to recognise your strengths and limitations, and to create your own unique academic learning plan. This plan is not assessed, however it will enrich the very start of your level 7 academic study, and you will be asked to reflect on it alongside your Personal Tutor at the end of the induction period as a tool to advance your academic skills and knowledge and make the most of this exciting new learning opportunity.

### **Personal Tutoring**

You will be allocated a Personal Tutor when you embark on your Masters programme. Your Personal Tutor is a member of the programme team who is proactively involved in the delivery of your programme and they will have contact with you throughout your time at the University. Their role is to support your overall learning and development, and you will meet with them for tutorials, reviews and any other meetings as outlined in the Personal Tutor Policy.

### **Personal Development Planning**

Your personal development will be embedded throughout many aspects of your academic journey, furthermore embedded within the programme is a formal Personal Development Planning strategy, with utilises 'PebblePad' software to create your own personal e-portfolio.

### **Library and Academic Support (based in Information Services)**

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading lists are current and items are available via the library collections. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of great electronic and print content using [OneSearch](#) and you can find out more about key texts, databases and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading lists will be made available to you electronically using the

university's [online reading list system](#).

The [Skills@Cumbria](#) service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional [Library and Academic Advisors](#). It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual. Visit [skills@cumbria](#) for more details.

### **IT and Technical Support**

Technology is an invaluable asset when it comes to studying, so it is important you know how to make the most out of the excellent [facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you are not confident about your IT skills, our IT team are always around to ensure you get the level of support you need. They have a wealth of information and support available on the [website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

### **Staff and Student Services**

Staff and Student Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the [website](#) and/or via the Student Services guidance tile on the [Student Hub](#).

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers:

### **Preparing for Postgraduate Study**

This free online pre-entry Master's level course is available free of charge through the Open Education Platform powered by Blackboard as is Head Start Plus. It provides a useful insight into the academic requirements of study at postgraduate level and is recommended to students who are about to start their level 7 qualification.

To access the course simply follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

### **Peer Mentoring @ Cumbria**

You will be allocated a student Mentor who will be in touch to offer a non-judgemental and friendly hand and to help with various aspects of your student experience, from making friends to settling in, to helping you understand the expectations of academic study and dealing with assessment worries.

### **Mature Students' Events**

Whether it is a coffee morning, lunchtime gathering or a social event, there are events happening throughout the year to link you up with other mature students who will also be juggling a number of commitments alongside their studies.

### **Help is at Hand Events**

Keep a look out for these interactive events on campus around October and January. You are encouraged to attend these as they show-case the range of support available here and gives you the opportunity to talk to people from Finance, Accommodation, the Students' Union, the Wellbeing and

Disability Team.

**Career Ahead**

Career Ahead is the University's Employability Award, which gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set, reflect on their experiences and develop further skills. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, part-time work, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register, email [careerahead@cumbria.ac.uk](mailto:careerahead@cumbria.ac.uk).

## Programme Curriculum Map

Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
7	HSWG7014	Effective Communication in Social Work	20	Core	K1; K2; S1;S2;
7	HSWG7015	Using our Theoretical Imagination for 21 <sup>st</sup> Century Social Work	20	Core	K1; K2; S1;S2;
7	HSWG7016	Using Evidence to enhance the Discipline of Social Work	30	Core	K1; K3; S1;S2;
7	HSWG7018	Safeguarding & Ethical Issues	20	Core	K1; K2; S1;S2; S3;
7	HSWG7017	Critically Evaluating Interventions With Diverse Populations	20	Core	K1; K2; K3; S1;S2; S3;
7	HSWG9007	1 <sup>st</sup> Placement (70 Days)	Qualificatory	Core	K1;K2; K3; K4; S1;S2; S3; S4;
7	HSWG7019	Critical Applications in Statutory Social Work Practice	20	Core	K1; K2; K3; K4; S1; S2; S3; S4;
7	HSWG7021	Dissertation: Research Production, Analysis and Dissemination	30	Core	K1; K2; K3; K4; K5 S1; S2; S3; S4; S5; S6
7	HSWG7020	Resilience, Employability and Leadership	20	Core	K1; K2; K4; K5 S1; S2; S3; S4; S5; S6

7	HSWG9008	Final Placement (100 Days)	Qualificatory	Core	K1; K2; K3;K4; K5 S1; S2; S3; S4; S5; S6
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## Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes as well as the requirements of the Health and Care Professions Council

These requirements for BA (Hons) Social Work and MA Social Work reflect a progression necessary to show successful progress through the different levels of professional development through the programme and are linked to the different levels the Professional Capabilities Framework.

<https://www.basw.co.uk/system/files/resources/Detailed%20level%20descriptors%20for%20all%20domains%20wi%20digital%20final1.pdf>

### Pre-Requisites

- The module HSWG7014 Effective Communication in Social Work must be passed before students can undertake the BA First Placement module HSWG9007. This is to ensure that students have demonstrated their readiness for direct practise.
- HSWG9007 MA First Placement must be passed before students can progress to taking the Final Placement module HSWG9008.

### Reassessment and Progression

- All modules must be passed at 50% which is the University pass mark for post graduate modules. Some modules have one summative assessment but where there are two assessments both elements must be passed at 50%. Failure in one element will require resubmission of that failed element only; however, the module will only receive the maximum capped mark of 50%.
- Students that do not successfully pass the placement modules at the first attempt will usually be offered one reassessment opportunity.

### Award Requirements

- To achieve the target award of MA Social Work all modules and qualificatory practice units must be completed and successfully passed. Failed modules are not eligible for compensation/condonement. Should a module or qualificatory practice unit be failed once all reassessment opportunities have been exhausted, the student must leave the programme with an exit award. Exit awards do not confer eligibility to apply for registration with the Health and Care Professions Council.
- Students who successfully complete all modules (180 M level credits) **plus** both qualificatory practice units will be awarded the MA Social Work. This award confers eligibility to apply for registration with the HCPC.
- Students who successfully complete all modules (120 M level credits) **plus** both qualificatory practice units, **with the exception of HSWG7016 and HSWG7021**, will be awarded the PgD Social Work. This award confers eligibility to apply for registration with the HCPC.
- Students who successfully complete all modules (180 M level credits) but do not successfully complete both qualificatory practice units will be

awarded the MA Social Care Studies. This award does **NOT** confer eligibility to apply for registration with the HCPC.

- Students who successfully complete 120 credits at M level will be awarded the PgD Social Care Studies. This award does **NOT** confer eligibility to apply for registration with the HCPC.
- Students who successfully complete 60 credits at M level will be awarded the PgC Social Care Studies. This award does **NOT** confer eligibility to apply for registration with the HCPC.
- A failed student will not be permitted to re-register on the same (MA) Social Work programme. Refer also to the Academic Regulations <http://www.cumbria.ac.uk/AcademicRegs>.

### \* Key to Module Statuses

Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to carry as a marginal fail (within the limits set out in the Academic Regulations)
Optional Modules	Modules from which you will be required to choose a set number to study. Once chosen, unless indicated otherwise in the table above, an optional module carries the same rules as a compulsory module as per the Academic Regulations
Qualificatory Units	Non-credit bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme

## Programme Delivery Structure: Full Time

Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester / Extended / Year-Long		
HSWG7014	Effective Communication in Social Work	Autumn (Year 1)	Portfolio (50%) Practical Skills Exercise (50%)	End Semester 1
HSWG7015	Using our Theoretical Imagination for 21 <sup>st</sup> Century Social Work	Autumn (Year 1)	Portfolio (100%)	End Semester 1
HSWG7016	Using Evidence to enhance the Discipline of Social Work	Year-Long (Nov-Jun) (Year 1)	Oral assessment/presentation (30%) Written Assignment (70%)	End Semester 1 End Semester 2
HSWG7017	Safeguarding & Ethical Issues	Spring (Year 1)	Oral Assessment/presentation (50%) Report (50%)	Mid Semester 2 End Semester 2
HSWG7018	Critically Evaluating Interventions With Diverse Populations	Spring (Year 1)	Set Exercise (50%) Oral assessment/presentation (50%)	End Semester 2 End Semester 2
HSWG9007	1 <sup>st</sup> Placement (70 Days)	Spring (Year 1)	Portfolio (Pass/Fail)	End Semester 2E
HSWG7019	Critical Applications In Statutory Social Work Practice	Autumn (Year 2)	Written Exam (50%) Written Assignment (50%)	Mid Semester 1 End Semester 1
HSWG7021	Dissertation: Research Production, Analysis and	Autumn (Year 2)	Dissertation (70%)	End Semester 2

	Dissemination		Project Work (30%)	End Semester 2
HSWG7020	Resilience, Employability and Leadership	Autumn (Year 2)	Oral assessment/presentation (70%) Project Work (30%)	Mid Semester 2 End Semester 2
HSWG9008	Final Placement (100 Days)	Spring (Year 2)	Portfolio (Pass/Fail)	End Semester 2E

**Students exiting with 60 credits will be awarded a PGCert in Social Care Studies**

**Students exiting with 120 credits without the QPUs will be awarded a PGDip in Social Care Studies**

**Students exiting with 120 credits including both QPUS but without modules HSWG7016 and HSWG7021 will be awarded a PGDip in Social Work\***

**Students exiting with 180 credits without the QPUs will be awarded an MA in Social Care Studies**

**Students exiting with 180 including both QPUs will be awarded an MA in Social Work\***

**Modules can be undertaken in any order within the time limits for registration as laid down by the appropriate Social Work Professional, Statutory and Regulatory Body (PSRB) & the University of Cumbria (UoC)**

*\*Only these two awards will confer eligibility to apply for registration with the HCPC*

## Methods for Evaluating and Improving the Quality and Standards of Learning

### Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods

- Module Evaluation
- Programme Validation and Periodic Review
- Annual Monitoring
- Peer Review of Teaching
- Weekly meet up with all students during Autumn semester.
- External Examiner Reports
- Student Success and Quality Assurance Committee
- Use of Mentimeter and similar 'apps' to gain ongoing feedback.
- Meetings on at least an annual basis with stakeholders & Practice Educators

### Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.

- Student Staff Forum
- Module Evaluation Forms
- Programme Evaluation, DLHE, PTES
- Module/Programme/Personal tutorials
- Meetings with External Examiners
- Use of Mentimeter and similar 'apps' to gain ongoing feedback.
- Meetings on an annual basis with stakeholders & Practice Educators
- Placement Quality Student Evaluation

### Date of Programme Specification Production:

23/01/2019

### Date Programme Specification was last updated:

**For further information about this programme, refer to the programme page on the University website**