

## Programme Specification for MA Social Work

**This document applies to Academic Year 2024/25 onwards**

*Table 1 Programme Specification for MA Social Work*

<b>1.</b>	<b>Awarding institution/body</b>	University of Worcester
<b>2.</b>	<b>Teaching institution</b>	University of Worcester
<b>3.</b>	<b>Programme accredited by</b>	Social Work England
<b>4.</b>	<b>Final award or awards</b>	MA
<b>5.</b>	<b>Programme title</b>	Master of Arts Social Work
<b>6.</b>	<b>Pathways available</b>	NA
<b>7.</b>	<b>Mode and/or site of delivery</b>	Standard Taught Programme and Work Based learning
<b>8.</b>	<b>Mode of attendance and duration</b>	25 months full time
<b>9.</b>	<b>UCAS Code</b>	L508
<b>10.</b>	<b>Subject Benchmark statement and/or professional body statement</b>	<a href="#">QAA (2019) Subject benchmark for Social Work</a> <a href="#">SWE (2021) Education and training standards</a> <a href="#">DH (2002) Requirements for social work training</a>
<b>11.</b>	<b>Date of Programme Specification preparation/ revision</b>	Re-approved July 2024

### 12. Educational aims of the programme

The MA Social Work programme is accredited by Social Work England (SWE) and aims to enable students to develop the knowledge and skills necessary to pursue a career in social work. The programme seeks to develop effective social workers who can respond to the complex environment in current practice. To achieve this, we focus on providing an effective learning environment which offers appropriate support and challenge and a creative approach to teaching and learning. We use IMPACT colleagues to ensure that the programme is designed and delivered in a manner informed by the experiences of people who use health and social care services.

This programme aims to:

1. Develop critically reflective and research informed social workers who are committed to lifelong learning.
2. Enable students to build their skills and capability to develop effective relationships with diverse communities, built on strong social work values.
3. Produce social work practitioners with a sound understanding of the organisational, policy and legal contexts in which they practice.
4. Ensure the public are safeguarded by facilitating the development of responsible, accountable and autonomous professionals, who are prepared to practice according to [SWE \(2019\) Professional Standards](#)
5. Develop critical thinkers who recognise the complex social, economic, political, and cultural contexts in which social work is practiced.
6. To support students to become resilient, self-aware practitioners with strong professional identities.

### 13. Intended learning outcomes and learning, teaching and assessment methods

Table 2 knowledge and understanding outcomes and which module/code they relate to

<b>Knowledge and Understanding</b>			
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>	<b>Award</b>
1.	Critically reflect on the social work role in contemporary practice and synthesise this with the social policy context, sociological perspectives, and anti-oppressive practice.	SOWK4110 SOWK4117	PG Cert
2.	Justify approaches to social work practice through a systematic understanding and critical awareness of the evidence base and theory which informs intervention.	SOWK4111 SOWK4117 SOWK4118	PG Cert
3.	Critically analyse approaches to risk and lawful decision making in social work practice.	SOWK4112 SOWK4113	PG Dip
4.	Critically evaluate theories of human growth, development and transition which inform our understanding of those who engage with social work services.	SOWK4114	PG Dip
5.	Apply advanced research methods and evidence to contemporary social work practice	SOWK4111 SOWK4116	PG Dip
6.	Critically evaluate and synthesise use of self, personal and professional boundaries, reflective practice and use of power to ensure anti-oppressive practice.	SOWK4115	PG Dip

Table 3 cognitive and intellectual skills outcomes for module code/s

<b>Cognitive and Intellectual skills</b>			
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>	<b>Award</b>
7.	Exercise professional judgment in complex situations	SOWK4115 SOWK4118	MA
8.	Apply critical thinking skills to devise and sustain coherent arguments and conclusions.	SOWK4117 SOWK4118	MA

Table 4 learning skills and capabilities related to employability outcomes for module code/s

<b>Skills and capabilities related to employability</b>			
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>	<b>Award</b>
9.	Demonstrate professional practice underpinned by Social Work England's Professional Standards and the requirements of the Professional Capabilities Framework (PCF)	SOWK4111 SOWK4115 SOWK4118	MA

<b>Skills and capabilities related to employability</b>			
10.	Apply effective mechanisms to enhance resilience in practice.	SOWK4115 SOWK4118	MA
11.	Demonstrate advanced communication skills with all stakeholders to establish and maintain effective relationships.	SOWK4111 SOWK4115 SOWK4118	MA

Table 5 transferable/key skills outcomes for module code/s

<b>Transferable/key skills</b>			
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>	<b>Award</b>
12.	Demonstrate cultural competence in order to engage in effective social work practice in diverse communities.	SOWK4115 SOWK4118	MA
13.	Demonstrate digital professionalism when using a range of platforms and media during the programme.	SOWK4111 SOWK4115 SOWK4118	MA

### **Learning, teaching and assessment.**

The course acknowledges that social work is a practice-based, academic and professional discipline and therefore the integration of theory and practice are central to all aspects of the curriculum. The course recognises student diversity in relation to learning style and acknowledges that consistent and timely guidance, accompanied by a variety of learning and teaching methods will facilitate effective learning. The programme is campus based but includes some online elements in selected modules and seeks to support the development of students' digital capabilities as advocated by the British Association of Social Workers (2020) [Digital Capabilities for Social Workers](#).

The course aims to provide accessible and inclusive learning opportunities that enable students to engage with diverse learning and teaching methods including lectures, seminars, and practical sessions. Learning, teaching, and assessment acknowledges the relationship between theory and practice and takes an integrated approach to student learning. In-line with requirements by [Department of Health \(2002\) Requirements for Social Work Training](#) it provides 200 practice placement days. This includes the requirement to develop a 'Readiness for practice' portfolio as an equivalent of 30 days of practice and continues through the 2 practice placements: 70 days in Year 1 and 100 days in Year 2. Students are required to undertake statutory tasks prior to qualification. Placements allocated may be in private, voluntary, or statutory organisations.

The University of Worcester has a well-established reputation of partnership working with people with lived experience (PWLE) of health and social care services through the Impact group, as valued colleagues. IMPACT work with us through all aspects of the programme, e.g., planning, teaching, assessment, and evaluation. Feedback from PWLE is included in all the students' portfolios throughout their course.

We offer opportunities for inter-disciplinary learning (IDL) both within the university setting and placement setting, including simulated practice and role play.

The assessment strategy will include essays, reports, e-portfolios and presentations.

## Teaching

Students are taught through a combination of interactive lectures, seminars, practical sessions, and work-based learning.

In addition, postgraduate students will have a minimum of two meetings each academic year with their Personal Academic Tutors, timed to coincide with key points such as induction or assessment.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

## Contact time

In a typical week students will have around 9 contact hours of teaching. In the final year there is normally slightly less contact time in order to do more independent study.

Typically, class contact time will be structured around:

- Lectures
- Groupwork
- Experiential learning including skills simulations.
- Some online sessions which develop students' digital capability
- During the practice placement, around placement meetings and recall days
- During dissertation, through group and individual tutorials

Time spent on each activity will vary widely by week and semester and therefore the breakdown of hours for a typical week is not possible to provide. However, as an indication, lectures are likely to make up between 4 and 6 hours in a typical week.

## Independent self-study

In addition to the contact time, students are expected to undertake around 30 hours of personal self-study per week. Typically, this will involve reading, literature searching, directed study activities via Blackboard, online discussions, and preparation for assessment. Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

## Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. All of the teaching team retain their registration as social workers with Social Work England. The team includes academics with a wide range of practice expertise from a range of practice contexts in the statutory and voluntary sectors including safeguarding, older adults practice, children and families, mental health, youth justice, adoption and fostering, substance misuse, learning disabilities as well as experience of managerial and strategic development roles. The programme is supported by the participation of experienced practitioners from our partner agencies and people with lived experience of services from the University's IMPACT group.

Teaching is informed by research and consultancy. 90 per cent of course lecturers are Fellows of the Higher Education Academy and hold a teaching qualification and the Course Leader has gained Senior Fellowship of the HEA.

## Assessment

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessments which are graded and count towards the overall module grade.

Assessment methods include essays, reports, e-portfolios, and oral presentations. The e-portfolio for SOWK4111 includes an assessment of the students reflective writing, communication skills via an assessed simulation, an observation report, recording on an electronic database, digital professionalism.

All modules on this course are mandatory and therefore the formal summative assessment pattern for each year of the course is:

#### Year 1

#### Year 2

Module Code	Assessment Method(s)	Module Code	Assessment method(s)
SOWK4110	1. Individual presentation 2. Essay	SOWK4116	Dissertation
SOWK4111	1. E-Portfolio 2. Report	SOWK4117	1. Individual presentation 2. Essay
SOWK4112	Essay	SOWK4118	1. E-Portfolio 2. Case evaluation
SOWK4113	Essay		
SOWK4114	1. Individual poster presentation 2. Essay		
SOWK4115	1. E-Portfolio 2. Presentation		

#### 14. Assessment strategy

Assessment is planned across the course and is designed to provide students with the opportunity to demonstrate their core subject knowledge, complex skills and professional attributes across practice and academic settings. It enables students to identify their progression and achievements towards becoming a competent, autonomous social work professional, demonstrating safe, effective, and evidence-based practice. It incorporates both formative (informal and developmental) and summative (formal) assessment strategies.

All summative assessments are constructively aligned to the modular learning outcomes. A student-focused range of assessment strategies are used to facilitate the integration of theory with social work practice. This promotes the development of employment, transferable and reasoning skills. A key feature of the assessment strategy is the opportunity to practice similar assessment strategies across the course.

The assessment strategy has been developed in consultation with our service user and carer and practice partners. The course meets the assessment requirements of the [University's Assessment Policy](#) and SWE (2021) Standards of Education and Training. Assessment is designed to provide students with opportunities to demonstrate they have met the SWE Professional Standards and the [Professional Capability Framework \(PCF\)](#).

Formal guidance is provided for all assessment activities whether formative or summative. For summative assessments, a comprehensive assignment brief is included in the module outline, and this includes explicit assessment criteria clearly indicating what students need to do to complete the assessment successfully. Marking criteria are benchmarked to UW Masters Grade Descriptors.

Formative assessment is an important feature across the course and the teaching team believe it has a fundamental role to play in student learning and development. Students are strongly advised to engage with all formative assessment in order that they receive regular feedback on their progress, to allow them to self-assess their achievement. Furthermore, it is aligned to summative assessments, increasing student confidence in achievement, promoting independence in learning to support active, lifelong learning strategies. Formative assessment aligns to summative assessment, helping to increase student confidence in the assessment process. Students will receive formative feedback from several sources including teaching staff, their Personal Academic Tutor, clinical practitioners, and other students.

### **Assessment of Professional Practice**

The assessment of practice is undertaken in three modules; SOWK4111 incorporates the 'readiness to practice' requirements and is the equivalent of 30 days of practice, SOWK4115 and SOWK4118 are the two practice modules that include 70 and 100 days of practice respectively. Assessment of practice is undertaken by a Practice Educator who meets the Practice Educator Professional Standards for Social Work and is evidenced in the portfolio. In order to pass these three modules, students are required to pass all elements of summative assessment, i.e., assessment items are non-compensatory. People with lived experience are involved in the assessment of practice. An IMPACT member assesses student's readiness for practice within a simulated home visit as part of the portfolio, while feedback from people with lived experience is included in the student's portfolio at all 3 levels.

The assessment of professional practice is structured to be incremental and is assessed at the 3 threshold levels identified in the [Professional Capabilities Framework](#). Students are required to have met each threshold level before moving on to the next, thus must have passed each practice related module before progressing to the next. This enables the students to build towards the point where they can be assessed as having met the required standard to qualify.

Students who fail any summative assessment related to these modules will be eligible for re-assessment according to the University's [Taught Courses Regulatory Framework](#) except in relation to practice modules.

Students are supported in their achievement of the required level of competence via the allocation of an appropriately trained Practice Educator who meets the [Practice Educator Professional Standards for Social Work](#). (BASW, 2020). The practice educator will provide a report which is mapped to the relevant level of the Professional Capabilities Framework (BASW, 2018) and the [Social Work England Professional Standards](#) (SWE, 2019).

While the responsibility for student assessment rests with the practice educator, a training team including the onsite supervisor (where appropriate) and an academic provide robust and consistent arrangements for the assessment of practice learning. Practice educators and onsite supervisors are invited to a joint briefing where the requirements for assessment of professional practice are clearly outlined, along with any curriculum updates. A placement handbook outlines the portfolio requirements clearly for students, including the capabilities that need to be evidenced and the required level at which they are assessed. Students are required to complete the agreed number of days for each practice placement and the practice educator signs this off.

Students' portfolios are quality assured and moderated through the Quality Portfolio Assessment Panel (QPAP), which includes academics, Practice Educators, and people with lived experience. Students and practice educators receive written feedback to support the quality improvement of portfolios and practice educator reports.

Students, practice educators, onsite supervisors and Personal Academic Tutors complete a Quality Assurance Practice Learning (QAPL) survey. This process is used to quality assure placements and a general report is produced to examine themes and individual feedback is given to placement providers.

## **15. Programme structures and requirements**

The programme offers the opportunity to achieve the award of Masters in Social Work and meets the requirements of Social Work England's (2021) *Qualifying Education and Training Standards* to ensure students are eligible to apply for admission to the SWE Register of Social Work.

The MA Social Work provides a 25-month, full-time programme offering practice learning modules in both years.

Table 6 award map for each level of the course

Module Code	Module Title	Status Mandatory (M) or Optional (O)		Prerequisites		
		Credits (Number)	PG Cert	PG Dip	MA	
SOWK4110	Fundamentals of Practice	15	M	M	M	
SOWK4111	Skills and approaches to practice	15	M	M	M	
SOWK4112	Adult law and safeguarding in Social Work Practice	15	O	M	M	
SOWK4113	Children and family law and safeguarding in Social Work Practice	15	O	M	M	
SOWK4114	Human Growth and development	15	O	M	M	
SOWK4115	Practice 1 - Developing Capability	15		O	M	SOWK4111
SOWK4116	Dissertation	45		O	M	
SOWK4117	Complex Practice and skills	15		O	M	
SOWK4118	Practice 2 – Achieving Capabilities	30		O	M	SOWK4115
<b>Total Credits</b>		180				
<b>PG Certificate</b>						
To be awarded the PG Cert in Social Welfare Studies students must successfully complete 60 credits at Level 7 including SOWK4110 and SOWK4111.						
<b>This award does not confer eligibility for registration with SWE</b>						
<b>PG Diploma</b>						
To be awarded the PG Dip in Social Welfare Studies students must successfully complete the PG Certificate plus 45 credits from the remaining modules to a total minimum of 120 credits at level 7.						
<b>This award does not confer eligibility for registration with SWE</b>						
<b>Masters (MA)</b>						
To be awarded the Masters, students must complete a total of 180 credits at Level 7 including 45 credits from the dissertation.						

All modules are mandatory, and all 180 credits must be successfully completed to achieve the award.



## 16. QAA and professional academic standards and quality

The MA Social Work is a master's degree course leading to a qualification in social work that enables successful graduates to apply to join the register of social workers with Social Work England (SWE). The course is approved by Social Work England (SWE) and as such has been designed to meet the SWE Qualifying Education and Training Standards (2021).

This award is located at Level 7 of the [OfS sector recognised standards](#).

The following key documents have informed the development of this programme:

[SWE \(2021\) Education and Training standards](#),  
[SWE \(2019\) Professional Standards](#)  
[Professional Capabilities Framework \(PCF\)](#),  
[QAA Subject benchmark for Social Work \(2019\) document](#)

The practice aspects of the course comply with the University's (2020) [Policy on the Management of Placement and Work-based Learning](#)

## 17. Support for students

Student support is a central component of the social work programme and is available from within the department and the wider university, for example;

<https://www2.worc.ac.uk/firstpoint/>  
<https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx>  
<https://www2.worc.ac.uk/disabilityanddyslexia/>  
<https://www.worcester.ac.uk/life/our-community/>

### Personal academic tutoring

Personal academic tutoring is at the heart of supporting students personally, professionally, and academically. The team believe that the Personal Academic Tutor system is fundamental to student success. Students are allocated a Personal Academic Tutor (PAT) and normally this tutor will remain with them throughout their time at the University and will be the student's regular point of contact within the University.

It is recognised that the first year of any course can be a daunting experience for some, therefore the tutorial scheme will be shared with students at induction, and they will meet their PAT as a group. At this meeting the PAT will clarify their role and student entitlements, seeking to encourage a sense of belonging within the university, promoting student wellbeing, and building resilience. Subsequently students will meet with their PAT two further times in the first year and they will also chair the two student practice placement meetings.

Students prepare for their tutorials by completing the relevant PAT form to help them reflect on their learning and identify any learning aims for their progress on the programme. The PAT will help and advise their tutee (the student) on issues related to their study and progress and will monitor their engagement, attendance, and progress. If necessary, PATs can recommend referral to a range of other support services within the university.

### International student support

The programme supports international students to improve their ability to adapt to a new cultural and academic environment, as well as to improve their resilience, wellbeing and academic performance, with a beneficial effect on retention and employability.

Support sessions (both individual and group) are available (online or/and face to face) with the purpose of offering additional academic support as well as performance coaching.

In addition, to enable international students to share elements of their culture, a 'bring and share' event is organised around Christmas, inviting international students to present specific traditions connected to the festive period, including sharing food from their home countries' cuisine.

An international hybrid seminar around social work skills transferability is also organised, bringing together academics, practitioners, and students from various countries to discuss how social work specific skills can be utilised across social work and social care systems.

### **Placement support**

Prior to commencing their first practice learning experience students have an induction, which includes professional responsibilities and expected conduct, introduction to practice learning documentation and policy and guidance. They also attend joint briefings (attended by their Practice Educator and where applicable Onsite Supervisor) prior to starting each practice learning experience.

All placements are coordinated by the Practice Learning Coordinator. Every student will be supported in placement by a training team, which consists of a tutor from the programme team (usually their PAT), a Practice Educator and where applicable an Onsite Supervisor.

Students are supernumerary and supervised while in the practice learning environment, the with Practice Educator having primary responsibility for supporting and supervising learning experiences. Practice Educators will meet the BASW (2020) [Practice Educator Professional Standards](#).

### **Dissertation support**

All students complete a Dissertation and are supported by the module leader and a dissertation supervisor from the social work staff team.

## **18. Admissions**

### **Admissions policy**

The University aims to provide fair and equal access to a university education to all those who have the potential to succeed or benefit from it. Admissions to social work are made in line with the University's [Admissions Policy](#) and [Diversity and Equality](#) procedures.

The University is committed to widening participation to candidates from diverse backgrounds and therefore welcomes applications from young people leaving school or college, and from those entering through less traditional routes. The course welcomes diversity in its student population and encourages international students and students with disabilities or with specific learning needs to apply and undertake the course. Applications from mature applicants, particularly those with relevant experience in health and care are encouraged.

### **Entry requirements**

Candidates should possess the following/or be in process of obtaining:

- An Honours Degree at 2:2 or above
- GCSE English Language & Maths grade C or above, or an acceptable equivalent
- A minimum of three months contemporary, relevant practice (minimum of 10 hours weekly) experience verified by reference.

Successful applicants will also need to evidence:

- Satisfactory Occupational Health Clearance
- Satisfactory enhanced Disclosure and Barring Service check
- Confirmation of the ability to use basic IT facilities
- Where English is a second language. IELTS Level 7 will need to be evidenced.

The course recruits applicants who are able to study at Masters level and have the appropriate knowledge, skills and values as defined by the [Professional Capabilities Framework at "entry" level](#).

### **Disclosure and Barring Service (DBS) requirements**

An enhanced disclosure will be required prior to beginning any work-based element of a module. The cost of this will be met by the student. Students may be required to apply for further enhanced DBS checks before commencing each practice learning experience. Students are therefore encouraged to sign up for the [DBS update service](#).

### **Recognition of Prior Learning**

Students with relevant previous study at postgraduate level or with extensive experience may be considered eligible for recognition of prior learning. Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

### **Admissions procedures**

Full-time applicants apply through UCAS: Code L580. All applications received are scrutinised and shortlisted against set criteria, which include both educational and professional requirements:

- Applicant meets/working towards academic entry requirements.
- Personal statement shows applicant has the appropriate experience in social care and has some understanding of the role of a social worker.
- Coherent and logical expression of ideas.
- Includes one reference.
- Declaration of criminal cautions/ convictions if applicable.

Candidates who meet the criteria for admission are invited to attend for an interview.

### **Admissions/selection criteria**

The selection process for the social work degree has been designed to align with the [Best Practice in Admissions](#) to Pre-Qualifying Social Work Programmes guidance from the West Midlands Social Work Teaching Partnership and includes a variety of assessments, including group work, interviews, a written test and a case scenario discussion. The assessment during the selection day uses the BASW (2018) [Professional Capabilities Framework \(PCF\) at Entry Level](#). Assessment in relation to each activity the candidate undertakes is made against the relevant Professional Capabilities Framework standards.

Selection days involve both practice partners and people with lived experience who have attended training in the principles of selection, anti-discriminatory practice and equal opportunities through the University or practice partners' employing institution. Where a candidate is unsuccessful at interview, they are offered written 'feedback' against individual performance and interview outcome. Those who meet all the criteria for entry and are successful at interview are offered a place, conditional upon satisfactory health and Disclosure and Barring Service (DBS) checks.

## **19. Regulation of assessment**

### **The course operates under the University's Taught Courses Regulatory Framework**

#### **Requirements to pass modules**

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

- To pass the professional practice modules (SOWK4111, SOWK4115 & SOWK4118) students must pass all capabilities in all domains of the Professional Capabilities Framework (PCF) at the Readiness for Direct Practice, End of the First Placement or End of Final Placement level respectively and in relation to the latter 2 modules, meet the Social Work England Professional Standards (2019) as assessed by the designated practice educator.

### Submission of assessment items

- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

### Assessment of professional practice placements

- Within practice placement modules, in the event of a placement disruption or termination, the Practice Panel will review the report of the student's Practice Educator and make recommendations to the Social Work Examination Board.

### Retrieval of failure

- A student is entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.
- A student who fails the assessment of professional practice within SOWK4115 or SOWK4118 will be entitled to one further attempt at the placement. A student who fails in the original and reassessment opportunity of a placement will be discontinued from the programme.
- A student who has passed the placement element of SOWK4115 at the second attempt, must pass the placement element of SOWK4118 at the first attempt.
- Students may not be assessed in professional practice placement elements more than three times within the whole programme.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

### Requirements for progression

- A student must pass SOWK4111 before commencing SOWK4115 and SOWK4115 must be passed before commencing SOWK4118.

This course is subject to the University's fitness to practice procedures.

### Requirements for Awards

Award	Requirement
PG Cert Social Welfare Studies	Passed a minimum of 60 credits at level 7, as specified on the award map
PG Dip Social Welfare Studies	Passed a minimum of 120 credits at level 7, as specified on the award map
MA Social Work	Passed a minimum of 180 credits at level 7, as specified on the award map

PG Cert and PG Dip awards are unclassified. The awards of Masters may be made with Pass, Merit or Distinction.

This programme has a maximum registration period of 4 years which is a variation from the TCRF.

### **Classification of Masters**

The classification will be determined by whichever of the following two methods results in the higher classification.

#### Method 1

- a) Candidates will be awarded a Distinction where they have attained an average of A- (PD) or higher from the credit achieved with the University for the award.
- b) Candidates will be awarded a Merit where they have attained an average of C+ (PM) or higher from the credit achieved with the University for the award.

#### Method 2

- a) Candidates will be awarded a Distinction, irrespective of their other module results, where they have attained 90 credits at grade A- (PD) or higher.
- b) Candidates will be awarded a Merit, irrespective of their other module results, where they have attained 90 credits at grade C+ (PM) or higher.

Candidates will be awarded a Pass where they have not fulfilled the rules for Method 1 or Method 2 but are eligible for the award of a Masters.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

## **20. Graduate destinations, employability and links with employers**

### **Graduate destinations**

Upon successful completion of the social work degree, graduates are eligible to apply for registration with Social Work England (SWE) and to apply for employment or progress into higher forms of education. For the last two years of available data, 100% of students were employed in a professional occupation.

As a member of the West Midlands Social Work Teaching partnership, the programme has close links with employer partners in the region and many of our graduates obtain employment within the local region.

Social Work Graduates work in a range of social work and non-social work settings including:

- Adults with mental health needs
- Adults with physical / learning disabilities
- Older adults and dementia care
- Children in care
- Youth justice contexts
- Child protection
- Adoption and fostering
- Working in independent and voluntary sector agencies
- Domestic abuse services •
- Education support
- Community development roles

### **Student employability**

Students are prepared for employment throughout the programme specific through their development of the capabilities required as a social worker. This is staged by virtue of the 9

domains of the Professional Capabilities Framework which will prepare students to move to the next level of their development in relation to the Assessed and Supported Year in Employment level upon qualification.

The University has strong partnerships with local authorities in the region through our membership of the West Midlands Social Work teaching partnership as well as through local partnerships with our immediate local authority neighbours. Together we are involved in ensuring the curriculum is current and prepares graduates robustly for post qualifying work. Local authorities increasingly see practice placements as a means of preparing their future workforce and often results in students securing employment before qualification. The University works closely with local partners in the delivery of post-qualifying social work training and continuous professional development events.

The University of Worcester has established links with a range of employers and placement providers. These include:

- Worcestershire County Council Adults Services
- Worcestershire Children First
- Herefordshire Council
- Gloucestershire County Council
- West Midlands Social Work Teaching Partnership
- Barnardo's
- CAFCASS.

These partners support both course development and delivery by informing course design and teaching staff of the skills and competencies they require, by providing opportunities for student workplace visits, and by giving talks and demonstrations to students. This course has been developed with the support and input of partners to ensure that it is designed with their needs in mind. In this way, the course will maximise the employment opportunities for its graduates.

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.