



University of the
West of England

POSTGRADUATE MODULAR PROGRAMME

GRADUATE DIPLOMA SOCIAL WORK STUDIES (SPECIALIST SOCIAL WORK WITH ADULTS)

PROGRAMME SPECIFICATION

Definitive documentation *October 2007*

Validation May 2007

University of the West of England



University of the
West of England

Programme Specification

Section 1: Basic Data

Version 1

Awarding institution/body

University of the West of England

Teaching institution

University of the West of England

Faculty responsible for programme

Faculty of Health and Life Sciences
School of Health and Social Care

Programme accredited by

Highest award title

Graduate Diploma Social Work Studies
(Specialist Social Work with Adults)

Default award title

Interim award title

Modular Scheme title (if different)

UCAS code (or other coding system if relevant)

Relevant QAA subject benchmarking group(s) Social Work

On-going/valid until* (*delete as appropriate/insert end date) On-going

Valid from (insert date if appropriate) September 2007

Authorised by...

Date:...

Version Code

For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications

Section 2: Educational aims of the programme

The Graduate Diploma in Social Work Studies is designed to deliver the General Social Care Post Qualifying Award in Specialist Social Work. The educational aims of the programme are therefore based on the Specialist level criteria set out in the Post-qualifying framework documentation (GSCC, 2005).

Enable students to:

- Consolidate, extend and deepen their competence in social work with adults, their carers and their families.
- Think critically about their own practice in the context of the General Social Care Council (GSCC) codes of practice and national and international codes of professional ethics, in a wide range of situations, including those associated with inter-agency and inter-professional work.
- Draw on knowledge and understanding of service users' and carers' issues in order to contribute to strategies and practice which promote service users' and carers' rights, participation, empowerment and choice.
- Use reflection and critical analysis to develop their specialist practice, drawing systematically, accurately and appropriately on theories, models and relevant up to date research.
- Work effectively in the contexts of risk, uncertainty, conflict and contradiction which characterise contemporary social work practice.
- Teach and assess the practice of student social workers, and mentor and support students or colleagues.
- Take responsibility for the effective use of supervision to identify and explore issues, develop and implement plans and improve own practice.
- Effectively manage their own work and demonstrate a capacity to plan for and respond to change in organisational, inter-organisational and team contexts.
- Develop and implement effective ways of working in networks across organisational, sectoral and professional boundaries, thereby promoting inter-professional working and delivering integrated and person centred care.

Section 3: Learning outcomes of the programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

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A Knowledge and understanding

Learning outcomes

Teaching, Learning and Assessment Strategies

A Knowledge and understanding of

Teaching/learning methods and strategies

1. Values and ethics, including the complex dilemmas inherent in balancing rights, risk and protection in social work with adult service users and their carers and families.
2. Legislation, policy and welfare relevant to social work with adults including equality and human rights legislation.
3. Adulthood development and transitions and the ways in which these relate to individual needs and circumstances.
4. A range of models and frameworks of assessment and their applicability to complex work with adult service users.
5. The multi-professional and multi-agency context of adult health and social care and its' implications for social work practice.
6. The range of skills required to plan, support and manage the assessment of learners in the workplace.

The new post-qualifying framework for social work places a strong emphasis on the full integration of academic and professional learning. Learners are therefore encouraged to share their practice experiences in the classroom for the benefit of all as well as developing their learning in professional practice. The acquisition of outcomes 1-6 is further supported by lectures, discussion groups, mentoring, on-line learning and a range of workshop activities including structured reflection on practice. Throughout, learners are encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.

Assessment

1, 2, 3 & 5 are tested through the assessed observation of practice 1-6 are all tested through practice focussed assignments

B Intellectual Skills

B Students will be able to

1. Evaluate organisational policies and procedures within their historical and contemporary political context.
2. Analyse theories of adulthood, including those relating to development, identity, transition and loss.
3. Demonstrate their understanding of approaches to risk and assessment in adult social work in the light of contemporary theory and research.
4. Analyse theories of adult learning, support and assessment.
5. Critically discuss the changing role of social work with adults within contemporary society.

Teaching/learning methods and strategies

Intellectual skills are developed through lectures, seminar discussion and other workshop activities and web based learning.

Assessment

Assessment of intellectual skills 1-5 is mainly through written assignments including an extended practice focussed study.

C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills

- Students will be able to:
1. Communicate effectively with adult service users and their carers through their preferred choice of communication, taking full account of any impairment.
 2. Assess risk in a way which balances independence, vulnerability, rights, the protection of the individual and the needs, rights and security of others.
 3. Work accountably with other professionals, agencies, communities, service users and carers.
 4. Reflect critically on and continue to develop their own professional practice.
 5. Enable, support and assess the learning of others in practice.

Teaching/learning methods and strategies

Practice skills are acquired through work based learning, engagement with service users and cares, use of case studies, peer discussion and other seminar activities.

Assessment

Assessment of 1-4 is through agency based systems of induction and appraisal. Assessment of 1-5 is through direct observation of practice and practice focussed written assignments.

D Transferable Skills and other attributes

D Transferable skills and other attributes Teaching/learning methods and strategies

Demonstrate an ability to:

1. Take responsibility for own learning and demonstrate an open minded approach to learning in familiar and unfamiliar contexts.
2. Reflect on own performance and respond positively to feedback.
3. Question own values and prejudices including an awareness of ethical dilemmas, conflicts of interest and the implications of these for practice.
4. Critically reflect on and question current practice.
5. Use information technology to find, communicate and manage information.

Acquisition of skills 1-5 is through practice based, university based and on-line learning activities.

Assessment

Skills 1-3 will be assessed through agency based systems of induction and appraisal and through direct observation of practice. 1-5 will be assessed through practice focussed written assignments.

Section 4: Programme structure

The Graduate Diploma Social Work Studies (Specialist Social Work with Adults) is a development of the existing and successful BA (Hons) Social Work Studies. The new programme has been developed in order to meet the requirements of the GSCC 'Specialist Award' within the new post qualifying framework in social work. The award builds on the qualifying degree in social work and focuses on: 'consolidating, extending and deepening initial professional competence in a specialist context' (GSCC, 2005).

In order to complement and support regional and local workforce planning and development and to enable individuals to progress at their own pace, the Graduate Diploma is based on a flexible and accessible modular pattern of learning. The diagrams on page 7 set out the modules which make up the programme and illustrates a route which learners might typically take through the programme.

The programme is designed for graduate social workers who do not want to study at M level. These maybe practitioners with degrees they obtained many years ago in a variety of subjects or very recent graduates of the new social work degree programmes introduced in 2003.

The 'specialist context' for this award is social work with adults, their carers and their families. This area of specialisation underpins and informs the whole programme as well as being the focus of the compulsory 40 credit module.

It is a requirement of the framework that all learners undertake a module which focuses on the 'consolidation of competence' in a specialist context at the first stage of the programme. The module: 'Consolidation of Social Work Practice' is therefore normally the first module that students enrol on.

At the specialist PQ level, practice education is conceived of as an integral aspect of the process of acquiring in depth competence. 'Practice Education for Social Work' therefore also sits within the programme as a compulsory module. It is envisaged that learners will typically undertake this module during the second half of the programme as they become more confident and competent in their own practice and therefore more able to participate in the education and support of others.

The Graduate Diploma structure then permits 40 credits of optional choice for students in their area of specialist practice. The UWE Graduate Diploma is 120 credits and the GSCC Specialist Award can only be awarded with a UWE award.

Students should normally complete within 5 years of enrolment on the programme

Termination Procedures in relation to students on post-qualifying social work programmes

It is anticipated that any question of termination of training and suitability as a professional social worker is more likely to be raised in the first instance through practice in the employing agency. However this may not be the case in all situations and is also more complex in some situations, where (e.g.) self employed social workers are involved. In all cases we would follow the procedures laid out by the Faculty and University for investigating questions of suitability for professional training and as agreed by the GSCC for the social work degree programme and as amended by any later or future GSCC guidance in relation to registration.

The University would inform the GSCC of any post-qualifying social work students on its' programmes where registration issues were brought to our attention. The university would notify relevant employers if issues were raised about suitability directly with the university and ensure that the GSCC was informed of relevant outcomes should there be any doubt that the employer had not done so.

Programme Structure: Graduate Diploma in Social Work Studies

level 3	<p>Compulsory modules</p> <ul style="list-style-type: none"> Practice Education for Social Work Practice UZVS9G-20-3 Consolidation of Competence in Social Work Practice UZVS9F-20-3 Specialist Social Work Practice with Adult Service Users and their Carers UZVS9D-40-3 	<p>Optional modules</p> <ul style="list-style-type: none"> 40 credits at level 3 from the optional pool <p>See page 9 for example of optional modules</p>	<p>Awards:</p> <p>Graduate Diploma Social Work Studies (Specialist Social Work with Adults)</p> <p>Credit requirements</p> <p>120 credits at level 3</p>
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Structure diagram:

First Module

Consolidation of Social Work Practice UZVS9F-20-3 (Compulsory) Practice Module	Specialist Social Work Practice with Adult Service Users and their Carers UZVS9D-40-3 (Compulsory) Practice Module	Practice Education for Social Work Practice UZVS9G-20-3 (Compulsory) Practice Module	Optional modules 40 credits at level 3
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Example Structure:

Year 1	Year 2	
Consolidation of Social Work Practice UZVS9F-20-3 (Sept-Dec)	Specialist Social Work Practice with Adult Service Users and their Carers UZVS9D-40-3 (May-Jan)	Practice Education for Social Work Practice UZVS9G-20-3 (Jan-Jul)

Possible Option Modules:

Level 3

Ageing in Contemporary Society UZTR7T-20-3
Contemporary Issues in Mental Health UZZR4P-20-3
Communication Skills in Cancer and Palliative Care UZTR3X-20-3
Critical Social Work Practice UZVREC-20-3
Dual Diagnosis: Substance Misuse and Mental Health UZZRQ8-20-3
Engaging Communities and Service Users UZVREL-20-3
Ethical Issues in Professional Practice UZYRK4-20-3
Evidence and Research in Practice UZWR38-20-3
Evidencing Work Based Learning UZVREN-20-3
Family Interventions for People with Serious Mental Illness UZZRPS-20-3
Independent Study UZVREM-20-3
Leadership and Change UZVS6U-20-3
Legal Studies for Health and Social Care UZYRK6-20-3
Living and Working in a Diverse World UZVS69-20-3
Managing individuals with long term conditions UZTS7F-20-3
Meeting the mental health needs of people with learning disabilities UZZR4U-20-3
Person Centred Care for People with Dementia UZZR4S-20-3
Person Centred Planning UZZS7V-20-3
Practice: Older People UZTR7C-20-3
Principles of psychosocial interventions for people with serious mental illness UZZRPP-20-3
Principles of risk assessment UZZRPX-20-3
Public Health and Health Promotion UZVRE4-20-3
Synoptic Module UZZS7H-40-3
Understanding and Responding to the Abuse of People in Society UZVREH-20-3
Understanding and Responding to Challenging Behaviour UZZRQ6-20-3
Understanding Public Health UZVRE6-20-3
Working with People with a Diagnosis of Personality Disorder UZZS37-20-3

Level M

Ageing in Contemporary Society UZTS8K-20-M
Clinical Examination Skills for Advanced Practice UZWRH7-20-M
Community inter-professional and inter-agency working UZTS7N-20-M
Critical Mental Health UZZRSK-40-M
Dementia Care in Contemporary Society UZTR7Q-20-M
Dual Diagnosis: Substance Misuse and Mental Health UZZRSM-20-M
Enhanced practice in Cognitive Behavioural Therapy UZZRSP-20-M
Evidencing Work Based Learning 4 UZVRFG-20-M
Evidencing Work based learning in Management for Care Services UZVS6A-15-M
Health Promotion Theory and Practice UZYRF5-20-M
Human Resource Management UMPC6C-15-M
Managing Change UMOCB3- 15-M
Managing Information in Finance xxx-15-M
Independent Study UZVRFF-20-M
Integrated Assessment UZTS7L-20-M
Integrated Mental Health UZZRSN-20-M
Leadership and Change UZVRQW-20-M
Legal and Ethical Issues and Dilemmas in Health and Social Care UZYRL8-20-M
Policy, Participation and Partnership UZVS55-20-M
Supporting and managing individuals with long term conditions UZTS7G-20-M
Synoptic Module UZZS7J-40-M
The Practice of Health and Social Care Research UZWRGY-30-M
Therapeutic Skills in Primary Mental Health UZZS3F-20-M
Understanding Public Health UZVREX-20-M
Well-Being and Health in Later Life UZTR7P-20-M

Section 5: Entry requirements

1. Must have a professional qualification in social work (e.g. BSc, Dip SW, CQSW)
2. Must be working in an area that enables students to meet the learning outcomes of the programme
3. Have completed a first degree in Social work studies to access the Graduate Diploma Social Work Studies (Specialist Social Work with Adults)

AI/AEL can be used appropriately to reduce the number of modules studied.

Section 6: Assessment Regulations

Wholly in compliance with MAR

Section 7: Student learning: distinctive features and support

As stated above, the Graduate Diploma Social Work Studies (Specialist Social Work with Adults) delivers the 'Specialist Award' in adult social work within the new post qualifying (PQ) framework in social work. It is therefore closely linked to the National Occupational Standards in Social Work and so seeks to enhance, maintain and integrate high academic *and* professional practice standards. The requirement that the award should be meaningful, flexible, efficient and effective is reflected in the overall approach to student learning as well as in the structure of the programme.

Close liaison with employers has been central to the development of the programme through regional planning networks and the programme education development unit. The progress and support of individual learners will be closely linked to professional development through agency systems of induction, appraisal and supervision. Agency and programme representatives will also jointly monitor and review the progress of all individual learners on a regular basis.

The focus within the PQ framework on the assessment of competence in practice means that workplace learning is a distinctive feature of the programme. This is particularly reflected in the 3 compulsory practice modules. Initial consolidation of competence in a specialist context will be achieved through the module: 'Consolidation of Social Work Practice' while the module: 'Specialist Social Work Practice with Adult Service Users and their Carers' develops practice and learning in greater detail within the specific context of the learner's own practice. These modules each incorporate a component of practice assessment as well as practice focussed written assignments. In the former, this is linked to the 'Common Induction Standards' (Skills for Care, 2005); in the latter to the embedded values and common framework of knowledge and skills outlined in the 'Specialist Standards and Requirements for Post-Qualifying Social Work Education and Training for Social Work with Adults (GSCC, 2006). The third practice module: 'Practice Education for Social Work' reflects the expectation that effective use of supervision, mentoring and practice teaching and assessment are seen as part of the first level of specialism and role of the qualified practitioner. This aspect of the programme is based on the 3 domains outlined in the 'Guidance on the Assessment of Practice in the Workplace' (GSCC/TOPSS, 2002). In accordance with the GSCC requirement, that the majority of competencies identified in domains A and B should be assessed before students are assessed in all 3 domains (A, B and C), this module incorporates a staged assessment process. The first 2 domains are therefore assessed in practice before a final written assignment is used to assess all 3 domains.

Inter-professionalism is a key feature of students' learning on the programme. Social workers increasingly work alongside other professionals in multi disciplinary settings and across sectors. The PQ framework therefore stresses that all programmes must develop shared learning opportunities and the capacity to work inter-professionally. Learning outcomes associated with inter-professionalism are embedded in each of the modules on the programme and these are all open to non-social workers. The option module enables learners to pursue in depth, an area of particular practice interest or specialism, by selecting a module from the faculty option pool. In most cases this will also provide a multi-professional learning experience.

The need for social work practice to be underpinned by research has been widely recognised and promoted in recent years. The expectation for this programme is that graduates will already be equipped with the necessary skills in order to undertake an extended piece of work within the module 'Specialist Social Work Practice with Adult Service Users and their Carers' at Masters level. The integration of the former National Institute for Social Work library in to the UWE library provides an excellent resource base to support this assignment. Should some graduates not be equipped with the necessary skills to undertake that assignment, then they would take Evidence and Research in Practice as an optional module.

Accreditation of Learning and Accreditation of Experiential Learning will be used in accordance with faculty procedures. The flexible nature of this programme and its' applicability to social work practitioners with varied levels of experience and a range of academic qualifications, means that accessible and transparent AL/ AEL processes will form an important part of the student experience.

The involvement of service users and carers as experts by experience is well established at all levels of the initial qualifying degree in social work at UWE. Several members of the service user and carer 'Hub' who work with trainee social workers, have a particular interest in working with qualified practitioners and have been closely involved in developing this programme. A core group of service users and carers will maintain an ongoing involvement in the programme through the Programme Management Group and will provide a Consultancy service to practitioners on the programme.

Section 8 Reference points/benchmarks

- *Benchmarks*

QAA Benchmark Statement for Social Work
National Occupational Standards for Social Work
General Social Care Council Codes of Practice
General Social Care Council and Training Organisation for the Personal Social Services 'Guidance on the Assessment of Practice in the Workplace'
Common Induction Standards for Social Care

- *Staff research projects:*

see contextual documentation

- *Employer interaction/feedback:* Employers have been extensively involved in the development of the programme throughout. Both in terms of overall planning, but also in the conception and development of practice learning tools. UWE staff have also been engaged with the South West Regional PQ Forum after playing a long standing and significant role in the Top South West PQ Consortium.

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 he/she 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 individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.