

Programme Specification: Post Graduate Taught

For students starting in Academic Year 2023/24

1. Course Summary

Names of programme and award title(s)	MA Social Work
Award type	Taught Masters
Mode of study	Full-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 7
Normal length of the programme	2 years
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele Campus
Accreditation (if applicable)	Social Work England
Regulator	Office for Students (OfS)
Tuition Fees	<p>UK students:</p> <p>Full-time fee for 2023/24 is £8,000 per year*</p> <p>International students:</p> <p>Full-time fee for 2023/24 is £21,900 per year*</p>

How this information might change: Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

* We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

2. Overview of the Programme

Keele was the first new United Kingdom University of the 20th Century, established with degree awarding powers in 1949 as the University College of North Staffordshire. University status, as the University of Keele, followed in 1962. The University was founded to promote interdisciplinary and multi-disciplinary scholarship and makes a distinctive contribution to higher education by emphasising the strength of a broad educational programme. It is the UK's largest integrated campus university and occupies a 617-acre estate, with Grade II registration by English Heritage, the central feature of which is 19th Century Keele Hall. Keele's campus estate is one of the exceptional features of the University, and is integral to the quality of experience enjoyed by students, staff and visitors alike. A one hundred acre area of the estate, adjacent to Keele Hall, has designated conservation status confirmed by Newcastle Borough Council. Many architectural and landscape features dating from 19th century are of regional significance. Keele has built on its pioneering campus role by maintaining the highest proportion, around 70%, of full-time students in campus residence of any university in the country. On-campus housing is also provided for a large proportion of academic staff. It is situated in outstanding countryside about two miles west of Newcastle-under-Lyme, and about six miles west of the centre of the Potteries. Keele has an enviable record in Education. We have a TEF Gold award

and consistently achieve highly in the NSS. We have 96% graduate employability and the Keele Institute for Innovation and Teaching Excellence (KIITE) brings together expertise in academic development, student learning, employability and employer engagement as well as global opportunities.

Faculty of Medicine and Health Sciences

The Faculty consists of four schools comprising: School of Allied Health Professions, School of Medicine, School of Nursing & Midwifery, and School of Pharmacy & Bioengineering. Schools are responsible for delivering undergraduate and postgraduate programmes, and for generating and supporting research, enterprise and knowledge exchange activities, hosting visiting academics; organising research seminars and conferences and for the training and supervision of research students.

The Faculty has a long tradition of providing professional programmes leading to registration with regulatory bodies and as such, the Social Work programme benefits from cross-faculty support for different activities. In 2019 we launched Keele Deal Health setting out our commitment to work with partners in Staffordshire, Stoke on Trent, Shropshire and South Cheshire, to address local health and social care priorities, whilst our strong regional networks extend across not only the West and East Midlands but also to the North West and beyond. Our geography is diverse, covering remote and rural areas of the country in addition to highly-deprived inner cities locations.

The Social Work programme design follows the Quality Assurance Agency (QAA) UK Quality Code for Higher Education: The Frameworks for Higher Education Qualifications of UK degree-awarding Bodies level descriptors (QAA, 2014); UK Quality Code for Higher Education Part B1 (QAA, 2018). The programme has been mapped to the Social Work England standards (SWE) (2021), QAA Subject Benchmark Statement Social Work (QAA, 2019) and the British Association of Social Workers Professional Capabilities Framework (BASW) (2018).

The School of Medicine at Keele University enjoys an excellent reputation in both education and research and embraces a multidisciplinary approach to health and social care education. In addition to Social Work the School offers a range of undergraduate and postgraduate programmes including Counselling and Psychotherapy, Medicine, Physician's Associate, Public Health and Paramedic Science.

The MA Social Work programme is aimed at students wishing to obtain a social work qualification, who want to work in a variety of social work agencies in England and, upon registration with the relevant national body, the rest of the United Kingdom. In collaboration with both statutory and independent social work agencies who deliver services to young people and adults, the course seeks to produce critical and competent social workers. Successful completion of the programme enables students to practice in a variety of professional contexts, with sound ethics, a commitment to social justice, and professional competence. Postgraduate students who successfully achieve all the programme requirements are eligible to apply for registration with Social Work England (SWE).

Complex social problems require multi-faceted approaches, and the course rises to this challenge by promoting social work practice, inter-disciplinary knowledge, learning, and intervention. Students must demonstrate commitment to professional social work practice, with the necessary capability and suitability to develop knowledge and skills.

The programme provides a rich learning experience based on the recognition of equal human, political, and socio-economic rights, thus equipping graduates with the tools to encourage and undertake professional social work practice. Culturally sensitive practice competencies are promoted and enhanced through learning opportunities and practice experiences.

3. Aims of the programme

The aims of the programme are to develop the knowledge, skills, behaviours and values that underpin safe and effective social work practice within contemporary contexts. You will acquire decision-making skills to enable you to undertake evidence based social work practice in partnership with people with lived experience and colleagues. The programme will enable you to develop the competencies required for appropriately autonomous practice in a diverse range of social care settings and is offered full-time over 2 years providing substantive professional placement and skills development experiences. The professional practice experience component will normally be in at least one social work statutory agency to meet professional registration requirements.

The broad aims of the programme are to enable you to:

- Promote the rights, strengths and wellbeing of people, families and communities;
- Establish and maintain trust and confidence of people and be accountable for the quality of your practice and the decisions you make;
- Develop and disseminate critical responses to existing knowledge and skills and apply these to shape and innovate social work practice;
- Become an appropriately independent, accountable and autonomous practitioner with transferable skills

- and prepared for postgraduate employment, able to seek guidance and support when needed;
- Contribute to workforce development needs of social workers in partnership with our key stakeholders;
- Work in partnership with service users, carers and families in the development and delivery of social work;
- Engage with and represent social work at wider regional, national and international levels in various strategic and research context as appropriate to role and context;
- Develop an appreciation of the uncertainty, ambiguity and limits of knowledge and research, and the ability to manage your own learning and make use of scholarly reviews and primary learning materials appropriate to social work;
- Demonstrate relevant skills and evidence to achieve the SWE Professional Standards and BASW's Professional Capabilities Framework at the appropriate level.

Keele social work graduates are eligible to apply for Social Work England registration and will be able to demonstrate attributes that appreciate the social, environmental and global contexts of social work, including recognition of any ethical implications.

4. What you will learn

Preparation for social work practice involves development of knowledge, skills, attitudes, professional behaviours and capability. Content is based upon Social Work England's Qualifying Education and Training Standards (SWE 2021), SWE Professional Standards (2020) and QAA Academic and Practitioner Standards for Social Work (QAA 2019) and associated guidance, as well as being informed by the Knowledge and Skills Statements (2015). On successful completion of the programme students will have achieved the required standards to apply for registration with Social Work England by meeting the Regulator's Professional Standards:

- Promote the rights, strengths and wellbeing of people, families and communities
- Establish and maintain the trust and confidence of people
- Be accountable for the quality of my practice and the decisions I make
- Maintain my continuing professional development
- Act safely, respectfully and with professional integrity
- Promote ethical practice and report concerns

In addition, students will be expected to achieve the requirements of the BASW Professional Capabilities Framework (end of second placement). By the end of the final placement and successful completion of the programme students will have developed knowledge, skills and ability in relation to all nine domains in the BASW Professional Capabilities Framework:

- Professionalism
- Values and Ethics
- Diversity and Equality
- Rights, Justice and Economic Wellbeing
- Knowledge
- Critical Reflection and Analysis
- Skills and Interventions
- Contexts and Organisations
- Professional Leadership

These will be introduced, developed and enhanced via specific modules worth credit ranging from 0 - 45 (see table later in this document) over the course of the programme, as well as through tutorial support to encourage an holistic approach to professional and academic development. The curriculum also facilitates the progression from novice to advanced beginner to competent practitioner (Benner, 2001; Benner, 2009) with a clear progression in terms of understanding and managing complexity and uncertainty and with an emphasis upon research-minded practice throughout.

You will learn from experiential opportunities based in social work practice and be supported by a Practice Educator on placement who supports you to evidence the PCF. Our programme utilises informal and formal supervision to offer a range of learning and teaching strategies to develop understanding and professional competence. Whilst on placement you will also have access to a University Academic Mentor for further support as well as support in University recall sessions throughout your placement. Here we will develop the Keele graduate attributes of 'ability and motivation to participate responsibly and collaboratively as an active citizen in the communities in which you live and work' and 'flexibility to thrive in rapidly changing and uncertain external environments and to update skills and knowledge as circumstances require'. Small group tutorials will support the integration of theory and practice and offer peer-peer learning and sharing of experiences in order offer further support and also further learning opportunities as well as modelling group supervision experiences in practice.

Subject specific skills

Social work education and training at Keele is based on the principles and practice of anti-oppressive and

anti-discriminatory practice and lawful, effective practice. Equality of opportunity also applies to student life as well as the curriculum and course philosophy. Students can expect to be treated fairly and with respect at Keele University and our programme will establish and develop the basis for an anti-discriminatory and anti-oppressive practice in social work by ensuring that all students:

- develop a critical awareness of the processes of structural oppression and how this results in inequality in the context of race, class and gender;
- develop knowledge and skills to counteract the impact of stigma and discrimination;
- demonstrate a critical awareness of both individual and institutional racism and ways to combat anti-racist practice;
- develop an understanding and application of anti-sexism in social work practice;
- identify and respond to the need for and seek to promote policies and practices which are non-discriminatory and anti-oppressive;
- have knowledge of the cultural, political, linguistic and economic factors which affect service individuals in relation to social, community and family structures.
- demonstrate ethnically sensitive practice and prepares students to combat institutional oppression and discrimination.
- demonstrate a sound understanding of the impact and complexity of intersectionality in regards to multiple forms of discrimination and oppression.

Readiness for practice

To prepare you for professional practice you will learn the knowledge, core skills and values in order to work collaboratively with colleagues and engage effectively with service users and carers. You will be expected to demonstrate the following capabilities via completed assessments prior to commencing your first placement: meeting any conditions of entry to the programme (e.g. where DBS or health check is outstanding), initial level of professional conduct, appropriate communication skills, ability to engage with service users, capacity to work as a member of an organisation, willingness to learn from feedback and supervision, and demonstrate basic social work values, knowledge, theories and skills to be able to make effective use of your first practice placement (SWE, 2021 and BASW, 2018). The capabilities described provide the foundation and rationale for good quality practice and how social workers should always explain and be accountable for their actions (BASW, 2018).

Keele Graduate attributes

Engagement with this programme will enable you to develop your intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Our educational programme and learning environment is designed to help you to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in after your studies are completed.

Further information about the Keele Graduate Attributes can be found here: <http://www.keele.ac.uk/journey/>

5. How is the programme taught?

The programme is structured around key elements of social work practice which are introduced, developed and enhanced via individual modules over the two year programme. Learning and teaching methods used on the programme vary according to the subject matter and are reviewed on a regular basis. Teaching is undertaken in both the university and practice placements. Integrating university learning with learning from placement settings allows the student to consolidate their knowledge and apply it practically to social care practice. Some elements of the programme are taught in small groups in the university, such as the tutorial groups and sub-groups for other modules. The number of students within these groups is variable depending upon subject matter and intended learning outcomes. In practice settings students work with designated practice educators and a range of social care professionals and are also supported by tutors from the School. Theoretical elements of the programme are taught using a variety of approaches including:

Lectures where the lecturer provides students with a framework and context for further reading and independent study. Various lecture formats will be adopted including for example, interactive lectures designed to engage you in your learning. At other times external speakers may be invited. These individuals may be service users, social workers, active researchers, academics in the field of social work and related health and social care practice; all offer invaluable perspectives designed to enhance your practice.

Learning in the practice environment (practice experience) where you are able to develop your practice and professional skills under the supervision of allocated practice educator(s) and/or supervisor.

Small group workshops when you will work together with other students to, for example, critically

appraise research papers relating to some aspect of social work practice. Other approaches to the group workshop might involve working together over an extended period of time to develop a piece of work such as a poster which you may then subsequently present and defend.

Individual and group presentations where you will research and present a topic with relevance to practice to the whole group with time allowed for interactive questions and discussion.

Student and tutor-led tutorials which encourage topics of interest and relevance to a module to be explored in depth within a small group; problem-solving scenarios and case studies may be used as a vehicle for such discussion.

Web-based learning using the Keele Virtual Learning Environment (KLE): this medium is used by all modules and provides a platform for students to share online discussions and to access a wide range of learning resources. In addition, applications such as Microsoft Teams and web-based audience feedback systems are used to support and monitor learning. Content capture and videos are also important adjuncts that are available to support your learning.

Independent study will be required in each module; some study will be guided by tutors where necessary, but will also be self-directed depending upon the various demands of each module and its assessment. This type of learning may be facilitated by use of a range of resources such as work packages and access to specific web-based programmes. Independent study also forms an important part of the development of the final year dissertation, which is supported by an allocated member of the academic staff. You will participate in inter-professional learning in groups made up of a range of other health and social care students, an approach that enables you to learn with, from and about your current peer group and the perspectives of future colleagues.

In addition to these formal activities, students are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with their Academic Mentors or module lecturers on a one-to-one basis and via the University Disability and Dyslexia Support services.

Students will be assessed in all theory and practice specific modules against regulatory and professional body/sector standards. Students will undertake 180-credits of compulsory modules over the duration of the two-year programme and all modules will be assessed at level 7 (except the non-credit bearing placement modules which are, in line with sector practice, assessed at level 6). Students choosing to exit with a postgraduate diploma will undertake 135 credits of compulsory modules (not completing the dissertation module) during the two-year programme and all modules will be assessed at level 7. This is an exit award only and is not available as an entry route at the present time.

6. Teaching Staff

Teaching staff will normally have Social Work England (or equivalent UK Care Council) registration as a social worker and have extensive experience as social work practitioners or leaders in practice. Academics from other Departments and Schools who contribute to the programme are registered with the appropriate regulatory or professional body. The majority of staff also have membership of the Higher Education Academy (HEA) or are working towards this, with some also holding National Teaching Award/Fellowship status too. Social work academics have experience of teaching at undergraduate and postgraduate level and some are experienced external examiners at other universities. Staff are actively encouraged to hold honorary contracts (or equivalent in-kind or knowledge exchange arrangements) with social work provider organisations and to utilise this to ensure they remain updated with contemporary issues within their own field.

The School has a number of staff who hold PhDs and Professional Doctorates or are studying at doctoral level and/or whom have published widely. The School has a robust professional development strategy, which includes an annual research and scholarship programme, alongside annual appraisal and personal development planning which incorporates professional as well as academic development aspects.

Honorary lecturers, visiting lecturers and leading practitioners and practitioners are integral to the delivery of modules within the programme and are utilised where appropriate to enhance the student experience and to provide practitioners with the experience of working with student groups too.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's delivery (SWE requirements will continue to be met through quality monitoring processes). The University will endeavour to ensure that any impact on students is limited if such changes occur.

7. What is the structure of the programme?

The structure of the programme has been designed to support students' gradual transition from education to employment on completion of the programme. The programme is studied full time over two years and teaching around key aspects of social work is delivered via individual modules but with an emphasis placed upon integration of learning across the programme via group tutorials too. Within each academic year, time is spent in both the university and practice settings. Each module is usually a self-contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. All modules within the programme are compulsory, that is, students are required to study them in order to achieve the full award of MA Social Work.

Year 1		
Module No	Title	Credits
SWK-40091	Foundations of Social Work (SEM1)	15
SWK-40043	Models, Methods and Theoretical Approaches to Social Work (SEM1)	15
SWK-40089	Introduction to Law and Safeguarding (SEM1)	15
SWK-40087	Development Across the Life Course (SEM2)	15
SWK-40093	Readiness for Direct Practice (20 days) (SEM1-2)	0
SWK-40099	Social Work with Adults (SEM2)	15
SWK-40097	Social Work Practice with Children, Young People, Families and Carers (SEM2)	15
SWK-40095	First Practice Placement (70 Days) (SEM2-3)	0
SWK-40075	Social Work Research Methods (SEM3)	15
Total Credits for the year		105
Year 2		
SWK-40071	Professional Leadership and Organisational Context (SEM1)	15
SWK-40079	Contemporary Social Work Practices (SEM1)	15
SWK-40067	Development of Professional Self (10 days) (SEM1)	0
SWK-40077	Social Work Dissertation (MA) (SEM1-3)	45
SWK-40063	Final Practice Placement (100 Days)	0
Total Credits for the year		75

Contact Time and Expected Workload

The percentage breakdown is shown below in the table:

	Scheduled learning and teaching activities	Guided independent study	Placements
Year 1	476 plus placement but including skills days = 23% of hours for the year	872 = 2098 42% of the year = 42%	70 days at approx. 7-7.5 hours per day = 35% of the year
Year 2	168 plus placement but including skills days 11%	739 44%	100 days at approx. 7-7.5 hours per day 45%

8. Final and intermediate awards

MA Social Work	180 credits	You will require 180 credits at level 7 from the compulsory modules and must successfully complete the practice training and placement modules. Graduates will be able to apply for registration with Social Work England and on successful registration are entitled to practice social work in England.
MA Social Welfare	180 credits	You will require 180 credits at level 7 from the compulsory modules. If you achieve 180 credits at Level 7, but fail any of the practice training or placement components you will be eligible for the award of MA in Social Welfare. NB: This award does NOT confer eligibility to apply for registration with Social Work England and recipients are not entitled to use the title of Social Worker.
Postgraduate Diploma in Social Work	120 credits	You will require at least 120 credits at level 7 from the compulsory modules and must successfully complete the practice training and placement modules. Graduates are eligible to apply for registration with Social Work England and upon successful registration are entitled to practice social work in England.
Postgraduate Diploma in Social Welfare	120 credits	You will require at least 120 credits at level 7. If you achieve 120 credits at Level 7, but fail any of the practice training or placement components you will be eligible for the award of PgDip in Social Welfare. NB: This award does NOT confer eligibility to apply for registration with Social Work England and recipients are not entitled to use the title of Social Worker.
Postgraduate Certificate in Social Welfare	60 credits	You will require at least 60 credits at level 7. NB: This award does NOT confer eligibility to apply for registration with Social Work England and recipients are not entitled to use the title of Social Worker.

9. Learning Outcomes, Modules, Assessment and Regulatory Standards

The programme learning outcomes are taken from both Social Work England's Professional Standards (SWE) and the British Association of Social Workers Professional Capabilities Framework (PCF), which has nine domains at nine levels. Successful completion of the programme ensures that students have achieved the required standard in each of these domains.

Learning Outcome	Relevant Regulatory and Professional Body Standard/requirements:[1]	Modules in which this is delivered	Principal forms of assessment (of the Learning Outcome) used
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Demonstrate understanding of the nature and importance of professional standards and expectations, and evidence acceptable levels of professional conduct	SWE 2 SWE 3 SWE 5 PCF 1	Foundations of Social Work, Readiness for Practice First Placement Final Placement	Presentation, essay Role Play Portfolio, including observation reports
Develop and demonstrate an understanding of and ability to draw upon values and ethics appropriate to social work practice, including applying anti-oppressive and anti-discrimination principles in practice	SWE 1 SWE 2 SWE 5 PCF 2 PCF 3	First Placement Final Placement Foundations of Social Work	Portfolio, including observation reports
Evidence a knowledge of and commitment to human rights and social justice	SWE 1 SWE 4 PCF 4	Introduction to Law and Safeguarding First Placement Final Placement Contemporary Social Work Practices	Essay, Portfolio, including observation reports
Develop, evaluate and implement knowledge in relation to social work practice areas, legislation and relevant theories and research	SWE 2 SWE 3 PCF 5	Development across the Life Course Introduction to Law and Safeguarding Theories, Methods and Models Professional Leadership and Organisational Contexts Research Methods Dissertation expands upon a specific and selected area of practice/research	Essay, research proposal, dissertation (MA only) and open book examination

<p>Develop and demonstrate an ability to use professional judgement and authority necessary to work with individuals, families and groups in a range of settings and contexts, including the selection of appropriate methods and models of intervention to reduce levels of risk and harm</p>	<p>SWE 1 SWE 2 SWE 3 SWE 4 PCF 7</p>	<p>Introduction to Law and Safeguarding Social Work with Adults Social Work with Children and Families Contemporary Social Work Practices Placement (especially final) modules</p>	<p>Case study responses Essay Professional conversation/mock supervision Portfolio, including observation reports</p>
<p>Evidence understanding of the importance and complexity associated with partnership working and an ability to promote and work with service users, carers and other professionals as partners as appropriate to the specific role and task</p>	<p>SWE 1 PCF 8</p>	<p>Development of Professional Self Placement modules Social work with Children and Families Social Work with adults</p>	<p>Presentation Portfolio, including observation reports Case study responses</p>
<p>Develop, evaluate and evidence capability in respect of critical reflection and analysis to support lawful decision making, including in situations of risk, uncertainty and complexity drawing upon research where appropriate</p>	<p>SWE 3 SWE 4 PCF 6</p>	<p>Introduction to Law and Safeguarding Readiness for Practice Research Methods</p>	<p>Open book examination. Presentation and role play Research proposal</p>
<p>Demonstrate an understanding of, and ability to, critically examine the contexts in which social work takes place and work effectively in a multi-professional context and develop skills required for Professional Leadership</p>	<p>PCF 8 PCF 9</p>	<p>Development of Professional Self Placement modules Professional Leadership and Organisational Contexts</p>	<p>Presentation Portfolio, including observation reports Essay</p>
<p>Evidence understanding of professional accountability, the importance of supervision, use of feedback, understanding the limits of own discretion and of the importance of seeking to maintain one's own well-being and furthering own continued professional development</p>	<p>SWE 2 SWE 3 SWE 4 SWE 5 PCF1</p>	<p>Readiness for Practice Development of Professional Self Placement modules</p>	<p>Presentation Reflective writing Portfolio, including observation reports</p>

Evidence an understanding of, and ability to, identify and address concerns that may arise regarding own practice, other professionals' practice, or in relation to the practice contexts in the interests of promoting and protecting the interests of service users and of the social work profession	SWE 6 PCF 1 PCF 9	Professional Leadership and Organisational Contexts Placement modules Development of Professional Self Contemporary Social Work Practices	Essay Portfolio, including observation reports Presentation Professional conversation/mock supervision
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[1] Regulatory Body Standards are shown here as SWE 1/2/3/4/5/6 to represent the Social Work England Standards sections listed on pages 3-4 and Professional Body Standards are shown here as PCF1-9 to refer to the 9 domains of the Professional Capability Framework. Sections of the latter are also listed on pages 3-4.

How is the Programme assessed?

The wide variety of assessment methods used on this programme at Keele reflects the broad range of knowledge and skills that are developed as you progress through the master's programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used on your programme:

- **Written work/assignments** test the quality and application of subject knowledge. In addition, they allow you to demonstrate your ability to carry out basic literature searches, communicate your ideas effectively in writing and support your arguments with appropriate referencing. Written pieces vary in their length depending upon the module.
- **Written examinations** are undertaken and may be online or in situ. This type of assessment is designed to test your knowledge and your ability to apply that knowledge appropriately to professional practice.
- **Reflective assignments** enable you to develop your skills of reflective learning and practice and support portfolio development. These are fundamental skills used by all health and social care professionals as part of their continuing professional development.
- **Verbal presentations and examinations** assess your subject knowledge and understanding. They may also be used to test your ability to work effectively as a member of a team, to communicate what you know orally and visually, and to reflect on these processes as part of your own personal development.
- **Dissertation** is a significant assessment designed to develop your capacity as an independent learner and your ability to engage in with a range of literature associated with a social work topic of your choice. It also develops IT skills in the use of various software for literature searching and analysis.
- **Practice placement assessment** is undertaken via immersion in statutory and non-statutory placement areas. You will be undertake supervised practice with service users and carers and will be required to demonstrate your capability linked to BASW's Professional Capabilities Framework and SWE Professional Standards (2020). Assessments linked to the placement areas will help to prepare you for qualified practice.
- **Feedback**, including guidance on how you can improve the quality of your work, is also usually provided on all summative assessments within three working weeks of submission unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.
- The assessment strategy aims to be diverse, recognising the strengths of students with different life and work experiences and to align with practice skills, including those involving the production of high quality written work and also presentations. Assessment points have been designed to provide continuous feed forward and feedback so that students gain a deep understanding as to the requirements pertaining to each professional development theme. Assessment points are dispersed throughout the learning experience and have been mapped to Social Work England's requirements, QAA level 7 requirements and the BASW Professional Capabilities Framework to encourage student engagement throughout the programme.

Formative Assessment Methods

The value of formative assessment in higher education is well documented and evidenced. Primarily, formative assessment methods are adopted in this programme to empower learners and encourage self-regulated learning and reflection. Tutorial support and formative feedback will be available to support students as they develop within their learning.

10. Accreditation

This programme is accredited by Social Work England.

11. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/>

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

12. What are the typical admission requirements for the Programme?

See the relevant course page on the website for the admission requirements relevant to this programme: <https://www.keele.ac.uk/study/>

Applicants must be able to satisfy the general requirements of Keele University and the School of Medicine. The School implements an inclusive system of academic requirements to widen access for appropriately qualified candidates at different career stages.

Details of the specific academic requirements for the MA Social Work Programme can be found at the following location: <https://www.keele.ac.uk/study/postgraduatestudy/postgraduatecourses/socialwork/>

You would be expected to have some general knowledge of the nature of social work and related social problems before you start your course. Although it is not a requirement for entry, relevant experience is recommended in order to ensure this is an appropriate career aim and to evidence your motivation. Experience may come from a range of 'helping contexts' and may include personal experience. You should possess a driver's licence by the time of your first placement, to support your placement experience, wherever possible.

All offers are conditional upon the applicant having a satisfactory declaration of suitability, and an acceptable enhanced clearance by the Disclosure and Barring Service (DBS).

Applicants for whom English is not a first language must provide evidence of a recognised qualification in English language. The minimum score for entry to the Programme is Academic IELTS 7.0 overall (to include a minimum of 6.5 in each subtest) or equivalent.

Please note: All non-native English speaking students are required to undertake a diagnostic English language assessment on arrival at Keele, to determine whether English language support may help them succeed with their studies. An English language module may be compulsory for some students during their first year at Keele.

Recognition of Prior Learning (RPL) is considered on a case-by-case basis and those interested should contact the Programme Director. Please note that this process may incur a charge, and will require detailed evidence of learning achieved in relation to learning outcomes achieved and mapped against specific learning outcomes and content on the MA Social Work. This process can take significant time, so please do bear this in mind. The University's guidelines on this can be found here:

<https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/>

13. How are students supported on the programme?

The School provides a comprehensive range of support for student learning on the programme in addition to that provided by the University. Key to the success of this support are the following:

- As a student you are allocated to an academic mentor who is responsible for reviewing and advising on academic and placement practice progress. Academic mentors also offer pastoral support, acting as a first point of contact for non-academic issues which may affect your learning. Academic Mentors can refer you on to a range of specialist health, welfare and financial services coordinated by the University's Student Services.
- Module Leaders provide support for learning on the modules and the related assessments. They ensure that appropriate module-specific tutorial support is available via the module team, and that the team provides feedback in a timely manner. Module leaders also ensure that individual feedback on in-course

- assessments is available to all students and also brief students regarding the module's assignment/s.
- The Disability Liaison Officer provides support for students with disabilities (including specific learning difficulties) and works closely with wider university student support staff.
- The Award Lead will provide the day to day operational management of the programme and will support you with more general issues relating to the programme.
- The Programme Director for Social Work is responsible for the overall student experience and therefore able to provide support to students where Academic Mentors, module leads and award lead are not available or where the situation is particularly complex or concerning.
- Practice Educators provide supervision whilst you are on placement. Lecturers liaise between the School and Placement Bases and provide you with support during placement practice experience modules.
- Academic staff will be available to see you on an individual basis via an appointment system. Those meetings may be face to face or can be facilitated via electronic media e.g. Microsoft Teams if you are, for example, on a placement that is distant from the University.

14. Learning Resources

Social Work sits in the multidisciplinary School of Medicine which has excellent relationships with a range of Local Authority, NHS, voluntary and private sector organisations that provide practice placements that support students in achieving an excellent standard of practice. Keele social work students are fundamental to the wider Faculty of Medicine and Health Sciences; made up of the Schools of Allied Health Professions, Medicine, Nursing and Midwifery, and Pharmacy and Bioengineering; which enables facilitation of meaningful inter-professional working and learning. There are also opportunities to engage in the student led Keele Social Work Society.

The School is committed to providing a vibrant and supportive environment for you, which facilitates development of confidence and competence in academic studies and practice.

The learning resources available to students on the Programme include:

- An extensive collection of materials in the University Library, which contains books, journals, case reports and government publications. Much of this material is also accessible online to Keele students from anywhere in the world with a University username and password.
- The Keele Learning Environment (KLE) is used by Keele to provide every member of staff and student with a personal web-based teaching and learning workspace. It gives students access to information, activities and resources associated with the modules they are studying. These might include, for example, lecture notes and slide sets, pictures and other material together with interactive features such as discussion groups.

In situ elements of the programme are mainly delivered in modern teaching rooms in the School of Medicine, equipped with computers, internet access and projection equipment. Rooms are designed to be flexible and can be used for larger groups, and more informally for small groups working together.

The learning resources available to students on the programme include:

- The main university library holds an extensive collection of materials relevant to postgraduate study. A number of journals and ebooks are also accessible online from anywhere in the world with a University username and password and internet access.
- The Keele Virtual Learning Environment (KLE) provides easy access to: a wide range of learning resources including lecture notes, presentations and discussion boards enabling you to discuss topics with peers and tutors; all information about the programme; and all modules and other materials designed specifically for particular modules. It can also be used to develop reusable learning objects (RLOs) and integrate learning with assessment. The KLE and Microsoft Teams are also used to facilitate a blended learning approach to modules as appropriate.

15. Other Learning Opportunities

You may have the opportunity to present your final year dissertation work via poster or presentation at conferences, or indeed, via publication where excellent marks are achieved. A contribution from the School towards the costs incurred in these ventures may be available and will be considered on an individual basis. Such opportunities occur outside the normal timetabled programme; this will therefore require a commitment of time on your part.

16. Additional Costs

Disclosure and Barring Service (DBS)

Clearance for an enhanced DBS check is mandatory. Students will be provided with instructions on how to apply for a DBS check, including a link to apply via a company called UCheck. There is also an online DBS update service to sign up for once the DBS certificate has been received, which allows employers to check

DBS status and lets students keep their DBS certificates up to date online.

The costs are an initial £47.60 plus £4.20 for a digital ID check (the preferred option) totalling £51.80 for the enhanced DBS check, plus £13 per year for the update service. If the applicant is unable to do the digital ID check because they may not have the required ID documents, they will just be charged £47.60.

Activity	Estimated Cost
Enhanced DBS Clearance (£51.80) and annual update (£13 per year)	£77.80
Travel to placement	Dependent on placement location

Every effort will be made to allocate a placement experience close to your term time address, but this may not always be possible. Therefore, you may have to travel some distance to undertake your placements (up to 1.5 hours each way especially in rural areas in particular) which will incur some costs. If you are in receipt of a bursary this will include an element to contribute to travel costs for placements. If you do not receive a bursary you may be able to apply for the NHS Placement Travel Allowance, if you meet the eligibility criteria as set out by the NHS BSA.

Any occupational health screening costs will be met by the School.

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation. We do not anticipate any further costs for this programme.

17. Quality management and enhancement

The quality and standards of learning in this programme are subject to a continuous process of monitoring, review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year.
- Practice Learning Portfolios are monitored and evaluated by a Practice Assessment Panel, comprising experienced Social Workers, Practice Educators and Social Work academics. Keele University, Local Authority partners and WMTP jointly collaborate to assure the quality of practice learning. Practice placements are also quality assured via the Quality Assurance in Practice Learning Process (QAPL).
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Revalidation process.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of annual programme review.
- Findings related to the programme from the annual Postgraduate Taught Experience Survey (PTES), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students on the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:

<http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/>

Service Users and Carers

As part of our quality assurance of the programme and enhancement of the student experience service users and carers form an integral part of the social work programmes at Keele. At every stage we value the input of people with lived experience of the services we are training our students to work in after successful completion of the programmes.

It is vital for social work students to work with service users and carers to ensure that once they are qualified social workers they will have a thorough understanding of the standards of practice expected and the impact of practice on service users and carers.

Service users and carers who become involved in the programme receive training and support for the tasks they undertake. Throughout the programmes, during theory modules, as well as skills and placement experiences, students will gain an insight into people's journeys through the health and social care system across a range of settings.

Service users and carers take part in selection days to recruit the next cohorts of students, readiness to practice training, assessment and programme design and development.

Selection Days

Service users and carers form part of the interview panel for applicants to our programmes, alongside a member of the social work teaching team and a practitioner. They are involved on an equal basis in deciding whether an applicant is offered a place, this decision takes account of the interview performance, alongside the group activity and written task.

Teaching

Service users and carers contribute to teaching sessions and are especially involved in the skills training where they can illustrate key themes from personal experience.

Assessment

Service users and carers contribute to the formative and summative assessment of students' work in skills, most commonly in commenting on students' communication skills, according to a set of agreed criteria, as part of presentations. The overall responsibility for assessment remains with the module leader.

18. The principles of programme design

The programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

1. British Association of Social Workers (2018) *Professional Capabilities Framework*.
<https://www.basw.co.uk/social-work-training/professional-capabilities-framework-pcf>
2. Department of Health (2012) *Health and Social Care Act*.
<https://www.legislation.gov.uk/ukpga/2012/7/contents/enacted>
3. Department of Health (2015) *Health and Social Care (Safety and Quality) Act*.
https://www.legislation.gov.uk/ukpga/2015/28/pdfs/ukpga_20150028_en.pdf
4. Equality Act (2010).
<https://www.legislation.gov.uk/ukpga/2010/15/contents>
5. Children and Social Work Act (2017) <https://www.legislation.gov.uk/ukpga/2017/16/contents>
6. Social Workers Regulations (2018) <https://www.legislation.gov.uk/uksi/2018/893/contents>
7. Keele University (2020) *Regulations and Guidance for Students and Staff*.
<https://www.keele.ac.uk/regulations/>
8. Quality Assurance Agency (2018) *UK Quality Code for Higher Education*.
<https://www.qaa.ac.uk/quality-code>
9. Quality Assurance Agency (2019) *Subject Benchmark Statement: Social Work*.
https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-social-work.pdf?%20sfvrsn=5c35c881_6
10. Social Work England (2020) *Professional Standards*.
<https://www.socialworkengland.org.uk/standards/professional-standards/>
11. Social Work England (2021) *Education and Training Standards*.
<https://www.socialworkengland.org.uk/standards/education-and-training-standards/>
12. The Knowledge and Skills Statement for Child and Family Practitioners, published by the Department for Education in March 2018.
13. The Knowledge and Skills Statement for Social Workers in Adult Services, published by the Department for Education in March 2015

The programme has also taken into account feedback from local stakeholders and West Midlands teaching Partnership to ensure that future workforce needs are met by our graduates, as well as feedback from students and graduates.

19. Annex - Programme-specific regulations

Programme Regulations: MA Social Work

Final Award and Award Titles	MA Social Work
Intermediate Award(s)	MA Social Welfare Postgraduate Diploma in Social Work Postgraduate Diploma in Social Welfare Postgraduate Certificate in Social Welfare
Last modified	March 2022
Programme Specification	https://www.keele.ac.uk/ga/programmespecifications

The University's Academic Regulations which can be found on the Keele University website (<https://www.keele.ac.uk/regulations/>)[1] apply to and regulate the programme, other than in instances where the specific programme regulations listed below over-ride them. These programme regulations list:

- *Exemptions* which are characterised by the omission of the relevant regulation.
- *Variations* which are characterised by the replacement of part of the regulation with alternative wording.
- *Additional Requirements* which set out what additional rules that apply to students in relation to this programme.

The following **exemptions, variations** and **additional requirements** to the University regulations have been checked by Academic Services and have been approved by the Faculty Education Committee.

A) EXEMPTIONS

The clause(s) listed below describe where an exemption from the University's Academic Regulations exists:

No exemptions apply.

B) VARIATIONS

The clause(s) listed below describe where a variation from the University's Academic Regulations exists:

Variation 1:

This programme varies from regulation D5 in that students must successfully complete all assessments in all modules and there will be no compensation nor condonement in respect of any module.

Additional Requirements

The programme requirements listed below are in addition to the University's Academic Regulations:

Additional requirement 1: Health suitability checks and Disclosure and Barring Service checks are a regulatory requirement and subject to modification via external agencies. The School will inform prospective students of these requirements, and any changes made to these by the external agencies, upon request.

Additional requirement 2: Social Work England require that academic regulations for the approved MA Social Work programme are appropriate. As such they may be more stringent than University norms in some areas in order to ensure safe and effective social work practice.

Additional requirement 3: As a professionally regulated programme the MA Social Work and its students are subject to the Fitness to Practise regulation (Regulation B5) and Health and Conduct processes if

required. Further details of these can be found in the programme handbook. [1] References to University Regulations in this document apply to the content of the University's Regulatory Framework as set out on the University website here <https://www.keele.ac.uk/regulations/>.

Additional requirement 4: Prior to undertaking their first placement experience, all students must be approved by the Readiness to Practise Panel. For approval to be confirmed all elements of the readiness to practise module (SWK-40093) must be successfully completed and the student must have an approved enhanced DBS certificate for both adults and children's social work. This additional requirement is needed to comply with regulatory requirements.

References to University Regulations in this document apply to the content of the University's Regulatory Framework as set out on the University website here <https://www.keele.ac.uk/regulations/>.

Additional Requirement 5, Attendance requirements: Due to the professional nature of this course, students are expected to attend and engage in all scheduled learning sessions. Whilst we understand that there may occasionally be valid reasons why students cannot attend, apologies to the module lead responsible for the session will be expected in line with professional standards of courtesies and learning missed will need to be made up. Where attendance drops below an acceptable standard on academic modules (with 'acceptable' usually being less than 80% of sessions), regardless of circumstances, students will be required to engage in appropriate learning activities to be confirmed by the relevant module lead in order to ensure no gaps in essential knowledge. Where placement days are missed for any reason, they must be made up before the placement ends in order to ensure that the required number of days are completed. In addition, any skills days missed for any reason must be made up in consultation with the relevant module lead. Whilst all appropriate efforts will be made to support students who may be struggling to attend and/or engage with taught sessions, where absence presents professional concerns, the Programme Director may decide to refer the student to either Fitness to Practise processes or Health and Conduct processes as appropriate.

[1] References to University Regulations in this document apply to the content of the University's Regulatory Framework as set out on the University website here <https://www.keele.ac.uk/regulations/>.

Version History

This document

Date Approved: 18 April 2023

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2022/23	CATH HOLMSTROM	19 August 2022	