

# Social Work: Integrative Programme

This programme is no longer recruiting. Please refer to the programme specifications for MA Social Work & Emotional Wellbeing and MA Social Care & Emotional Wellbeing.

This programme is only offered at: **Tavistock and Portman NHS Trust**.

<b>Final award</b>	MA/Higher Specialist and Advanced Awards PG Certificate
<b>Intermediate awards available</b>	PG Diploma and Post-Qualifying Award in Higher Specialist Social Work
<b>UCAS code</b>	N/A
<b>Details of professional body accreditation</b>	General Social Care Council approval to follow validation
<b>Relevant QAA Benchmark statements</b>	Social Policy & Administration & Social Work
<b>Date specification last up-dated</b>	November 2011

## Profile

### The summary - programme advertising leaflet

#### Programme content

The programme provides a unique and highly flexible programme, with opportunities for integrated professional and academic study and development towards a range of professional post-qualifying and academic post-graduate awards. The programme contributes to the professional development of the individual and the wider professional community. The intermediate qualifications similarly support both professional and academic development. Students on the programme undertake work discussion and supervised practice as practitioners with any of three client groups (children and young people, adults or mental health service users) or in the role of leaders/ and managers or educators/trainers. Students also study theory, observation, policy and research methods in depth. Participants analyse and reflect on work experiences, supervision and case studies and planned management and training interventions. Students also attend a five day experiential learning event where the focus of study is the emotional life of the organisation.

Social workers attaining the Post Qualifying Award in Higher Specialist Social Work satisfy the GSCC requirements for this level of professional practice. Social workers attaining the Post Qualifying Award in Advanced Social Work satisfy the GSCC requirements for the higher specialist level and demonstrate that they are able to take a leading role in their chosen specialist field.

Students on the Integrative programme take one of the 5 post-qualifying awards. According to whether this award has (a) a service user focus, or (b) a professional activity focus, all students will take a minor pathway drawn from the other category. Thus, for example, a

student taking the Social Work with Adults award will also take a 'minor' pathway in either management or education.

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## **Admission requirements**

Minimum entry requirements are:

- 2 years post qualifying experience in social work, with a recognised social work qualification (DipSW/CQSW/Social Work Degree or equivalent) and eligibility for registration with GSCC
- Sustainable employment within a social work agency for the duration of the programme
- Evidence of commitment to learning from experience, and deploying psychoanalytic concepts for professional understanding
- A good (first or second class) honours degree or demonstration of the professional equivalent at level 3. This is the Post Qualifying Award in Social Work (PQSW) or Post Qualifying Award in Specialist Social Work (PQSSW)
- Post qualifying social work experience equivalent to or accredited as post qualifying social work at specialist level. Applicants who have a social work qualification but no degree or professionally accredited post qualifying award at specialist social work level may present a portfolio that demonstrates the requirements of a relevant post qualifying award at specialist award level.
- Applicants who do not have a social work qualification but do hold a relevant first or second class degree may register for individual units. Such applicants, with sustainable employment in the health, education and/or social care field may register for all aspects of the academic award but would not be eligible for the post qualifying award in social work .

## **Selection**

There is provision for entry with advanced standing, subject to fulfilling other entry criteria. The integrated academic and professional requirements of individual units serve as the baseline against which each individual standing claim is assessed. Candidates wishing to make such a claim will be provided with the learning outcomes of the unit for which exemption is sought and will be expected to complete the task within the word limit of the unit's designated assessment task. Such claims may be based on either prior certificated or prior experiential learning.

The Tavistock Clinic will apply the principle of equality of opportunity to all its admission activities and positively encourages the application of students from a wide range of backgrounds, including those with special needs. Applicants are expected to submit photocopies of their professional and academic qualifications at interview.

Selection is by:

1. Application form in which you write in about 1,000 words a brief account of your career to the present day. You are asked to describe the factors which you feel have had the greatest bearing on your development within the social work profession (or equivalent) and your application to this course including one or two examples from your practice/work which have influenced your professional development. This may be the subject of further discussion at interview. In your written work, you are expected to show capacity for:
  - Critical reflection.
  - Effective work with colleagues and teams within and across different disciplines and agencies.
  - Competently engaging with and intervening in the life of the service user (in specialist contexts) and recognising and working with diversity.
  - Drawing upon research and theory to inform your practice
  - Using supervision to inform your practice and to support and develop the practice of others.
  - Working with and thinking about risk, uncertainty and conflict.
1. A reference from your workplace supporting your application
1. Personal interview in which both academic and professional qualifications will be considered

*Additionally, in these circumstances*

1. Where qualified social workers do not hold a degree or an accredited post qualifying professional award at specialist level, such applicants may, in addition to the application form and the interview, submit a *portfolio* to evidence that they meet the requirements of a relevant Post Qualifying Award at Specialist Social Work level.

All students applying for a place on this course will also be required to produce a current Enhanced Level Criminal Records Bureau Disclosure. If original and up to date documentation is not available at interview, only a conditional offer can be made, pending submission of disclosure certificate.

## **APEL**

A) Up to half the credits for an award may be achieved through accredited experiential learning, and up to two thirds of the credits for an award may be achieved through accredited certificated learning.

B) Where a combination of experiential and certificated learning is involved up to one half of the credits for the award may be achieved through accredited experiential learning with further credits being achieved through accredited certificated learning up to a maximum of two thirds of the credits for the award.

## **Programme structure**

The MA and Post-Qualifying Award in Higher Specialist and Advanced Social Work is a flexible part-time post-qualifying, post-graduate programme for social workers. In the spirit

of inter-professional collaborative learning, suitably qualified students, who are not social workers, are welcome to register for any units of particular interest within the programme.

Social workers may complete one year for the academic award of Post Graduate Certificate in Social Work or two years for the Post Graduate Diploma in Social Work or three years for the MA in Advanced Social Work.

Social workers may simultaneously register for one of 5 post-qualifying professional awards at either Higher Specialist (Post-Graduate Diploma) or Advanced (M) Levels.

The professional awards are the GSCC Post-Qualifying Awards in Higher Specialist or Advanced Social Work:

- Children and Young People, their Families and Carers or
- Social Work with Adults or
- Mental Health or
- Leadership and Management or
- Practice Education

Students registering for the post qualifying awards in social work with service user groups: Children and Young People, Adults, Mental Health, may complete the awards in one of the following roles: Practitioner, Manager or Educator. Students registering for the awards in Leadership and Management or Practice Education may focus their work in relation to one specific client group: children and young people, adults or mental health service users.

Students who are awarded at the higher specialist level will, in the course of their studies, satisfy the GSCC level criteria for Higher Specialist Social Work. Students awarded at the advanced level will, in the course of their studies, satisfy the GSCC level criteria for Advanced Social Work.

All MA and Post Qualifying Award in Social Work holders at Advanced level are eligible for consideration for direct entry to the Professional Doctorate in Social Work.

The programme is taken over three years by part time study, on one day a week. It consists of a number of taught elements including a programme of structured work discussion. Those studying for the MA and Post-Qualifying (PQ) award in Advanced level social work may, in their 3rd year choose one of two pathways. These are MA and PQ award by dissertation or MA and PQ award by clinical work. All students wishing to proceed to the doctorate will take the Clinical pathway in their 3rd year.

### **Learning environment**

Learning and teaching throughout the programme is linked to the student's professional practice. The assessment of professional practice underpins all aspects of the programme. Work discussion, theory, observation, policy and research methods are all taught in small seminar groups. Clinical supervision, tutorials and research supervision take place either in small discussion groups or on a 1-1 basis.

### **Assessment**

**Year 1 contains the following assessed elements integrating the GSCC generic level requirements (Higher Specialist (HS)) :**

- Theory essay: 2500 words

(GSCC HS 1,2,3,4,5,6)

- Infant Observation: 3000 words, plus 2 observations of 1500 words each

(GSCC HS 1,2,3,4,5,6,)

- Work discussion essay: 3000 words

(GSCC HS 1,2,3,4,5,6,7,8,9)

**Year 2 contains the following assessed elements elements integrating the GSCC generic level requirements (Higher Specialist/Advanced) :**

- Theory essay: 2500 words

(GSCC HS 1,2,3,4,5,6,7,8,9)

- Work discussion: 3000 words, plus 2 recordings of 1500 words

(GSCC HS and at Advanced level 2,3,5,7,8,9,10)

- Institutional Observation: 2500 words, plus 1 observation of 1500 words

(GSCC HS 1,2,3,4,5,9)

- Social Policy presentation 4,000 words

(GSCC HS,2,3,4,5,6,7,8,9 and at Advanced Level 2,3,4,5,7,8,9,10)

**Year 3 contains the following assessed elements integrating the GSCC generic level requirements (Advanced Level (AL)) :**

MA and Advanced Level Awards (dissertation pathway)

- MA dissertation: Year 3, 15,000 words

(GSCC AL 1,2,3,4,5,6,7,8,9,10)

MA and Advanced Level (clinical pathway):

- Professional Practice study: Year 3, 6,000-8,000 words

(GSCC AL 1,2,3,4,5,6,7,8,9,10)

- Social Policy process paper: Year 3, 3,000-4,000 words

(GSCC AL 1,2,3,4,5,7,8,9,10)

Research Methods paper: Year 3, 3,000 words (GSCC A/L 1,2,3,4,6,)

### **Relevance to work/profession**

This programme is a unique programme of study that offers opportunities to develop professional practice to a very high standard. It integrates practice, policy and research and contributes to the development of the individual and the professional social work community. The programme thus aims to contribute to the integration and recovery of professional identity. Students will develop capacities for leadership in relation to colleagues and services. Service user and carers have been consulted in the design stage of the programme and will be involved in programme teaching, assessment, management and quality assurance. Employers have been consulted about the content of the programme from the outset and will continue to be involved directly and as part of a regional workforce development strategy.

### **Thesis/Dissertation/project work**

Throughout the programme, students have opportunities to develop and discuss their ideas and experiences in small seminar groups and individual tutorials/supervisions. All the assignments provide opportunities for making creative contributions to understanding practice (as practitioners, managers or educators) based on experience.

### **Added value**

This is an extremely flexible programme located in the rich inter-professional learning environment of the Tavistock and Portman NHS Trust. It facilitates the integrated professional and academic learning of social work students at different stages of their careers. It offers a range of post-qualifying and academic awards. The programme also offers progression to the professional doctorate in social work. Students learn with and from peers who are occupying a range of work roles with different client groups across the spectrum of health, education and social care settings.

### **Your future career**

The programme provides opportunities to develop higher specialist and advanced level knowledge, skills and leadership capacities. It is expected that the programme will considerably enhance the career pathways for students within social work.

### **How we support you**

Support is offered through the individualised learning programmes, one to one relationships with tutors and supervisors and learning in a small group setting.

There is an induction event before the start of the programme and there are course committee meetings between students and staff once a term. Each student is allocated an individual tutor whom they see both individually and in a tutorial group at least once a term. In the third year, students are allocated individual clinical or research supervisors.

Each of the five PQ awards will be led by a staff member acting as an award leader, who will also act as tutor for the group of students following this award. In addition, all students will agree a personal learning plan that guides the negotiated aspects of their curriculum in relation to award requirements throughout the programme.

### **Bonus factors**

As an international centre of excellence for psychoanalytic thinking, the Tavistock Centre has an excellent library system available both on the web and at the institution itself, for which students receive usage induction. The programme gives an opportunity for students to study and work in an inter-professional clinical and educational context. Students meet both a wide range of experienced psychoanalytic practitioners and academics and experience a student body from a diversity of social work settings sharing common professional interests and values.

## **Outcomes**

### **Programme aims and learning outcomes**

#### **What is this programme designed to achieve?**

This programme is designed to give you the opportunity to:

Aims:

- to provide a programme of integrated professional and M level academic study towards the level offered by the General Social Care Council's Higher Specialist and Advanced Level Awards
- to enable social work professionals to pursue advanced theorisation and research based in clinical practice with different client groups and or through applied leadership/management or education/training.
- to enhance the capacity to manage change, adapt creatively to rapidly changing policy environments, and develop the advanced competences necessary to respond professionally and take a leading role within reconfigured modes of service delivery and with particular client groups.
- to enable students to further the development of theory and research within the profession, by deepening and extending their own research skills and theoretical sophistication

#### **What will you learn?**

##### **Knowledge**

- an in-depth advanced understanding of the theoretical, methodological and research literature relevant to psychotherapeutic social work and the chance to relate this creatively to your own specialised roles and areas of practice
- an advanced understanding of the nature of processes which can inform interventions and change processes

- theoretical and experiential knowledge about work with diversity and incorporating the perspectives of service users, carers and other disciplines
- an advanced understanding of the dynamics of marginalisation, exclusion, power, and difference in professional practice, in the lives of service users and in organisations and communities

### **Thinking skills**

- an advanced awareness of therapeutic process and the ability to apply this to practice, organisational processes and social policy
- the capacity to make connections between observations, relevant theoretical constructs and practice interventions
- the capacity to develop and think through an individual research project or clinical study

### **Subject-Based Practical skills**

- Developing capacities for complex decision-making and high levels of professional responsibility
- developing capacity for taking a leading role in your area of expertise
- developing capacities for influencing the development of colleagues and services through initiatives in management, training or practice supervision
- skills in developing and implementing a programme of research and/or in-depth clinical study
- advanced observation skills (infant and organisational)
- advanced practice, management or educator knowledge, values and skills
- Develop the capacity to work with and in complex processes of change
- Manage and work with risk and uncertainty

### **Skills for life and work (general skills)**

- helps you to make links across subject areas, paradigms and theoretical orientations
- enhances ability and confidence to discuss ideas in a group setting
- enriches your capacity to tolerate, in a programme of considerable personal intensity, the emotional experiences of learning and working in social work
- continuing development and enhancement of suitability for practice skills
- enables you to appreciate the contribution that service users and carers make to your continuing professional development
- enables you to work effectively in multi-agency and inter-professional work environments

## **Structure**

### **The programme structure**

#### **Introduction**

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 0 - equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 - equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 - equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 - equivalent in standard to the third year of a full-time undergraduate degree programme
- M - equivalent in standard to a Masters degree

### **Credit rating**

The overall credit-rating of this programme is **60 for PG Certificate, 120 for PG Diploma/Higher Specialist Level Awards, 180 for Masters/Advanced Level Awards in Social Work**

### **Typical duration**

The programme involves study in seminars and individual tutorials for three years one day a week.

In the first two years work-based learning includes observation work (infant and institutional); preparation for work discussion; supervision of learners/practitioners; developing training and/or management initiatives; critiquing/developing/reflecting on aspects of agency policies; conferring with service users and carers and reading.

### **How the teaching year is divided**

There are three 10-week academic terms, the first starting in October, and the third finishing in July. In addition we offer students a research forum, once a term and a research study day, twice a year.

### **What you will study when**

All seminar teaching takes place on the same day:

#### **Years 1 and 2 (Tuesdays): Post Graduate Diploma/Higher Specialist Level Awards**

Observation (Infant and Institutional): One seminar per week in Terms 1,2,3 and 5

Theory: One reading seminar per week in Years 1 and 2

Work discussion: One seminar each week in Year 1 and 2

Social policy: 20 seminars in Year 2

Group relations event: 5 days in December in Year 2

**Year 3: (Thursdays) MA/Advanced Level Awards (dissertation pathway)**

Research methods /proposal: 20 seminars

Dissertation supervision: Individual supervision (6-10 meetings) plus 2 day workshops

**Year 3: MA and Advanced Level Awards (clinical pathway)**

Policy Process: 10 seminars (Autumn term)

Research methods and case study proposal: One seminar per week

Clinical supervision: 30 individual supervisions

The following are the core and optional requirements for this programme

Year	Unit	Time	Credits (M level)
1.	Theory seminars	30 x 1.25 hours. Psychoanalytic theory and application to s/work	20
1.	Infant observation	30 x 1.25 hours. Observe infant for 1 year	20
1.	Work discussion	30 x 1.25 hours Students present current work. Analysis of practice within theoretical framework and according to the GSCC requirements for the award	20
2.	Theory seminars	30 x 1.25 Psychoanalytic theory and application to s/work with different client groups and in different modes e.g. practitioner, manager and educator	20
2.	Work discussion	30 x 1.25. In role and/or clinical work in Departments – can include individual supervision	20
2.	Observational Studies group relations event	20 x 1.25 Observe institutions for 10 weeks 5 day block for group relations event	
	Social Policy	20 x 1.25	20
3.	Dissertation route		
	Research methods	20 x 1.25	
	Proposal seminars	20 x 1.25	

	Dissertation supervision	Individual supervision (6-10 meetings)	60
3. Clinical route	Research methods seminars	20 x 1.25	
	Clinical supervision	20 x 1 individual supervisions	
	Policy Process and Research	10 x 1.25 hours seminars	60

\* Subject to the agreement of the Programme Leader

### **Requirements for gaining an award**

To obtain the MA and Post-Qualifying Award in Advanced Social Work via the Dissertation pathway, a student must pass the dissertation and all other units with an M level Pass.

To obtain the MA and Post-Qualifying Award in Advanced Social Work via the Clinical pathway, a student must pass the supervised clinical case study and all other units with an M level Pass.

To gain the Post Graduate Diploma and Post Qualifying Award in Higher Specialist Social Work, a student must pass all Year 1 and Year 2 Units at M level or Post Graduate Diploma level.

To gain the Post Graduate Certificate in Social Work, two Year 1 units must be passed at M or Post Graduate Diploma level.

### **Masters Award Classification**

Where a student is eligible for an Masters award then the award classification is determined by calculating the arithmetic mean of all marks and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

- 70% - 100% Distinction
- 60% - 69% Merit
- 50% - 59% Pass
- 0% - 49% Not Passed

## **Assessment**

### **Teaching, learning and assessment**

#### **Teaching and learning**

Knowledge is developed through

- In depth study of psychoanalytic theory and its application to social work practice with three different client groups, leadership and management and practice education
- Relating this knowledge to the institutional and societal contexts, including the dynamics of marginalisation, exclusion, power and difference
- Study of the observational method and literature relevant to this
- Developing capacities to integrate observation, theory and research with practice, leadership/management or education/training
- In depth study of qualitative research methods and their application to social work

Thinking skills are developed through:

- Making increasing links in the three fields (observations, theoretical constructs and practice interventions) according to the standards and requirements of the post qualifying awards
- The enhancement of thinking and discussion skills in seminars
- The requirement to individualise learning throughout the programme and, at advanced level to take a leading role

Practical skills are developed through:

- Increasing the capacity to make links between theory and practice, thus developing both practice and supervisory expertise and decision-making and leadership skills
- Appreciating the contribution made by service users and carers to professional development
- The application of research methodologies to an individualised research programme and/or in-depth clinical study
- Supervised practice projects in practice, management and/or education

Skills for life and work (general skills) are developed through

- Enhancing the transferable skill of making links across theories and paradigms
- Discussion based seminars and practice based projects
- The inter-professional context of learning at the Tavistock and Portman NHS Trust
- Developing the ability to recognise the emotional impact of others on one self and vice versa
- Ongoing feedback in supervisions, seminars and tutorials developing awareness of suitability for practice skills
- The ongoing reflective journal and the annual reflective assignment, as facilitating the increasing capacity to reflect on learning and professional development

## **Assessment**

Knowledge is assessed by

- Essays in theory, policy and research methodologies
- Work discussion papers in practice, management and education/training
- Social policy presentations building on work based initiatives
- Linking observational experiences (infant and institutional) with theory in the observation portfolios
- The capacity to develop and implement a research project and/or in-depth case study

Thinking skills are assessed by

- The capacity to integrate theory and practice, policy and observation, as evidenced through assignments
- Discussion within the groups
- Developing and implementing the research project and/or in-depth case study

Practical skills are assessed by

- The developing capacity to observe and record, as demonstrated in assignments
- Essay and case study writing
- Conferring with service users and carers as part of the assessment process
- Assessment of supervised placements in practice, management and/ or education
- Developing research skills as evidenced through research assignments and dissertation/ in-depth case study
- Capacity for influence and leadership, evidenced by seminar, workshop and conference presentations and through the policy presentation

Skills for life and work (general skills) are assessed through

- The ability to hold different points of view and make links across theories and paradigms, as evidenced through written assignments
- Enhanced confidence through group discussion
- Increasing the capacity to tolerate anxiety when faced with new ideas and challenged by areas of experience inside the self, evidenced by seminar discussions of professional work and written assignments
- The annual reflective assignments as demonstrating the student's increasing capacity to maintain a reflexive relationship both with their learning and with its impact on their practice
- Suitability for practice assessed through supervisions and work discussion seminars

## Quality

### **How we assure the quality of this programme**

#### **Before this programme started**

Before this programme started the University checked that:

- there would be enough qualified staff to teach the programme
- adequate resources would be in place
- the overall aims and objectives were appropriate
- the content of the programme met national benchmark requirements
- the programme met any professional/statutory body requirements
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy, and student support mechanisms

This is done through a process of programme validation which involves convening a panel of academic experts including some subject specialists from other institutions. Each panel scrutinises available documents and talks to the staff who will teach the programme before deciding whether it can be approved.

The GSCC has first of all accredited the University of East London, at the first stage, to present professional award bearing programmes for approval within the new post qualifying framework. Following validation, the GSCC then approves the programme according to the specific requirements of the awards and the overall post qualifying framework.

### **How we monitor the quality of this programme**

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards)
- statistical information (considering issues such as the pass rate)
- student feedback
- Submitting an annual monitoring report on the programme to the GSCC for their comment

The programme is reviewed by GSCC every 5 years.

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Tavistock Clinic Quality Assurance team and the University's Quality Standing Committee.

Once every six years the University undertakes an in-depth review of the whole field. This is staffed by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

### **The role of the programme committee**

This programme has a course committee comprising all relevant teaching staff, student representatives and others, including users and carers, who make a contribution towards the effective operation of the programme. The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement process and proposes changes to improve quality. The course committee plays a critical role in the University's quality assurance procedures.

### **The role of external examiners**

The standard of this programme is monitored by at least one professionally qualified external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme
- To ensure that justice is done to individual students

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments
- Attending assessment boards
- Reviewing samples of student work and moderating marks
- Ensuring that regulations are followed
- Providing feedback to the University through an annual report that enables us to make improvements for the future

### **Listening to the views of students**

The following methods for gaining student feedback are used on this programme:

- Course committee meeting once a term (students represent year groups)
- Use of the personal tutor system
- Year group reviews, once a year
- Feedback forms, once a year

Students are notified of the action taken through:

- Circulating the minutes of the Course committee
- Year group reviews

### **Listening to the views of others**

The following methods are used for gaining the views of other interested parties:

The views of **employers** are obtained through a Social Work Board of Studies employer forum held once a year following consultation during the planning stage. The forum facilitates discussions between programme tutors students and employers. The programme is linked to both the London Regional Planning Group for PQ training and education. This group is comprised of employers and their representatives, service users and carers and other post qualifying programme providers. We are also linked to the North East London Learning Resources Network. These links help to ensure that programme providers engage with stakeholders in strategic processes of work force planning within the region. Employers are invited to participate in the formulating and reviewing of the rationale for this programme.

The views of **service users and carers** have been sought during the planning stage and as part of an ongoing consultative forum. Students are involved in conferring with service users and carers as part of their assessed work. Service users and carers are involved in teaching and in quality assurance of the programme via course committee meetings.

## **Further Information**

### **Where you can find further information**

- Further information about this programme is available from:
- The UEL web site (<http://www.uel.ac.uk>)

- The programme handbook (available from September 2005, see Tavistock website below, 'student area')
- Unit study guides
- UEL Manual of Regulations <http://www.uel.ac.uk/qa/>
- UEL Quality Manual <http://www.uel.ac.uk/qa/>
- Tavistock & Portman NHS Trust website: <http://www.tavi-port.nhs.uk>
- GSCC web site at <http://www.gsc.org.uk/Training+and+learning/Continuing+your+training/Post-qualifying+training/New+post-qualifying+framework+documents.htm>