



## UNIVERSITY OF EAST LONDON

### POSTGRADUATE PROGRAMME SPECIFICATION

#### MA Post Qualifying Professional Practice

<b>Final award</b>	MA Post Qualifying Professional Practice
<b>Intermediate awards available</b>	Post Graduate Certificate including the following named awards: <ul style="list-style-type: none"><li>– Post Graduate Certificate in Practice Education</li></ul> Post Graduate Diplomas including the following named awards: <ul style="list-style-type: none"><li>- PG Dip Social Work with Children and Families</li><li>- PG Dip Social Work with Adults</li></ul>
<b>Mode of delivery</b>	UEL on campus <i>and work based learning</i>
<b>Details of professional body accreditation</b>	N/A
<b>Relevant QAA Benchmark statements</b>	QAA Social Work Benchmark statement Professional Capabilities Framework Health and Care Professions Council (or current professional social work regulator) Professional Development standards
<b>Date specification last updated</b>	July 2018

## The summary - Programme advertising leaflet

### Programme content

This programme offers a flexible approach to continuing professional development and the achievement of academic awards. This is for qualified practitioners working with children and young people or with adults or people in mental health settings. It incorporates introductory modules of study towards the consolidation of practice and of the Practice Educator Professional Standards. This programme enables eligible social workers and allied professionals to achieve post graduate diplomas at the level of experienced professional practice and to complete a full Masters programme at the level of advanced professional practice.

### MA Post Qualifying Professional Practice at UEL

The Social Work subject area at UEL has always offered a substantial, high-quality range of post qualifying (PQ) courses. We have recently disaggregated some of our more traditional programmes to ensure that, as busy practitioners, managers and educators you can engage with a new approach to continuing professional development (CPD). Initially, this may be through undertaking one or more short courses. Short courses may serve as stand-alone 'taster' modules or as a way in to a fuller award-bearing programme of study. We offer specialist role preparation for professionals working with children and families, with adults and in mental health settings, and in practice education. Candidates can register for the full MA award or progress on the basis of individual modules which can be undertaken and paid for flexibly.

## **Entry requirements**

The programme is aimed at qualified, registered and practising social workers and allied professionals. It is expected that PQ applicants have at least 18 months post-qualifying experience. Each of our short courses and modules is written with social workers in mind and with direct links to the Professional Capabilities framework and specialist professional standards. There are also options for other professionals contained herein. Psychologists, occupational therapists and nurses, as well as social workers, can apply for: the Best Interests Assessor: Deprivation of Liberties Safeguards module (SK7323); the Advanced Mental Health Policy and Practice (Pre-AMHP) (SK7502) and the Professional Practice Innovation Project (Dissertation) module (SK7503) in order to complete your Master's programme.

Students that apply to enter stages of the programme may be admitted through normal Accreditation of Experiential Learning (AEL) or Accreditation of Prior Certificated Learning (APCL) processes, or through an approved articulation agreement. Therefore such applicants must be able to demonstrate and evidence that they have the required learning outcomes as listed in the modules for which they are seeking exemption.

In the case of applicants whose first language is not English, then IELTS 7.0 (or equivalent) is required.

At UEL we are committed to working together to build a learning community founded on equality of opportunity - a learning community which celebrates the rich diversity of our student and staff populations. Discriminatory behaviour has no place in our community and will not be tolerated.

Within a spirit of respecting difference, our equality and diversity policies promise fair treatment and equality of opportunity for all. In pursuing this aim, we want people applying for a place at UEL to feel valued and know that the process and experience will be transparent and fair and no one will be refused access on the grounds of any protected characteristic stated in the Equality Act 2010.

## **Programme structure**

This is a programme with a flexible structure, based on professional standards, qualified practitioner CPD and employer stakeholder partnership needs.

## **Learning environment**

Students will be invited to learn in a climate characterised by reflective and service user-centred practice-based learning. We know from feedback that our PQ students cherish the opportunity to discover more about their own and their colleagues' specialist practice and within an environment that enables in-depth learning. The specialist librarian supports students on individual modules and throughout the length of the programme. Some modules involve the contribution of employer appointed work-based mentors or supervisors. This includes the Consolidation module, Practice Educator modules, the Best Interests Assessor modules. Students on the Approved Mental Health Professionals course, all of whom are sponsored, will have an employer appointed practice supervisor.

Students will be encouraged to read widely around their subject. In all modules, an indicative reading list is provided. Students will be directed to be selective according to specialist interest and current or future professional role. Modules are supported by the provision of a module guide and these are underpinned by the module specification which is available through the student handbook.

Each module is accompanied by a dedicated Moodle site in our online student community. This site includes discussion facilities that will enable students to discuss and resolve issues related to your studies. In addition, the module tutor will use this facility to address any common academic issues, and to contact students where necessary. It is essential therefore that you have easy and regular access to the Internet and reliable email.

## **Assessment**

Each module in this programme is separately assessed and, because this is an advanced professional training, candidates are required to pass each module that makes up the full award.

Students with disabilities and/or particular learning needs should discuss assessments with the Programme Leader to ensure you are able to fully engage with all assessment within the programme.

## **Relevance to work/profession**

All modules connect to the post qualifying student's core profession. Classroom learning is designed to support practice and practice is at the centre of classroom learning.

## **Dissertation/project work**

The Professional Practice Innovation Project offers the opportunity for the student to delve into their chosen area of specialist practice. Each of the modules along the way encourages students to reflect deeply on the work they are doing within their professional settings. Many of the modules are intended to prepare students to take up professional roles that may be quite new to them, for example as a Practice Educator supervising a qualifying social work student, or as a Best Interests Assessor. In all modules the professional development of the individual student is thoughtfully and respectfully attended to throughout.

## **Added value**

Each of the modules that make up this programme offers individual students the chance to take a step forward in their chosen specialism. This may include gaining academic credit for completing the Assessed and Supported Year in Employment, learning how to supervise a student, or mentor a colleague, understanding how to manage complex safeguarding work with children and young people and their families, or how to intervene in the sensitive area where someone may lack mental capacity to make a decision, or be suffering from mental distress.

Our PQ students report the feeling of satisfaction and confidence they gain from the opportunity to research and explore their experiences of taking up and developing professional practice roles within a sound and structured learning environment.

## **Your future career**

Each of the modules in this programme relates to the professional standards for Continuing Professional Development (CPD) as set out by the social work regulator (currently HCPC) and to the Professional Capabilities Framework (PCF). Students will develop confidence and familiarity with a range of new knowledge and skills in their specialist practice. Professional values and ethical approach will likely deepen and strengthen. Students will have the opportunity to conceptualise practice interventions and to review

these. The knowledge, values and skills gained by students on this programme will be directly transferable to whichever setting they move. Completion of a Master's level research project will stand graduates in good stead for any future professional or academic endeavour they choose.

## **How we support you**

Students will be taught in small group learning situation with access in each module to teaching staff who are specialist in the area of practice under consideration. Students will be encouraged to be an active learner making good use of the facilitated group environment. Illustrative examples from their professional practice are likely to provide a source of current and relevant material that may be the focus of sensitive exploration. Students will have the chance to evaluate their learning experience within each module through a formal evaluative process.

Each programme group will be invited to elect representatives to attend the Programme Committee meeting with teaching, administrative and managerial staff from the School. Aspects of the programme design can thus be developed and improved taking account of your reflections and suggestions.

On enrolment, students will be provided with introductory materials on the use of the UEL Virtual Learning Environment (VLE), through which they will have access to Moodle and the learning resources to support each module. .

Students will receive academic support from their individual module leader. The role of the module leader is to monitor the effectiveness of the student's learning during the module for which they are responsible, providing feedback, encouragement and support, and any necessary remedial action.

## **Bonus factors**

This programme will enable students to locate themselves within the Professional Capabilities Framework. It will ensure that students meet the professional standards for their CPD. This programme is underpinned by the academic benchmarks of the Quality Assurance Agency of Higher Education. Vulnerable people who use the services provided by social workers and allied professionals are likely to benefit considerably from the students' commitment to this learning programme.

# Programme aims and learning outcomes

## What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

### Aim one

- Benefit from the highest quality courses in Continuing Professional Development and post qualifying academic learning.

### Aim Two

- Connect to students' practice experience, work role, and context.

### Aim three

- Enhance the service students offer to the vulnerable people with whom they, as social workers and allied professionals, engage.

### Aim four

- Locate practitioners within the frameworks of the regulatory body (HCPC or current professional regulator), professional bodies and the academic regulator QAA HE and to extend students' learning and capabilities.

## What will you learn?

### Knowledge

- Areas of specialist practice including from the point of qualifying as a social worker or allied professional to an advanced level of practice
- How to take up and fill key roles within their field of practice taking account of the legal and policy parameters of the role. This may be with children and families, with adults or with people in mental health setting or it may be as a practice educator and mentor
- How to apply the conventions of academic learning to their specialist field through critical and reflective reading and writing, through research and through the application of theoretical and methodological ideas to their specialism.

### Thinking skills

- Develop students' capacity to critically analyse literature from texts relevant to their work
- Extend their ability to reflect on practice in the light of theoretical ideas and research findings
- Enhance students' academic approach through the completion of assessed formative and summative assignments

### Subject-Based Practical skills

- Develop advanced practice skills within chosen specialist field
- Expand their repertoire of sound approaches to practice-based issues
- Occupy contemporary professional roles that may be new to the students

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

- Confidence in their ability to plan, intervene and evaluate courses of action
- Awareness of the use of professional self
- Adeptness with analysing and contributing to academic debate and knowledge transfer

## **The programme structure**

### **Introduction**

All programmes are credit-rated to help students 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 students do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 3 equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 4 equivalent in standard to the first year of a full-time undergraduate degree programme
- 5 equivalent in standard to the second year of a full-time undergraduate degree programme
- 6 equivalent in standard to the third year of a full-time undergraduate degree programme
- 7 equivalent in standard to a Masters degree

### **Credit rating**

The overall credit-rating of this programme is 180 credits.

### **Typical duration**

The usual duration of this programme as a part-time programme is up to 5 years.

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

The teaching year is divided into three semesters of roughly equal length. Modules range from a single 30 credit modules, to a double module format worth 60 credits (e.g. combined Practice Education 1-2 and dissertation module, Professional Practice Innovation Project) which is taught across multiple semesters.

As this is a part-time MA programme, students will undertake no more than 2 modules per semester. Apart from the dissertation module (SK7503), students can take modules in any order with the only limitation being when the module is taught.

## What you will study when

This part-time MA programme. Students will undertake no more than 2 modules per term. Apart from the dissertation module (SK7503), students can take modules in any order with the only limitation being when the module is taught.

Term of delivery	Module Title	Module Code
1 or 2 or 3	Consolidating Your Social Work Practice	SK7321 (This module can also be taken as a stand-alone short course under the same module code)
3, 1 & 2	Practice Educator Stage 1 and 2 combined Professional Standards Award (60 credit)	SK7322 (This module can also be taken as a stand-alone short course under the same module code)
1 & 2	Stage Two Practice Educator Professional Standards Award	SK7325 (This module can also be taken as a stand-alone short course under the same module code)
1 or 2	Best Interests Assessor: Deprivation of Liberties Safeguards	SK7323 (This module can also be taken as a stand-alone short course under the same module code)
60 credits at Level 7	<b>Exit Awards: Post-Graduate Certificate Post Qualifying Professional Practice</b>	Combining any two of the 30 credit modules  For the - 60 credit combined PE 1-2 - 30 credit PE 2; plus additional 30 credit module
	<b>Post-Graduate Certificate Post Qualifying Professional Practice (Practice Education)</b>	
1 or 2	Social Work with Adults	SK7501
1 or 2	Post Qualifying Professional Practice with Children and Families	SK7500
1 or 2	Advanced Mental Health Policy and Practice (also Pre-AMHP)	SK7502
120 credits at Level 7	<b>Exit Award: Post-Graduate Diploma</b>	Named Awards: PG Diploma in either: - SW with Adults or - SW with Children & Families
Over 2 consecutive terms (e.g. 1-2, 2-3)	Professional Practice Innovation Project (Dissertation)	SK7503
180 credits at Level 7	<b>Award: MA</b>	MA Post-Qualifying Professional Practice Combining Professional Practice Innovation Project (60 credits) with any PQ modules to 120 credits.

## Modules

Level	UEL Module Code	Module Title	Credit	Status
7	SK7321	Consolidating Your Social Work Practice	30	Option
7	SK7526	Practice Education (Stages 1 & 2)	60	Option or Core for PG Cert Practice Education

7	SK7325	Stage Two Practice Educator Professional Standards	30	Option <i>or</i> Core for PG Cert for Practice Education
7	SK7323	Best Interests Assessor: Deprivation of Liberties Safeguards	30	Option
7	SK7501	Social Work with Adults	30	Core for PG Dip. Social Work with Adults <i>or</i> Option
7	SK7500	Social Work with Children and Families	30	Core For PG Dip Social Work with Children and Families <i>or</i> Option
7	SK7502	Advanced Mental Health Policy and Practice (Pre-AMHP)	30	Option
7	SK7503	Dissertation (Professional Practice Innovation Project)	60	Core

## Requirements for gaining an award

In order to gain a Postgraduate Certificate, students will need to obtain 60 credits at Level 7.

In order to gain a Postgraduate Diploma, students will need to obtain 120 credits at Level 7

In order to obtain a Masters, students will need to obtain 180 credits at Level 7. These credits will include a 60 credit level 7 core module of advanced independent research.

## 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

## Teaching, learning and assessment

### Teaching and learning

Knowledge is developed through

- Guided reading
- Knowledge-based activities with feedback
- Group-based discussions and activities

Thinking skills are developed through

- Reflective activities with feedback
- Direct observations by mentors and supervisors (in some modules)
- Group-based discussions and activities

Practical skills are developed through

- Work-based planning with feedback



- Work-based intervention with feedback
- Research skills-based activities with feedback

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

- Confidence gained from practice in new roles
- Planning effective activities with feedback
- Project work

## **Assessment**

Knowledge is assessed by

- Coursework
- Assignments
- Mentor Reports (for some modules)

Thinking skills are assessed by

- Coursework
- Mentor Reports (for some modules)
- Project work

Practical skills are assessed by

- Practical reports
- Portfolio completion
- Mentor Reports (for some modules)

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

- Project work
- Group work

## How we assure the quality of this programme

### Before this programme started

Before this programme started, the following was checked:

- 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 approval which involves consulting academic experts including some subject specialists from other institutions.

### 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.

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 Quality and Standards Committee.

Once every six years an in-depth review of the whole subject area is undertaken 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 programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). 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 programme committee plays a critical role in the quality assurance procedures.

### The role of external examiners

The standard of this programme is monitored by at least one 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 through an annual report that enables us to make improvements for the future.

The external examiner reports for this programme are located on the UEL virtual learning environment (UELDirect / Moodle) on the school notice board under the section entitled 'External Examiner Reports & Responses'. You can also view a list of the external examiners for the UEL School by clicking on the link below.

<http://www.uel.ac.uk/qa/CurrentExternalExaminers.htm>

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

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

- Module evaluations
- Student representation on programme committees (meeting twice a year)
- Student/Staff consultative committee (meeting twice a year)

Students are notified of the action taken through:

- Circulating the minutes of the programme committee
- Providing details on the programme notice board
- Individual responses to students as required

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

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

- Consultation with former student on regular stakeholder meetings
- Discussion and feedback with employers and other stakeholders at North East London Social Work Education Partnership meetings every three months
- Discussion and feedback with employers and other stakeholders at London regional Social Work Education Network meeting every three months
- Discussion and feedback from service user advisors to the programme at regular meetings with service users
- Feedback from NELP commissioning processes

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

Further information about this programme is available from:

- The UEL web site (<http://www.uel.ac.uk>)
- The Student Handbook (available on Moodle)
- Module study guides (available on Moodle)
- UEL Manual of General Regulations <http://www.uel.ac.uk/qa/>
- UEL Quality Manual <http://www.uel.ac.uk/qa/>
- Regulations for the Academic Framework <http://www.uel.ac.uk/academicframework/>
- School web pages (<http://www.uel.ac.uk/cass/>)