



UNIVERSITY OF LINCOLN

Programme Specification

Title:

Social Work

Final Award: **Master of Science (MSc)**

With Exit Awards at:

Postgraduate Certificate (PG Cert)

Postgraduate Diploma (PG Dip)

Master of Science (MSc)

To be delivered from:

Level	Date
Masters or Postgraduate Certificate (PG Cert)	2019-20
Masters or Postgraduate Diploma (PG Dip)	2019-20
Masters or Master of Science (MSc)	2020-21

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1. Introduction

This document describes one of the University of Lincoln's programmes using the protocols required by the UK National Qualifications Framework as defined in the publication *QAA guidelines for preparing programme specifications*.

This programme operates under the policy and regulatory frameworks of the University of Lincoln.

2. Basic Programme Data

Final Award:	Master of Science (MSc)
Programme Title:	Social Work
Exit Awards and Titles	Postgraduate Certificate (PG Cert) Postgraduate Diploma (PG Dip) Master of Science (MSc)
Subject(s)	Social Work (H)
Mode(s) of delivery	Full Time
Is there a Placement or Exchange?	Yes
UCAS code	
Awarding Body	University of Lincoln
Campus(es)	Lincoln Campus
School(s)	School of Health and Social Care
Programme Leader	Adrian Croft (acroft)
Relevant Subject Benchmark Statements	
Professional, Statutory or Regulatory Body Accreditation	Health and Care Professions Council (HCPC)
Programme Start Date	2019-20

3. Programme Description

3.1 Overview

The Master of Science in Social Work degree programme at the University of Lincoln offers a stimulating and thorough learning experience which prepares students personally and professionally for the expectations and obligations of social work. Social work is a responsive profession which takes place in changing environments with individuals, carers, families, groups and communities. This offers students wide ranging opportunities for personal and professional development. The programme enables students to work in public, private and voluntary sectors in posts where accountable and effective professional social work skills are required. A combination of professional and academic training leads to a qualification preparing them for work in both adult and children's services.

The two assessed practice elements of the programme offer students contrasting learning experiences which conform to the standards set out in the Quality Assurance Benchmark Statements for Social Work. Students increase their research literacy, critical and analytical skills throughout the programme. These are consolidated at an academic standard by defining, undertaking and completing independently a piece of theoretically relevant primary research in a contemporary area of social work practice. The programme addresses the College of Social Work Professional Capabilities Framework and prepares students for meeting the Standards of Proficiency required when applying for social work registration with the Health and Care Professions Council.

Social work involves a range of experiences and activities, for which a comprehensive range of knowledge, skills and qualities is required. The programme prepares students to work reflexively, effectively and accountably with diverse populations where needs, risks and values vary and social work values are central to professional practice. Students are provided with opportunities to develop an extensive range of cognitive, analytical and communication skills, alongside developing their research literacy, ICT and organisational skills. In this way, the social work learning experience focuses on functioning for and on behalf of varying populations, within a range of teams and across different organisations and in a range of contexts.

3.2 Aims and Objectives

The MSc Social Work is a professional programme whose educational aims relate directly to the purpose of social work. The International Association of Schools of Social Work and the International Federation of Social Workers have defined social work as a profession which:

Promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilising theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work (IASSW/IFSW, 2004)

The MSc Social Work is distinctive in offering an advanced studies in social work, which, on successful completion of the Programme, allows individuals to apply to register and practice as professional social workers. The professional social work role is characterised by the need to manage the tensions inherent in social work practice, make judgements in conditions of complexity and uncertainty, communicate and work with a wide range of stakeholders and work in enabling and participative ways with service users and carers and others. With the increasing emphasis on inter-professional work, social workers need to understand the distinctive contribution of professional social work within a multi-disciplinary context. Of particular importance is the principle of holism, since

people in their social situations can only be understood effectively by taking into account a wide range of factors located at different levels of analysis. Bringing the social perspective into non-social work settings has become important increasingly as social workers are located in a variety of agencies and collaboration with other professionals has become endemic.

The overall aim of the MSc Social Work is to equip students with the necessary knowledge, skills, values and qualities to enable them to effectively work holistically with people, groups and communities to resolve the challenges which they face. In endeavouring to promote human welfare and human rights, social workers need to develop: a critical knowledge and evidence base; a complex set of skills; a professional social work value base; creativity to work in a variety of different ways appropriate to the circumstances; a distinctive perspective based on the principles of social justice, well-being and social inclusion. The programme maintains a focus on equality and empowerment and promotes sensitivity to cultural, religious and social contexts.

The programme is designed to prepare social workers for work with people, groups and communities and in complex social circumstances within a full range of settings and contexts including: residential, field, day, domiciliary, healthcare, justice, community and education arenas; in statutory, voluntary or private organisations; in national and international situations; and with diverse groups and environments. The programme will prepare students for working collaboratively: with others within teams; in and across multidisciplinary settings; and in multiple settings. The programme provides students with the necessary knowledge and skills to work in a context of changing needs, policies and services. In consequence, the programme prepares its graduates to apply to commence work as competent, capable and confident professional social work practitioners.

The award aims to confirm that graduates of the programme are able to:

- demonstrate a critical understanding of the theories, principles, skills and methods that inform social work and social work practice, giving particular attention to practice that supports well-being, social inclusion and social justice;
- develop a critical awareness and comprehensive understanding of multi-dimensional, inter-cultural and contemporary social issues, including causes and consequences for social work practice, informed by insights at the forefront of contemporary knowledge and practice, evidence and research informed practice, and by national and global issues;
- demonstrate the capacity to integrate advanced understandings of practice (including communication, negotiation, advocacy, assessment, evaluation and intervention for change) in order to achieve anti-oppressive practice and participation and to and promote capacity building with individuals, groups, communities and in the wider society;
- develop strategies to address and facilitate the inclusion of marginalised, vulnerable service users and at-risk groups of people to enhance well-being, development and human rights and promote collective social harmony and social stability within society, insofar as such stability does not violate human rights;
- demonstrate their ability to understand the complexity of social work values and ethical principles and to apply them to promote the inclusion of individuals in order to confront inequality and social, political and economic injustices, reflecting on relevant codes of conduct for social workers and legal and policy frameworks;
- work with a range of professionals and others and in a variety of professional settings to manage individually and collectively the complexities of working with vulnerable people, groups and communities to promote well-being and assess and manage risk to individuals, groups and communities;
- engage in and demonstrate critical reflection and reflexivity in relation to use of the self when

applying knowledge, research findings, theories and professional processes;

- define, undertake and complete independently a piece of theoretically relevant primary research to an academic standard in a contemporary area of social work practice;
- demonstrate the learning skills to work independently and continuously advance their knowledge and understanding in order to develop new skills to a high level and to contribute to the development of professional social work.

3.3 Variations to Standard Regulations and Guidance

Yes - see the Approved Variations to the University's Taught Postgraduate Regulations:

<http://secretariat.blogs.lincoln.ac.uk/university-regulations/>

4. Programme Outcomes

Programme-level learning outcomes are identified below.

Refer to *Appendix I – Curriculum Map* for details of how outcomes are deployed across the programme.

4.1 Knowledge and Understanding

On successful completion of this programme a student will have knowledge and understanding of:

- 1 a systematic and critical understanding of how individual identity is constructed and the potential impact of culture, inequality, difference and diversity.
- 2 The ability to analyse and explain the impact of power, authority and accountability in society, in relationships with service users and others and
- 3 The ability to analyse and explain the causes and impacts of poverty, exclusion and social disadvantage and promote rights, social justice and well being.
- 4 A systematic and critical understanding of the application of relevant research, theory and knowledge to understand people throughout the life course.
- 5 In-depth knowledge of legal and policy frameworks and guidance that inform and mandate social work practice and the implications for social work judgements.
- 6 The ability to explore and analyse the impact of organisational and multi-disciplinary aspects of social work practice and the, economic, social and political contexts of social work practice.

4.2 Subject Specific Intellectual Skills

On successful completion of this programme a student will be able to:

- 7 Evaluate and manage 'self' in interaction with others, involving evaluating, planning and prioritising work when working in uncertain and changing situations that are ethically and socially complex.
- 8 Interpret and critically evaluate research methodology and findings and the evidence base for social work, integrating these into the application and implementation of successful social work interventions.
- 9 Critically reflect on practice and question own values, prejudices, ethical dilemmas and conflicts of interests and consider the implications of these on practice, including the use of professional supervision.
- 10 Evidence the application of self-direction and originality in problem solving showing the capacity to think critically, logically, systematically and creatively and use a variety of problem solving strategies.
- 11 Show high levels of skill in communicating and engaging with a range of different individuals, groups and communities.
- 12 Critically deploy professional principles, processes and theories to make, assess and evaluate judgements and decisions to produce creative, coherent solutions in partnership with users of services and carers.

- 13 Critically evaluate the need for, and develop and use community resources, groups and networks to enhance outcomes for individuals

4.3 Subject Specific Practical Skills

On successful completion of this programme a student will be able to:

- 14 Understand and meet the professional requirements for social work as outlined by the Health and Care Professions Council
- 15 Critically develop and use their professional identity as a social worker and act in a professional manner
- 16 Critically understand ethical principles and values, and apply these to managing and resolving potentially conflicting and competing values and moral dilemmas.
- 17 Engage in professional, ethical and effective practice showing critical sensitivity and a high degree of self-awareness in work with service users and carers.
- 18 Conceptualise and appropriately challenge, individual, organisational and structural discrimination and oppression
- 19 Critically analyse and apply the principles of social justice, inclusion and equality in working with individuals, communities and others in social work practice.
- 20 Respect and protect the privacy of others, maintaining confidentiality and be able to judge when it is appropriate to share information.
- 21 Make appropriate use of laws, regulations, policy and guidance and how they can be applied appropriately to protect, advance or constrain people's rights and entitlements.

4.4 Transferable Skills and Attributes

On successful completion of this programme a student will be able to:

- 22 Take personal responsibility to work within personal and professional limitations, identifying where to seek appropriate advice, guidance and support.
- 23 Adopt an independent proactive and critically evaluative approach to their own learning and professional development and to their future learning and development needs
- 24 Demonstrate confidence and ability to communicate effectively, precisely and clearly orally, in writing and through communication and information technology as appropriate to the situation, with individuals and groups, in a range of formal and informal situations.
- 25 Engage in critical debate to plan, evaluate and enhance service provision working with others, in teams and in partnership, including users of services, negotiating, liaising and co-operating across professional and organisational boundaries.
- 26 Exercise initiative and profession responsibility to work effectively with users of services and carers and in a variety of team and organisational settings and as part of collaborative and inter-professional teams.

For details of each module contributing to the programme, please consult the module specification document.

5. Learning, Teaching and Assessment Strategies

5.1. Learning and Teaching Strategy

The learning and teaching strategy adopted within MSc Social Work programme is detailed below. It derives from the University's aim to produce independent, enquiring, knowledgeable graduates who enjoy learning, are enterprising, employable, self-aware, seek career and other opportunities in life, and make a positive contribution to society. Key to the implementation of these aims is the University-wide initiative to embed research-engaged teaching as the organising principle for learning at Lincoln, through an institutional project, 'Student as Producer' (www.studentasproducer.lincoln.ac.uk).

This 'Student as Producer' initiative is overseen and supported by the University's Centre for Educational Research and Development, whose role is to enhance the teaching and learning experience for staff and students through the provision of practical support, funding schemes, research capacity, teacher training and support for continuing professional development. CERD's role as an agent for change operates within the already well-established framework for the management and governance of quality and standards for teaching and learning at the University.

The focus of 'Student as Producer' is the undergraduate student, working in collaboration with other students and academics. Undergraduate students work alongside staff in the design and delivery of their teaching and learning programmes, and in the production of work of academic content and value. Thus, the approach to teaching and learning adopted for the social work programmes, and operating across the School of Health and Social Care, derives from the principle that in order to develop students as independent learners, great emphasis is placed upon effective student learning and engagement rather than focusing simply on the activity of teaching; although clearly these are not disconnected activities. Learning is seen as an active rather than passive process with the expectation that students will take responsibility for their own learning. In particular the MSc Social Work programme aims to:

- Develop a curriculum that is underpinned by research and reflects leading edge theory and practice;
- Continuously improve approaches to teaching, learning and assessment in partnership with students and wider stakeholders;
- Offer students research and research-like learning activities, work-related experiences and enhance their employment and career development prospects;
- Support staff in developing their research informed teaching and professional practice;
- Promote collaboration with selected partners inside and outside of the institution;
- Provide an environment in which staff and students have challenging, fulfilling and enjoyable learning and teaching experiences.

In particular, the staff team's approach is to develop and integrate the idea of 'Student as Producer' throughout the MSc Social Work programme. Research-engaged teaching involves more research and research-like activities at the core of the undergraduate curriculum. This includes, for example a commitment to learning activities where students work in collaboration with other students and teaching staff, facilitating their development through the provision and management of a range of learning to a point where students can take full responsibility for their own learning; the curriculum is deliberately developmental, supporting students to be able to critically apply skills, knowledge and values progressively over their studies. Students play a crucial role engaging in learning activities that promote quality learning.

The key principles of Student as Producer are embedded at programme level through the promotion

of active and research-engaged teaching and learning; the ways in which these principles are integrated into the programme are detailed below.

- **Discovery: Student as Producer**

The programme includes the significant use of enquiry-based learning that promotes not only engagement with learning, but also enables students to develop the abilities required to reflect upon their professional practice in a critical way.

- **Technology in Teaching: Digital Scholarship**

The programme will make extensive use of the University's Virtual Learning Environment to communicate with students and make electronic learning resources available. The online environment, provides a dedicated space for every module on the programme. At its most basic, the system will be widely used to publish lecture materials and study guides, providing links to external resources, and managing communications through email and discussion forums. It will also be used to promote collaboration amongst and between staff and students, as well as drawing on other more interactive features such as online tests, discussion fora, wikis and blogs. Staff will, for example, use online tools to incorporate electronic submission and return of work, use of 'Turnitin' academic plagiarism checker technology, and online tutorial support.

Additionally, the programme team has developed the use of e-portfolio software and open educational resources to support students in reflecting on and evidencing their learning and achievements across the course, and particularly in the practice elements.

The benefits of digital teaching and learning resources include reducing the barriers of time and distance and ensuring access for a diverse user base of students, academic staff and mentors in practice. For these advantages to be fully realised, content will be designed and delivered with priority given to inclusive practice. Staff in the Centre for Educational Research and Development (CERD) have extensive experience in supporting the development of accessible virtual learning environments and will work closely with the social work programme team to ensure all online materials follow current accessibility guidelines.

- **Space and Spatiality: Learning Landscapes in Higher Education**

The programme will benefit from access to a range of different learning spaces that will be drawn on to support different aspects of teaching and learning in the modules, including simulation practice learning environments. For example, The University Library Learning Space houses the Human Library event that is run twice yearly. Human libraries are an innovative form of exchange between people designed to promote dialogue, reduce prejudices and encourage shared understanding. They are structured and work along the lines of a traditional library— readers come in and borrow a book—except that the book happens to be a person with a story to tell, often someone from a marginalised group.

- **Assessment: Active Learners in Communities of Practice**

The module specifications and Appendix III, Assessment Map, indicate the range of different approaches to assessment that have been embedded in this programme. Practice and academic work is assessed equally throughout the programme; either through continuous assessment of practice, or in the form of coursework related to specific modules. A variety of assessment methods, including presentations, essays, examinations, in-class tests, case studies, reports, simulated scenarios, and the construction of a Podcast are included in the programme.

- **Research and Evaluation: Scholarship of Teaching and Learning**

The MSc Social Work Programme will facilitate the enhancement of student knowledge and skills within a critically evaluative framework. This will encourage and promote contemporary practice based on current evidence and thinking. A key aspect of professional learning is the development of

knowledge and skills. This is vital in respect of practice which is 'knowledge-informed'. The approach requires engagement with and an understanding of research and evaluation. This process is founded on two premises; first that knowledge-informed practice consists of the student being capable of handling information and data from academic and professional studies that might have a bearing on, or have importance for the development of best social work practice; and secondly that knowledge-informed practice also incorporates collecting evidence from one's own practice, keeping it under constant review and, with others, evaluating the effectiveness of practice in the light of that evidence. Both these aspects of knowledge-informed practice are regarded as active rather than passive or reactive processes.

Similarly teaching practice is evidence based, with teaching staff being engaged in a range of both funded and non-funded pedagogical and practice-based research projects.

- Student Voice: Diversity, Difference and Dissensus

It is recognised that all participants, whether students, service users, carers or staff members, have responsibilities and resources to bring to the programme; these in turn mirror the professional development requirements for social workers as detailed by the HCPC and The College of Social Work. For example, all participants have:

- Responsibilities to themselves and to others for personal and professional development. Each person has understanding, skills and experience to bring to the programme;
- The potential to negotiate goals, to plan and to achieve learning for themselves within an atmosphere of co-operation and mutual support;
- A responsibility to contribute to the learning environment by being open about their own feelings and actions and by being willing to explore the perspectives of others.

- Support for research-based learning through expert engagement with information resources

Much of the research-based learning that will take place on the MSc Social Work Programme will be sourced and accessed through information portals such as the Virtual Learning Environment and The Library (see details in the later section below)

- Creating the Future: Employability, Personal Development Planning, Enterprise, Beyond Employability, Postgraduate Study

Within the MSc Social Work programme this principle is met through significant engagement with different areas of social work practice and implementation of structured learning opportunities involving staff at the University, professionals in practice, service users and carers engaging with students in a variety of ways including workshops, seminars, tutorials, lectures, open learning, reading.

Teaching and learning on the programme is supported not only by the teaching team, but also by other colleagues across the University, for example, the Library Service and the Academic Subject Librarian. Furthermore, practitioners, employers and people who use social work services are involved in the design, delivery, assessment, monitoring and review of teaching, learning and the programme curriculum.

In addition Principal Teaching Fellows have been appointed across the University and the Principal Teaching Fellow located in the School of Health and Social Care, who holds the role of College Director of Education, is a core member of the Social Work team and has co-ordinated and supported the Programme team to develop documentation and prepare for the validation of this programme. Additionally, the School of Health and Social Care has made a fundamental contribution to both the strategy and practice with the academic staff team in the School pioneering many University initiatives, such as the staff appraisal scheme, 'fitness to practice' and safeguarding procedures and the peer review of teaching.

The course team works closely with External Examiners and welcomes their comments on all aspects of the programme.

Practice Learning

The management of practice learning and its monitoring, evaluation and development is undertaken by the module teams and the placement team who link closely with fellow academics, practitioners, local employer partners, students and users of services to ensure the quality of the practice learning experience. There are two periods of assessed practice learning within the programme. Each learning opportunity/placement consists of the formative and summative assessment of practice which fulfils the professional requirements. The learning outcomes for practice derive from the appropriate levels of The College of Social Work Professional Standards Framework and the Standards of Proficiency for social work prescribed by the HCPC to be achieved for entry to the social work register, and in accordance with the levels of learning defined by the QAA in The Framework for Higher Education Qualifications in England, Wales and Northern Ireland.

The aim of the practice placements is to provide learning opportunities which enable students to develop the values, skills and knowledge required for social work practice, and to have their competence assessed against the standards and requirements of professional social work. Information regarding the aims, organisation and process of practice assessment, together with associated procedures are laid out in the Placement Management Handbook and the Student Placement Handbook. Students are prepared for practice placement learning in a number of ways. Firstly students are prepared through all preceding academic modules which are grounded in practice knowledge, skills and professional values and ethics. Subsequently, preparation is through specific modules namely 'Preparing for Social Work Practice' and 'Readiness for Practice' which incorporate practical skills development. Service users, carers and local practitioners are involved actively in working with students to support their preparation for practice.

The Library and the Academic Subject Librarian

The vision for the Library service is to be at the heart of the University, underpinning all teaching, learning and research activity, by providing:

- Access to information where, when and how students and staff need it;
- Support for research activity, by staff and students – through expert staff and collections targeted to support the University's research profile;
- Services based on quality, responsiveness, staff empowerment and flexible delivery;
- Student centred services which are responsive to new ways of thinking and doing, and which support the 'Student as Producer';
- Learning spaces that facilitate the student experience and enable the relationship between information resource use and learning;
- Partnership working with academics, professional support services, and external agencies to deliver joined-up services, which support the local community.

The role of the Library is to provide the support students need to use information to meet the demands of their study on the programme. The Library offers learning spaces that will enhance the student experience. This includes laptop loans, group rooms as well as a newly created flexible learning area on the ground floor of the University Library. The Library also provides targeted group and one-to-one support, alongside online support delivered through the VLE (Blackboard) and other

relevant channels.

The School of Health and Social Care receives an annual budget to ensure the library collection is relevant to current teaching and research requirements, and a wide range of information resources, both print and electronic, are provided through the Library. The Talis Aspire reading list management software facilitates the creation of reading lists for each module of study, ensuring learners are connected easily to key library resources. In addition the Academic Subject Librarian has created a Social Work Library Guide to direct students to further resources, encouraging reading around the subject area. Finally, the 'More Books' patron-driven acquisition scheme, available for limited times throughout the academic year, allows students to recommend for purchase books they would like to be available in the library.

Electronic resources, including ICT support, can be accessed 24 hours a day from both on and off campus. In terms of electronic resources, social work students can access over 88,000 full-text electronic journals, a growing number of e-books as well as specialist databases, including ChildData, ASSIA, Autism Data, Psycinfo, ScienceDirect and Web of Science. To ensure that students can access specific resources which are not generally available electronically the Library also offers a digitisation service whereby extracts from books or journal articles can be made available via the VLE (Blackboard). The discovery tool 'Findit@Lincoln' allows students to search all the print and electronic resources available to them using a single search. The inter-library loan service grants access to materials not available through the University's own library, and the University is a member of a number of reciprocal schemes, e.g. SCOUNL Access to ensure students can utilise other university libraries throughout the region and the UK.

All students are provided with a comprehensive induction by the Academic Subject Librarian at the start of their degree to facilitate their effective use of the service and resources as well as promoting independence in learning. In addition the Library offers a programme of workshops aimed at all students. Topics include: 'introduction to essay writing', 'finding journal articles for your assignment' and an 'introduction to Harvard referencing'. For students requiring individual support, the Library offers a one-to-one Learning Development Service, whereby students can receive help and advice with their studies, whether it is about finding information to write an assignment or about how to structure an essay. The Learning Development Library Guide also contains information, help guides and links to online tutorials on a range of subject or study skills topics.

If students need additional support with mathematics, the Maths and Statistics Support Centre in the Library helps students with analysis for project work e.g. mathematical work with algebra, equations, formulae and statistical concepts such as probability, significance testing and graph-drawing. The Centre has a good range of materials available to build and enhance the student's confidence in these areas.

Student Support Centre

The University of Lincoln has a long history of welcoming students from a broad range of backgrounds and with a wide range of abilities, including many with specific learning differences, medical conditions and physical disabilities. Applications from students with disabilities are considered strictly on their academic merit. In 1994 we established the University's Disability Service specifically to support and promote the inclusion of students with disabilities in all areas of university life. Since then, the number of students assisted has increased significantly each year from 74 in 1994 to almost 1700 this year.

Working with partners

Employer agencies

The programme enjoys a breadth of quality partnerships across the Humberside and East Midlands regions, with local authority and health trust employers, with third sector agencies and organisations, and with service user and carer groups, all of which serve to provide a comprehensive infrastructural support system essential for the qualifying programme framework.

Partnerships are the core mechanism by which quality placements are sourced, developed, supported, enhanced and audited. Furthermore, partnership relationships with service provider bodies facilitate the engagement and involvement of practitioners in programme design, student selection, teaching and education, assessment, progression points and programme management. Memoranda of Cooperation have been developed with local authorities and trusts as a prime vehicle for partnership working, using the College of Social Work proforma.

Service users and carers

The programme emphasises the need for social workers to work in partnership with service users and carers, and, building on our extensive experience of user participation, we will use a variety of means to ensure that the perspectives of service users and carers are included in the teaching curriculum and the broader conduct of our courses.

A distinct user-led approach arises from the initiatives driven by the service user-facilitated SUPA service user participation group. Our experience suggests that the focus of participation will vary over time in line with the capacity and interests of the service users and carers who are able to take part. However, we have a track record in delivering multiple forms of involvement as described below.

Participation will encompass delivering teaching, providing advice 'surgeries' for students based on case studies and assignment requirements, assisting with placement preparation events, evaluating student presentations and second marking of assignments, helping to interview prospective students and contributing to meetings reviewing the curriculum. The direct contact between students and users/carers is considered an important part of the student experience, complementing the placement element of the courses.

A recent development is a new applicant interview process, which has been largely designed by a new intake of users and carers involved on the Lincoln campus. The interview process places both group and individual interaction with users and carers at the heart of the interview day. We will continue to work towards a greater spread and consistency for user/carers participation in delivering teaching, and increase the diversity and representativeness of service users and carers who contribute to the programme.

5.2. Assessment Strategy

The School of Health and Social Care and the social work programme team regard assessment as a fundamental aspect of the student learning experience. The Assessment Map demonstrates the range of assessment modes which have been designed to reflect the discovery mode of teaching and learning (underpinned by Student as Producer principles) thus enabling students to engage in active learning.

All module handbooks will include the module learning outcomes, details about the assessment task, requirements in terms of presentation and formatting, specific and general assessment criteria and detailed marking criteria; These enable students to understand the academic assessment and marking processes. Assessment is used to monitor student progress and to determine the extent to which programme and module outcomes have been achieved. Thus assessment within this programme includes:

- Encouraging students, as independent learners, to engage with the programme of study and challenging them through the range of assessment types;
- Assisting students' learning by setting tasks designed to allow them to demonstrate achievement of one or more of the learning outcomes the module or programme;
- Enabling students to develop research capabilities through, for example the promotion of collaboration and networking between students and involvement of learning development support provided by the Library, to provide students with the opportunity to demonstrate their research skills, techniques, findings, outcomes and outputs;
- Recognition that research-engaged teaching is inherently practice-based, thus research-informed practice is incorporated into assessment in appropriate modules;
- Indicating to students how well they have achieved the learning outcomes being measured in an assessment task, through the award of marks and the giving of feedback;
- Providing students opportunities to remedy, as promptly as possible, those shortcomings in learning that are identified through the inadequate performance of an assessment task;
- Facilitating boards of examiners to decide whether individual students have achieved the required standard to progress within a programme and, where appropriate, to decide the grade or classification of an award to be made to a student;
- Providing a basis on which academic support is given to students. This is facilitated by the timely publication of results and the giving of feedback;
- Providing an objective, public measure of each student's achievement of the standards identified in the Quality Assurance Agency for Higher Education's Framework for Higher Education qualifications, and the standards identified by the University of Lincoln, the HCPC and The College of Social Work.

The assessment strategy incorporates consideration of students progress between levels of the programme. (Section 2.3 Variations to Standard Regulations and Guidance). Further to this, learning outcomes, assessment tasks and criteria are set in accordance with the level of the programme and also reflect the appropriate pre-registration levels within the domains of The College of Social Work Professional Capabilities framework.

Assessment processes across the programme conform to the appropriate regulations, policies and procedures of the University of Lincoln, for example those stated with the University Regulations and the 'double and second marking policy' and 'marking and grading policy'.

Practice Assessment

The School of Health and Social Care has significant experience and expertise in assessing students learning in practice settings. The School has developed a range of procedures and practices for supporting that process. Assessment while on practice will be through the production of a Practice Portfolio. This is a collection of documents which the student builds up whilst undertaking the assessed practice-learning opportunities. These documents form the evidence of students' practice competence during each of the practice learning opportunities, and comprise a range of evidence such as student reflections and self-evaluation, and the practice educator's comments on the work that their respective student has carried out (including observations and service user feedback).

The student learning experience is monitored throughout the period of practice. Regular supervision in practice, by Practice Educator and if applicable on-site Supervisor, ensures that learning and assessment is progressing as required and at appropriate times during the placement. The Practice Portfolio will provide evidence of the range of experiences that students are required to have in order to meet professional requirements. They will also enable students to demonstrate interdisciplinary work in practice. The overall purpose of the Portfolio is to allow students to demonstrate that, by the end of level 7, they have met all the requirements for the professional body (HCPC) and are fit for professional practice.

Students' practice capabilities are assessed in placements against the relevant domain levels of the PCF by a suitably qualified Practice Educator. Where an Off Site Practice Educator is involved, the placement will also be supported by an On Site Supervisor within the placement setting. The University also provides a Contact Tutor who visits the placement on a minimum of two occasions and where required offers additional support to the student. The academic component of practice is assessed by the University through submission of the portfolio. Furthermore, student learning is supported by the provision of re-call sessions at the University, concentrating upon aspects of the portfolio or developmental issues. A variety of stakeholders may provide input to the re-call sessions including Contact Tutors, Practice Educators, service users, other students, alumni and prospective employers.

Programme Specific Regulations (please see Section Variations to Standard Regulations and Guidance).

6. Programme Structure

The total number of credit points required for the achievement of Postgraduate Certificate (PG Cert) is 60.

The total number of credit points required for the achievement of Postgraduate Diploma (PG Dip) is 120.

The total number of credit points required for the achievement of Master of Science (MSc) is 180.

Masters

Title	Credit Rating	Core / Optional
Assessed Practice Two 2019-20	15	Core
Readiness for Practice in Social Work 2019-20	15	Core
Assessed Practice One 2019-20	15	Core
Human Rights, Justice and Wellbeing: A Global Social Work Perspective 2019-20	15	Core
Social Policy Issues Through the Life Course 2019-20	15	Core
The Legal Context of Social Work Practice 2019-20	15	Core
Theory, Assessment and Methods 2019-20	15	Core
Safeguarding: Research Informed Practice 2019-20	15	Core
Contemporary Issues in Statutory Social Work Practice 2019-20	15	Core
Inter-professional Working 2019-20	15	Core
Dissertation (MSc Social Work) 2019-20	30	Core

Appendix I - Curriculum Map

This table indicates which modules assume responsibility for delivering and ordering particular programme learning outcomes.

Key: Delivered and Assessed Delivered Assessed

Masters

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Assessed Practice One 2019-20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Assessed Practice Two 2019-20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Contemporary Issues in Statutory Social Work Practice 2019-20		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Dissertation (MSc Social Work) 2019-20								<input checked="" type="checkbox"/>				
Human Rights, Justice and Wellbeing: A Global Social Work Perspective 2019-20			<input checked="" type="checkbox"/>									
Inter-professional Working 2019-20		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Readiness for Practice in Social Work 2019-20		<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Safeguarding: Research Informed Practice 2019-20				<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Social Policy Issues Through the Life Course 2019-20		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							
The Legal Context of Social Work Practice 2019-20		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>							
Theory, Assessment and Methods 2019-20					<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
Assessed Practice One 2019-20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Assessed Practice Two 2019-20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Contemporary Issues in Statutory Social Work Practice 2019-20			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>

Dissertation (MSc Social Work) 2019-20				✓						✓	✓
Human Rights, Justice and Wellbeing: A Global Social Work Perspective 2019-20				✓			✓		✓		
Inter-professional Working 2019-20			✓					✓			
Readiness for Practice in Social Work 2019-20		✓	✓	✓	✓			✓	✓	✓	✓
Safeguarding: Research Informed Practice 2019-20					✓		✓				
Social Policy Issues Through the Life Course 2019-20	✓						✓				
The Legal Context of Social Work Practice 2019-20			✓	✓			✓		✓	✓	✓
Theory, Assessment and Methods 2019-20		✓	✓	✓	✓				✓		

	PO25	PO26
Assessed Practice One 2019-20	✓	✓
Assessed Practice Two 2019-20	✓	✓
Contemporary Issues in Statutory Social Work Practice 2019-20	✓	
Dissertation (MSc Social Work) 2019-20		
Human Rights, Justice and Wellbeing: A Global Social Work Perspective 2019-20		
Inter-professional Working 2019-20	✓	✓
Readiness for Practice in Social Work 2019-20		
Safeguarding: Research Informed Practice 2019-20		
Social Policy Issues Through the Life Course 2019-20		
The Legal Context of Social Work Practice 2019-20		
Theory, Assessment and Methods 2019-20		

Appendix II - Assessment Map

This table indicates the spread of assessment activity across the programme. Percentages indicate assessment weighting.

Masters

	01	02	03	04	05	06	07	08	09	10	11	12
Assessed Practice One 2019-20												
Assessed Practice Two 2019-20												
Contemporary Issues in Statutory Social Work Practice 2019-20												100
Dissertation (MSc Social Work) 2019-20												
Human Rights, Justice and Wellbeing: A Global Social Work Perspective 2019-20												
Inter-professional Working 2019-20									25			75
Readiness for Practice in Social Work 2019-20												
Safeguarding: Research Informed Practice 2019-20						50						
Social Policy Issues Through the Life Course 2019-20												100
The Legal Context of Social Work Practice 2019-20						50						50
Theory, Assessment and Methods 2019-20												
	13	14	15	16	17	18	19	20	21	22	23	24
Assessed Practice One 2019-20												
Assessed Practice Two 2019-20												
Contemporary Issues in Statutory Social Work Practice 2019-20												
Dissertation (MSc Social Work) 2019-20												
Human Rights, Justice and Wellbeing: A												

Global Social Work Perspective 2019-20													
Inter-professional Working 2019-20													
Readiness for Practice in Social Work 2019-20													100
Safeguarding: Research Informed Practice 2019-20						50							
Social Policy Issues Through the Life Course 2019-20													
The Legal Context of Social Work Practice 2019-20													
Theory, Assessment and Methods 2019-20													
	25	26	27	28	29	30	31	32	33	34	35	36	
Assessed Practice One 2019-20													100
Assessed Practice Two 2019-20													100
Contemporary Issues in Statutory Social Work Practice 2019-20													
Dissertation (MSc Social Work) 2019-20													100
Human Rights, Justice and Wellbeing: A Global Social Work Perspective 2019-20													100
Inter-professional Working 2019-20													
Readiness for Practice in Social Work 2019-20													
Safeguarding: Research Informed Practice 2019-20													
Social Policy Issues Through the Life Course 2019-20													
The Legal Context of Social Work Practice 2019-20													
Theory, Assessment and Methods 2019-20													100
	37	38	39	40	41	42	43	44	45	46	47	48	
Assessed Practice One 2019-20													

Appendix III - Benchmark Analysis

This table maps programme learning outcomes to relevant QAA subject benchmark statements or PSRB guidelines.

Knowledge and Understanding

	SW01	SW02	SW03	SW04	SW05	SW06	SW07	SW08	SW09
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
							SW10	SW11	SW12
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									

Subject Specific Intellectual Skills

	SW01	SW02	SW03	SW04	SW05	SW06	SW07	SW08	SW09
PO7									
PO8									
PO9									
PO10									
PO11									
PO12									

PO13									
							SW10	SW11	SW12
PO7									
PO8									
PO9									
PO10									
PO11									
PO12									
PO13									

Subject Specific Practical Skills

	SW01	SW02	SW03	SW04	SW05	SW06	SW07	SW08	SW09
PO14									
PO15									
PO16									
PO17									
PO18									
PO19									
PO20									
PO21									

							SW10	SW11	SW12
PO14									
PO15									
PO16									
PO17									
PO18									
PO19									
PO20									

PO21

Transferable Skills and Attributes

	SW01	SW02	SW03	SW04	SW05	SW06	SW07	SW08	SW09
PO22									
PO23									
PO24									
PO25									
PO26									

	SW10	SW11	SW12
PO22			
PO23			
PO24			
PO25			
PO26			

Appendix IV: Benchmark Benchmark Statement(s)

SW01 - *Demonstrate a sound understanding of the five core areas of knowledge and understanding relevant to social work, as detailed in paragraph 5.1, including their application to practice and service delivery.*

SW02 - *An ability to use this knowledge and understanding in an integrated way, in specific practice contexts.*

SW03 - *An ability to use this knowledge and understanding to engage in effective relationships with service users and carers.*

SW04 - *Appraisal of previous learning and experience and ability to incorporate this into their future learning and practice.*

SW05 - *Acknowledgement and understanding of the potential and limitations of social work as a practice-based discipline to effect individual and social change.*

SW06 - *An ability to use research and enquiry techniques with reflective awareness, to collect, analyse and interpret relevant information.*

SW07 - *A developed capacity for the critical evaluation of knowledge and evidence from a range of sources.*

SW08 - *Demonstrate a developed capacity to: apply creatively a repertoire of core skills.*

SW09 - *Communicate effectively with service users and carers, and with other professionals.*

SW10 - *Integrate clear understanding of ethical issues and codes of values, and practice with their interventions in specific situations.*

SW11 - *Consistently exercise an appropriate level of autonomy and initiative in individual decision-making within the context of supervisory, collaborative, ethical and organisational requirements.*

SW12 - *Demonstrate habits of critical reflection on their performance and take responsibility for modifying action in light of this.*