

**BA/Graduate Diploma in Social Work with Children and Young People, their Families and Carers  
For students entering Part 3 in 2007**

Awarding Institution:  
Teaching Institution:

**The University of Reading  
The University Of Reading**

Relevant QAA subject benchmarking group(s):

**Social Policy and  
Administration and Social  
Work  
Economic and Social Sciences  
Minimum 18 Months  
29<sup>th</sup> March 2007  
Lidija Godina  
Ann Quinn  
Postgraduate Social Work**

Faculty

Programme length:

Date of specification:

Programme Director:

Programme Adviser:

Board of Studies:

**and PQ**

Accreditation:

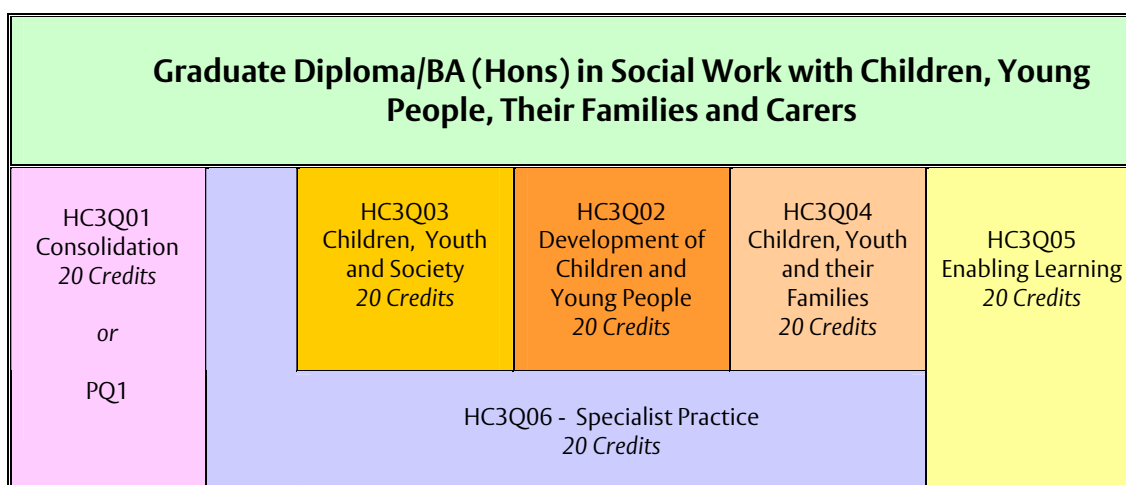
**Council**

**General Social Care**

**Summary of programme aims**

This programme aims to equip social workers working with children, their families and carers with knowledge and skills needed for competent practice in an interdisciplinary arena of service provision with a particular emphasis on meeting the needs of service users. In keeping with the *GSCC Code of Practice* and drawing from the *NOS for Social Work, Common Core of Skills and Knowledge, NOS for Child Care at PQ level* and *National Service Framework for Children, Young People and Maternity Services* students will be provided with the knowledge and skills that will enhance their commitment to working holistically whilst promoting and protecting the well-being and welfare of children and young people with a range of complex needs (*Specialist Standards and Requirements, paras 5, 6 and 7*). Particular emphasis will be given to focusing on improving outcomes for children and young people by ensuring that they are healthy, stay safe, enjoy and achieve, make a positive contribution and Achieve economic well-being as outlined in the *Every Child Matters* documentation (DoH 2004).

Table 1  
Programme Structure Diagram



## Transferable skills

Students will be qualified social workers with a wide range of skills and learning needs that will be individually identified and further developed to a higher level. These skills will be in keeping with the University's Strategy for Teaching and Learning and will include educational and research skills, interpersonal, leadership, collaborative working, reflection in practice and critical analysis. Students will also have the opportunity to further extend their skills in career management, written and oral communication, information management, numeracy, problem-solving, team working and use of information technology. It is expected that students will be able to transfer these skills to their practice setting. These will be key attributes that will enable practitioners to contribute to raising of standards in social work practice (*The Framework, para 5*).

## Programme content

**Graduate Diploma/BA (Hons) PQ Specialist Social Work with Children, and Young People, Their Families and Carers** consists of 6 compulsory modules that will be offered during a period of 6 consecutive terms (*See Appendix 1, Table 2*). However, in keeping with the GSCC commitment to offer flexible training, the students will be able to access those modules at their own pace on condition that the whole award is completed within 5 years.

In order to ensure that candidates have the opportunity to complete the Consolidation module before progressing onto the rest of the award, the School will strive to offer the module twice a year (*See Appendix 2, Tables 6 and 7*).

## Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
HC3Q01	Consolidation	20	H
HC3Q02	Development of Children and Young People	20	H
HC3Q03	Children and Youth in Society	20	H
HC3Q04	Children and Young People in Families	20	H
HC3Q05	Enabling Learning	20	H
HC3Q06	Specialist Practice	20	H

## Progression requirements

All students must consolidate their initial competence in a specialist context before they move on to other modules, i.e. they must first complete HC3Q01, or alternatively they must hold the PQ 1 qualification. Students who hold PQ1 will obtain full credit against the learning outcomes of the consolidation of competence in a specialist context module. If they have obtained the PQ 1 award whilst practising in the area that is not child care specialism they will be expected to provide evidence of direct work with children, young people, their families and carers in accordance with the full range of social work competences across all the units of the NOS for Social Work. For further information see **Appendix 5**.

To complete the award all academic modules must be passed at 40%.

The expectation is that students taking the Specialist Practice module would do so over the period of three terms whilst completing Development of Children and Young People, Children and Youth in Society, and Children and Young People in Families modules. Students opting for completing the award at their own pace (within 5 years of

registration) would be required to make special arrangements for the Specialist Practice Module because of its direct link with the 3 other modules.

When requested students will be able to receive regular transcripts of the modules they have completed. In keeping with the GSCC requirement upon successful completion of the Consolidation module all candidates will receive transcripts that identify credits obtained and learning outcomes achieved (*The Framework, para 15*). On leaving the programme all students will be given a full transcript showing modules passed and credit acquired. This will also apply to students who leave the course before completing the full award.

In keeping with the GSCC rules and requirements when candidate's behaviour is confirmed to be damaging or dangerous either to service users, other candidates, or programme providers, or whose behaviour creates unacceptable risk for themselves or others the programmes will follow clearly defined procedures for termination of training (**See Appendix 9**). Those procedures will be updated as soon as the GSCC delivers the forthcoming guidance about suitability.

### **Summary of teaching and assessment**

In order to meet the needs of experienced practitioners who have different expertise and expectations and who bring with them a diverse range of skills and knowledge, the School is committed to selecting teaching and learning methods which will promote continuity of learning between the workplace and university. This will be achieved through a close working relationship with practice assessors as well as through a wide range of teaching methods such as guided discussion, seminars, problem and enquiry based learning, workshops, simulation and role play, work and web based learning. A stimulating learning environment will be further enhanced by the regular contribution of service users to the delivery of specialist modules and the assessment of practice.

Agencies will be required to countersign a Learning Contract for each candidate which includes a commitment to allow time to attend the University, study days and work based learning.

The assessment tasks are varied and will reflect the different subject matter being learnt in each module. Every assessment task will require from students to demonstrate that they have deepened their knowledge and professional competence in their area of work.

### **Admission requirements**

Entrants to programmes at *specialist level* will be required to have obtained a professional qualification in Social Work, and normally have been practicing social work for the minimum duration of one year in the children and family work setting. Candidates accessing post qualifying training will be in either part time or full time employment in statutory, voluntary, private or independent sectors, or they will be self-employed. All applicants will need to provide evidence of practice that is relevant to their chosen award.

Those who hold DipSW will be able to register for the degree top up BA (Hons) in Social Work with Children, and Young People, their Families and Carers. Applicants who hold social work qualifications that preceded DipSW will be asked to provide evidence of the ability to study at H level (**For further information see Appendix 5**). Qualifications of applicants from abroad will be assessed on an individual basis.

Appropriately qualified service users and carers or other individuals actively involved in social care will be encouraged to access relevant modules. They will be asked to provide evidence of their ability to study at H level in the same fashion as all applicants.

Once an offer of the place on the chosen PQ course has been made candidates employed within organisations and their employers will sign Learning Contract that will stipulate the kind of support the candidate will receive from their employing organisation whilst completing the award.

### **Admissions Tutor: Lidija Godina**

### **Support for students and their learning**

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. A range of appropriate professional journals are available at the Bulmershe Library.

Students will also have access to 'Blackboard', a managed learning environment, which offers a web based learning resource. This will be utilised to support learning on all modules and promote support and communication between students, and university staff. Interactive white boards are used in the classroom environment to offer innovative approaches to learning and teaching.

Personal tutors, the counselling service, the University's disability advisors, study advisors, the Students' Union and careers advisory service provide student guidance and welfare support.

### **Career prospects**

Evidence of continuing professional development is a requirement for the renewal of professional registration for qualified social workers. It is anticipated that PQ awards will provide a structured framework for ongoing professional development of social workers.

### **Opportunities for study abroad**

There are no formal arrangements for international exchange at this moment in time.

### **Placements**

Given that workplace learning and workplace assessment are an integral part of PQ awards all students are expected to work within the context of children, young people, their families and/or carers in statutory or voluntary service provision. Building on the ongoing partnership with local agencies the programme has formalised structures that will support and assess workplace learning. For more information please see **Appendix 7**.

### **Educational aims of the programme**

This programme is intended to develop informed and critical practitioners who will be committed to the improvement of social work standards. Continuing academic and professional development will be promoted to enable students to attain higher-level research skills combined with the knowledge required for working effectively with a range of complex needs of children, young people and their families and carers. The

programme will expect students to enhance their knowledge and skills that will enable them to initiate change and to creatively respond to increasingly complex needs of service users. It will enable them to effectively engage in improving outcomes for children as stated in the Every Child Matters documentation by ensuring that they are healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being (DoH 2004).

### **Subject Benchmarking**

Close attention has been given to the Social Work benchmark statement in designing the programme outcomes in such a way as to enable practitioners to have *contextual as well as analytic, explanatory and practical understanding of their work* (2000 Quality Assurance Agency for Higher Education, p. 12).

## Programme Outcomes

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

### ***Knowledge and Understanding***

#### **A. Knowledge and understanding of:**

1. psychological, physiological and sociological perspectives to understanding individual and social development and functioning;
2. models, frameworks and methods appropriate for assessment of complex needs of children, young people, their families and carers;
3. the impact of diverse life circumstances on human functioning;
4. complex needs of children, young people, their families and carers who are experiencing hardship;
5. legal and policy frameworks which inform work with children, young people, their families and carers;
6. the moral concepts of rights, responsibility, freedom, authority and power within the context of multidisciplinary service provision;
7. the integration of theoretical perspectives and evidence from research in implementation of effective social work intervention;
8. how to use service available to meet the identified needs of children, young people, their families and carers;
9. theoretical concepts of adult learning and professional development in practice;
10. the factors and processes that facilitate effective inter-disciplinary, inter-professional and inter-agency collaboration and partnership;
11. range of required social work competences mapped out in relevant NOS, GSCC code of practice and other Government's documents;
12. the legal, ethical and value dilemmas that confront practitioners within social care settings.

#### **Teaching/learning methods and strategies**

Students will deepen the knowledge of these through formal lectures, seminars, guided reading, group discussions and web-based learning. Service users will contribute to teaching sessions by presenting selected topics and contributing to panel debates. All theoretical knowledge will be related to social work practice through discussion with personal tutors in the University and practice assessors in the place of work.

#### **Assessment**

Assessment is mainly by course work in order to facilitate integration of theory, values and research into social work practice.

Application to practice will also be assessed within the Specialist Practice Module, demonstrated via the Practice Assessment Folder

## Skills and other attributes

### B. Intellectual skills – able to:

13. Identify and develop personal qualities and demonstrate potential for extending their initial level of competence and developing additional competence in depth in their specified areas of practice;
14. critically analyse and reflect on their own experience in terms of knowledge, values and skills;
15. select, critically appraise and evaluate sources of evidence within their own field of practice;
16. demonstrate and exercise independence of thought;
17. be sensitive to the values and interests of self and others;
18. initiate working in partnership with services users, carers, colleagues from statutory and voluntary organisations;

### Teaching/learning methods and strategies

The lecture and seminars are designed to promote evaluative and critical thinking and encourage independence of thought. Awareness of values in action will be stimulated by the inclusion of student's own case work into teaching.

It is expected that these skills will be further perfected through guided discussions, both in the classroom and in practice settings.

#### Assessment

The individual assessment tasks are integrated into a *Practice Assessment Folder* in order to allow a holistic assessment of the student's professional competence.

### C. Practical skills – able to:

19. assess complex needs and risk;
20. facilitate knowledge based intervention;
21. demonstrate self-awareness;
22. provide evidence of professional effectiveness;
23. communicate effectively with service users and professionals;

### Teaching/learning methods and strategies

These practical skills will be learned within work setting as well as through individual sessions with tutors and practice assessors. Students will be required to be proactive in their work setting in identifying opportunities for further development of their self-awareness.

#### Assessment

Advanced level of self-awareness will be required for the compilation of *Practice Assessment Folder*. The assessment of effective and meaningful involvement of service users will be included in the *Practice Assessment Folder*.

**D. Transferable skills** – able to demonstrate:

24. advanced interpersonal and written communication skills;
25. sophisticated problem solving skills;
26. advanced oral presentation skills;
27. ability to work in groups;
28. ability to work as a part of a team;
29. effective time management skills;
30. career management skills;
31. ability to critically analyse research.

**Teaching/learning methods and strategies**

These skills will be fostered through group exercises, case study discussions in all aspects of course delivery.

**Assessment**

It is expected that these skills will be demonstrated as part of the assessment indicated above both in the university setting and in practice. The variety of tasks and formats mean that a range of skills will be examined.

**Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.**