

Description

Faculty of Biology, Medicine and Health
School of Health Sciences
Division of Nursing, Midwifery & Social Work
Masters in Social Work
Postgraduate Diploma Social Work
Student Handbook 2025-2026

Version: July 2025

The contents of this handbook may be subject to change throughout the academic year. Please check Canvas regularly for any updates.

[Division of Nursing, Midwifery and Social Work](#)

The Division of Nursing, Midwifery and Social Work is recognised for delivering world-class teaching and research across nursing, midwifery, social work and related disciplines. We currently provide undergraduate and postgraduate education to more than 2,000 students in close partnership with the NHS and are among the top ten universities in the world at which to study nursing (QS World University Rankings 2016).

Our research excellence was recognised by the results of REF 2014 and is underpinned by the production of collaborative, high-quality and impactful research which aims to improve health and social care at local, national and international levels.

Where to Find Further Information

In addition to this handbook you are required to familiarise yourself with the information contained within the [A-Z of Student Services](#) and IT Services handbook. New students are given a copy of the appropriate handbooks at the beginning of their programme of study; alternatively the information is available on our website.

We will be happy to provide this handbook in large print if required.

This handbook is to be read in conjunction with the [SHS Student Handbook](#).

SOCIAL & WORKING SPACES FOR STUDENTS

The Jean McFarlane Building has a central atrium which provides comfortable and flexible spaces for students to meet or work. Wi-Fi is available in the atrium. Additional flexible working spaces are available on the 2nd floor where PCs are provided for individual / group work.

DIVISION CONTACT DETAILS

Division of Nursing, Midwifery and Social Work | School of Health Sciences | University of Manchester
| Jean McFarlane Building | Oxford Road | Manchester | M13 9PL

Tel 0161 306 0260

Head of Division | Professor Hilary Mairs | hilary.j.mairs@manchester.ac.uk | Tel 0161 306 7779

Head of Teaching Learning and Student Experience | Chris Bamford |
chris.bamford@manchester.ac.uk | Tel 0161 306 7613

Division Website: <http://www.nursing.manchester.ac.uk/>

The Programme Team

All staff are located in the Jean McFarlane Building, Oxford Road, Manchester M13 9PL. The best way to make contact with staff is to email, as emails are checked frequently.

Dr Samantha Freeman: Director of Education for Nursing, Midwifery and Social Work
samantha.freeman@manchester.ac.uk | Room 5.341

Dr Patricia Cartney: Head of Social Work
patricia.cartney@manchester.ac.uk | Room 4.324b
<https://www.research.manchester.ac.uk/portal/patricia.cartney.html>

Professor Alys Young: Professor of Social Work Education and Research
Alys.Young@manchester.ac.uk | Room 4.327b
<https://www.research.manchester.ac.uk/portal/alys.young.html>

Anna Beddow: Senior Lecturer in Approved Mental Health & Programme Director for Approved Mental Health
anna.beddow@manchester.ac.uk | Room 4.328

Simon Burrow: Senior Lecturer in Dementia Care

simon.burrow@manchester.ac.uk | Room 6.305

<https://www.research.manchester.ac.uk/portal/simon.burrow.html>

Mark Cooper: Lecturer in Approved Mental Health

mark.cooper@manchester.ac.uk | Room 4.328

Claire Harnett: Lecturer in Social Work (Practice Learning)

claire.harnett@manchester.ac.uk | Room 4.330

Dr Stephen Hicks: Senior Lecturer in Social Work

stephen.hicks@manchester.ac.uk | Room 4.324a

<https://www.research.manchester.ac.uk/portal/stephen.hicks.html>

Andy Hall: Senior Lecturer in Education Technology

andrew.hall@manchester.ac.uk | Room 5.316

<https://www.research.manchester.ac.uk/portal/andrew.g.hall.html>

Andrew Holt: Lecturer in Approved Mental Health

andrew.holt@manchester.ac.uk | Room 4.329

Dr Dharman Jeyasingham: Lecturer in Social Work

dharman.jeyasingham@manchester.ac.uk | Room 4.323

<https://www.research.manchester.ac.uk/portal/dharman.jeyasingham.html>

Gary Norton: Lecturer in Social Work (Divisional Examinations Officer)

gary.norton@manchester.ac.uk | Room 4.329

<https://www.research.manchester.ac.uk/portal/gary.norton.html>

Programme Structure

This postgraduate programme is **full time over two years**.

- For the Postgraduate Diploma, you are required to complete **eight** academic course units at postgraduate level (four in year 1 and 4 in year 2, totalling **120 credits**).
- If you meet the criteria for completing a dissertation for the award of MA the dissertation will accrue a further 60 credits, totalling **180 credits** in all for the Masters programme.
- Additionally, for an award enabling registration with Social Work England (SWE) as competent to practice social work, you must successfully complete **all course units relating to Social Work practice**.
- All students must successfully complete **200 days of practice learning**. This is divided up as follows: 30 days skills development across both years; 20 days in Year 1 and 10 days in Year 2. 70 days practice placement in Year 1 and 100 days practice placement in Year 2. All students must pass an Assessed Readiness for Direct Practice before commencing their first placement.
- In order to progress into year 2 you must successfully complete your placement for year 1, failure to do so within the required timeframe may require you to interrupt the programme.

- When you have achieved a pass in **all** your coursework (including practice learning) you may choose to exit the programme with a Postgraduate Diploma in Social Work.
- We very much hope that you will continue your studies on the programme and chose to submit your dissertation as this enables you to exit with a higher award. Meeting the criteria for submission of a dissertation and achieving a grade of at least **50%**, enables you to exit the programme with an MA in Social Work.
- **All taught course units and practice learning are compulsory.**
- The **pass mark** for taught course units for all postgraduate students is **50%**. You will only be able to progress to dissertation and the award of Master if you attain marks between 40% and 49% in no more than **30 credits**. **The pass mark for the dissertation is 50%.**
- Where there is **more than one element** to the assessment for any course unit, **students must pass each element** at the minimum requirement to apply to register with Social Work England (SWE) – our regulatory body – and to pass the course.
- If you fail any assessed work you will have the right to **one** re-submission subject to agreement by the examination board in line with the University regulations.
- Any further re-submissions are at the discretion of the examination board.
- Because the Postgraduate Diploma/MA in Social Work is also a professional qualification, **no compensation** is allowed between elements of a course unit, all of which must be passed.
- **If you do not achieve a pass in practice learning you will not be eligible for the award of a Postgraduate Diploma or MA in Social Work.**
- However, if **you meet the requirements of the Regulations** you may be awarded a **Postgraduate Diploma or an MA in Applied Social Studies on the basis of course work attracting 120 credits** and a dissertation respectively.
- The award of a PG Diploma in Applied Social Studies or an MA in Applied Social Studies **does not** provide a qualification which will enable you to apply for registration with Social Work England or practice as a social worker. The title of ‘‘Social Worker’’ is a protected title and you are not able to use this title, unless you have completed an approved qualification and registered with social Work England.

An introduction to Postgraduate Taught Degree Regulations for Students

Postgraduate Taught degrees at the University of Manchester are based on the [National Framework for Higher Education Qualifications](#) (FHEQ). This framework requires you to achieve credit at masters level in order to attain an award. For a standard postgraduate taught Masters programme this will normally mean passing 180 credits. A standard postgraduate diploma will normally have 120 credits and a postgraduate certificate 60 credits. The way in which you study these credits will be defined later in the programme handbook and the programme specification.

The University sets standards relating to your performance on every unit but also on your progression through the programme. Your programme and course unit specifications will set out the requirements for passing the credit on individual units.

Please be aware that the MA Social Work Programme has some specific requirements in addition to the University degree regulations and details of these are outlined below. All course unit assessments must be passed with a minimum mark of at least 40% to meet professional requirements for registration

with Social Work England (SWE). The Pass mark for Masters level is 50% as stated in the University regulations.

<http://www.regulations.manchester.ac.uk/postgraduate-degree-regulations/>

What happens if I fail some units?

First do not panic, but the first thing to do is sit down with your academic adviser or Programme Director who will take you through your options. The regulations allow you further attempts of up to half the taught credits, for a standard master's programme as defined by your programme specification, so you can still get back on track.

This is known as a 'referred assessment' and these reassessments will normally take place in the same academic year as the original assessment. The Examination Board will then make decisions on your progress and advise you accordingly of the decisions and next steps.

If you pass most of your units but fail some of them (with a mark between 40-49%), there may be a possibility of the examination board compensating failed credits. This means if your mark was between 40-49% at Master's level the examination board is able to compensate up to a maximum of 30 credits. Your transcript of results will show the actual mark achieved (e.g. 47C).

What happens if I fail my resits?

Upon taking the referred assessment, if you fail again the Examination Board will make a decision concerning your progress. The possible options available may, in exceptional circumstances, include repeating the unit or being awarded an exit award once you have exhausted all the opportunities to retrieve your failed assessment.

Referrals may also be compensated; so if you manage to achieve a mark at referral of between 40-49% at Masters Level, this may be compensated providing you have not already used your quota of compensatable credit. Compensated referrals will be capped at 40 and this is the mark (40R) that will show on your transcript of results and be used to calculate your final degree classification.

What happens if I fail my dissertation?

If you fail your dissertations at the first attempt, you will be given the opportunity to resubmit a revised version of the dissertation if you have achieved a mark of 30% or above. You will normally be given up to six months in which to make the requested revisions or undertake additional work. You will be provided with feedback from your examiners and guidance on the revisions required to bring the work to the appropriate standard for the Masters award.

How is my degree calculated?

To be considered for a Master's Degree you must have achieved 180 credits at the appropriate level. Do not worry if you have had a referral or compensation, as these still count towards your credit total.

The award of masters is based upon gaining the required number of credits, normally 180. Classifications for merit or distinctions will be calculated on the basis of an average mark, based on the weighted programme as a whole.

If you are completing a postgraduate diploma or certificate programme then these degrees are only awarded as a pass.

When and how are decisions made about my results and my progress?

It is expected that all your attempts at a referred assessment will take place in the same academic year in which the original assessment was first taken. After each assessment period there is an Examination Board.

Members of the Examination Board normally include your unit tutors, programme directors overseen by an external examiner from another university. It is the job of the Examination Board to review all the results anonymously and make decisions on the award of credit and who can resit exams/assessment(s) or gain compensation. It is also the role of the Examination Board to decide who cannot continue and will leave the University with an exit award.

What do I do if I disagree with the Examination Board's decision?

Further information can be found within the SHS handbook [here](#).

In the first instance, we would urge you to contact your Programme Director/Examinations Officer who will be able to talk you through the decision-making process.

Please be aware that the MA Social Work has some higher requirements to the University degree regulations and details of these are outlined in this handbook.

Programme Aims

- 01 Produce professionally capable, reflective and analytical social work practitioners who are able to practice in a variety of settings and with a range of different service users in accordance with Social Work England (SWE) Professional Standards and the nine capabilities outlined in the Professional Capabilities Framework (PCF) (at qualifying level).
- 02 Ensure the employability of social work graduates and prepare them to enter the workforce to work safely and effectively with service users and carers according to Social Work England (SWE) Professional Standards and the qualifying level of the PCF.

- 03 Provide students with challenging academic and practice learning opportunities that will enable them to critically evaluate, apply and integrate knowledge, understanding and skills in core areas specified by QAA subject benchmarks, Social Work England (SWE) Professional Standards and the nine capabilities outlined in the PCF (at qualifying level.)
- 04 Equip students to understand critique and contribute to the political, social and moral debate about the contested nature, scope and purpose of social work while practising competently in the context of contested knowledge and uncertainty.
- 05 Equip students to think and work creatively in collaboration with other professionals and agencies and to negotiate different professional values, areas of knowledge and skills and critically evaluate how these may contribute to inter-disciplinary assessment, intervention and service provision.
- 06 Enable students to understand and critically reflect on the relationship between social work values, ethical and legal imperatives and their code of practice in responding positively to cultural diversity and the relationship between social inequality/discrimination, changes through the life course and social context as this impacts upon people's lives.
- 07 Enable students to understand and critically reflect on the relationship between social work values, ethical and legal imperatives and their code of practice in responding positively to service users' rights to (re)gain and maintain their autonomy, via a process of complex analysis and evaluation of the relative rights, needs, risks to self and others and respect for service users' autonomy.
- 08 Produce social work practitioners who are able to understand and apply empirical research to practice, able to critically evaluate the reliability, validity and relevance of research evidence and who are intellectually inquisitive and motivated to pursue further learning and professional development throughout their career (in accordance with SWE Professional Standards and the Professional Capabilities Framework).
- 09 Enable students to develop and practice high level transferable skills in critical reasoning and complex problem-solving as well as more generic skills such as time-management, written and verbal communication, IT skills and collaborative problem-solving and planning.
- 10 Enable students to develop and refine their research, analytical and intellectual skills and their understanding of the relationship between methodological issues and the creation and interpretation of knowledge, through undertaking a limited piece of research with a focus on social work policy and/or practice.
- 11 Develop students' abilities to organise and critically discuss complex information and argument and provide an opportunity for students to think in creative and original ways about their area of research, within the parameters of reasoned argument and relevant evidence sources.

- Develop studentsâ?? confidence and ability to take responsibility for their learning and work-
- 12 load management, while making appropriate use of supervision to support, challenge and debate their work using high developed critical reasoning and discursive skills.

Intended Learning Outcomes

A. Knowledge & Understanding

On completion of the programme students will have achieved knowledge and understanding in the following areas (required by Social Work England (SWE), QAA subject benchmarks for social work and the Professional Capabilities Framework) at level 7 in the Higher Education Qualifications Framework, such that they will be able to:

Engage with people with lived experience of social work.

Demonstrate a critical understanding of the social processes and socio-economic features of society, including factors which promote or militate against the health and well-being of individuals, families and communities and impact upon the differential demand/need for social work services.

1. Display a critical understanding of the importance of engaging with strengths and assets and approaches to working in partnership with individuals, families and communities and how individual and group characteristics can contribute to inter-personal, structural and institutional inequality in the context of anti-discriminatory and empowering social work practice.

(SWE Professional Standards 1, 4 subject benchmarks and PCF 2, 3, 4, 5)

2. Demonstrate an informed understanding of processes contributing to social differences and identities across diverse communities alongside the need to both promote social justice and challenge the impact of disadvantage /discrimination and confront intersectional issues of inequality and social inclusion.

(SWE Professional Standards 1, 4 subject benchmarks and PCF 3)

A1. 3. Demonstrate a practical, conceptual, intellectual and critically evaluative approach to examining the relationship between agency policies, legal requirements and different professional roles, knowledge and values and the ways in which they can be managed to facilitate inter-disciplinary assessment, planning and service delivery.

(SWE Professional Standards 1, 3, 4 subject benchmarks and PCF 2, 4, 5, 8)

4. Demonstrate a practical and intellectual understanding of the need to develop professional trustworthiness in relationships with people who use services and to use power and authority legally, proportionately and with integrity.

(SWE Professional Standards 1, 2, 3 subject benchmarks and PCF 1, 2)

5. Demonstrate a critical understanding of the importance of user-led approaches in social work practice acknowledging people as experts in their own lives, and evaluating the significant contribution made by people with lived experience of social work to the development of social work services and practice.

(SWE Professional Standards 1, 2 subject benchmarks and PCF 2)

Demonstrate a comprehensive and critical understanding of the service delivery context.

1. Recognize and critically evaluate social work's role in an historical and international context.

(SWE Professional Standards 4 subject benchmarks and PCF 5)

2. Demonstrate a critical understanding of the complex and contested relationship between ideology, political issues, policy development and implementation and the role and operation of social work services.

(SWE Professional Standards 4 subject benchmarks and PCF 5)

3. Demonstrate knowledge of the formal and legal framework (statutory powers and duties, case law, human rights, regulations, procedures, guidance, codes of practice) and a critical understanding of the relationship between formal/legal imperatives, trends in contemporary social policy and current social leadership and practice.

(SWE Professional Standards 3, 4 subject benchmarks and PCF 4, 5)

A2 4. Apply a practical and conceptual understanding of the interrelationships existing between a range of statutory, voluntary, private and third sector agencies by evaluating their role in the context of policy development, service delivery and personalised services.

(SWE Professional Standards 3 subject benchmarks and PCF 5, 8)

5. Demonstrate knowledge of different approaches to management, leadership and quality in public and independently provided human social service and apply a critical understanding to how these factors may impede or facilitate policy implementation, service delivery and best practice in relation to inter-disciplinary and inter-agency working.

(SWE Professional Standards 4 subject benchmarks and PCF 5)

6. Show practical up to date knowledge of modern communication methods and information technology and demonstrate a critical understanding about the need to use electronic, online and remote communication lawfully and ethically in line with data protection and governance regulation.

(SWE Professional Standards 3, 4 subject benchmarks and PCF 7, 9)

Demonstrate a comprehensive and critical understanding of the values and ethics underpinning social work practice.
Apply social work ethical principles and values to guide professional practice.

1. Demonstrate a critical understanding of the development and nature of social work values and their operation in relation to moral concepts and legal principles (rights, responsibility, autonomy, authority, power) by social workers as agents with statutory powers.

(SWE Professional Standards 1, 2, 3 subject benchmarks and PCF 2)

2. Display a critical awareness of (contested) philosophical ethical frameworks and demonstrate in context a critical understanding of their relevance to clarifying value laden dilemmas, competing actions, and conflicts in order to be able to successfully contribute to their resolution.

(SWE Professional Standards 1, 2, 3 subject benchmarks and PCF 2)

3. Demonstrate a critical understanding of the complex relationship between codes defining ethical practice, the moral nature of social work, the regulation of professional conduct and the way in which these inform or govern social work practice and influence the management of potential inter-disciplinary conflicts.

A3 (SWE Professional Standards 1, 2, 3 subject benchmarks and PCF 2)

4. Demonstrate the ability to critically reflect on own values, including the recognition of bias, and be able to challenge the impact of personal values on professional practice in different contexts.

(SWE Professional Standards 1, 2, 4 subject benchmarks and PCF 2, 6)

5. Display a critical awareness of the need to act safely, respectfully and with professional integrity at all times and to ensure that actions are in line with the requirements and expectations of the professional regulator.

(SWE Professional Standards 1, 5, 6 subject benchmarks and PCF 1, 2)

6. Demonstrate a comprehensive understanding of the need to promote ethical practice at all times and to challenge poor practice and/or raise concerns where appropriate.

(SWE Professional Standards 5, 6 subject benchmarks and PCF 1, 2)

Demonstrate a critical and comprehensive understanding of Social Work Theory and its application to practice.

1. Demonstrate the ability to critically evaluate theory and research from relevant disciplines (primarily sociology, psychology and physiology), their epistemological foundations and their contribution to an understanding of individual development and change over the life course, (mal)adaptation, group dynamics and organisational behaviour in the context of social work practice.

(SWE Professional Standards 4 subject benchmarks and PCF 5, 6)

A4 2. Apply knowledge of assessment models and frameworks to developing a critical and evaluative understanding of complex assessment activities in context- weighing risks, developing hypotheses and modifying hypotheses in the light of new and/or disconfirming evidence.

(SWE Professional Standards 1, 3 subject benchmarks and PCF 5, 6)

3. Apply knowledge of social work theories and interventions to address presenting social care needs, identify risk indicators, support risk analysis, consider the explicit balancing of rights and risks and facilitate ethical professional decision making.

(SWE Professional Standards 1, 3, 4 subject benchmarks and PCF 4, 5, 6)

Demonstrate a critical and comprehensive understanding of the nature of social work practice

1. Show how social work knowledge and skills contribute to effective practice and decision making in a range of settings, cultural-linguistic contexts and across different service user groups and communities

(SWE Professional Standards 1, 2, 3 subject benchmarks and PCF 2, 3, 5, 6)

2. Display a critical awareness of factors and changing processes that facilitate inter-disciplinary and agency collaboration in planning services, assessment, service delivery and evaluation of effectiveness

(SWE Professional Standards 3, 4 subject benchmarks and PCF 5, 8)

3. Demonstrate a critical understanding of the relationship between different approaches to evaluating social (policy and practice) interventions and their implications for social work practice and professional development.

(SWE Professional Standards 4 subject benchmarks and PCF 5)

A5 4. Evaluate latest national and international research and theory development, which is relevant to social work assessment, decision making and intervention and show a critical understanding of the relationships between research, theory development and the way in which research and theory informs practice, including evaluation of its effectiveness.

(SWE Professional Standards 4 subject benchmarks and PCF 5)

5. Demonstrate a capacity for logical, systematic, critical and reflective reasoning and apply the theories and techniques of reflective practice when making professional judgements, seeking feedback from others including from people with lived experience of social work to improve practice.

(SWE Professional Standards 3 subject benchmarks and PCF 6, 7)

6. Demonstrate and utilise a critical understanding of processes that facilitate and support people's individuality, autonomy, dignity, privacy, choice, well-being and independence.

(SWE Professional Standards 1, 2, 3 subject benchmarks and PCF 2, 3, 4)

7. Demonstrate an ability to identify and behave as a professional social worker, able to establish and maintain the trust and confidence of people whilst being committed to professional development and upholding the integrity of the profession.

(SWE Professional Standards 3, 5, 6 subject benchmarks and PCF 1, 9)

Demonstrate their ability to critically utilise research evidence: the development of research mindedness

1. Demonstrate knowledge of qualitative and quantitative research methods and a critical understanding of epistemological issues and research design in relation to the subject under investigation.

(SWE Professional Standards 4 subject benchmarks and PCF 5)

A6 2. Demonstrate in depth knowledge, critical understanding and conceptual integration of a topic relating to social work policy and/or practice, including an understanding of methodological and epistemological issues that influence research design and the evaluation of data.

(SWE Professional Standards 4 subject benchmarks and PCF 5)

3. Demonstrate knowledge and critical appraisal of relevant social research and evaluation methodologies, and the evidence base for social work, recording how research and theory inform own practice.

(SWE Professional Standards 4 subject benchmarks and PCF 5)

B. Intellectual Skills

On completion of the programme students will have achieved intellectual skills in the following areas (required by QAA subject benchmarks for social work and the Professional Capabilities Framework) at M level in the Higher Education Qualifications Framework, such that students will be able to:

B1 Analyse complex human situations by systematically identifying and evaluating relevant information, critically examining and weighing relevant evidence and identifying areas of uncertainty and unpredictability.

(SWE Professional Standards 3, 4 subject benchmarks and PCF 5, 6)

B2 Critically evaluate current developments in research, theory and knowledge that are relevant to social work theory and practice and think about and debate these developments at a high level of reasoning and argument.

(SWE Professional Standards 3, 4 subject benchmarks and PCF 5, 6)

B3 Think conceptually and analytically and make conceptual links across areas of knowledge and understanding (for example between law and regulation; between theories explaining human development and issues associated with social exclusion; between strengths-based approaches and well-being).

(SWE Professional Standards 3, 4 subject benchmarks and PCF 5, 6)

B4 Critically evaluate research evidence with particular reference to methods, interpretation of data and epistemological debates that inform approaches to social investigation and apply this understanding to the student's own research in the area of social policy/social work.

(SWE Professional Standards 3, 4 subject benchmarks and PCF 5, 6)

B5 Think originally and creatively in ways that extend knowledge and understanding and contribute to problem solving in a professional context. (SWE Professional Standards 3, 4 subject benchmarks and PCF 5, 6)

B6 Demonstrate a high level of critical reflection in all aspects of the social work process and their role within that i.e. become a reflective practitioner.

(SWE Professional Standards 3, 4 subject benchmarks and PCF 5, 6)

C. Practical Skills

On completion of the programme students will have achieved practical skills in the following areas (required by Social Work England, QAA subject benchmarks for social work and the Professional Capabilities Framework) at level 7 in the Higher Education Qualifications Framework: These must be demonstrated at threshold levels of achievement. It should be noted that Social Work England and the PCF identify what social workers should be able to do in the workplace and this must necessarily involve the integration of knowledge, understanding, intellectual skills and their application to practice. Learning outcomes for practical skills are therefore identified in relation to their role in overall practice capability. Hence, students must be able to:

Apply their practical skills to working with individuals, families, carers, groups and communities to assess their circumstances and needs by:

1. Identifying, accessing, synthesising and evaluating complex information from a range of sources to inform initial and subsequent intervention accounting for new information as appropriate.

(SWE Professional Standards 3, 4 subject benchmarks and PCF 1, 5, 6)

2. Communicating respectfully and effectively and collaborating with people with lived experience of social work and other professional practitioners to assess need and to plan, identify strengths, review and revise service provision and intervention as appropriate.

(SWE Professional Standards 1, 2, 5 subject benchmarks and PCF 2, 3, 4, 7, 8)

- C1
3. Recognising differences across diverse communities and assessing the influence of cultural and social factors, loss, change and uncertainty in developing resilience and promoting well-being.

(SWE Professional Standards 1, 5, 6 subject benchmarks and PCF 2, 3, 4, 7)

4. Demonstrating effective, value-based communication skills which are relationship based and demonstrate empathy and professionalism.

(SWE Professional Standards 1-6 subject benchmarks and PCF 1-3, 7-9)

5. Ensuring accessible and effective working relations, including assessment and service provision, in line with the Equality Act 2010 and Public Sector Service Duty 2011 especially in relation to those with specific access needs on grounds of language and/or disability.

(SWE Professional Standards 1, 3, 5, 6 subject benchmarks and PCF 2-9)

Apply their practical skills to developing working relationships with a range of people with lived experience of social work and other professional practitioners to plan and effect appropriate intervention by:

1. Making decisions about the relative urgency of a referral, the level of danger involved and about appropriate action in the light of legal and procedural requirements, necessary protective action, information from supervision and professional ethical principles.

(SWE Professional Standards 2, 3, subject benchmarks and PCF 1, 2, 4-7)

2. Communicating and interacting with a range of people with lived experience of social work to develop and maintain effective working partnerships within the context of appropriate personal and professional boundaries as the basis for planning, delivering and reviewing social work services and intervention based on evidence informed judgements.

(SWE Professional Standards 1, 2, 5 subject benchmarks and PCF 2-7)

- C2 3. Working in partnership with people with lived experience of social work, recognising their right to be treated with respect and dignity, promoting autonomy and self-determination and enabling people to participate fully in discussions and decision making wherever possible.

(SWE Professional Standards 1, 2, 4, 6 subject benchmarks and PCF 2, 3, 7)

4. Ensuring the cultural, linguistic and access needs, requirements and preferences of service users and carers are respected, prioritised and maintained at all times.

(SWE Professional Standards 1, 3 subject benchmarks and PCF 2, 3)

5. With supervision and support making justifiable decisions which account for the need to balance the rights of individual service users to choice and privacy and their strengths with evidential risks to self and/or others and the need to share information in order to safeguard vulnerable people and promote their well-being.

(SWE Professional Standards 1, 2, 3, subject benchmarks and PCF 1, 2, 4-7, 9)

Apply organisational, presentational and written and verbal communication skills by:

1. Advocating for people with lived experience of social work where appropriate and/or enabling access to advice, advocacy and support services.

(SWE Professional Standards 1, subject benchmarks and PCF 2, 4, 5, 7, 8)

2. Assimilating complex information, formulating and testing hypothesis and disseminating the resultant evidence informed judgements in the form of verbal and/or written reports to formal professional forums and hearings.

(SWE Professional Standards 2, 3, 4 subject benchmarks and PCF 1, 6, 7, 8)

3. Adjusting communication skills by register and encompassing media other than the written or verbal word to match requirements of information users and to promote inclusion e.g. children, those with limited capacity, issues of disability access (hearing/vision etc.).

(SWE Professional Standards 2, 3, subject benchmarks and PCF 3, 5, 7)

- C4 Apply professional ethical considerations, communication, information gathering skills with people with lived experience of social work and other professional practitioners to identify, manage and modify factors that create and maintain risk to workers (including to self), people who use services and others and in so doing demonstrate effective use of supervision and critical reflection.

(SWE Professional Standards 3, 4, 6 subject benchmarks and PCF 1, 2, 4-7)

Apply written and verbal communication, workload management and relationship building skills in the workplace by:

1. Prioritising and managing the workload, identifying accountability and responding to appropriate duties and taking responsibility for using supervision to inform practice and facilitate continuing professional development.

C5 (SWE Professional Standards 3, 4, subject benchmarks and PCF 1, 7, 9)

2. Maintaining accurate, complete, accessible and contemporaneous records that provide evidence for judgements and decisions and that can be shared with people with lived experience of social work and other professional practitioners in accessible formats and media.

(SWE Professional Standards 2, 3, 4 subject benchmarks and PCF 1, 2, 7)

Apply research and information gathering skills, evaluation skills, personal presentational skills and communication/ relationship building skills by:

1. Reviewing and identifying professional learning needs in the light of current research and developing knowledge and reflecting in supervision how current research and evidence informs practice, how practice is kept up to date and how to effectively meet the requirements of the professional regulator.

(SWE Professional Standards 4 subject benchmarks and PCF 1, 5, 6, 9)

- C6
2. Confidently and critically referring to research, theory and argument to support professional judgements and uphold social work values in working with people with lived experience of social work and other professional practitioners.

(SWE Professional Standards 3, 4 subject benchmarks and PCF 1, 5, 6, 9)

3. Working collaboratively, accountably, imaginatively, creatively and with curiosity with both social workers and inter-disciplinary colleagues to share information, improve practice, professional decision making and service provision.

(SWE Professional Standards 3, 6 subject benchmarks and PCF 1, 5, 6, 8, 9)

D. Transferable Skills and Personal Qualities

On completion of the programme students will have achieved transferable skills and personal qualities in the following areas (required by Social Work England Professional Standards, QAA subject benchmarks for social work and the Professional Capabilities Framework) at level 7 in the Higher Education Qualifications Framework such that they are able to:

- Communicate verbally demonstrating a high level of clarity, coherence and effectiveness. In some settings, this will require active listening, using a range of appropriate communication methods, the demonstration of empathy, authority and professionalism. Knowledge and skills in
- D1. how to use an interpreter where required is also encompassed.

(SWE Professional Standards 1, 2, 3 subject benchmarks and PCF 1, 2, 3, 7)

- Communicate in writing demonstrating a high level of clarity and coherence, including evidencing an understanding about how to handle confidential and sensitive information in the presentation and analysis of evidential material. Written communication modified by register of language for
- D2 specific audiences/readers is also required.

(SWE Professional Standards 2, 3 subject benchmarks and PCF 1, 2, 3, 7)

- D3 Verbally present evidence, analyse arguments and discuss alternative possibilities, either individually or as part of a group, across a range of audiences requiring modifications in vocabulary and register by audience/participants.
(SWE Professional Standards 3 subject benchmarks and PCF 1, 2, 3, 6, 7)
- D4 Manage and resolve complex problems, where knowledge (including others's motives and actions) may be uncertain by thinking systematically and creatively, weighing and evaluating evidence, identifying alternative outcomes and planning and executing outcome strategies.
(SWE Professional Standards 3, 4 subject benchmarks and PCF 1, 5, 6, 7)
- D5 Apply analysis, critical thinking and the ability to make conceptual links to problem solving, planning and action.
(SWE Professional Standards 3, 4 subject benchmarks and PCF 6, 7)
- D6 Work creatively and collaboratively with others and contribute to an open and creative learning culture through sharing good practice, seeking feedback, constructively challenging ideas and actions, debating and evaluating evidence and co-operatively planning and executing action.
(SWE Professional Standards 3, 4 subject benchmarks and PCF 1, 2, 3, 7, 8)
- D7 Engage in critical reflection to assess the impact of continuing professional development on the quality of practice as part of a lifelong learning strategy.
(SWE Professional Standards 4 subject benchmarks and PCF 1, 6, 9)
- D8 Organise and manage time and prioritise tasks by systematically thinking through and evaluating competing demands in the light of alternative outcomes.
(SWE Professional Standards 3 subject benchmarks and PCF 1, 6, 7)
- D9 Use communication and IT skill effectively for a variety of purposes, including communication, research, and storing and retrieving information.
(SWE Professional Standards 3 subject benchmarks and PCF 7)

Teaching and Learning Processes

Teaching and learning methods

A range of teaching and learning methods, including on-line learning, are used to facilitate achievement of unit and programme learning outcomes. Knowledge and understanding outcomes are facilitated through lectures and seminars (both online and face-to-face), small group tasks, individual student seminar presentations, self-assessment exercises and directed learning, including reading.

Intellectual skills are developed similarly through participation in a range of activities including directed and independent study associated with each unit. Individual and group exercises, student debates and formative presentations allow you to develop intellectual skills in a supportive environment. Preparation of assignments (formative and summative) including feedback and support from academic staff is also seen as an important component of facilitating the critical and analytic skills and abilities expected of postgraduate students.

Practical, experiential exercises are included in some units, both on-line and face-to-face. There is a key focus on enhancing communication skills in Assessed Readiness for Direct Practice Unit, which is delivered by people with lived experience, practitioners and academics. Students work with a range of scenarios and role plays, including interviewing in our simulation suites. Case studies, reflective exercises, group discussion and work in a mock court where students prepare and present evidence in front of a judge, are all additional ways you are provided with opportunities to develop critical reflection, problem solving and decision-making skills, which can be put to practical use in your own areas of practice.

The programme is underpinned by a set of key transferable skills, which are developed through a broad range of teaching approaches. For example formative and summative presentations, including written work and in some units seminars, encourage you to enhance your communication and presentation skills. Whilst it is acknowledged that postgraduate students who will have undertaken a first degree or equivalent, will probably have developed many of these skills already, within the context of this programme the aim is to enhance and develop these to a higher level and in the specific context of Social Work practice. There is a major focus on enhancing critical reflection and the ability to critically analyse and problem solve complex and unpredictable Social Work issues and situations where knowledge is imperfect or uncertain.

On-line learning

The University and Division have extensive experience and good practice in on-line learning with dedicated e-learning technologists and learning materials that include rich on-line audio/video/desk-top teleconference technologies; on-line problem/enquiry-based learning; interactive materials, exercises and self-assessment tools. On-line aspects of learning employ a range of technologies and materials that allow the expertise of academic staff and your thoughts and experiences to combine and shape the learning process. This is achieved through the use of: short on-line lectures; video interviews and video clips; audio streams and podcasts; rich media presentations; collaborative text based environments e.g. discussion groups (facilitated and moderated by staff), wikis, and blogs; reflective tools e.g. learning journals; formative assessments and feedback e.g. on-line seminars, formative tests and MCQs.

Knowledge and understanding outcomes are facilitated through the use of a wide range of on-line materials; directed reading; participation in interactive on-line exercises and discussion board postings and responses (facilitated and moderated by staff). Exercises for you to undertake, reflect on, document and then submit on-line postings and receive feedback are a key learning strategy in some

units used to develop practical skills relevant to the aims and outcomes of the course units and programmes.

Curriculum Content

The following table summarises the curriculum content of the programme:

Course unit	Assessment type, length, weighting within course unit	Credits
YEAR 1 all course units are compulsory		
SEMESTER 1		
Introduction to social work	Case study/reflective analysis, 3,000 words. This will be linked to the first practice placement NB there is a 1,000 word compulsory formative assessment	15 credits
Social Political and Organisational context for social work practice	3,500 word essay	15 credits
Law for social work practice	15 MCQs and two 1,500 word case studies	15 credits
Life-course and Social Relationships	1,500 word essay x 2	15 credits
Practice learning and professional development:	Students must pass an Assessed readiness for Direct Practice, conducted via an Observed Simulated	This is not credit rated but are requirements of Social Work England and must be passed.
20 days professional skills development.		

YEAR 1- all course units are compulsory **SEMESTER 2**

Practice learning and professional development:	Practice Portfolio	This is not credit rated but are requirements of Social Work England and must be passed.
70 days practice placement		

YEAR 2 **SEMESTER 1**

Foundations of Research	3,500 word essay	15 credits
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Safeguarding Children, Adults and their Families	15 MCQs and 2,500 word essay	15 credits
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Contemporary Social Work Interventions in Practice	• Student presentation & critical practice report	30 credits
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Practice learning and professional development.

• 10 days advanced skills training.	Practice portfolio	This is not credit rated but is a requirement of Social Work England and must be passed.
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YEAR 2 **SEMESTER 2**

Practice learning and professional development.

• 100 days practice placement	Practice portfolio	This is not credit rated but is a requirement of Social Work England and must be passed.
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Dissertation	10,000 – 15,000 word dissertation	60 Credits
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COMPULSORY COURSE UNITS

Course Unit Outlines can be found via your [My Manchester](#) Student Portal as part of the Course Unit Publishing (CUIP) project.

PROGRAMME DATES

Please note that the Social Work Programme runs on a bespoke timetable hence there may be variances on attendance and vacation periods. For the programme timetables, please see your Personalised Timetable on your My Manchester portal

Students responsibilities

Changes in personal and/or contact details

During the on-line registration process you need to confirm/update your personal and/or contact details. If these details change at any time following registration, it is your responsibility to update your details via the Student Portal. Please note that the Division will only use the information on the Student Portal, no other source so that if your details are not changed important communication documents could be sent to the wrong address if this is the case the fact that information was sent to the incorrect address cannot be used as mitigation.

Checking Student e-mails

When you complete your IT registration you will receive a student e-mail account, from the point of registration onwards, all departments within the Division will use the student e-mail address exclusively, not personal or work e-mail addresses.

As a student you are required to check your student e-mails regularly whilst you are active on the programme, as this is where the Division would contact you.

Checking your Virtual Learning Environment

Canvas is the university's new VLE (Virtual Learning Environment) system and is the place you will find all essential information about your programme and all the learning materials for your units.

The Division uses Canvas as the central location for information about all student resources. You will be given training on how to access Canvas.

As a student, you are required to check in at least weekly, as this is where the Division would post both generic and specific information relating to course units and programmes, e.g. Room changes or Assessment results.

[Social Work England](#) Guidance on Conduct and Ethics

All students should conduct themselves in accordance with this guidance throughout the master's programme. This is as relevant within the university setting as it is during the practice placement. The guidance will be fully discussed using structured exercises in the preparatory practice learning sessions which take place in semester 1. Students will have the opportunity to revisit the guidance during recall skills days to promote, monitor and provide space to reflect upon professional development.

STUDENT SUPPORT AND GUIDANCE

Programme Director Role and Support

The Programme Director is Dr Pat Cartney, Room 4.324b, Jean McFarlane Building,
patricia.cartney@manchester.ac.uk

STUDENT SUPPORT & WELLBEING

The School of Health Sciences Student Hub (SHS Hub) is your first point of call for all manner of student support resources throughout your time with us. To find advice, contact and further details, head over to the [SHS Hub SharePoint site here](#).

As a student at the University of Manchester, you have access to a huge range of support services and resources. This includes, but is not limited to, support relating to your studies, finances, health and wellbeing, settling in and making friends, personal safety and planning for your future beyond University.

PROGRAMME MANAGEMENT

The Postgraduate Social Work Programme Committee will be responsible for operational management and development issues in relation to the programme and its component course units. It will oversee admissions, teaching and learning (academic and practice), academic adviser arrangements, assessment and examining arrangements, student issues and curriculum development. The committee will review the programme annually in accordance with the Divisions Quality Policy, and make recommendations for curriculum development and any appropriate changes in response to student feedback/evaluation and external examiners' comments. The committee will meet 3 times per academic year.

Membership of the Programme Committee will comprise of all academic staff teaching on the programme, including the Programme Director, admissions manager, assessment and examination manager, year tutors and lecturers responsible for practice learning. In addition, the committee will have student and employer representatives, alongside people with lived experience of social work.

The Division Director of Post Graduate Education will be invited to attend where appropriate.

The Graduate Society

We're a new society which formed in October of last year. Broadly, our 'mission' is to act as a resource for postgraduates within the Faculty by organising opportunities for personal and professional development. We aim to do this by working towards three overarching goals:

1. To organise high-quality academic-orientated events (such as our Lightning Lecture series, an MHS-wide conference we're organising with the Graduate Division, and much more to come).
2. To organise social events which facilitate interactions across Divisions and Institutes, increasing breadth of knowledge as it relates to medical and human sciences (such as our MHS Pub Quiz, and Spring Break BBQ).
3. To organise opportunities for postgraduates within the Faculty to engage the public about science (such as the 'Elevator Pitch' event we're doing with the Graduate Division to travel to nearby Divisions and discuss postgraduates' science).

Graduate Society Contacts:

Clifford Workman (clifford.workman@postgrad.manchester.ac.uk)

Natalie Cureton (natalie.cureton@postgrad.manchester.ac.uk)

LEARNING RESOURCES

STUDY SKILLS

Each of you will start the programme with a mix of different skills. We have identified a number of Study Skills that are vital for you to master early in your study, in order to achieve your full potential on the programme. These include academic writing, Harvard Referencing, Using IT software, Numeric and Literature skills.

The University's library team has developed an award winning skills programme with online and face to face workshops to aid your progression [My Learning Essentials \(The University of Manchester Library\)](#). In addition you can visit the Palgrave publishers website as this also contains information regarding study skills and is freely available to all students. There is a specific section on plagiarism referencing and critical thinking skills, which can be accessed as an audio presentation by clicking onto the MP3's icon button.

If you feel you may benefit from advice and guidance for any disabilities and the impact they may have on your progression, please do reach out to the Disability Advisory and Support Service team. [Disability Advisory and Support Service \(The University of Manchester\)](#)

STUDENT PROGRESS AND ATTENDANCE REGULATIONS

For full details on attendance regulations please consult the SHS Student Handbook in conjunction with your programme handbook.

ATTENDANCE AND ENGAGEMENT REQUIREMENTS

Monitoring student engagement is part of the University's commitment to providing a supported learning environment in which students are encouraged to develop knowledge, understanding and the range of skills and attributes expected of a Manchester Graduate. It encourages active participation in all learning activities through regular engagement.

We are very aware of and experienced in delivering a professional programme of education to adult students who are also engaged in professional practice. Course units are therefore arranged to take this into consideration, so far as is possible. Course units are not usually delivered over the main holiday periods at Christmas, Easter and the main summer holiday period, and many course units will make an effort to accommodate Division half terms (this is slightly more problematic as different Local Education Authorities have different half term dates).

Attendance Requirements

In addition to the School of Health Sciences guidelines for attendance, the MA Social Work has additional programme specific requirements which you must adhere to.

It is expected that all students will attend all taught sessions; however, on the MA Social Work programme you are required to attend at least 80% of taught sessions for each course unit.

You should record all of your attendance and report all absences through the SEAtS system. If you are unable to attend a teaching session you should also inform the lecturer/instructor, to catch up on missed learning and for support with teaching materials.

If you expect to miss one or more full weeks of teaching, you must record this in SEAtS and notify your Academic Advisor. Please provide a reason for this to help the team provide appropriate guidance and signposting as required.

Absence definitions

Sickness: Absence from the programme due to personal ill-health or whilst attending for healthcare treatment.

Authorised Absence: Includes Compassionate Leave, Carer's Leave or leave for personal reasons to be determined by your Academic Advisor. It is your responsibility to discuss these requirements and seek authorisation from your Academic Advisor.

Unauthorised Absence: Absence from the clinical placement area or University without permission or explanation. Holidays in term-time will be recorded as unauthorised absence.

Seeking authorised absences is in line with developing accountable and professional practice. 80% attendance must be met for MA Social Work though even where absences are classified as authorised, as these absences do not excuse the need for students to attend.

Lateness Policy

It is our expectation that students will be punctual and prepared to start working promptly at the start of the session to maximise learning time and opportunities.

Understanding that sometimes delays do occur for unavoidable reasons students are able to enter the teaching session up to 15 mins after the session has started.

It is expected that if students arrive late they find a seat at the back of the room and enter quietly, causing as least disruption to the group as possible.

If students are registered as attending a session they are expected to remain for the full session.

Attendance may be checked at the end as well as the start of a session to ensure that this is taking place.

Consequences of Unsatisfactory Attendance

If you are absent from a high number of sessions or your attendance is deemed to be too low, a member of staff from the Student Support and Wellbeing team will be in touch to check in with you and make sure that you are ok. If the poor attendance continues without a valid reason, your Academic Advisor will be informed. Should further concerns be raised regarding your attendance and/or engagement with the programme, your Programme Director will be informed, and you may be referred for consideration via the Fitness to Practise Procedure. As per the PGT Taught Degree Regulations, you may also be refused permission to take an examination or other form of assessment on the grounds of unsatisfactory work and attendance.

This is in line with the university policy on monitoring attendance.

If your unsatisfactory attendance continues and falls below the minimum 80% attendance required, it is likely that you will be asked to withdraw from the programme. Please do discuss any attendance problems you have with us as soon as they start as we can discuss how best we might be able to support you to attend.

ATTENDANCE AND SICKNESS ABSENCE ON PLACEMENT

Whilst on Practice Placement, students must attend 100% of their Placement working days. Placement days and hours are agreed between the placement provider/ agency, Practice Educator, student and Academic Advisor at the start of each placement.

Students who are unable to attend the placement are governed by the same regulations as Programme attendance regulations for definition of sickness, absence, unauthorised absence and punctuality as outlined in the student Programme Handbook (regarding sickness, absence, unauthorised absence, unscheduled breaks/leave). In addition, students must follow the placement agency's procedures for reporting as sick.

Students are required to complete 100% of their days on placement and must keep a record of the days completed on placement. The proforma provided in this handbook should be used and included in the portfolio. Students are expected to make up missed time (for sickness and absence) in agreement with the placement provider.

If the student is required to attend the University for recall days, any other form of scheduled teaching or student conferences, these days are not included in the 70 or 100 placement days.

A prolonged absence from placement may result in the student having to interrupt the course.

FREQUENTLY asked Questions

What to do if you are sick for more than seven consecutive days

All absences should be recorded via the SEAtS system. Please speak to the SHS Hub if you have any questions about your absence or if you wish to discuss mitigating circumstances.

You should consult your GP if your illness is severe, if it persists or if you are in any doubt about your health.

Repeated bouts of self-certificated short-term illness

The Division and the University has the right to investigate repeated bouts of self-certificated, short-term illness. The outcome of such an investigation might include, for example, referral to Occupational Health or to a Support to Study or Fitness to Practise Committee.

What to do if you are absent through illness

If you are ill/absent during theory (Division) weeks, you must record this absence via the SEAtS system.

If you are ill/absent during practice (placements), on the first day of absence you should inform the person-designated in your Learning Agreement Meeting (or a designated deputy) of your reason for being absent. You should also inform shs.attendance@manchester.ac.uk of your absence and the reason why on the same day. You can telephone or e-mail to report this illness or you can ask someone else to report it on your behalf.

What to do if you are ill when an examination or assessment is due?

See the examination guidelines covered in this handbook

What to do after a period of absence through illness?

When you have returned from a period of absence, you should record your attendance via the SEAtS system and catch up with any missed work. If you need to discuss mitigating circumstances, then you should contact the SHS Hub.

INTERRUPTIONS FROM THE PROGRAMME

Further information can be found within the SHS handbook [here](#).

MATERNITY LEAVE:

Please note that students stepping off for maternity leave should not interrupt before they have submitted their MATB1 form. Students who are ill and need to step off before they can submit their MATB1 form should go off sick first and produce sick notes accordingly.

During the interruption

During the period of interruption, your registration status will be classified as 'leave of absence' (LOA) and no tuition fees are payable. Where tuition fees have already been paid, they will be refunded or held over by the University. However if you are refunded in one year and you return in another year, you will have to pay the higher rate of fee. If the University holds the money for you, you will not have to pay the higher fee.

Note: In Campus Solutions, an interruption is recorded as a 'leave of absence' (LOA). The program action reason for the LOA will be defined as 'interruption' or 'maternity leave' as appropriate. During the leave of absence period, you will not be entitled to supervision and will have limited access to University facilities: you will not be able to use swipe cards or the library but will have access to your student IT account, the student portal, email and Campus Solutions.

Students' right to appeal

If the Division declines your application for interruption, you have the right to appeal against this decision. In this instance, you are advised to refer to the University's Academic Appeals regulation ([General Regulation XIX](#))

Maternity leave - you may interrupt your studies for the purpose of maternity leave at any time from 28 weeks of the pregnancy for a maximum period of 12 months during your degree. The period of leave must be taken in one consecutive block.^[1]

Adoption leave - if you are adopting a child may interrupt your studies for a maximum 12 month period during your degree. The period of leave must be taken in one consecutive block.

PREGNANT STUDENTS PROTOCOL

If pregnant, at **pre registration** medical, the Fitness Form should specify that time off and restricted duties may be necessary. A certificate from your GP or Midwife certifying that you are pregnant will need to be given to your programme director.

Current students ideally you should see your Programme Director early in your pregnancy so that you can be referred to Occupational Health. You can find many useful resources and contact details for advice on the Student's Union site: [University of Manchester Students' Union](#).

If on placement as well as being in the university, you will need to inform the placement manager, practice education lecturer and your Academic Advisor that you are pregnant so that the manager can undertake a risk assessment using the HSE leaflet as a guide (see page 3 of the HSE Leaflet for more information see link above or below).

If you wish to preserve your bursary payments, you should not interrupt before you have submitted your MATB1 form.

Two weeks leave following birth is compulsory by HSE law.

On return the Programme Director should discuss the following areas with you

- Shifts

- Infectious diseases; blood-born viruses
- Rest area
- If you are a non-responder to Hepatitis B are **unlikely** to be fit to practice.

You will also be asked to self-refer to the Occupational Health Department if you have any problem with either your pregnancy or your placement.

Review prior to return, taking into account mode of delivery and pre/post partum medical/mental health problems. 6-week postnatal check with GP is generally **no longer performed**.

NB: You are entitled to maternity pay for 45 weeks commencing from 11th week prior to confinement.

UNSATISFACTORY PROGRESS

If you fail to satisfy the Examiners in any assessment of your taught units, you may be permitted a reassessment on one further occasion. You must present your work for reassessment in the next available University examination period.

If you are undertaking a Master's degree, you will not be permitted to proceed to, or present your dissertation until you have satisfied the examiners that you have successfully completed all assessments for the taught part of the programme.

If you do not achieve the required pass mark in the taught element for a Masters award, but achieve the required pass mark for a Postgraduate Diploma or Certificate, you may be awarded a Postgraduate Diploma or Certificate, as appropriate, provided you have completed the requisite number of credits.

Dealing with problems on practice placement

Where problems arise on your practice placement, please consult the following documents:

<https://sites.manchester.ac.uk/supporting-students-practice/social-work-placement-concerns-guidance/>

SHARING OF INFORMATION WITH SECONDING EMPLOYERS AND PROFESSIONAL BODIES

If you are seconded to the University from your employer to undertake your chosen Programme of study should note the following:

- The University will not routinely share information about your progress and attendance with your seconding employers or professional bodies.
- However, circumstances may arise where it is appropriate for information held by the University or the employer, which may affect your progression and continuation on the programme of study or your employer support; to be shared between these parties.
- The University will respond to reasonable requests by employers or professional bodies for such information and may on occasion seek information from employers or professional bodies.

- Agreement to the sharing of such information if you are a seconded student is a pre-requisite for entry and continuation on programmes of study.
- If you who wish to be excluded from this agreement you should formally notify the Programme Director in writing, who will relay this information to your seconding employer.

CHARGES FOR EXTENSIONS TO LENGTH OF PROGRAMME

If you go beyond the standard programme length and we stop getting funding for your study, you may be charged extension tuition fees.

Additional fees will be charged based on the proportion of the Bench Mark Price, effective at the date when the extension is required.

ASSESSMENT REGULATIONS

INTRODUCTION TO ASSESSMENT

This section reflects the assessment regulations of the University of Manchester. The standard of the University's awards and your confidence in the equity and parity of the assessment of your work depends crucially on the scrupulous conduct of all matters relating to the assessment process.

All programmes of study need to be assessed and on this programme you will be assessed in both theory and Practice elements.

The purpose of assessment is to form a judgement on the quality of your work, to ascertain and certify levels of achievement, and to enable examiners to report on the standard of performance you achieve.

Assessments are either formative or summative. Formative work is designed to help you meet the requirements of your summative assessments. Summative assessments must be passed in order for an award to be conferred. Failure to pass all summative assessments will affect your progression through the course and may result in the discontinuation of your studies.

Appropriate referencing is an important part of academic work. Please familiarise yourself with the following guidance and refer to this as you are completing your assessments.

GUIDE TO REFERENCING

HARVARD REFERENCING SYSTEM

Accurate referencing of all written work is essential as it enables readers to (i) assess the accuracy of the writer's interpretation of source material; (ii) check the writer's integrity; and (iii) easily seek out material that may be of interest to their own studies. All assignments completed for this programme of study are expected to have a reference list.

Though there are many referencing/bibliographical systems around, the **Harvard system** is the system adopted by many of the prestigious nursing journals. More importantly, it is the system, which the

Division of Nursing, Midwifery & Social Work has adopted. **This means that it is the only system**, which is acceptable for any work submitted by students within the Division.

The Harvard system is a **standardised** system. This means that certain conventions must be adhered to (though there is some room for flexibility). The Harvard system works on the principle that every text/article/book mentioned (â??citedâ??) in an assignment must have a matching full reference in the final reference list. Likewise, every full reference in the reference list must have been mentioned in the main body of the assignment. An additional â??bibliographyâ?? (which in this context means a list of texts/articles/books used, but *not* mentioned in the main body of an assignment) is not required.

<http://subjects.library.manchester.ac.uk/referencing-harvard>

For any student who has cited throughout their summative assessment submission but failed to provide a reference list, the assessment will be marked, following which and a 10% reduction will be applied by the marker. A comment will be provided by the marker, in the feedback, noting the lack of a reference list.

External Examiners

The External Examiners for this programme are:

Name: **Duncan Helm**

Name of Institution: **University of Stirling**

Position at current Institution: **Senior Lecturer**

Course Units: **MA Social Work Year 1**

Name: **Joanne Westwood**

Name of Institution: **UCLan**

Position at current Institution: **Professor of Social Work Education**

Course Units: **MA Social Work Year 2**

RE-ASSESSMENTS

If you fail to satisfy the Examiners in any assessment of your taught units, you may be permitted to resubmit the assessment or retake the examination on one further occasion, up to a maximum of 60 credits. You will be offered this opportunity during the next available University examination period or within a period as published in the programme handbook.

Full copy of PGT regulations available at:

[Regulations](#) | [Academic-related regulations](#) | [Postgraduate Degree Regulations](#) | [The University of Manchester](#)

RESIT FEE CHARGES

As of September 2011 all students needing to undertake a resit Assessment at second attempt may be charged a fee. The full policy and details of fees can be found in your SHS student handbook or Virtual Learning Environment.

COMPENSATION MARKS

As part of the examination process you may be awarded a compensated pass for a Master's degree when you fail no more than 30 credits and receive a mark between 40 and 49% for those failed credits. Compensation is not permitted on the PGDip programme.

RETAKING A WHOLE PROGRAMME

Students may, in exceptional circumstances, and with prior permission of the Faculty, be allowed to re-take the entire programme. In such circumstances, you may re-register only if all outstanding fees have been paid. Fees are payable for the new period of registration.

RECOMMENDATIONS FOR ACADEMIC AWARDS

Following a report from the Examiners, the Faculty shall recommend to Senate the award of the degree of Masters or Postgraduate Diploma or Certificate, for those candidates who have completed all requirements of the regulations and satisfied the Examiners.

- MA Social Work
- PG Diploma Social Work
- PG Diploma Applied Social Studies (exit award only)
- MA Applied Social Studies (exit award only)
- For students who accrue 60 credits (or more but less than 120), if they meet the requirements of the University Regulations, they are eligible to apply for a Postgraduate Certificate in Applied Social Studies. This award does not provide a qualification that will enable students to apply for registration as a social worker with Social Work England and it does not entitle the student to practice as a social worker or to use this protected title.

NB In conforming to Social Work England's requirements for a qualifying award in social work, which will allow students successfully completing the programme to apply to register as ready to practice at qualifying level, the programme title(s) are designed to signify both the level of learning outcomes and the achievement of a professional qualification. The titles clearly indicate to potential applicants the level and academic and professional nature of the award. Students may successfully achieve 120 credits (PG Diploma) or 180 credits (MA) for learning outcomes at level 7, while failing to successfully complete the remaining elements of the programme that are required to demonstrate capability in practice and to enable registration with Social Work England (SWE). Under these circumstances, students may be awarded a PG Diploma or MA in Applied Social Studies. This title reflects the *academic* learning outcomes of the programme, while differentiating the award from a qualification to practise social work.

DISSERTATION UNIT GUIDELINES

Masters students complete a 60-credit dissertation the guidelines for which are outlined below.

Each student undertaking the MA Social Work will be allocated an individual supervisor for your dissertation; the supervisor will be a recognised University Teacher experienced in graduate supervision. **You will receive the equivalent of up to 10 hours of individual supervision, which includes time spent reading drafts.** It is your responsibility to maintain contact with your supervisor. If you cannot attend an arranged meeting, you must inform your supervisor as soon as possible. If this procedure is not followed, you will be written to and asked to contact your supervisor. It is then your responsibility to make contact with your supervisor and continue with the supervision.

The dissertation will be assessed according to University requirements by two internal examiners and a sample will be reviewed by the external examiner for the programme.

PROGRESSION TO A MASTERS DISSERTATION

You will be given permission to submit a dissertation (to achieve an MA) by the examination board when you have accumulated 120 credits of course work. This will normally be at the June or November examination board in the second year of the programme in accordance with University Regulations for taught postgraduate programmes.

SUBMISSION OF A DISSERTATION

You are expected to submit your dissertation online.

VIVA VOCE

You may exceptionally be required, at the discretion of the Examiners, to present yourself for a viva voce (oral examination), in the subject of your dissertation or project report or on any matter immediately connected therewith.

APPENDIX CURRICULUM MAP OF COURSE UNITS AGAINST INTENDED LEARNING OUTCOMES OF THE PROGRAMME

A. Knowledge & Understanding On completion of the programme students will have achieved knowledge and understanding in the following areas (required by Social Work England (SWE), QAA subject benchmarks for social work and the Professional Capabilities Framework) at level 7 in the Higher Education Qualifications Framework, such that they will be able to:		Introduction to social work	Social Political and Organisational context for social work practice	Law for social work practice	Life-course and Social Relationships	Practice learning and professional development: 20 days inc ARDP.	Practice learning and professional development:70	Foundations of Research	Safeguarding Children, Adults and their Families
A1. Engage with people with lived experience of social work (SWE Professional Standards 1, QAA subject benchmarks and PCF 2,3,4) Demonstrate a critical understanding of the social processes and socio-economic features of society, including factors which promote – or militate against – the health and well- being of individuals, families and communities and impact upon the differential demand/need for social work services.									
1.	Display a critical understanding of the importance of engaging with strengths- and assets- based approaches to working in partnership with individuals, families and communities and how individual and group characteristics can contribute to inter-personal, structural and institutional inequality in the context of anti -discriminatory and empowering social work practice.	X		X	X		X		X
2.	Demonstrate an informed understanding of processes contributing to social differences and identities across diverse communities alongside the need to both promote social justice and challenge the impact of disadvantage /discrimination and confront intersectional issues of inequality and social inclusion.	X	X		X		X		X
3.	Demonstrate a practical, conceptual, intellectual and critically evaluative approach to examining the relationship between agency policies, legal requirements and different professional roles, knowledge and values and the ways in which they can be managed to facilitate inter-disciplinary assessment, planning and service delivery.			X				X	X

4. Demonstrate a practical and intellectual understanding of the need to develop professional trustworthy relationships with people who use services and to use power and authority legally, proportionately and with integrity.	X		X		X	X		X
5. Demonstrate a critical understanding of the importance of user-led approaches in social work practice, acknowledging people as experts in their own lives, and evaluating the significant contribution made by people with lived experience of social work to the development of social work services and practice.	X	X					X	X
A2 Demonstrate a comprehensive and critical understanding of the service delivery context (SWE Professional Standards 3,5) subject benchmarks and PCF 5.2,8, 9)								
1. Recognize and critically evaluate social work's role in an historical and international context.	X	X	X					X
2. Demonstrate a critical understanding of the complex and contested relationship between ideology, political issues, policy development and implementation and the role and operation of social work services.		X						
3. Demonstrate knowledge of the formal and legal framework (statutory powers and duties, case law, human rights, regulations, procedures, guidance, codes of practice) and a critical understanding of the relationship between formal/legal imperatives, trends in contemporary social policy and current social work leadership and practice.			X					X
4. Apply a practical and conceptual understanding of the interrelationships existing between a range of statutory, voluntary, private and third sector agencies by evaluating their role in the context of policy development, service delivery and personalised services.						X		
5. Demonstrate knowledge of different approaches to management, leadership and quality in public and independently provided human social service and apply a critical understanding to how these factors may impede or facilitate policy implementation, service delivery and best practice in relation to inter-disciplinary and inter-agency working.						X		

6. Show practical up to date knowledge of modern communication methods and information technology and demonstrate a critical understanding about the need to use electronic, online and remote communication lawfully and ethically in line with data protection and governance regulation.						X	X	
A3 Demonstrate a comprehensive and critical understanding of the values and ethics underpinning social work: Apply social work ethical principles and values to guide professional practice (SWE Professional Standards 1, 2, 3, 4, subject benchmarks and PCF 2)								
1. Demonstrate a critical understanding of the development and nature of social work values and their operation in relation to moral concepts and legal principles (rights, responsibility, autonomy, authority, power) by social workers as agents with statutory powers.	X	X	X			X		X
2. Display a critical awareness of (contested) philosophical ethical frameworks and demonstrate in depth understanding of their relevance to clarifying value laden dilemmas, competing actions, and conflicts in order to be able to successfully contribute to their resolution.	X	X					X	
3. Demonstrate a critical understanding of the complex relationship between codes defining ethical practice, the moral nature of social work, the regulation of professional conduct and the way in which these inform or govern social work practice and influence the management of potential inter-disciplinary conflict.	X		X				X	
4. Demonstrate the ability to critically reflect on own values, including the recognition of bias, and be open to challenging the impact of personal values on professional practice in different contexts.		X		X	X	X		X
5. Display a critical awareness of the need to act safely, respectfully and with professional integrity at all times and to ensure that actions are in line with the requirements and expectations of the professional regulator.						X	X	X
6. Demonstrate a comprehensive understanding of the need to promote ethical practice at all times – in relation to self and others – and to challenge poor practice and/or raise concerns where professionally appropriate.						X		X

A4 Demonstrate a critical and comprehensive understanding of Social Work Theory and its application to practice (SWE Professional Standards 1, 3 subject benchmarks and PCF 4, 5, 6, 8)								
1. Demonstrate the ability to critically evaluate theory and research from relevant disciplines (primarily sociology, psychology and physiology), their epistemological foundations and their contribution to an understanding of individual development and change over the life course, (mal)adaptation, group dynamics and organisational behaviour in the context of social work practice.	X	X		X			X	
2. Apply knowledge of assessment models and frameworks to developing a critical and evaluative understanding of complex assessment activities in context- weighing risks, developing hypotheses and modifying hypotheses in the light of new and/or disconfirming evidence.			X			X	X	X
3. Apply knowledge of social work theories and interventions to address presenting social care needs, identify risk indicators, support risk analysis, consider the explicit balancing of rights and risks and facilitate ethical professional decision making.	X		X			X		X
A5 Demonstrate a critical and comprehensive understanding of the nature of social work practice (Social Work England, 1, 2, 4 , 5, 6 subject benchmarks and PCF 1, 6, 7)								
1. Show how social work knowledge and skills contribute to effective practice and decision making in a range of settings, cultural-linguistic contexts and across different service user groups and communities.						X		X
2. Display a critical awareness of factors and changing processes that facilitate inter-disciplinary and inter-agency collaboration in planning services, assessment, service delivery and evaluation of effectiveness.						X		X
3. Demonstrate a critical understanding of the relationship between different approaches to evaluating social (policy and practice) interventions and their implications for social work practice and professional development.								X
4. Evaluate latest national and international research and theory development, which is relevant to social work assessment, decision making and intervention and show a critical understanding of the relationship between research, theory development and the way in which research and theory informs practice, including evaluation of its effectiveness.							X	X

5. Demonstrate a capacity for logical, systematic, critical and reflective reasoning and apply the theories and techniques of reflective practice when making professional judgements, seeking feedback from others – including from people with lived experience of social work – to improve practice.						X		X
6. Demonstrate and utilise a critical understanding of processes that facilitate and support people's individuality, autonomy, dignity, privacy, choice, well-being and independence						X		X
7. Demonstrate an ability to identify and behave as a professional social worker, able to establish and maintain the trust and confidence of people whilst being committed to professional development and upholding the integrity of the profession.						X		X
A6. Demonstrate their ability to critically utilise research evidence: the development of research mindedness (SWE Professional Standards 4 subject benchmarks and PCF 5.1, 5.11)								
1. Demonstrate knowledge of qualitative and quantitative research methods and a critical understanding of epistemological issues and research design in relation to the subject under investigation.							X	
2. Demonstrate in depth knowledge, critical understanding and conceptual integration of a topic related to social work policy and/or practice, including an understanding of methodological and epistemological issues that influence research design and the evaluation of data.							X	
3. Demonstrate knowledge and critical appraisal of relevant social research and evaluation methodologies, and the evidence base for social work, recording how research and theory inform own practice.							X	X

B. Intellectual Skills On completion of the programme students will have achieved intellectual skills in the following areas (required by QAA subject benchmarks for social work and the Professional Capabilities Framework) at M level in the Higher Education Qualifications Framework, such that students will be able to:		Introduction to social work	Social Political and Organisational context for social work practice	Law for social work practice	Life-course and Social Relationships	Groups and Power	Practice learning and professional development: 20 days	Practice learning and professional development:70 days	Foundations of Research
B1	Analyse complex human situations by systematically identifying and evaluating relevant information, critically examining and weighing relevant evidence and identifying areas of uncertainty and unpredictability.			X				X	X
B2	Critically evaluate current developments in research, theory and knowledge that are relevant to social work theory and practice and think about and debate these developments at a high level of reasoning and argument.		X	X	X				X
B3	Think conceptually and analytically and make conceptual links across areas of knowledge and understanding (for example between law and regulation; between theories explaining human development and issues associated with social exclusion; between strengths-based approaches and well-being).	X	X	X	X			X	X
B4	Critically evaluate research evidence with particular reference to methods, interpretation of data and epistemological debates that inform approaches to social investigation and apply this understanding to the student's own research in the area of social policy/social work.								X
B5	Think originally and creatively in ways that extend knowledge and understanding and contribute to problem solving in a professional context.		X	X					
B6	Demonstrate a high level of critical reflection in all aspects of the social work process and their role within that i.e. become a reflective practitioner.	X		X	X			X	

C. Practical Skills On completion of the programme students will have achieved practical skills in the following areas (required by Social Work England, QAA subject benchmarks for social work and the Professional Capabilities Framework) at level 7 in the Higher Education Qualifications Framework: These must be demonstrated at threshold levels of achievement. It should be noted that Social Work England and the PCF identify what social workers should be able to do in the workplace and this must necessarily involve the integration of knowledge, understanding, intellectual skills and their application to practice. Learning outcomes for practical skills are therefore identified in relation to their role in overall practice capability. Hence, students must be able to:		Introduction to social work	Social Political and Organisational context for social work practice	Law for social work practice	Life-course and Social Relationships	Groups and Power	Practice learning and professional development: 20 days	Practice learning and professional development: 70 days	Foundations of Research
C1 Apply their practical skills to working with individuals, families, carers, groups and communities to assess their circumstances and needs by:									
	1. Identifying, accessing, synthesising and evaluating complex information from a range of sources to inform initial and subsequent intervention accounting for new information as appropriate.	X		X				X	X
	2. Communicating respectfully and effectively and collaborating with people with lived experience of social work and other professional practitioners to assess need and to plan, identify strengths, review and revise service provision and intervention as appropriate.	X		X				X	
	3. Recognising differences across diverse communities and assessing the influence of cultural and social factors, loss, change and uncertainty in developing resilience and promoting well – being.	X		X	X			X	
	4. Demonstrating effective, value-based communication skills which are relationship based and demonstrate empathy and professionalism.	X		X				X	

	5. Ensuring accessible and effective working relations, including assessment and service provision, in line with the Equality Act 2010 and Public Sector Service Duty 2011 especially in relation to those with specific access needs on grounds of language and/or disability.							X	
C2 Apply their practical skills to developing working relationships with a range of people with lived experience of social work and other professional practitioners to plan and effect appropriate intervention by:									
	1. Making decisions about the relative urgency of a referral, the level of danger involved and about appropriate action in the light of legal and procedural requirements, necessary protective action, information from supervision and professional ethical principles.			X			X	X	
	2. Communicating and interacting with a range of people with lived experience of social work to develop and maintain effective working partnerships within the context of appropriate personal and professional boundaries as the basis for planning, delivering and reviewing social work services and intervention based on evidence informed judgements.	X						X	
	3. Working in partnership with people with lived experience of social work, recognising their right to be treated with respect and dignity, promoting autonomy and self-determination and enabling people to participate fully in discussions and decision making wherever possible.	X		X				X	
	4. Ensuring the cultural, linguistic and access needs, requirements and preferences of service users and carers are respected, prioritised and maintained at all times.			X				X	
	5. With supervision and support making justifiable decisions which account for the need to balance the rights of individual service users to choice and privacy and their strengths with evidential risks to self and/or others and the need to share information in order to safeguard vulnerable people and promote their well-being.	X		X				X	

C3 Apply organisational, presentational and written and verbal communication skills by:								
	1. Advocating for people with lived experience of social work where appropriate and/or enabling access to advice, advocacy and support services.			X				X
	2. Assimilating complex information, formulating and testing hypothesis and disseminating the resultant evidence informed judgements in the form of verbal and/or written reports to formal professional forums and hearings.			X			X	X
	3. Adjusting communication skills by register and encompassing media other than the written or verbal word to match requirements of information users and to promote inclusion e.g. children, those with limited capacity, issues of disability access (hearing/vision etc.)			X				X
C4	Apply professional ethical considerations, communication, information gathering skills with people with lived experience of social work and other professional practitioners to identify, manage and modify factors that create and maintain risk to workers (including to self), people who use services and others and in so doing demonstrate effective use of supervision and critical reflection.			X				X
C5 Apply written and verbal communication, workload management and relationship building skills in the workplace by:								
	1. Prioritising and managing the workload, identifying accountability and responding to appropriate duties and taking responsibility for using supervision to inform practice and facilitate continuing professional development.							X
	2. Maintaining accurate, complete, accessible and contemporaneous records that provide evidence for judgements and decisions and that can be shared with people with lived experience of social work and other professional practitioners in accessible formats and media.			X				X

C6 Apply research and information gathering skills, evaluation skills, personal presentational skills and communication/relationship building skills by:								
	1. Reviewing and identifying professional learning needs in the light of current research and developing knowledge and reflecting in supervision how current research and evidence informs practice, how practice is kept up to date and how to effectively meet the requirements of the professional regulator.						X	X
	2. Confidently and critically referring to research, theory and argument to support professional judgements and uphold social work values in working with people with lived experience of social work and other professional practitioners.	X	X	X			X	X
	3. Working collaboratively, accountably, imaginatively, creatively and with curiosity with both social workers and inter-disciplinary colleagues to share information, improve practice, professional decision making and service provision.			X			X	

D. Transferable Skills and Personal Qualities		Introduction to social work	Social Political and Organisational context for social work practice	Law for social work practice	Life-course and Social Relationships	Groups and Power	Practice learning and professional development: 20 days	Practice learning and professional development: 70 days	Foundations of Research
On completion of the programme students will have achieved transferable skills and personal qualities in the following areas (required by Social Work England Professional Standards, QAA subject benchmarks for social work and the Professional Capabilities Framework) at level 7 in the Higher Education Qualifications Framework such that they are able to:									
D1.	Communicate verbally demonstrating a high level of clarity, coherence and effectiveness. In some settings, this will require active listening, using a range of appropriate communication methods, the demonstration of empathy, authority and professionalism. Knowledge and skills in how to use an interpreter where required is also encompassed.			X			X	X	
D2	Communicate in writing demonstrating a high level of clarity and coherence, including evidencing an understanding about how to handle confidential and sensitive information in the presentation and analysis of evidential material. Written	X	X	X	X		X	X	X

	communication modified by register of language for specific audiences/readers is also required.								
D3	Verbally present evidence, analyse arguments and discuss alternative possibilities, either individually or as part of a group, across a range of audiences requiring modifications in vocabulary and register by audience/participants.		X	X				X	
D4	Manage and resolve complex problems, where knowledge (including others' motives and actions) may be uncertain by thinking systematically and creatively, weighing and evaluating evidence, identifying alternative outcomes and planning and executing outcome strategies.	X		X				X	
D5	Apply analysis, critical thinking and the ability to make conceptual links to problem solving, planning and action.	X		X				X	X
D6	Work creatively and collaboratively with others and contribute to an open and creative learning culture through sharing good practice, seeking feedback, constructively challenging ideas and actions, debating and evaluating evidence and co-operatively planning and executing action		X	X				X	
D7	Engage in critical reflection to assess the impact of continuing professional development on the quality of practice as part of a lifelong learning strategy.							X	
D8	Organise and manage time and prioritise tasks by systematically thinking through and evaluating competing demands in the light of alternative outcomes.							X	
D9	Use communication and IT skill effectively for a variety of purposes, including communication, research, and storing and retrieving information.							X	X