Continuous Professional Development for Social Work
MSc/PgDip/PgCert in Applied Social Work Practice
Social work

CONTINUOUS PROFESSIONAL DEVELOPMENT

MSC/PGDIP/PGCERT
CPD for social work

This course features a structured programme of study that will enable social workers to maintain their CPD for professional registration with the Health and Care Professions Council. By taking the course, qualified social workers can develop their Professional practice in line with employer needs and the Professional Capabilities Framework.

Social workers will enjoy flexible access to modules as appropriate to their level and experience and their employer’s goals for workforce skill development. Course modules have been developed to equip social workers with the critical skillsets they will need to evaluate current research in the field. Upon graduating, they will be confident in dealing with complex practice issues and making critically-evaluated decisions in practice to improve the lives of service users.

School-based modules have been aligned with the needs of professional social workers and, importantly, they offer students the opportunity to learn alongside colleagues from across directorates, including nurses, midwives, criminologists and social scientists.

The MSc/PgDip/PgCert in Applied Social Work Practice will facilitate social workers in developing comprehensive knowledge, new insights and a systematic understanding of the techniques and high-level skills required to work autonomously with service users.

The emphasis is on application of skills (practical, critical and analytical), knowledge and research to social-work practice, with the aim of improving opportunity and outcomes for service users and communities.

This programme has been endorsed by TCSW as having met the social work professional quality criteria.
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N.B. Modules are delivered to students from a cross section of professions and afford the opportunity of multi-professional learning, with the aim of developing knowledge, skills and behaviours commensurate with an integrated health and social care agenda.
## Table showing modules aligned to PCF levels

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<td>Module 1</td>
<td>Professional practice (ASYE)</td>
<td>Assessed and Supported Year In Practice</td>
<td>To ensure that students have consistently demonstrated practice in a range of tasks and roles, commensurate with the PCF level at end of first year in practice following qualification.</td>
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<td>Module 2</td>
<td>Consolidation of professional practice</td>
<td>Social Work Level</td>
<td>To ensure that students can meet requirements of the qualified and professionally-registered social worker, equipped to work with complexity and make confident decisions in practice to improve the lives of service users.</td>
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<td>Module 3</td>
<td>Applied critical reflection</td>
<td>Social Work Level or Experienced Social Worker Level</td>
<td>To ensure students can routinely and effectively apply principles of critical reflection and analysis to increasingly complex cases and integrate multiple sources of knowledge and evidence in decision-making.</td>
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<td>Module 4</td>
<td>Working with children and young people</td>
<td>Social Work Level or Experienced Social Worker Level</td>
<td>The module provides the opportunity to critically appraise, demonstrate and apply to practice a range of strategies, theories and approaches to direct work with children/young people, which will enable entry into their world and perception and facilitate better outcomes for them.</td>
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<td>Module 5</td>
<td>Personalisation in practice</td>
<td>Social Work Level or Experienced Social Worker Level</td>
<td>To provide students with underpinning legal, social, economic and political contexts of personalisation and a critical analysis of the impact of personalisation on different service user groups.</td>
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<td>Module 6</td>
<td>Risk assessment and analysis in childcare</td>
<td>Social Work Level or Experienced Social Worker Level</td>
<td>To consolidate knowledge, theory and skills from practice in the assessment and management of risk. To further develop knowledge of the application in practice of a range of theories and models which inform decision-making and influence methods in social work (applied to childcare).</td>
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<td>Module 8</td>
<td>Project management and methods of inquiry (school)</td>
<td>Experienced Social Worker Level or Advanced</td>
<td>Enable students to critically apply knowledge of project management through experiential learning within their organisation. Apply appropriate methods of inquiry to bring about patient/client/service user or service improvement within their organisation.</td>
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<td>Module 9</td>
<td>Research methods (school)</td>
<td>Experienced Social Worker Level or Advanced</td>
<td>To enable students to develop a rigorous approach to the process of research and its impact on practice. Prepare students to complete a dissertation/research project or systematic literature review.</td>
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<td>Module 10</td>
<td>Developmental supervision</td>
<td>Experienced Social Worker Level or Advanced</td>
<td>This module will take participants who are already or about to become supervisors. It will critically explore the theory and practice of social work supervision and help the participant to develop their supervisory style and skills.</td>
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<td>Module 11</td>
<td>The 'Me' in leadership (school)</td>
<td>Experienced Social Worker Level or Advanced</td>
<td>Enable students to develop personally and professionally in the knowledge of self and the significance of 'me' as a leader to see them through the demands of their job. Recognise the importance of the complex relationship between themselves as individuals, their team and their health and social care organisation.</td>
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<td>Module 12</td>
<td>Leading education in practice (school)</td>
<td>Experienced Social Worker Level or Advanced</td>
<td>Provide students with opportunities to critically examine the theory and research base of leading practice education and different levels of practice. Expose students to professional and inter-professional learning and teaching opportunities relevant to practice settings, with support and supervision from an experienced educator.</td>
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<td>Module 13</td>
<td>Dissertation (school)</td>
<td>Experienced Social Worker Level or Advanced</td>
<td>To utilise a systematic process of inquiry and apply critical thinking and problem solving in order to investigate an aspect of professional, educational, clinical, or organisational practice.</td>
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Module 1

Professional social work practice
(Assessed and supported year in employment ASYE)

Aims of module

- Critically analyse and evaluate a range of social work methodologies and strategies which will enable students to consistently demonstrate a comprehensive understanding of techniques, tasks, roles and responsibilities applicable to a particular social work setting.
- Critically evaluate current legislation, research, theory and advanced scholarship in social work practice to work effectively on complex situations
- Critically appraise and examine their own and their peers’ social work practice demonstrating their ability to practice as a professional social worker, exercising initiative, seeking appropriate support, meeting the capabilities of the PCF at the level of ASYE.

Intended learning outcomes:
On successful completion the student will be able to -

- Demonstrate critical reflection in the effective and active use of supervision for accountability, professional capability, personal and professional development
- Analyse, evaluate and critically apply a range of social work theories and methods to engage and communicate effectively with service users.
- Critically reflect on the management of risk, demonstrating a critical awareness of current problems and/or new insights
- Critically analyse, identify and take account of diversity and discrimination and show application of this in practice.
- Demonstrate professional capability in social work practice at the level of ASYE, recognising the impact of self in interaction with others.
- Develop their verbal communication skills, through discussions with their peers.
- Improve their Information technology skills by searching for relevant material
- Explore new ways of working with others by undertaking group activities/ tasks.
- Improve written skills (report writing) as they identify how their evidence meets the capabilities set out in the PCF, and submit work for formative assessment.
Learning and teaching

The programme is delivered across two semesters in partnership with employers. There will be a series of study days comprising lectures, directed learning and seminars. The seminar is an informal teaching situation where candidates will be expected to make a contribution to the issues being addressed. The seminar groups will also offer candidates an opportunity to reflect on their practice since qualifying and discuss the transition and process of being and becoming a professional social worker.

All students will be supported by their employer. The suggested frequency of supervision during the programme is once a week for the first six weeks, once a fortnight for the first six months and at least monthly thereafter. This may take place with the candidate’s line manager and/or a mentor and should include time for the candidates to reflect on their work, its affect upon them and their development needs in an open and well supported way. (This is an agreement across the Greater Manchester Social Work Agencies)

Assessment methods

- Academic assignment (50%): Critical analysis of risk using a case from the student’s workload. The assignment will critically evaluate theories and methodologies which impact on the case. Legislation policy and organisational context will also be analysed to identify their role in managing risk. The assignment will demonstrate that the student has a comprehensive understanding and can critically apply research, theory and/or new insights to complex practice situations.

- Formative assessment of a portfolio of evidence: two observations of practice, two reflective log / journal/account, service users’ testimony, line manager report) these are required throughout the year and peer assessed. There will also be ongoing formative assessment through supervision with line manager.

- Professional discussion (50%): To pass the Professional practice module the student will need to have demonstrated their capabilities against the nine PCF domains at ASYE level. They will also need to meet the requirements of academic study at masters Level. The professional discussion will explore the candidate’s ability to critically reflective on their learning and development of professional social work practice over the year. The assessment panel will ideally consist of employer representatives, academics and service users (where possible).

Syllabus outline

- Professional social work practice and PCF domains
- Being and becoming a social worker (professional identity)
- Ethical principles to guide Professional practice and decision making
- Recognising diversity, applying anti-discriminatory and anti-oppressive principles in practice
- Rights justice and economic well being
- Social work theories in action
- Using knowledge to reflect on and evaluate practice
- Critical reflection and analysis
- Writing skills
- Research-minded practice and its role in ‘best practice’ approaches
- Managing risk
- Contexts and organisations
- Developmental supervision (supervisees role).
Module 2

Consolidation of professional practice

Aims of module

- Develop conceptual understanding of social work practice which will enable them to exercise high quality, critical judgements in situations of increasing complexity, risk, uncertainty and challenge.

- Enable students to critically apply social work ethical principles and values to guide their Professional practice as they expect and anticipate but do not prejudge issues which may develop. This will enable them to demonstrate greater confidence and independence, consolidating their practice since qualifying.

- Evaluate critically-current legislation, research, theory and advanced scholarship in social work practice, critically evaluating how these translate into effective social work practice.

- Enable Students to critically examine their own practice and, where appropriate, propose new hypotheses.

- Provide opportunities for students to demonstrate their professional capability (across nine domains of the PCF) in direct work with carers and users of social care services to meet the requirements of the professional regulator. demonstrating a critical awareness of current issues impacting on the social work profession.

Intended learning outcomes:

On successful completion the student will be able to:

- Critically analyse the changing contexts which shape social work practice and identify and behave as a professional social worker committed to professional development.

- Critically apply social work ethical principles and values to guide Professional practice.

- Recognise diversity and critically evaluate the application of anti-discriminatory and anti-oppressive principles in social work practice.

- Use critical judgement, authority and a critical knowledge of social work methodologies to intervene with individuals, families and communities to advance human rights, promote social justice, economic wellbeing and independence, providing support and preventing harm, neglect and abuse.

- Critically apply knowledge of social sciences, law and social work and practice theory to complex situations.

- Apply critical reflection and analysis to inform and provide a rationale for professional decision making.
Critically appraise their own social work practice and that of their peers, taking responsibility for the professional learning and development of others.

Manage their own learning as they undertake independent tasks and activities required of them.

Develop their ability to working with others.

Learning, teaching and assessment strategies

The module is delivered through a series of lectures, directed learning and seminars. The candidate is also an employee and will have a practice assessor allocated by the employer who may or may not be their line manager but should always be a qualified social worker. The observation of practice which is done by the assessors and the analysis of this will be an opportunity for discussion and learning in and from practice.

The seminars are informal teaching situations where candidates will be expected to make a contribution to the issues being addressed. They will also offer candidates an opportunity to reflect on their practice since qualifying and contribute to the professional development of others by critiquing the practice of their peers. There are tasks set for their directed learning and students are given structured guidance on what they need to complete. They are also given a timetable which shows them when they will be expected to report back on the self-directed learning tasks within the seminars.

Assessment

The assignment will be submitted in the usual way through turnitin and is only marked by an academic. The observation is a report by a practice assessor and also includes feedback from service users and it is for these reasons that they will not be submitted through this system. They are asked to write a 1000-word analysis of the observation. The student will then complete an analysis of their capabilities and critically evaluate how the observation and the review assignment demonstrate evidence of their professional capability at the level of social worker.

Assessment requirements

- A critical analysis of two incidents from two different cases/involvement with service users (3,500) - 70% of module mark
- Evaluative account of capabilities (1500) - 30% of module mark
- Formative assessment will be an analysis of an observation including service user feedback and line managers report

Syllabus outline

- Critical analysis of the context of social work practice
- Approaches to critically evaluating practice and application to own practice
- Evidence-informed practice using theory/knowledge to critically reflect on/evaluate practice
- Critically applied ethical principals
- Critical analysis of human rights policy legislation, anti-discriminatory/anti-oppressive theories and principles and their application in practice
- Managing complex cases, maintaining professional boundaries: evidence from research and advanced scholarship on interagency working
- Emotional intelligence mindfulness and their critical application to social work practice.
Module 3

Applied critical reflection

Aims of module

- To develop a systematic understanding of critical and analytic thinking and writing
- To develop a systematic understanding of reflection, critical reflection and reflexivity and the application of these in complex practice situations
- To critically evaluate and distinguish multiple sources of knowledge and evidence in their decision making to support and develop professional confidence.

Intended learning outcomes:

On successful completion the student will be able to:

- Critically reflect on their own practice, service user and carer experiences, together with research, relevant theory, organisational policy and legislative requirements and critically apply their understanding of the convergence of these to specific areas of social work practice
- Critically examine a wide range of evidence sources to inform decision making and contribute to the development of practice and inform professional opinion
- Demonstrate a systematic approach to literature searching, critique of social work theory and research and utilise these in their own practice, writing and accounts
- Critically evaluate own hypotheses and contribute to evaluation of practice in relation to achieving optimal outcomes for service users 5. Evaluate own decision making and practice to develop professional confidence in increasingly complex practice arenas
- Effectively manage own work and demonstrate a capacity to plan for, and respond to, change in own practice, organisational, inter-organisational and team contexts
- Embed critical reflection in practice and be aware how to continue development of this in their career progression
- Use critical thinking skills augmented by creativity and curiosity.
Assignment (5000 words)

Students will be required to write a reflexive account of a specific area of practice. The essay should be underpinned by knowledge of theoretical frameworks and research. The assignment will distinguish the role of reflection, critical reflection and reflexivity in ‘making sense of’ practice. Formative feedback will be given in the tutorials on the critical incident analysis workshop.

Syllabus outline

- Contemporary contexts of social work & welfare
- Critical approaches to social work law and policy, including questions about values & power
- Social work research approaches/methodologies
- Evidence-based practice debates/theory
- Concept and practice of reflexivity in social work
- Analytical and critical reading and writing
- Reconsidering the issues of values, power and ethics in social work practice
- Real-life ethical dilemmas for social workers
- Critical reflection and analysis in decision making and complex cases
Module 4

Working with children and young people

Aims of module

- The module will enable students to develop a critical understanding of psychological, social, cultural, spiritual and physical influences on people; human development throughout the life span and the legal framework for practice.
- The module provides the opportunity to critically analyse and apply a range of methods, strategies, theories and approaches to direct work with a child/young person that will enable entry into the child’s/ young person’s world and perception and improve outcomes for them.
- The module will enable the professional to develop their skills in communicating with, undertaking direct work with and utilising observations of children and young people.

Intended learning outcomes:

On successful completion the student will be able to -

- Critically appraise, demonstrate and apply to practice a working knowledge of the main dimensions of human growth and development (throughout the life course), including the developmental milestones which children and young people need to achieve for optimal development.
- Critically analyse the short and long-term impact of psychological, socio-economic, environmental and physiological factors on people’s lives, taking into account age and development and how this informs practice.
- Identify the developmental needs of children and young people and critically evaluate the impact that all forms of abuse, violence and other trauma have on children and young people, including insecure attachment and loss, which can contribute to ineffective care and prevent optimal outcomes.
- Critically evaluate historical and current policy, research, theories and techniques for Working with children and young people and apply the latter to practice.
- Acknowledge the centrality of relationships for people and critically evaluate how key aspects of specific social work theories impact on these relationships.
Learning teaching and assessment
The module will be taught using a mixture of lecture, seminar and small group work. The participants will be encouraged to synthesise the taught material with their small group discussions and through individual practice. The small group work will include discussion on child observation, with each practitioner presenting to a small group and participating in case analysis of their peers. Written analysis of the above will contribute to formative assessment.

A critical evaluation report of direct work that the student has undertaken will be required to demonstrate capability across specified elements of the 9 domains of the PCF. (5000)

Syllabus outline
- Theory of direct work
- Direct work techniques and applications
- Child development theories
- Attachment theory and research
- Developmental consequences of maltreatment
- Child observation theory and critiques
- Identity
- Resilience
- Cultural competence
- Adolescent Mental Health
- Working with children away from home
Module 5
Personalisation for practice

Aims of module
- Critical appraisal of the legal, social, economic and political contexts of personalisation
- Critical analysis of the impact of personalisation on different service user groups
- Systematic understanding of practice dilemmas in personalisation, including the assessment and management of risk and the promotion of choice and self-directed support
- Critical evaluation of the emerging research on personalisation, including critique of the policy and service-user perspectives.

Intended learning outcomes:
On successful completion the student will be able to -
- Critically evaluate psychological and sociological understandings of human development across the life-span and interface of these with personalisation directives such as individual budgeting
- Articulate how critical theory about power, oppression and social inequalities can assist our understanding of social work practice and practices in this area
- Evaluate critical theory and research on personalisation
- Critically evaluate law and policy relevant to this module
- Articulate the significance of values and ethics in relation to personalisation
- Develop presentation skills as well as independent and group learning skills
- Consider the challenges and changes to the professional social work role presented by the personalisation agenda
- Assess and evaluate learning to further enhance professional development.
Assessment

Assignment will be an essay on the policy and practice of personalisation in relation to specialist practice area (utilising sociological and psychological aspects of human development e.g. ageing, childhood, disability) to describe contextual challenges in delivering the personalisation agenda (3500 words, (80%)

Also, a critical commentary based on the class presentation on an intervention - personalisation in action highlighting ethical dilemmas in practice 1500 words (20%)

Syllabus outline

- Personalisation – political and historical contexts
- Good practice in personalisation – research and evidence
- Developing critiques of personalisation
- Maintaining service-user voice in personalisation – use of narrative
- Personalisation and the life-course
- Ethical dilemmas in the practice of personalisation
- Values and professional ethics and challenges to social work presented by 21st century reforms in welfare – UK and beyond
Module 6

Risk assessment and analysis in childcare

Aims of module
- To critically explore the inter-relationship between the theoretical and historical concepts of risk, resilience, assessment, safeguarding and child wellbeing
- To examine the pathway between data collection, assigning meaning and constructing an analysis that fairly represents the child and family’s reality and to demonstrate the candidate’s critical understanding of a piece of assessment work that they are currently undertaking
- To demonstrate the ability to engage and communicate with children, parents, extended families and interagency practice groups
- To critically analyse the current research literature around risk, resilience and assessment.

Intended learning outcomes:
On successful completion the student will be able to -
- Demonstrate a critical understanding of the research and theory underpinning risk and assessment in child care
- Show a comprehensive understanding of the history and context that underpins current safeguarding practice
- Develop their knowledge and understanding of how assessment practice ascribes meaning and develops analysis
- Develop their creative capacity in undertaking risk assessment and analysis work
- Use the knowledge gained in each child care assessment task
- Critique their own assessment style, understand the factors that can impact on their assessment and analysis and assist others to develop their assessment skills
- Develop a critical and analytical model of child care assessment.
Teaching and assignment
The module will be taught using a mixture of lecture, seminar and small group work. The participants will be encouraged to synthesise the taught material with their small group discussions and their individual practice given as homework (1,000 x 2). An assignment of 5000 words will be a critical analysis of a case.

Syllabus outline
- Current Context
- Underpinning legislation, history, national social Policy, local policy development
- The theoretical context of assessment in child care
- Theory, models, discourse and critiques
- The process of assessment
- Pathways, beginnings, middles, ends
- Engagement and inclusion
- From data to analysis – the challenging journey
- Leading in the interagency context
- Feeding back conclusions to clients and formal meetings/hearings
Module 7
Risk assessment and analysis adults

Aims of module
- To consolidate knowledge, theory and skills from practice in the assessment and management of risk in adult social care
- To further develop knowledge of the application in practice of a range of theories and models which inform decision-making and influence methods in social work with adults
- To develop a critical understanding of the influence of economic, social, political and organisational contexts on social work practice
- To demonstrate the ability to critically reflect on and evaluate the knowledge, theory and skills gained, and articulate how these impact on and inform judgements in practice (generic and specialised application)
- To appraise legal and policy frameworks relevant to the assessment and analysis of risk in adult social care contexts

Intended learning outcomes:
On successful completion the student will be able to -
- Critically evaluate a range of theoretical concepts relevant to social work practice strengthening links between research, theory and practice
- Explore the significance of ‘knowledge’ contexts for social work, social, organisational and political in the UK
- Critically appraise dominant professional approaches (for example, safeguarding) and their relevance for practice, decision-making and intervention
- Identify and analyse ethical dilemmas and power dynamics in the practice of assessing and managing risk in adult social care
- Develop analytical skills and embed communication skills and techniques
- Develop the critical reflective skills to enable ongoing professional development and learning
- Build and strengthen professional assertiveness in multi-disciplinary contexts
- Identify and justify appropriate legislation and policy for practice contexts.
Teaching and assignment

Teaching strategies will maximise the potential of Web 2.0, including Blackboard and blogs. There will be lectures and seminars exploring theoretical perspectives and consequences for practice using case examples. Directed reading will be followed by seminars and student lead presentations. There will be analysis and student presentations on the ‘meta’ (social perceptions of risk, media ‘splash’ stories)

Written homework at two points in the module will provide formative feedback to students. The Final summative assessment will be a critical analysis of a case (5000)

Syllabus outline

- Critical understanding of dominant professional discourses, for example, safeguarding, recovery in contemporary social work practice. Comparative approaches - international perspectives.
- Influence of society on practice including in-depth analysis of the concepts of risk and dangerousness.
- Developing critical thinking skills for practice – links between practice and academic and intellectual exploration.
- Critically analysing the process and content of assessments employed by agencies and organisations
- The legal and policy contexts relevant to practice in specialised fields.
- Different theoretical understandings and their impact on how we assess and intervene in practice.
- The knowledge and skills required for inter-professional working within joint processes such as referral, assessment and management. To include health, education and communities.
- Developing meaningful partnerships working with service-users and the service – and analysing user contribution to knowledge.
- Systemic approaches – micro, meso and macro – and their influence on practitioners in specialised contexts in the UK and globally.
- The legislative and policy context for making decisions and intervening in people’s lives.
- How do different theoretical understandings impact on how we assess and intervene in specialised areas of practice?
- The role of research and evidence in practice.
- Exploring how social workers use and produce knowledge and theory in social work.
Module 8

Project management and methods of inquiry for health and social care practice

Aims of module

❚ To enable the student to critically apply knowledge of project management through experiential learning within their organisation

❚ To encourage the student to apply appropriate methods of inquiry to bring about patient/client/service user or service improvement within their organisation

❚ To expose students to opportunities to critically evaluate self and others and reflect on the techniques required to develop, justify and defend a business case, via work-based learning, practical application of activities and mentoring

❚ To enable the student to demonstrate their qualities as a leader and their impact in practice.

Intended learning outcomes:

On successful completion the student will be able to -

❚ Utilise an evidence-based approach to apply and critically evaluate the principles of project management on an individually-determined project for service improvement

❚ Critically explore different project-management methodologies to support innovative and creative ways of working to make service improvements

❚ Critically appraise their own project management skills in relation to holding people to account over what they have agreed to deliver and in the management of resources

❚ Critically evaluate the utility of appropriate methods of inquiry in relation to specific projects

❚ Construct a business case which effectively justifies the need for a specific project within the student’s organisation and supports the long-term capability of those that it effects.

Learning, teaching and assessment strategies

This module will utilise a blended-teaching and learning approach where theory will be underpinned by practice and practice will inform theory. It will emphasise shared learning between health and social care professionals, developing the knowledge, skills and behaviours commensurate with an integrated health and social-care agenda.

Assessment strategies utilise a presentation via a Viva Voce to justify and defend a business case incorporating a business plan the student has produced. An oral Assessment/Presentation will be 20 minutes and represent 70% of the mark. A written assessment relating to the business case, and incorporating a business plan will be 30% of the mark for the module.
Syllabus outline
Methods of Inquiry
- Case study
- Audit
- Identifying available data
- Appraising evidence
- Delphi techniques
- Systematised review of evidence
- Understanding ethical approval.

Developing a business case
- Types of business case
- Value, importance and priority of the planned project to the sponsor
- Background, context and gap analysis
- Focus
- Deliverables
- Assumptions and constraints
- Stakeholders and workload
- Estimating resources
- Project planning
- Commitments
- Presenting the case.
Module 9

Research methods

Aims of module

- To enable students to develop a rigorous approach to the process of research
- To prepare students to complete a dissertation/research project or systematic literature review.

Intended learning outcomes:

On successful completion the student will be able to:

- Critically evaluate current research and evaluate the research methods used by others
- Comprehensively understand a range of research techniques that can be applied in a variety of research or scholarly situations
- Critically appraise the purpose, process and products of research activity, with reference to the politics and ethics of research
- Select, apply and critically appraise applied research techniques to explore identified questions
- Reflect critically on their competence as a researcher and the implications for the development of this part of their role, transferable/Key Skills and other attributes
- Identify and define the information required on a given topic and use research skills to identify relevant information resources
- Manage and critically evaluate the information found and reference appropriately
- Deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- Apply self-direction and originality in tackling and solving research problems, and to act autonomously in planning well-designed research projects.
Teaching learning and assessment

Teaching strategies will maximise the potential of Web 2.0, including Blackboard, blogs, wikis and synchronous and asynchronous contact via online discussion boards and Skype. Learning will be encouraged through lectures, workshop activities for SPSS and Nvivo, directed reading/study and research seminars.

Assessment is a 5000-word research proposal which will aid the student in future research activities and form a foundation for the dissertation module.

Syllabus outline

- Contemporary issues and debates in research
- The nature, role and context of research in the context of their discipline
- Theoretical issues and approaches to research
- Developing a research proposal
- Developing research questions and hypotheses
- Searching for evidence and information, and critically reviewing existing research
- Methods of data collection
- Samples and access to study populations
- Presentation, analysis and interpretation of various forms of data
- Fundamentals of frequently-used statistical tests
- Ethical issues in research, ethical conduct, ethical approval and other strategies
- Dissemination and publication of research
- Professional / specific-discipline issues relating to research.
Module 10
Developmental supervision

Aims of module
- To critically explore the inter-relationship between the theory and practice of supervision
- To critically examine the role of the supervisor as a key mediator between client, practitioner, agency and professional body
- To develop the participant's understanding of the relationship between the four constituent parts of the supervisory process, and to develop their supervisory skills
- To demonstrate the candidate's critical understanding of a supervisory relationship that they are currently engaged in.

Intended learning outcomes:
On successful completion the student will be able to -
- Demonstrate a critical understanding of the research and theory underpinning supervision
- Offer a critical overview of the key role of the supervisor as mediator between client, practitioner, agency and professional body
- To develop a more sophisticated understanding and skill in the supervisory relationship
- Critically evaluate challenging, complex social work practice, providing appropriate challenge, development, and support opportunities for supervisees
- Use the knowledge gained in each supervisory relationship
- Critique and improve their supervisory style and skills
- Assist others to develop their supervisory abilities.
Learning, teaching and assessment strategies

Lectures and sessions will be part interactive. There will be mainly small group/dyad work, combined with current supervisory practice. The assessment will be the critical overview of a taped supervision session (1-hour max) 4,500 words

Syllabus outline

- The history and context of supervision in social care
- Theory, models, discourse and critiques of social care supervision
- Supervision agreements
- Values, ethics, boundaries and conflicts of interest
- Support and challenge
- Intra- and inter-agency collaboration.
Module 11
The ‘Me’ in leadership for health and social care practice

Aims of module
- Enable the student to develop personally and professionally in the knowledge of self and the significance of ‘me’ as a leader to see them through the demands of their job
- Recognise the importance of the complex relationship between themselves as individuals, their team and their health and social-care organisation
- Expose students to opportunities via work-based learning, practical application of activities and mentoring to critically evaluate self and others and reflect on techniques required to inspire and empower themselves and others
- Enable the student to critically appraise their qualities as a leader and their impact in practice.

Intended learning outcomes:
On successful completion the student will be able to:
- Examine critically how using elements of their own self impacts on their personal and professional lives and that of others.
- Critically debate personal intra and inter personal communication in relation to the range of approaches to leadership.
- Utilising an evidence based approach evaluate critically the power of language in everyday communication to individuals, within teams and organisations
- Critically apply recognised leadership approaches and styles to ‘real world’ work based situations and evaluate their effectiveness for themselves, individuals within the team, the team and the organisation.
- Using reflexive and reflective skills demonstrate how knowledge of self has a critical impact on how the student leads others within their health care organisation and how this acts as a catalyst for lifelong learning.
Learning, teaching and assessment strategies

This module will utilise an experiential framework where theory will be underpinned by practice. A written Assignment/Essay of 5000 words will be required. The module emphasises shared learning between health and social care professionals thus developing the knowledge, skills and behaviours commensurate with an integrated health and social care agenda.

Syllabus outline

- Leadership approaches and styles
- Symbolic interactionism
- Narrative analysis
- Language and symbols
- Social life as theatre
- ‘Gardening and hunting’ - imagery
- Kelly’s laddering -self perception
- ‘The looking glass self’ transference and countertransference
- Envy and jealousy
- Projective identification and containment
- Discovery -sub personalities
- Emotional Intelligence and effective leadership
- Skills to identify evidence based practice and associated critical appraisal
- Group behaviour
- Working with conflict- the anti-group
- Mentoring/coaching relationships
Module 12
Leading education in practice

Aims of module
- Provide students with opportunities to critically examine the theory and research base of leading practice education and at different levels of practice.
- Expose students to professional and inter-professional learning and teaching opportunities relevant to practice settings with support and supervision from an experienced educator.
- Develop a student who can critically evaluate self and others and reflect upon techniques required to demonstrate educational leadership within the practice context.
- Provide opportunities to acquire educational knowledge, understanding and skills associated with the role of Nursing and Midwifery Council (NMC) Stage 3 Practice Teacher or The College of Social Work, Social Work Practice Educator Standards Stage 1 domains A,B,C.

Intended learning outcomes:
On successful completion the student will be able to:
- Consider the theoretical underpinning to leading learning in a range of practice settings.
- Design and undertake assessment of educational knowledge, attitudes and skills in the practice context.
- Lead the evaluation of practice learning, teaching and assessment using a range of approaches.
- Lead the development of sound environments for learning and teaching in appropriate contexts and at different levels of practice.
- Identify a clear theory and/or research base in the design of practice learning, teaching and assessment.
- Establish effective working relationships in the practice context.
- Model appropriate professional behaviour.
- Demonstrate appropriate leadership in the planning and execution of learning, teaching and assessment.
- Use relevant technology to support both learning and teaching.
- Demonstrate and reflect awareness of cultural differences in learning and teaching approaches.
Learning, teaching and assessment strategies

There will be Lectures, seminars, experiential learning, simulation, role modelling, blended learning, introduction to social media, peer and lecturer assessment of learning, and poster development presentation. Oral Presentation and assessment will be in support of a ‘poster’ presented as a ‘conference poster’. Further Social work students will complete a workbook to address the capabilities as the module proceeds. There is an emphasis on shared learning between health and social care professionals thus developing the knowledge, skills and behaviours commensurate with an integrated health and social care agenda.

Syllabus outline

- Work based learning
- Workforce development
- Historical developments in related
- Fields of Professional practice
- Specialisation
- Practice based teaching
- Facilitation of learning
- Learning needs / equality and diversity
- Personal development planning / reviewing (PDP / PDR)
- Evidenced based teaching
- Effective feedback
- Support models / approaches e.g. mentorship, peer learning, preceptorship, clinical supervision, supervision, coaching
- Multi-professional and multi-agency
- Working: roles and responsibilities
- Adult learning and learning theories Learner placements
- Critical reflection
Module 13

Dissertation

Aims of module

To enhance the student’s ability to utilise a systematic process of inquiry and apply critical thinking and problem solving, in order to investigate an aspect of professional, educational, clinical, or organisational practice.

Intended learning outcomes:

On successful completion the student will be able to -

- Critically identify and apply knowledge of research/inquiry techniques applicable to their own discipline to enhance research and advanced scholarship
- Evaluate research/inquiry methods with due consideration of research, governance, project management and ethics frameworks at local, national and international levels
- Critically appraise and debate key concepts, methods and technical paradigms.
- Apply creative thinking and problem solving strategies within their discipline to address the challenges of research and inquiry within discipline and justify their chosen approaches to research and professional inquiry
- Critically evaluate current research evidence, policy and reflect upon their role as a researcher/change agent within professional, educational, clinical or organisational practice
- Transferable/Key Skills and other attributes (maximum of 5)
- Deal with complex issues, systematically and creatively, to make sound judgements in the absence of complete data and communicate their conclusions clearly to specialist and non-specialist audiences
- Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- Continue to advance their knowledge and understanding, and to consolidate data collection, analysis and presentation skills
- Demonstrate collaborative learning and networking within their discipline.
- Develop the qualities and transferable skills necessary for employment such as initiative and personal and professional responsibility, decision making abilities in complex and unpredictable situations and independent learning ability required for continuing professional development

These learning outcomes reflect the complete programme of Masters study, as the dissertation module builds upon the knowledge and skills developed throughout the programme.
Assessment (either A or B)

a. systematised literature review relating to a professional, clinical or organisational subject, including a critical commentary on the implications within their professional discipline, practice, or wider collaborative and professional networks

or

b. A practically orientated project negotiated with the supervision team. E.g. research project, service improvement, work based leaning project

Learning, teaching and assessment strategies

The strategies will facilitate student mastery of independent learning, thinking and the enhancement of student motivation and autonomy. Strategies will include student attendance at orientation/induction workshops, and facilitated sessions (rolling programme) relating to writing for academic purposes, how to approach a project, systematic reviews, working with ethics, and dissemination strategies. These activities will be provided through blended learning, comprising face to face and the VLE. In addition students will be directed to, and encouraged to attend and participate in related research seminars and research development activities within the wider College and University. Student option choices will be negotiated within an individualised student personal development plan and agreed with their supervision team. Responsibility for the planning and delivery of these strategies will lie within the School / Directorate where the Level 7 programmes are located. Finally the student experience within the module will be underpinned by supervisory sessions and tutorials provided by their supervision team.

Student assessment is in the form of a 15,000 word dissertation and re-assessment is offered. Extensions on the dissertation module is governed by the Academic Regulations for Taught programme

Syllabus outline

Students will be expected to negotiate their option from those listed above, along with their subject area, taking account of their discipline interests and learning needs, and the expertise available within the research and scholarly community. These choices will be underpinned by thorough consideration of research, governance and ethical issues within the students’ discipline context and in accordance with University frameworks.

- Personal development planning and managing the inquiry process
- Working with research, governance and ethical frameworks
- Working with the supervision team
- Developing a research project or project management plan and systematic information/literature skills
- Writing for academic and professional purposes
- Strategies for dissemination
- Working with others; peer group learning
- Project management
- Influence and decision making within their discipline to effect critical inquiry and the development of Professional practice.
Contact details

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