

PROGRAMME SPECIFICATION

Graduate Diploma in Specialist Award: Children and Young People, their Families and Carers

Awarding institution	Liverpool John Moores University
Teaching institution	LIVERPOOL JOHN MOORES UNIVERSITY
JACS Code	L500
Programme Duration	
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	Social Policy and Social Work and informed by: QAA (2001) Framework for Higher Education GSCC (2005) Specialist Standards and requirements for Post Qualifying Social Work Education and Training: Children and Young People, their Families and Carers JMU (2002-2005 Learning, Teaching and Assessment Strategy JMU (2003) Assessment Review Recommendations (2nd Ed)
Programme accredited by	
Description of accreditation	
Validated target and alternative exit awards	Graduate Diploma in Specialist Award: Children and Young People, their Families and Carers

Programme Leader

Educational aims of the programme

The programme is intended for health or social care professionals wishing to advance their education to support their continuing professional development. Students will be working as professionals within a local health or social care setting. The programme aims to:-

Enable the student in the context of their current professional employment to recognise their own learning needs/requirement and be able to articulate a route through the programme that encompasses their own personal learning outcomes

Enable the student to consolidate their learning at a post qualifying level and demonstrate their progression from qualification to practitioner status.

Enable the student to gain knowledge, skills and understanding required to meet the specialised needs of children, young people their families and carers within the social work and broader social care setting

Provide students with the opportunity to explore relevant standards, professional requirements and outcomes that are defined within their area of practice, this should include Every Child Matters and other relevant outcomes where applicable.

Provide academic recognition of knowledge and expertise gained in practice

Develop skills related to problem solving, information, retrieval and research application to enable the student to analyse and evaluate their own practice and that of their agency or organisation where appropriate.

Provide opportunities for students to develop skills in relation to the provision of work based learning, and to identify their own role in working within 'learning organisations'.

Enable the student to develop an awareness of ethical and legal issues relevant to the provision of services for children, young people their families and carers.

Allow the application of knowledge and skills gained during the programme to be integrated into practice that is rooted in a secure evidence base.

Enable the student to explore relevant research methods and to articulate these appropriately within their practice to support the development of effective services for children, young people their families and carers

Enable the students to develop skills in critical evaluation of literature within the field of social work and social care practice

Target award Learning Outcomes - Graduate Diploma

A student successfully completing the programme of study will have acquired subject knowledge and understanding as well as skills and other attributes.

Knowledge and understanding

A student who is eligible for this award will be able to:

- A1. Knowledge of relevant aspects of academic disciplines underpinning current social work practice with children, young people, their families and carers
- A2. Understanding of the application of relevant academic concepts to process of identification, development and delivery of appropriate social work services
- A3. Knowledge of core social work processes and practices, as identified within the National Occupational Standards for Social Work and their implications for practice with children, young people, their families and carers.
- A4. Knowledge of processes of priority setting, evaluation, quality, development and governance issues related to social work delivery.
- A5. Identification and understanding of the role that professional values continue to play in the delivery of high quality services for children, young people, their families and carers.

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

Assessment

Skills and other attributes

Intellectual Skills

A student who is eligible for this award will be able to:

- B1. Critical analysis and application of theory to practical situations
- B2. Reflection and evaluation of effectiveness of knowledge and skills in practice
- B3. Problem posing, problem analysis and problem solving methods

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

Assessment

Professional practical skills

A student who is eligible for this award will be able to:

- C1. Critical evaluation of Evidence Based Decision making in practice with children, young people, their families and carers
- C2. Analysis of the importance and effectiveness of team working and leadership in social work settings
- C3. Work based learning as a key tool for the enhancement of learning the self and others in learning organisations
- C4. Specific practice skills related to working with children, young people, their families and carers

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

Assessment

Transferable / key skills

A student who is eligible for this award will be able to:

- D1. Assessment of learning needs and personal development planning
- D2. Literature and information searching
- D3. Presentation and group interaction skills

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

A range of learning methods will be used throughout the programme. Core elements include formal lectures, tutorials and seminars (group and individual) together with action learning sets, portfolio construction, electronic discussion boards and email support. Formal learning time in practice environments, and structured practice

based tasks are an important element of the programme.

Assessment

Assessment methods are similarly varied. They include formal essays and literature reviews, development of change management projects, assessment of developed portfolios, and practice based assessment of competence.

Programme structure - programme rules and modules

Programme rules

Level 6	Potential Awards on completion	Graduate Diploma
Core	Option	Award Requirements
6014PQHEAL PLANNING FOR WORK-BASED LEARNING AND ASSESSMENT (15 credits) 6015PQHEAL ENABLING AND MANAGING WORK- BASED LEARNING (15 credits)	6004PQHEAL MULTI AGENCY APPROACHES TO SAFEGUARDING CHILDREN (LEVEL 3) (30 credits) 6023PQHEAL SOCIAL WORK WITH CHILDREN AND YOUNG PEOPLE IN THE COURT SYSTEM (15 credits) 6024PQHEAL RESEARCH EVALUATION FOR SPECIALIST (15 credits)	60 core credits at level 6 60 option credits at level 6

Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

Opportunities for work-related learning (location and nature of activities)

Criteria for admission

Other

Candidates must be able to satisfy LJMU and the programme admissions team that they meet both core and additional requirements as set out below. Also set out is a programme rule relating to when students must register for the certificate, and some notes about the process of admission to the programme.

Core requirements

A Diploma or Degree in Social Work, if the Diploma is held then another degree is required

Current registration as a social worker with the GSCC

Be currently working in an appropriate post in social work.

Additional requirements

Academic criteria

Demonstration of ability to study at Level Three

Motivation, interest and determination to participate in a programme of this nature.

That the candidate has the learning capability, study opportunity and commitment to embark on the programme. This is to be determined through negotiation with the student and their employer.

Practice criteria

Adequate opportunities to relate the issues raised in the programme to their area of work

Flexibility of thought and capability of self reflection

The full support of their manager who should provide agreed protected time with a signed letter of support

Rules for registration on the programme

Background

The award: Specialist Social Work Practice with Children, Young People, Their Families and Carers exists within the context of the Post Qualifying Framework for Social Work. The framework is intended to allow flexibility of access to programmes and to encourage social workers to engage in post qualifying training in a number of ways. To that end some students may enrol on these programmes having already undertaken some modules on a CPD basis within the University. These modules are: Consolidation (ASCPQ), and the two Practice Learning Modules. Further, many students will have studied equivalent modules to those offered within LJMU Post Qualifying Framework for Social Work at other higher education institutions, and will look to transfer credit from these into our programme.

Students are permitted to AP(E)L awards from other programmes that meet the learning outcomes of awards within this programme.

In order to avoid the possibility of students 'overshooting' in relation to credits, the programme team will ensure that all students undertaking study of any modules within the Framework are aware of this programme rule. Administrative tracking of students will also be undertaken, to identify those students in danger of overshooting.

Admissions process

Admissions and enrolment to the programme will involve both the School and the student's employer. Within current uncertainty it is envisaged that financial responsibility for commissioning programmes will be devolved to the Sub-Regional Employers Network who will therefore fund most modules within the programme, places on these modules will be allocated to particular employers locally. These employers will nominate students in the first instance that meet the minimum requirements for the programme and module.

Smaller employers, voluntary sector agencies or individuals may therefore work with the network to secure individual places through the wider collective process rather than negotiating with the university directly.

All potential applicants will be required to complete an application form with their employer that contains as a minimum the details required for registration with the university, confirmation of their completion of relevant previous study, a statement from their manager regarding their ability to study at the required level for the programme. The form will also enable the candidate and their employer to highlight any additional needs that the candidate may have in relation to returning to study, and changes in study and academic criteria. For example a need to support the candidate in developing computer literacy that is commensurate with current University expectations.

As part of the admissions process consideration will be given as to how these needs can be met by the employer, university and student to ensure that adequate support is provided. Where applicable students will be given details of relevant organisations within the university that will be able to offer additional assistance and support if appropriate.

The University will make decisions relating to admission to the programme on the basis of information contained within the forms provided, and discussions held with stakeholders and candidates where necessary. It is not envisaged that there will be a competitive admissions process, rather that the process will strive to identify the most suitable candidates for this and other available awards, through a collaborative process.

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA) Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

Methods for evaluating and improving the quality and standards of teaching and learning

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

Please note:

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.