

Social Work

This programme is no longer recruiting. Please refer to the programme specifications for Professional Doctorate in Social Work & Emotional Wellbeing and/or Professional Doctorate in Social Care & Emotional Wellbeing.

This programme is only offered at: **Tavistock and Portman NHS Trust.**

Final award	Professional Doctorate PG Certificate in Advanced Social Work
Intermediate awards available	PG Diploma in Advanced Social Work MA in Advanced Social Work (dissertation) MA in Advanced Social Work (clinical)
UCAS code	N/A
Details of professional body accreditation	Advanced Award in Social Work conferred by the General Social Care Council (GSCC) via the Greater London Post Qualifying Consortium in Training and Education in Social Work (GLPQ)
Relevant QAA Benchmark statements	Social Policy & Administration & Social Work
Date specification last up-dated	November 2011

Profile

The summary - programme advertising leaflet

Programme content

The course provides a unique integrated and highly flexible course, with opportunities for professional and academic study and development towards a range of professional post-qualifying and academic awards ultimately leading to the Professional Doctorate in Social Work. The academic standard of this Professional Doctorate is equivalent to a conventional PhD, but it enables advanced and intensive learning and research to be rooted in professional practice. Thus it contributes to the professional development of the individual and the wider professional community. The intermediate qualifications similarly support both professional and academic development. Students on the course undertake work discussion and supervised practice within any of three settings (clinical practice, management/consultation and education/training). They also study theory, observation, policy and research methods. Completion of the doctoral course involves writing an original thesis on an area of professional practice.

UEL

Admission requirements

Minimum entry requirements are:

- 2 years post qualifying experience in social work, with a recognised social work qualification (DipSW/CQSW/Social Work Degree or equivalent)
- A good (first or second class) honours degree
- Employment within a social work agency
- Evidence of suitability for practice and of a commitment to learning from experience, and deploying psychoanalytic concepts for professional understanding
- There is provision for entry with advanced standing, subject to fulfilling other entry criteria. There would need to be a match between the MA and Advanced Award and the claim for advanced standing. In exceptional cases, the Registration Board may consider an application for direct entry to Part 2.

The Tavistock Clinic will apply the principle of equality of opportunity to all its admission activities and positively encourages the application of students from a wide range of backgrounds, including those with special needs.

Programme structure

The Professional Doctorate in Social Work is a flexible part-time course. Students may choose to register for one, two or three years to study for various post-graduate awards, including the MA and the post qualifying award: the Advanced Award in Social Work or for five years to complete the doctoral course.

Part 1, leading up to the Advanced Award and taken over three years part time study, one day a week, consists of a number of taught elements including a course of structured work discussion. All students take a 'major' pathway over two years from clinical practice, management or education. Those studying for the MA and Advanced Award in Social Work (by dissertation) undertake a research dissertation during their 3rd year. Those studying for the MA and Advanced Award in Social Work (by clinical work) have a work-related taught and assessed component for their 3rd year.

Part 2, leading to the Professional Doctorate in Social Work consists of supervised work towards a thesis of 40-60,000 words. The normal period of registration and study for Part 2 is 2 years.

Learning environment

Work discussion, theory, observation, policy and research methods are all taught in small seminar groups. Clinical supervision, tutorials and research supervision take place either in small discussion groups or on a 1-1 basis.

Assessment

In Year 1 there are the following assessed elements:

- Theory essay: 2500 words
- Infant Observation: 3000 words, plus 2 observations of 1500 words each
- Work discussion essay: 3000 words

In Year 2 there are the following assessed elements:

- Theory essay: 2500 words
- Work discussion: 3000 words, plus 2 recordings of 1500 words
- Institutional Observation: 2500 words, plus 1 observation of 1500 words
- Social Policy presentation 4,000 words

MA and Advanced Award (dissertation) route:

- MA dissertation: Year 3, 15,000 words

MA and Advanced Award (clinical) route:

- Professional Practice study: Year 3, 6,000-8,000 words
- Policy process paper: Year 3, 3,000-4,000 words
- Research Methods paper: Year 3, 3,000 words

Professional doctorate route:

- In part 2, a doctoral proposal and doctoral thesis of 40-60,000 words

Relevance to work/profession

This course is a unique course of study that offers opportunities to develop professional practice to a very high standard. It integrates practice, policy and research and contributes to the development of the individual and the professional social work community. The course thus aims to contribute to the consolidation and recovery of professional identity. Students will develop capacities for leadership in relation to colleagues and services.

Thesis/Dissertation/project work

Throughout Part 1 and Part 2 of the course, students have opportunities to develop and discuss their ideas and experiences in small seminar groups and individual tutorials/supervisions. All the assignments provide opportunities for making creative contributions to understanding practice based on experience. In Part 2, students research an area of professional practice relevant to their own interests leading to the writing of an original thesis.

Added value

This is an extremely flexible course that facilitates the professional and academic learning of social work students at different stages of their careers. It offers a range of post-qualifying and academic awards –including the Professional Doctorate in Social Work. This is one of very few professional doctorates in the UK and unique, in that it provides a practice based course, emphasising learning from experience, leading to various intermediate qualifications and, ultimately, the doctorate.

Your future career

The course provides opportunities to develop specialist skills and leadership capacities. It is expected that the course will considerably enhance the career pathways for students within social work.

How we support you

Support is offered through the individualised learning course, one to one relationships with tutors and supervisors and learning in a small group setting.

Bonus factors

As an international centre of excellence for psychoanalytic thinking, the Tavistock Centre has an excellent library system available both on the web and at the institution itself, for which students receive usage induction. The course gives an opportunity for students to meet both a wide range of experienced psychoanalytic practitioners and academics, and to experience a student body from a diversity of social work settings sharing common professional interests and values.

Because of its status, the professional doctorate forms a significant community within the Tavistock. There are regular research meetings and study days, featuring original work generated within this and other Tavistock courses, as well as other institutions in the UK and Europe.

All doctoral students undertake at least one year's supervised clinical practice and this can often take place in one of the Departments of the Tavistock Clinic (Child and Family, Adolescent, Adult)

Outcomes

Programme aims and learning outcomes

What is this course designed to achieve?

Aims:

- to provide a course of integrated professional and academic study towards and above the level offered by the General Social Care Council's Advanced Award
- to enable social work professionals and teachers to pursue advanced study based in clinical, practice or applied management and educational experience with theorisation and research
- to enhance the capacity to manage change, adapt creatively to rapidly changing policy environments, and develop the advanced competences necessary to respond professionally within reconfigured modes of service delivery.
- to enable students to further the development of theory and research within the profession, by deepening and extending (ultimately to doctorate level) their own research skills and theoretical sophistication

What will you learn?

Knowledge

- an in depth advanced understanding of the theoretical, methodological and research literature relevant to psychotherapeutic social work and be able to relate this creatively to your own specialised areas of practice
- an advanced understanding of the nature of processes which can inform interventions and change processes
- an advanced understanding of the dynamics of marginalisation, exclusion, power, and difference in professional practice and policy
- at doctorate level, creating and interpreting new knowledge, through original research, of a quality to satisfy peer review, which extends the forefront of the discipline and merits publication

Thinking skills

- an advanced awareness of therapeutic process and the ability to apply this to practice, organisational processes and social policy
- the capacity to make connections between observations, relevant theoretical constructs and practice interventions
- the capacity to develop and think through an individual research project or clinical study
- at doctorate level, the ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline and to adjust problem design in the light of unforeseen problems
- also at doctorate level, the ability to make informed judgements on complex issues, often in the absence of complete data and be able to communicate ideas and conclusions clearly and effectively to specialist and non-specialist audiences

Subject-Based Practical skills

- communication skills, especially those that relate to working with vulnerable adults and children
- organisational skills, planning and evaluating direct work with people
- interpersonal skills

Skills for life and work (general skills)

- helps you to make links across subject areas, paradigms and theoretical orientations
- enhances ability and confidence to discuss ideas in a group setting
- enriches your capacity to tolerate, in a course of considerable personal intensity, the emotional experiences of learning and working in social work
- continuing development and enhancement of suitability for practice skills
- at doctorate level, ability to continue to undertake research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches
- at doctorate level, the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative, in complex and unpredictable situations

Structure

The programme structure

Introduction

At the University of East London all courses are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

0 equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree course

1 equivalent in standard to the first year of a full-time undergraduate degree course

2 equivalent in standard to the second year of a full-time undergraduate degree course

3 equivalent in standard to the third year of a full-time undergraduate degree course

M equivalent in standard to a Masters degree

Credit rating

The overall credit-rating of this course is 60 for PG Certificate, 120 for PG Diploma, 180 for Masters and Advanced Award in Social Work

Typical duration

The course involves study in seminars for three years (Part 1) one day a week – Tuesday. Additionally, time is needed for tutorials, observation (in the first two years) and reading. In Part 2, research seminars take place once a fortnight. Additionally there are individual meetings with research supervisors and time needed for individual study and research.

How the teaching year is divided

There are three 10-week academic terms, the first starting in October, and the third finishing in July. In addition we offer a termly research forum and twice a year a research study day.

What you will study when

All seminar teaching takes place on Tuesdays.

Years 1 and 2:

Observation: One seminar per week in Years 1 and 2

Theory: One reading seminar per week in Years 1 and 2

Social policy: 20 seminars in Year 2

Work discussion: One seminar each week in Year 1 and 2
 Group relations event: 5 days in December in Year 2

Year 3: MA and Advanced Award (dissertation) route

Research methods /proposal: 20 seminars

Dissertation supervision: Individual supervision (6-10 meetings) plus 2 day workshops

Year 3: MA and Advanced Award (clinical)/ Professional Doctorate route

Policy Process: 10 seminars (Autumn term)

Research methods and case study proposal : One seminar per week

Clinical supervision: 30 individual supervisions

Years 4 and 5

Supervision of research projects: as negotiated on an individual basis

Research seminars: one per fortnight

Year	Unit	Time	Credits (M level)
1.	Theory seminars	30 x 1.25 hours. Psychoanalytic theory and application to s/work	20
1.	Infant observation	30 x 1.25 hours. Observe infant for 1 year	20
1.	Work discussion	30 x 1.25 hours Students present current work. Analysis of practice within theoretical framework	20
2.	Theory seminars	30 x 1.25 Psychoanalytic theory and application to s/work	20
2.	Work discussion	30 x 1.25. In role and/or clinical work in Departments – can include individual supervision	20
2.	Observational Studies, group relations event	20 x 1.25 Observe institutions for 10 weeks 5 day block for group relations event	
	Social Policy	20 x 1.25	20
3. Dissertation route	Research methods	20 x 1.25	
	Proposal seminars	20 x 1.25	
	Dissertation supervision	Individual supervision (6-10 meetings)	60
3. Clinical route	Research methods seminars	20 x 1.25	
	Clinical supervision	20 x 1 individual supervisions	

	Policy Process and Research	10 x 1.25 hours seminars	60
4/5	Research seminars	15 x 1.25 each year seminars	N/a
	Individual doctoral supervision		N/a

Requirements for gaining an award

- In order to gain a Postgraduate Certificate, you will need to obtain 60 credits at Level M.
- In order to gain a Postgraduate Diploma, you will need to obtain 120 credits at Level M
- In order to obtain a Masters, you will need to obtain 180 credits at Level M.

These credits will include a 60 credit level M core unit of advanced independent research.

Masters Award Classification

Where a student is eligible for an Masters award then the award classification is determined by calculating the arithmetic mean of all marks and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

70% - 100% Distinction

60% - 69% Merit

50% - 59% Pass

0% - 49% Not Passed

Assessment

Teaching, learning and assessment

Teaching and learning

Knowledge is developed through

- In depth study of psychoanalytic theory and its application to social work practice
- Relating this knowledge to the institutional and societal contexts, including the dynamics of marginalisation, exclusion, power and difference
- Study of the observational method and literature relevant to this
- Developing capacities to integrate observation, practice, theory and research
- In depth study of qualitative research methods and their application to social work
- At doctorate level, the undertaking of original research involving the creation and interpretation of new knowledge at the forefront of the profession

Thinking skills are developed through

- Making increasing links in the three fields (observations, theoretical constructs and practice interventions)
- The enhancement of thinking and discussion skills in seminars
- The requirement to individualise learning throughout the course
- At doctorate level, designing and implementing a research project for the generation of new knowledge, applications or understanding at the forefront of the profession – requiring the capacity to adjust problem design in the light of unforeseen problems and the development of an ability to make informed judgements on complex issues, often in the absence of complete data, and to communicate ideas and conclusions effectively to specialist and non-specialist audiences

Practical skills are developed through

- Increasing the capacity to make links between theory and practice, thus developing both expertise and leadership skills
- The application of research methodologies to an individualised research course and/or in-depth clinical study
- Supervised practice placements in practice, management and/or education
- At doctorate level, detailed study and application of relevant techniques for research and advanced academic enquiry

Skills for life and work (general skills) are developed through

- Enhancing the transferable skill of making links across theories and paradigms
- Discussion based seminars
- Developing the ability to recognise the emotional impact of others on one self and vice versa
- Ongoing feedback in supervisions, seminars and tutorials developing awareness of suitability for practice skills
- The ongoing reflective log and the annual reflective assignment, as facilitating the increasing capacity to reflect on learning and professional development
- At doctorate level, developing the knowledge and capacity to undertake research and development at an advanced level, thus contributing to the development of new techniques, ideas or approaches
- At doctorate level, enhancing the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative, in complex and unpredictable situations

Assessment

Knowledge is assessed by

- Essays in theory, policy and research methodologies
- Work discussion papers in practice and social policy
- Linking observational experiences with theory in the observation essays
- The capacity to develop and implement a research project and/or in-depth case study
- At doctorate level, the undertaking and completion of an original research course, involving the creation and interpretation of new knowledge, of a quality to satisfy peer review, which extends the forefront of the profession and merits publication

Thinking skills are assessed by

- The capacity to integrating theory and practice, policy and observation, as evidenced through assignments
- Discussion within the groups
- Developing and implementing the research project and/or in-depth case study
- At doctorate level, thesis and viva presentation demonstrating the capacity to design and implement a research course which generates new knowledge, applications or understanding – including the ability to adjust problem design in the light of unforeseen problems and to make informed judgements on complex issues, in the absence of complete data, and communicate ideas and conclusions effectively to various audiences

Practical skills are assessed by

- The developing capacity to observe and record, as demonstrated in assignments
- Essay and case study writing
- Assessment of supervised placements in practice, management and/ or education
- Developing research skills as evidenced through research assignments and dissertation/ in-depth case study
- Capacity for influence and leadership, evidenced by seminar, workshop and conference presentations and through the policy presentation
- At doctorate level, application of research techniques evidenced through thesis.

Skills for life and work (general skills) are assessed by

- The ability to hold different points of view and make links across theories and paradigms, as evidenced through written assignments
- Enhanced confidence through group discussion
- Increasing the capacity to tolerate anxiety when faced with new ideas and challenged by areas of experience inside the self, evidenced by seminar discussions and written assignments
- The annual reflective assignments as demonstrating the student's increasing capacity to maintain a reflexive relationship both with their learning and with its impact on their practice
- Suitability for practice assessed through supervisions and work discussion seminars
- At doctorate level, continuing capacity to undertake research and development and developing skills in autonomous initiative evidenced through thesis.

Quality

How we assure the quality of this programme

Before this programme started

Before this course started the University checked that:

- there would be enough qualified staff to teach the course
- adequate resources would be in place

- the overall aims and objectives were appropriate
- the content of the course met national benchmark requirements
- the course met any professional/statutory body requirements
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy, and student support mechanisms

This is done through a process of course approval which involves convening a panel of academic experts including some subject specialists from other institutions. Each panel scrutinises available documents and talks to the staff who will teach the course before deciding whether it can be approved

How we monitor the quality of this programme

The quality of this course is monitored each year through evaluating:

- external examiner reports (considering quality and standards)
- statistical information (considering issues such as the pass rate)
- student feedback

Drawing on this and other information, course teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Tavistock Clinic Quality Assurance team and the University's Quality Standing Committee.

Once every six years the University undertakes an in-depth review of the whole field. This is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

The role of the programme committee

This course has a course committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the course (e.g. library/technician staff). The committee has responsibilities for the quality of the course. It provides input into the operation of the Review and Enhancement process and proposes changes to improve quality. The course committee plays a critical role in the University's quality assurance procedures.

The role of external examiners

The standard of this course is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the course
- To ensure that justice is done to individual students

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments
- Attending assessment boards
- Reviewing samples of student work and moderating marks
- Ensuring that regulations are followed
- Providing feedback to the University through an annual report that enables us to make improvements for the future

Listening to the views of students

The following methods for gaining student feedback are used on this course:

Course Committee meeting once termly (students represent year groups)
 Use of the personal tutor system
 Termly year group reviews
 Feedback forms once yearly

Students are notified of the action taken through:
 Circulating the minutes of the Course Committee
 Termly year group reviews

Listening to the views of others

The following methods are used for gaining the views of other interested parties:
 The views of employers are obtained through an employer forum held once a year. This facilitates discussions between course tutors students and employers.

Further Information

Where you can find further information

Further information about this course is available from:

The UEL web site (<http://www.uel.ac.uk>)

The course handbook (available from September 2005, see Tavistock website below, 'student area')

Unit study guides

UEL Manual of Regulations <http://www.uel.ac.uk/qa/>

UEL Quality Manual <http://www.uel.ac.uk/qa/>

Tavistock & Portman NHS Trust website: <http://www.tavi-port.nhs.uk>