

PROGRAMME SPECIFICATION

This document describes the **MSc in Advanced Practice** ((Leadership and Management), Post Graduate Diploma in Advanced Practice (Leadership and Management), MSc in Advanced Practice (Children and Families), Post Graduate Diploma in Advanced Practice (Children and Families), MSc in Advanced Practice (Adults), Post Graduate Diploma in Advanced Practice (Adults), MSc in Advanced Practice (Professional Education), Post Graduate Diploma in Advanced Practice (Professional Education) and Post Graduate Certificate in Advanced Practice. This specification is valid for new entrants from **September 2020**.

The focus of the Masters programme is on advanced practice in social care and health services. The programme is targeted at social workers and other health and social care professionals who seek to develop their professional and inter-professional work.

The aims of this programme are:

- to provide professionally and academically rigorous post-graduate training for experienced practitioners working in social care and health services, which leads to academic and professional qualifications at Masters/ Advanced levels or Post Graduate Diploma/ Higher Specialist levels.
- to provide high quality training that enables students to critically evaluate theory and utilise research findings in relation to advanced practice and leadership.
- to enhance students' skills and ability to provide ethically-sound and effective practice and leadership within an anti-oppressive practice framework.
- to provide the opportunity for students to undertake independent, critical analysis and thinking, and enhance professional development through reflective learning and practitioner-led research.

The approach is critical and reflexive, and uses adult learning models. Students are encouraged throughout to make use of learning opportunities in their workplace and demonstrate their integration of learning in their current practice as practitioners or managers.

The Masters programme is designed for students in part or full-time work and is therefore only offered on a part-time basis. Students have up to five years (260 weeks) to complete the Masters programme, but would normally undertake the programme over three years. Students will be able to obtain a Postgraduate Diploma, if they pass all elements apart from the dissertation. Students may also exit the programme with a Postgraduate Certificate if they complete the 60 credits of Stage 1.

The courses will be taught in blocks of 1-2 days and half day seminars. College e-learning resources will be used throughout to support the learning of students in full-time employment. In addition students may enrol for single courses and gain academic credits in order to promote continuing professional development opportunities for professionals in full or part-time work.

Further information

[Learning outcomes](#)

[Teaching, learning and assessment](#)

[Details of the programme structure\(s\)](#)

[Progression and award requirements](#)

[Student support and guidance](#)

[Admission requirements](#)

[Further learning and career opportunities](#)

[Indicators of quality and standards](#)

[List of programmes, with details of awards, degree titles, accreditation and teaching arrangements](#)

This document provides a summary of the main features of the programme(s), and of the outcomes which a student might reasonably be expected to achieve if full advantage is taken of the learning opportunities provided. Further information is contained in the College prospectus, the College Regulations and in various handbooks issued to students upon arrival. Whilst Royal Holloway keeps all its information for prospective applicants and students under review, programmes and the availability of individual courses are necessarily subject to change at any time, and prospective applicants are therefore advised to seek confirmation of any factors which might affect their decision to follow a specific programme. In turn, Royal Holloway will inform applicants and students as soon as is practicable of any substantial changes which might affect their studies.

Learning outcomes

The programme will promote high quality research based, ethical social work practice within a multi-disciplinary context. Teaching and learning in the programme are closely informed by the active research of staff, and issues of diversity and anti-oppressive social work practice will be integrated throughout the programme. The programme provides opportunities for students to develop and demonstrate the following learning outcomes in relation to knowledge and understanding, skills, and personal attributes and social skills:

Knowledge and understanding:

- contemporary theories, frameworks and research on risk and protective factors that influence human behaviour and development;
- contemporary issues in welfare policy and practice;
- key theoretical perspectives and frameworks for assessing and intervening effectively to safeguard and promote the welfare of service users in specialist contexts;
- key theoretical perspectives and frameworks for the provision of effective leadership and supervision in social care and health services;
- key theoretical perspectives and frameworks for understanding inter-professional practice in social care and health services;
- models of adult learning and effective ways of promoting the professional development of others working in social care and health services;
- key approaches and methods in researching professional practice.

Skills:

- critically analyse, evaluate and interpret the evidence underpinning relevant policy and practice in the student's own field of work; *
- critically apply this knowledge as a framework for understanding and delivering effective leadership and advanced practice with service users from diverse backgrounds in the student's own work contexts;*
- offer leadership to others in the form of consultation, supervision, practice assessment, training and management; *
- critically reflect on the student's role in their organisation, and how the role is effectively practised;
- critically analyse and evaluate the needs of users of services and make informed decisions about the provisions of resources based on clarity of view;
- clearly communicate decisions and the reasoning behind them to others within and outside their organisation;*
- use research methods training to understand the shape and pattern of organisational responses and to use this understanding to design and undertake research to inform effective future provisions;*
- practise in a reflective, sensitive, observant and ethical way within an anti-oppressive practice framework with service users and other professionals.*

Personal attributes and social skills:

In addition, the programme fosters the development of a range of personal attributes that are important in students' professional work, and that strengthen their abilities to engage in continuing professional development and to contribute to their profession and wider community. These include:

- self-awareness and the willingness to attempt to correct any adverse influences;*
- empathy and insight;*
- creativity, leadership and enterprise;*
- self-motivation;*
- awareness of responsibility as a local, national and international citizen;*
- confidence and competence in working with difference and diversity;*
- flexibility and adaptability;*
- confidence (in deploying the appropriate specialist advanced practice and leadership skills as required in the field of study);
- highly developed professional values and attitudes (for social workers see GSCC (2002) Code of Practice for Social Care Workers);*
- the capacity for critical analysis, reflection and reflexivity.*

* transferable skills

[Back to top](#)

Teaching, learning and assessment

Teaching and learning take place in both academic and practice settings. A range of teaching methods are employed including lectures, seminars, workshops, individual and group tutorials, virtual/e-learning materials, guided independent research, guided independent study, observations, case discussions and practice presentations. Teaching approaches are based on the principles of adult learning, so that students will be encouraged to make use of College as well as work-based opportunities for learning. Key course components will be taught in 1-2 day blocks at the Bedford Square campus with additional half day group seminars.

Each of the courses will be assessed separately and different methods used. The methods used to assess knowledge, values and skills will include essays, case study analysis, oral presentations, direct observation and use of video material, reflective commentaries, practice evidence and the dissertation. Course co-ordinators will be responsible for the assessment of each course and another member of the staff team will moderate the process. Service users and carers will be involved in all aspects of the programme, including teaching, management and assessment processes.

[Back to top](#)

Details of the programme structure(s)

In order to facilitate involvement of students in professional practice, we will be providing some flexibility in the programme structure. For example students may do courses for continuing professional development purposes and obtain a transcript of learning. Students will have up to five years to complete the programme, however, we would normally expect students to complete the programme in three years and follow the three stages outlined below:

Students can obtain further details from the Programme Handbook. Credits are indicated in brackets, and indicate proportional weighting towards the MA, PGDip and PGCert classification grade.

Stage One:

Students take:

Option courses to the value of 60 credits (see options below)

Stage Two:

Students take:

Option courses to the value of 60 credits (see options below)

Stage Three:

HC5904 - Conducting Research and Writing for Publication (60 credits)

Option Courses

HC5905 - Advanced Practice in Child Protection and Family Support (20 credits)

HC5906 - Advanced Practice in Public Law Family Court Proceedings (20 credits)

HC5907 - Children with Sexual Harmful Behaviour (run in partnership with the NSPCC) (20 credits)

HC5908 - Practice Educator Standards (PEPS) 2 (20 credits)

HC5909 - Supervision of Professional Practice (20 credits)

HC5902 - Inter-Professional Working: Power, Identity and Organisational Culture (20 credits)

HC5911 – Understanding Personality Disorders: Implications for parents, parenting and child development (20 credits)

HC5912 – Working with Domestic Violence: A skills based course for advanced practitioners (20 credits)

HC5901 – Values and Ethics for Advanced Practitioners, Leaders and managers (20 credits)

HC5903 – Risk and Decision-Making (40 credits)

HC5910 - Project Development: Advanced Practice for Leadership and Innovation (40 credits)

HC5913 - Leading and Managing in Systems (20 credits)

HC5915 - Advanced Practice - Safeguarding Adults at Risk (20 credits)

HC5916 - Advanced Practice - Putting Personalisation into Practice (20 credits)

HC5919 - Systemic Practice with Families and Organisations: Course 1 (20 credits)

HC5920 - Systemic Practice with Families and Organisations: Course 2 (20 credits)
HC5921 - Systemic Practice with Families and Organisations: Course 3 (20 credits)
HC5918 –Supporting and assessing CPD (20 credits)
HC5917 - Practice Educator Professional Standards Stage 1

[Back to top](#)

Progression and award requirements

In order to progress to the second stage of the programme, students must pass Stage 1 with a mark of at least 50% for all assessed elements. In order to progress to the dissertation stage, students must pass Stage 2 with a mark of at least 50% in all assessed elements.

To pass the **Masters** programme a student must achieve an overall weighted average of at least 50.00%, with no mark in any course which counts towards the final assessment falling below 50%. Failure marks between 40-49% can be condoned in courses which constitute up to a maximum of 40 credits, provided that the overall weighted average is at least 50.00%, but a failure mark (i.e. below 50%) in the dissertation cannot be condoned.

The Masters degree with Merit may be awarded if a student achieves an overall weighted average of 60.00% or above, with no mark in any course which counts towards the final assessment falling below 50%.

The Masters degree with Distinction may be awarded if a student achieves an overall weighted average of 70.00% or above, with no mark in any course which counts towards the final assessment falling below 50%.

The **Postgraduate Diploma** may be awarded if a student achieves an overall weighted average of at least 50.00%, with no mark in any taught course which counts towards the final assessment falling below 50% *and* has either chosen not to proceed to the dissertation, or has failed the dissertation on either the first or second attempt. Failure marks in the region 40-49% are not usually condoned for the award of a Postgraduate Diploma, but if they are, such condoned fails would be in courses which do not constitute more than 40 credits.

The Postgraduate Diploma with Merit may be awarded if a student achieves an overall weighted average of 60.00% or above, with no mark in any course which counts towards the final assessment falling below 50%.

The Postgraduate Diploma with Distinction may be awarded if a student achieves an overall weighted average of 70.00% or above, with no mark in any course which counts towards the final assessment falling below 50%.

The Postgraduate Certificate may be awarded if a student achieves an overall weighted average of at least 50.00%, with no mark in any taught course which counts towards the final assessment falling below 50%. Failure marks in the region 40-49% are not usually condoned for the award of a Postgraduate Certificate.

The Postgraduate Certificate with Merit may be awarded if a student achieves an overall weighted average of 60.00% or above, with no mark in any course which counts towards the final assessment falling below 50%.

The Postgraduate Certificate with Distinction may be awarded if a student achieves an overall weighted average of 70.00% or above, with no mark in any course which counts towards the final assessment falling below 50%.

[Back to top](#)

Student support and guidance

- The Programme Director will be responsible for the overall management and smooth running of the programme, including evaluation and quality assurance processes. All courses will also have a course co-ordinator who will be responsible for co-ordinating the teaching and assessment for their course.
- All students on this programme will be allocated a personal adviser, who is contactable throughout the

year during office hours. The adviser's role is to advise on professional, academic, pastoral and welfare issues.

- Other teaching staff will be available via their e-mail addresses, which are published in the programme handbook.
- Detailed student handbook and course resources will be available both in the Departmental Office and on the Departmental website.
- Extensive supporting materials and learning resources are available in College libraries (including Senate House) and the Computer Centre. In addition we will provide a selection of key texts for reference only at the Bedford Square office. Relevant journal articles will also be made available via Moodle, the College's e-learning resource.
- The College Careers Service and Departmental Careers Service Liaison Officer can offer individual careers advice and support.
- Students will have access to all College and University support services, including Student Counselling Service, Health Centre and the Educational Support Office.
- Regular communication with students will take place via e-mail correspondence and Moodle. Students will be asked to evaluate each course both verbally and in writing. Serious consideration will be given to student feedback and changes communicated to students. In addition student representatives will be asked to attend the programme management committee meetings.
- A management committee made up of course staff, partner agencies, service user representatives and student representatives will support the programme. We will encourage students to elect two representatives to attend these meetings.

[Back to top](#)

Admission requirements

For details of admissions requirements please refer to the [Course Finder](#)

[Back to top](#)

Further learning and career opportunities

A postgraduate learning experience of this kind will assist students in thinking more deeply and critically about their work and setting and about the roles they take within it. The Department runs, in collaboration with SWan, a Doctorate in Professional Studies (Health and Social Care Practice) which students who wish to pursue further study could participate in. The Department also offers the standard PhD option.

As well as providing a firm foundation for further postgraduate study and research, this programme will provide knowledge and skills that are transferable to a wide variety of employment opportunities in advanced practice, leadership and management in social care and health services. For further details please refer to the [Careers Service](#)

[Back to top](#)

Indicators of quality and standards

This programme builds on the successful Graduate Diploma in Work with Children and Families (Specialist level award in Social Work) and Graduate Diploma in Work with Adults. The partnership that manages that programme comprises of 30 London local authorities, CAFCASS, NSPCC and Barnados. It is planned to retain the robust partnership structures that exist with employer agencies and service user groups, such as ATD Fourth World, Barnados Young People's Group and the Department's Service Users and Carers Advisory Group. Feedback from students, partner agency representatives and the external examiners has formed an integral part of the successful development of the Graduate Diploma programme and it is proposed that these processes continue. Annually we will continue to submit quality assurance reports for the HCPC and College.

Royal Holloway's position as one of the UK's leading research-intensive institutions was confirmed by the results of the most recent Research Assessment Exercise (RAE 2008) conducted by the Higher Education Funding Council (HEFCE). The new scoring system for the RAE 2008 measures research quality in four categories, with the top score of 4* indicating quality that is world-leading and of the highest standards in terms of originality, significance and rigour. 60% of the College's research profile is rated as world-leading

or internationally excellent outperforming the national average of 50%. The College is ranked 16th in the UK for research of 4* standard and 18th for 3* and 4* research. 45% of the Department's research profile is of 3* and 4* standard.

[Back to top](#)

List of programmes

The programme is taught by staff at Royal Holloway, University of London, and the Masters lead to awards of the University of London. The Postgraduate Diploma and Postgraduate Certificate lead to awards of Royal Holloway and Bedford New College. The social work programmes in the Department are subject to approval by the Health and Care Professions Council (HCPC).

Master of Science Programme in Advanced Practice (University of London award)

- MSc in Advanced Practice (Leadership and Management)
- MSc in Advanced Practice (Children and Families)
- MSc in Advanced Practice (Adults)
- MSc in Advanced Practice (Professional Education)

Postgraduate Diploma in Advanced Practice (Royal Holloway and Bedford New College award)

- PgDip in Advanced Practice
- PgDip in Advanced Practice (Leadership and Management)
- PgDip in Advanced Practice (Children and Families)
- PgDip in Advanced Practice (Adults)
- PgDip in Advanced Practice (Professional Education)

Postgraduate Certificate in Advanced Practice (Royal Holloway and Bedford New College award)

- PgCert in Advanced Practice

[Back to top](#)