

Programme Specification

When printed this becomes an uncontrolled document.

PLEASE DO NOT ADD ANY PICTURES OR TABLES.

Please check the Programme Directory for the most up to date version:

[UG Programme Directory](#)

[PG Programme Directory](#)

Section 1 – regulatory details		
1.1	Awarding body	Wrexham University
1.2	Teaching institution	Wrexham University
1.3	Final award and programme title (Welsh and English)	MA Gwaith Cymdeithasol (Statws Cymwys) MA Social Work (Qualified Status)
1.4	Exit awards and titles	MA Social Welfare PG Dip Social Work (Qualified Status) PG Dip Social Welfare PG Cert Social Welfare
1.5	Credit requirements	MA Social Work (Qualified Status) – 180 credits MA Social Welfare – 180 credits; one or both placements not successfully completed PG Dip Social Work (Qualified Status) -120 credits (all academic modules except Dissertation), 2 successfully completed placements PG Dip Social Welfare -120 credits; one or both placements not successfully completed PG Cert Social Welfare - 60 credits
1.6	Intake points	September intake
1.7	Mode of study	Full-time
1.8	Length of delivery	2 years
1.9	Location of delivery	Plas Coch Campus, Wrexham University.
1.10	Language of delivery	English
1.11	Faculty	Faculty of Social and Life Sciences (FSLs)
1.12	Subject area	Social Work
1.13	HECoS Code	100503
1.14	Suitable for applicants requiring a student visa?	No
1.15	Is DBS check required on entry?	Yes All applicants successful in being offered a place on the programmes will be subject to a satisfactory DBS clearance undertaken by Wrexham University. - Enhanced Check for Child Workforce - Enhanced Check for adult workforce - Enhanced Check and Child Barred List - Enhanced Check and Adult Workforce Barred List
1.16	Professional, Statutory or Regulatory Body (PSRB) accreditation	The programme is to be accredited by Social Care Wales which is the primary PSRB regulating Social Work education in Wales. Programmes must adhere to and promote the National

Section 1 – regulatory details		
		Occupational Standards for Social Work, the Code of Professional Practice for Social Care, and Subject Benchmark Statements.
1.17	Welsh Medium Provision	The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.
1.18	External reference points	Codes of Professional Practice and guidance (Social Care Wales) National Occupational Standards (NOS) (Social Care Wales) QAA Subject Benchmark Statements (Social Work) QAA Characteristics Statements Higher Education Credit Framework CQFW
1.19	Derogation to Academic Regulations	Credits shall be awarded by an Assessment Board for those modules in which a pass mark (40% unless a different pass mark has been approved by Academic Board) has been achieved and all elements of assessment have been passed.
1.20	Foundation Year route	N/A
1.21	Placement / Work based learning	Clinical/Practice Placement – a placement in a clinical or practice setting, embedded within the programme, which must be completed for students to achieve the intended award.
1.22	Length and level of the placement	Two 700-hour placements required, one in each year of the programme.
1.23	Collaborative arrangement	N/A

Section 2 – programme details

2.1 Aims of the programme
The MA Social Work programme responds to a growing need for qualified social workers. It supports local authorities in filling social work vacancies where figures suggest there is a need for qualified social workers across North Wales to fill advertised vacancies. The programme has a strong emphasis on employability and aims to deliver an MA that is both academic and professional, culminating in an award that provides qualified status for students on successful completion.

2.2 Programme structure and diagram, including delivery schedule					
Full-time Programme Structure					
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)
7	SWK701	Foundations of Social Work and Creative Coproduction	30	core	1
7	SWK702	Legal Knowledge within Social Work Contexts	30	core	1
7	SWK703	Social Work Theory and Practice	30	core	2
7	SWK704	Practice Placement 1 (700 hours)	0	core	1 & 2
7	SWK705	Safeguarding and Social Work Practice with Children, Families and Adults	30	core	1
7	SWK706	Social Work Research Project	60	core	1 & 2
7	SWK707	Practice Placement 2 (700 hours)	0	core	2

2.3 Programme Learning Outcomes									
No.	Learning Outcome	K	I	S	P	PG Cert (L7)	PG Dip (L7)	Masters (L7)	Optional Ref (PSRB standards)
1	A critical understanding of the different theoretical and methodological approaches used when working with individuals in receipt of social care.	☒	☐	☐	☐	☒	☒	☒	All learning outcomes reflect and promote to the profession's Codes of Professional Conduct and National Occupational Standards (Social Care Wales July 2026).
2	Demonstrate the ability to apply knowledge from a variety of sources, showing critical, reflexive skills in assessment and decision making.	☐	☒	☒	☐	☒	☒	☒	
3	Demonstrate the ability to systematically apply Welsh Social Work Law and policy to practice, clearly understanding the legal context of their academic and practice-based work.	☒	☐	☐	☒	☒	☒	☒	
4	To gain an in-depth understanding of the concept of co-production and the importance of creative approaches when acting as an agent of change.	☒	☐	☒	☒	☒	☒	☒	
5	Demonstrate through the placement modules the required knowledge and skills to work with families and individuals from a range of different socio-economic and cultural backgrounds within Wales.	☐	☐	☒	☒	☒	☒	☒	

2.3 Programme Learning Outcomes									
No.	Learning Outcome	K	I	S	P	PG Cert (L7)	PG Dip (L7)	Masters (L7)	Optional Ref (PSRB standards)
6	To acquire, through a demonstrated evidence base in the placement portfolio an understanding of Welsh social work as understood in a regional, national, and international context.	☒	☐	☐	☒	☒	☒	☒	
7	Demonstrate and apply research skills in the development of a Social Work Research Project recognising the links between knowledge, evidence and effective practice.	☒	☒	☒	☒	☐	☐	☒	
8	Effectively manage collaboration with a range of other professionals, demonstrating the importance of integrated, multi-agency working.	☐	☒	☒	☒	☒	☒	☒	
9	Demonstrate a consistent awareness of the impact of personal values and reflective practice on the ways in which they respond, emotionally and intellectually, to complex cases and scenarios.	☒	☒	☒	☒	☒	☒	☒	
10	Demonstrate a comprehensive and consistent understanding of the professional and ethical responsibilities of social workers, including the adherence to, and promotion of, the Codes of Professional Conduct and National Occupational Standards.	☒	☒	☒	☒	☒	☒	☒	

2.4 Learning and teaching strategy

The learning and teaching methods of the programme strongly reflect the principles and values of the University's Active Learning Framework, with active and creative engagement of students with the programme embedded in the design and delivery of modules. Our curriculum is both research-informed and highly relevant to the practice of social work, with employability threaded throughout the programme. This enables students to engage actively in the modules, working as partners in the achievement of the programme learning outcomes. For example, students are encouraged to take an active role in their own learning, through an innovative range of teaching methods (see below) which provide a sense of belonging and ownership. The programme's key focus on critical skills, reflexivity, and reflective learning also aligns well with the Active Learning Framework's focus on criticality, discussion, investigation and creation (Darby & Lang).

Learning and teaching methods for the programme are designed to be inclusive, reflecting the different approaches to learning that students will bring to the programme. These methods include interactive lectures, small group discussions, presentations, directed reading, online learning activities such as quizzes and online discussion forums, class debates, and creative approaches that make use of the mediums of the Arts (including painting, poetry, collages, and zines). While the dominant mode of delivery is intended to be synchronous, in-person teaching, there will be opportunities for blended learning, with synchronous and/or recorded materials on occasion to meet students' needs and preferences. The programme's key focus on skills and employability is reflected in a range of simulation learning activities, for example, using our purpose-built house, Ty Dysgu for case study simulations that engage students in creative problem solving which draws on a range of intellectual and practice-based approaches. It is also hoped to incorporate guest lectures from Local Authority Practitioners, Third Sector contributors, and staff from other departments in the University (for example, to provide a session on Motivational Interviewing).

As a primarily vocational programme, the successful completion of which results in Qualified Social Work status, placements are an integral part of the provision. There are two placement opportunities, one for each year of the programme, in statutory and non-statutory setting, and with different service user groups. This provides valuable real-world experience for students, assessed through the completion of placement portfolios (each 30 credits). We work with three Local Authorities in North Wales – Wrexham, Denbighshire and Flintshire and students therefore have access to a range of high quality and well-supported placements which total 1,400 hours, equal to 200 days spread across each year of the programme. There is also scope to facilitate Welsh language placements through our contacts with Gwynedd who have historically offered Welsh-language placement opportunities for students who wish to carry out their placement through the medium of Welsh.

NB: Reflecting the guiding principles and values of the MA Social Work Programme around co-production, consultation with Local Authority Partners and our Service User and Carer organisation Outside In at Wrexham University will shape the specific structure and content of modules, reflecting the importance of meeting the needs of Service Users *and* the knowledge and skills required by Local Authorities when designing the teaching and learning strategies of the programme.

The learning and teaching strategy the MA intends to promote is informed by the expertise through experience of this group. The guiding principles of participation and coproduction, including reciprocity, mutuality, respect, accountability, and trust, underpin the QAA requirement to embed the voices of those with lived experience throughout the degree. This is reflected in Social Care Wales's *Framework for the Degree in Wales* which states that “the institution must involve people with care and support needs and carers...in all stages of the development, management and delivery of the degree programme” (SCW, 2021: 26). Outside In has recommended a programme which, through its learning and teaching strategies, incorporates an ethic of positive risk-taking, social connectedness, relational practice, anti-discrimination, empowerment, non-judgement, promoting independence and interdependence, which can be summarised

2.4 Learning and teaching strategy

as person-centred holistic care and relationship-based practice. Outside In also acknowledges the constraints placed on social work students and practitioners, particularly in relation to resources and funding, and emphasises the importance of active listening in the processes of degree delivery, content, and management.

2.5 Assessment strategy

The programme includes a range of innovative strategies that have been designed to enable students to demonstrate their achievement of the intended learning outcomes for the programme. These are informed by the specific PSRB standards for social work in Wales for curriculum design and assessment of academic work and practice. These standards also relate to the national occupational and capability standards and subject benchmark statements for social work (QAA Subject Benchmark statements 2.1).

The range of assessment methods used include the following:

- **Essays and reports:** These formats provide the scope to present with clarity and logical development the knowledge that underpins the ability of the social worker as a ‘social scientist, professional and practitioner’ (Benchmark statement 2.8). The essay and report may take many forms – for example a reflective report exploring the ethical dilemmas arising from close analysis of a supplied case study, or an essay that allows students to demonstrate a critical understanding of a range of theoretical and methodological approaches in social work (Benchmark statements 5.11, 5.12).
- **Presentations:** Individual and/in a small group. This method facilitates the application of knowledge to a set task/problem, involving a range of skills relating to module and programme learning outcomes. For example, the practice of collaboration in the design and delivery of a piece of work; the synthesis of knowledge sources in delivering a presentation that is time-bound and focused.
- **Research proposal:** The writing of a research proposal, within the 60-credit Research Project module, allows students to demonstrate learning outcomes (e.g. LO 7) aligned to the development of research skills. The proposal also facilitates for students the ability to demonstrate their problem-solving skills alongside their acquisition of logical, critical and creative thinking in presenting a research question that will be explored in the Research Project (Benchmark statement 4.6).
- **Research Project:** The Research Project covers a range of learning outcomes and benchmark statements, including the demonstration of critical, reflexive thinking, analysis and synthesis, and the provision of reasoned and evidence-based arguments that address institutional discrimination and wider social injustice (Benchmark statements 4.6, 5.11-5.13). The ability to apply knowledge to a ‘real-world’ scenario in the pursuit of more effective practice underpins this assignment.
- **Portfolio (practice learning opportunity):** The portfolio allows students to demonstrate that they have acquired the relevant knowledge and skills to work with individuals and families across a range of social work practice scenarios, including working collaboratively with a range of other professional and service users. The method of assessment also reflects key social work benchmarking statements that focus on the requirements for experiential, action-based teaching, and the ability to demonstrate the skills and knowledge acquired when applied to practice (Benchmark statement 4.5).

2.5 Assessment strategy

The table below incorporates ‘to be added to’ pre-validation consultation with Outside In in our discussion about how the key values and ethics of a co-production approach to the MA programme maps onto the specific learning and teaching strategies proposed across the Programme.

Values / Ethics	Teaching and Learning Strategies	Content
Empowerment	Scenarios	Mental health
Positive risk taking	Role Play	Details of lived experience; Professional friendship
Trust	Listening exercises	Signposting
Rights-based	Evidence-based learning	Person-centred approaches; Social structures – the big picture; lack of resources in social services.
Relational practice	Contemporary practice	Social support networks
Non-judgement	Ty Dysgu (the learning house)	Involving carers; listening skills.
Person-centred holistic care	Contemporary practice	Crisis management Hearing complaints;
Authenticity	Case studies, scenarios, practice.	Independence; Building relationships
Empathy	Listening exercises	Advocacy
Ethic of care	Role play, scenarios, case studies.	Complexity of need

Feedback strategies

Formative assessment: There are opportunities across all modules to assess the knowledge and skills acquired in a formative way. For example, the use of a simulated case study through Ty Dysgu allows students to ‘test out’ their skills and understanding of a complex scenario, in preparation for both academic and practice-based assessments. Skills of critical analysis, reflection, co-production and reflection are also ‘built into’ the design and delivery of the teaching strategies for each module. For example, the use of creative methods of learning incorporating service user engagement (e.g. in the Creative Coproduction module) provides opportunities to feedback and reflect as students engage in weekly class activities). There will also be opportunities for students to receive formative feedback for assignments through submitting draft work and/or receiving tutorials support ahead of assignment submission dates.

Summative assessment: Students will receive marks and feedback via Moodle for academic assignments after work has been second marked and moderated by the social work team (marks subject to External Examiner validation and formal processing through the University Examination Boards). Student portfolios will be assessed through a panel of portfolio readers and a short viva conducted by academic tutors, before portfolios are returned with grades and comments.

NB: The year one Placement module will build in a formative assessment point after 20 days of the placement have been complete. This acts as a ‘fitness for practice’ opportunity for students, tutors, and practice educators to assess levels of engagement, before continuing with the remainder of the placement.

2.6 Disclaimer

Throughout quality assurance processes we have ensured that this programme engages with and is aligned to:

- [Academic Regulations](#)
- [The University Skills Framework](#)
- [Welsh Language Policy](#)
- [Equality and Diversity Policy](#)
- [The Student Union offers support for students](#)

Section 3 – Programme set up (office use only)

3.1	Framework	FRAME080
3.2	Cost centre	Per Framework
3.3	Course type (HESA)	GASW
3.4	Fee model	Standard full-time PGT
3.5	Are any modules taught over either multiple periods or across the HESA year (defined as running 1st August - 31st July)	No
3.6	Student funding model	Standard PGT
3.7	Mode of Attendance (Funding)	In Person Attendance
3.8	Does the Suitability for Practice Procedure apply to the programme?	Yes
3.9	Programme Leader	Dawn Jones
3.10	Date of Approval	14/03/26
3.11	Date and type of Revision	10.09.2026: CMAP approved revisions to the delivery schedule for SWK703 and SWK704 (AM1).