SOCIAL WORK, CARE AND COMMUNITY CENTRE FOR CPD


2018/19 and 2019/20
The Centre is founded on our high academic standards, strong values and ethics of social work and social care practice.

We aim to provide Continuing Professional Development (CPD) and Continuing Education (CE) for Social Work and Social Care practitioners in the UK. To achieve this we offer a range of flexible study options using a blended learning approach. All of the CPD content is delivered by a range of academic, research or practice experts. You can access individual CPD events and modules or go straight for one of the target award courses.

The aim is to consolidate existing knowledge, learn new knowledge and skills, promote research informed practice and most importantly consider the impact on performance, enhancing service delivery and improving the service user and carer experience.

The Centre for CPD and School of Social Work, Care and Community work in line with both the British Association of Social Workers (BASW) and Social Work profession regulators Code of Ethics.

**BASW CPD Provider Accredited**

In February 2018 the Centre was one of the first organisations to be awarded accreditation under the BASW CPD Provider Accreditation Scheme. The scheme provides a marker of excellence in the delivery of professional development and training. All our CPD has the BASW Code of Ethics at the heart of its delivery.

For more information about BASW’s Code of Ethics visit: http://cdn.basw.co.uk/upload/basw_95243-9.pdf

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MODULES

A wide range of modules are available to enhance your knowledge, develop skills and further your continuing professional development and education. Credits can be gained on a standalone modular basis or used to achieve one of the postgraduate courses.

Next to each module is a colour code to identify which course/s the module can be used towards.

- **PGCert Advanced Community Justice**
- **PGCert Leadership and Management in Social Work and Social Care**
- **PGCert Professional Development and Practice**
- **PGCert Professional Practice and Mental Health Law**
- **PGCert Specialist Child Care Practice**
- **PGCert Specialist Practice with Adults**
- **MA Professional Development and Practice**
- **MA Social Pedagogy Leadership**
Advanced Facilitation of Learning in the Workplace (SW4706)

Provides practitioners with theories and tools to underpin their engagement with learners in the workplace. Workshop approach enables participants to learn from each other, share experiences and develop supportive networks. Upon completion of this module, participants will have an understanding of theories relevant to workplace learning, the concept of emotional intelligence, consideration of resilience for social work practice and the principles of supporting the learner through effective supervision.

Registered social workers with Stage One Educator status will be eligible for Stage Two (Practice Educator Professional Standards for Social Work). Registered social workers who support post qualifying students will be eligible for status as a Practice Development Educator.

Who Should Undertake This Module?
Those who have experience of and/or responsibility for facilitating learning in the workplace. This includes (but is not exclusive to) those who are, or wish to become, Stage Two Practice Educators, practice development educators, ASYE supervisors, AMHP supervisors, practice learning coordinators, staff trainers, professional educators or similar. Applications are welcome from those who support social work learners within the workplace.

Commitment/Duration: 5 day taught sessions, self-directed study and working with a learner in the workplace. Duration is influenced by the candidate having the opportunity to work with a learner, but normally completion of the module is within 2 semesters.

Assessment: Reflective essay and an observation of the student supervising a social work learner.

Module Leader: Dr Clare Stone is a registered social worker who worked extensively with sexual offending. Clare's doctoral thesis considers competence for social work practice and the principles of supporting the learner through effective supervision. Clare's main interests relate to and an Assessor for Continued Professional Development with the Health and Care Professions Council. Clare's main interests relate to and an Assessor for Continued Professional Development with the Health and Care Professions Council. Clare's main interests relate to understanding theories relevant to workplace learning, the concept of emotional intelligence, consideration of resilience for social work practice and the principles of supporting the learner through effective supervision.

Assessment, Management and Treatment of Sexual Offending (SW4719)

Within Criminal Justice and Social Work settings, practitioners regularly work with individuals whose inappropriate sexual behaviour has a damaging impact on victims, their families and the wider community. This module aims to increase professionals’ confidence and knowledge by examining a range of complex issues relating to working with people convicted of sexual offending. There is an emphasis on the following topics:

- Psychological, biological and social theories exploring the onset, development and persistence of sexual offending behaviour
- Methods, tools and practitioner skills used to assess the likelihood of re-offending, and the nature and risk of harm posed.

Other topics covered are practitioner resilience, interviewing skills, stereotype and stigma, and the ethical dimensions of the work. The module offers participants the opportunity to apply the most current theory and research findings to their work with sexual offenders in order to improve their practice.

Who Should Undertake This Module?
Practitioners who wish to develop their knowledge of the theories and effective practice principles which underpin working with sexual offending.

Commitment/Duration: Within 3 months, comprising 5 taught sessions with presentation prep and 1 day presentations, plus self-directed study.

Assessment: Assignment and short presentation.

Module Leader: Ruth Parkes is a former Probation Officer who worked extensively with sexual offending.

Advanced Mental Health Practice (SW4714)

Enables experienced practitioners to practice at an advanced level. It enables students to critically reflect on their existing mental health knowledge and practice and to explore further the complex challenges and theoretical, moral and ethical dilemmas for their professional decision-making. The module provides opportunities to enhance knowledge and understanding of changing legal and policy contexts.

Who Should Undertake This Module?
Those working in mental health services, and who wish to develop further awareness and reflective skills. It is also suitable for people who are interested in mental health more broadly.

Commitment/Duration: Usually within 1 semester, with 5 attendance days (4 taught sessions and 1 day undertaking experiential and reflective learning), plus self-directed study time.

Assessment: Short reflective ‘workbook’ and short presentation.

Module Leader: Phil O’Hare is a Principal Lecturer at UCLan with experience in the area of social work practice and management. He is currently part of the Leadership team in the School. Phil worked for many years as a Mental Health Social Worker and worked in in-patient and community services.
ASYE: Demonstrating Capability in Social Work Practice (SW4701)

Designed for newly qualified social workers during their assessed and supported year in employment (ASYE) to enable them to consolidate their social work knowledge, skills and values in their specialist area of practice. It will enable them to critically reflect on and review their development to facilitate enhanced performance and service delivery. Practitioners will be able to map their career progression against current professional benchmarks such as the Professional Capabilities Framework and the HCPC standards for CPD.

Topics covered include:
- The nine domains of the Professional Capabilities Framework at ASYE level
- Skills of critical reflection for professional development
- Effective use of supervision in and for social work practice
- Working within the complexities of social work practice, such as multi-agency working, contemporary issues, promoting welfare and safeguarding
- Principles of evidence based practice and research minded approaches
- Ethical challenges and dilemmas within practice.

Who Should Undertake This Module?
Newly qualified social workers whose employers have registered them on the national ASYE scheme. Candidates need the formal support of their employer in order to undertake this module.

Commitment/Duration: Usually within 1 year, including 2 half-day workshops (at the start of ASYE year and at midpoint) plus self-directed study time.

Assessment: Portfolio and critical reflective piece.

Module Leader: Fiona Harbin has a specific interest in safeguarding children. Prior to working at UCLan she worked as a social worker and manager in child protection and safeguarding services with a specific interest in the impact of parental drug and alcohol use on children, assessment and multi-agency approaches in the field.

Best Interest Assessor (SW4120)

The Best Interest Assessor Training has been designed to provide the necessary training for relevant health and social care professionals who wish to take on the statutory role of Best Interest Assessor (BIA). This module enables participants to understand the key skills, knowledge and values underpinning the role of the BIA, which will enable them to satisfy Supervisory Bodies of their ability to undertake Best Interest assessments at the standard set in the Mental Capacity (Deprivation of Liberty: Standard Authorisations, Assessment and Ordinary Residence) Regulations 2008.

The curriculum reflects introduction via the Mental Health Act 2007 of the Deprivation of Liberty Safeguards into the Mental Capacity Act 2005. These safeguards provide a legal framework to protect the rights and liberties of people who lack the capacity to consent to the care or treatment they need where this care or treatment could amount to a deprivation of their liberty.

Who Should Undertake This Module?
Candidates will usually be nominated by their employers, however, we also accept applications from independent practitioners who meet the entry requirements.

Commitment/Duration: Within 3 months, comprising 5 or 6 teaching days including workshops with 1 further day for assessed work, plus self-directed study.

Assessment: Law exam and portfolio of reflection and case analysis.

Module Leader: Debbie Brown is a registered social worker with a practice background based in adult care services, working in the main with older people living with dementia. She has extensive experience of training staff and students in issues relating to adult care practice, including mental capacity, dementia care, end of life care and adult safeguarding.

Specific Entry Requirements: A person is eligible to carry out a best interests assessment if:
- They are either:
  - A social worker registered with the Health Care Professions Council or
  - A first level nurse, registered in Sub-Part 1 of the Nurses’ Part of the Register maintained under article 5 of the Nursing and Midwifery Order 2001 or
  - An occupational therapist registered in Part 6 of the register maintained under article 5 of the Health Professions Order 2001 or
  - A chartered psychologist who is listed in the British Psychological Society’s Register of Chartered Psychologists and who holds a relevant practising certificate issued by that Society
- They are not suspended from the register or list relevant to the person’s profession and
- They have at least two years post-registration experience in that profession.
- They can demonstrate knowledge and experience of working with the Mental Capacity Act 2005.

Your application form must include a statement regarding your current understanding and use of the Mental Capacity Act 2005 and reasons for applying for this module. Candidates should ideally also indicate knowledge of the Mental Health Act 1983/2007.
Childhood in Law and Welfare (SW4032)

Aims to give participants a critical understanding of the part law plays in interpreting childhood and constructing appropriate roles for children. Students will consider key legislation and policy initiatives both in the UK and internationally to develop their understanding of childhood, with particular emphasis on children’s rights, advocacy, and the construction children as victims and criminals.

Who Should Undertake This Module?
Statutory and voluntary service practitioners.

Commitment/Duration: Weekly 3 hour lecture over 11 weeks, plus self-directed study.

Assessment: Short presentation and written assignment.

Module Leader: Dr Mary Drummond is a Lecturer at UCLan. Her research and teaching interests are in critical theory, qualitative methodology, housing/homelessness, Social Pedagogy and social care.

Critical Reflection on Professional Learning and Development (SW4703)

This module is available to complete via two routes:

Route A is designed for those who wish to update their knowledge in relation to social work law, theory and practice and is therefore particularly relevant to qualified social workers wishing to apply to join or rejoin the social work register.

During the teaching week learners will explore current legislative, policy, theory, methods and consideration of the contemporary nature of social work practice. A range of specialist areas of social work practice will be focused on. There will also be support with job applications, interview skills, applying to join the social work register and the requirements for CPD.

Duration: Within one semester, consisting of one week of workshops in June plus assessment preparation. Guidance and academic assistance provided throughout.

Route B is designed for those working in social work or social care to reflect on their recent practice, learning and development.

Through tutorial support and blended learning activities, learners are encouraged to extend knowledge and analytical skills to reflect on their capability for practice. In doing so this enables individuals to reflect upon their CPD activities in line with professional body requirements.

Duration: You may commence this module at any time during the academic year and the duration of the learning period will be negotiated through a learning plan, but it is not expected to extend beyond two semesters.

Assessment: Written Essay or Portfolio.

Module Leader: Dr Clare Stone is a registered social worker who worked within statutory services before moving into academia at the University of Central Lancashire. Clare’s doctoral thesis considers competence for social work practice, she is a Senior Fellow of the Higher Education Academy and an Assessor for Continued Professional Development with the Health and Care Professions Council.

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Global Perspectives on Children’s Participation (SW4709)

The module aims to develop in students a critical appreciative awareness of children and young people’s lives and their participation. It engages students in exploring the role of international and national policies, agencies and practices in shaping childhood and child participation. By comparing and contrasting the experiences of children internationally it questions the extent to which understandings of child participation are universal and it provides the opportunity to learn from international examples of excellence. The module encourages students to consider the implications of global perspectives on children’s participation for developing their own practice.

Who Should Undertake This Module?
This module is aimed at people with experience as participants in or facilitators of children and young people’s participation; staff for whom individual or group participation in decision making is an element of their job role; and, graduates with a clear interest in children and young people’s participation.

Commitment/Duration: Within 5 months, comprising 5 teaching days plus self-directed study.

Assessment: Short presentation and written assignment.

Module Leader: Dr Cath Larkins is Co-Director of the Centre for Children and Young People’s Participation. She has twenty years’ experience running participatory work with children and young people and is a widely published author in this field. Prof Nigel Thomas, also Co-Director of The Centre, also teaches on this module.

Inclusion and Community (SW4717)

Aims to support students to critically analyse policy for social inclusion and wellbeing drawing on current evidence from engaged or connected communities. Participants will be able to evaluate contemporary developments in health and social care practice which promote inclusion and participation, engaged social networks and innovative approaches to co-production with diverse communities through commissioning, leadership and delivery.

Who Should Undertake This Module?
Those who work with people in diverse communities.

Commitment/Duration: 12 weeks, including 3 workshops, 7 online sessions and 2 self-study sessions.

Assessment: Coursework.

Module Leader: Prof. David Morris and Dr Manjit Bola have experience of community building on the ground, as well as a strong theoretical backgrounds. They are familiar with the worlds of NHS, local authorities, the third sector and communities. They have recently completed a five year study on Connected Communities which will inform the research led teaching on this module.
Introduction to Facilitating Learning in the Workplace (SW4705)

Aims to engage practitioners in the principles of facilitating learning to enable them to support and assess a learner in the workplace. This module will enable successful candidates to achieve the status of Practice Supervisor or Stage One Practice Educator as required by The College of Social Work (2012).

The module covers topics which include (but not limited to):
- Planning and organising opportunities for a learner in the workplace
- Principles of assessment and supervision
- Self-reflection and CPD as a facilitator of learning
- Understanding diversity and individual needs of learners.

Who Should Undertake This Module?
Registered social workers (with a minimum of 2 years post qualified) who are interested in becoming a Stage One Practice Educator for social work students, or those who support social work students in the workplace and wish to achieve the status of Practice Supervisor (this includes professionals who are not social workers).

Commitment/Duration: 5 day taught sessions, self-directed study and working with a learner in the workplace. Duration is influenced by the candidate having the opportunity to work with a learner, but normally completion of the module is within 2 semesters.

All candidates need to ensure that they have the opportunity to support a social work learner and gain an observation of the practice by a Stage Two Practice Educator.

Assessment: Reflective essay and an observation of the student supervising a social work learner.

Module Leader: Dr Clare Stone is a registered social worker who worked within statutory services before moving into academia at UCLan. Clare’s doctoral thesis considers competence for social work practice, she is a Senior Fellow of the Higher Education Academy and an Assessor for Continued Professional Development with the Health and Care Professions Council. Clare’s main interests relate to learning and teaching, practice education and supporting the development of competence for social work practice.

Introduction to Social Research (SW4027)

Provides an overview of key issues and debates associated with the production and evaluation of research for practice in social care. This module will equally consider qualitative and quantitative approaches. Participants will consolidate and extend their knowledge and understanding of the research process whilst developing their capacity to act as independent and critical thinkers. It will offer participants opportunities to explore a wide range of relevant material including:
- Introduction to research: paradigms, key issues; including ethical and political debates
- Critical writing, reading and appraisal
- Project Design including consideration of quantitative and qualitative approaches
- Evidence based practice and ‘making research count’
- Research and evaluation, and new directions for social research.

Who Should Undertake This Module?
Anyone with a professional interest in research.

Commitment/Duration: 12 weekly lectures and 10 hours self-directed study. The distance learning option includes 12 x 1 hour weekly videoed lectures plus 3 hours one-to-one tutorial support, in addition to 10 hours self-directed study.

Assessment: Essay.

Module Leader: Stephen Gethin-Jones has worked in social care research and teaching for over ten years and is one of the research degree tutors within the school as well as course leader for the Professional Doctorate.

Leadership for Innovation and Integration (SW4707)

Aims to provide a critical exploration of the contemporary issues that impact upon leadership and innovation in the context of integrated services in health, social work and social care. It will update participants’ knowledge in relation to major theoretical perspectives and ethical debates, current research findings and evidence based practice in the field of leadership. The importance of innovation to meeting new challenges to health and social care is explored, including building new forms of relationships with service users, their supports and communities. The aim is to promote the development of effective leadership in health, social work and social care.

Who Should Undertake This Module?
This module aims to work with leaders across the social work and social care sectors.

Commitment/Duration: 3 months, comprising 6 teaching days plus self-directed study time.

Assessment: Presentation and written analysis.

Module Leader: Phil O’Hare is a Principal Lecturer at UCLan with experience in the area of social work practice and management. He is currently part of the Leadership team in the School.
Leading and Inspiring through Professional Supervision (SW4704)

Aims to equip supervisors in social care with a systematic understanding of knowledge, and a critical awareness of the challenges in the practice of supervision. It will provide new insights, informed by current models of supervision and research at the forefront of professional practice. The module will enable students to gain a critical understanding of knowledge in their area of practice and to practise the skills required to provide effective supervision within a complex and changing social care environment.

Topics covered include:
- Establishing a clear understanding, rationale and framework for supervision
- The impact of supervision on practice and outcomes for service users and carers
- The role of emotional intelligence in supervision
- Theories of adult learning, learning styles and experiential learning
- Skills, values and knowledge of working with diverse communities and challenging oppressive practice
- Skills in leadership.

Who Should Undertake This Module?
Those supervising social workers or social care staff who are keen to develop their skills and knowledge in this critical area of professional practice.

Commitment/Duration: 3 months, comprising 6 teaching days plus self-directed study time.

Assessment: Presentation and reflective assignment.

Module Leader: Phil O’Hare is a Principal Lecturer at UCLan with experience in the area of social work practice and management. He is currently part of the Leadership team in the School. Phil worked for many years as a Mental Health Social Worker and worked in in-patient and community services.

Making Personalisation Effective in Mental Health Practice (SW4710)

Aims to enable participants to critically examine the ideological, legal and policy frameworks underpinning approaches to personalisation. Participants will assess the impact of personalisation on recovery, quality of life and wellbeing for individuals experiencing mental health problems. This module will support students to critically analyse health and social care provision which impacts on effective personalisation.

Topics covered include:
- The legal framework and key policies underpinning approaches to personalisation
- Human rights and inclusion within mental health service care
- Impact of personalisation on recovery, wellbeing, and quality of life
- Approaches to risk management, crisis management and enablement
- The impact of innovative personalisation practice on local service provision
- Enabling service user choice and control, shared decision making and responsibility
- The impact of personal choice through the use of personal budgets
- Leadership and knowledge for the design, commission and delivery of health and social care practice.

Who Should Undertake This Module?
People working with individuals experiencing mental health problems, in private, independent and statutory providers of residential and foster care services to children and young people, or social care/community based services with adults.

Commitment/Duration: 3 months, comprising 6 taught days plus self-directed study time.

Assessment: Presentation and portfolio.

Module Leader: Dr Manjit Bola has extensive experience of research in the area of mental health.
**Professional Development Review (SW4700)**

Designed for practitioners in social work and social care who have more than one year post qualifying experience to enable them to further develop and consolidate their knowledge, skills and values in a specialist area of practice. It will enable them to critically reflect on and review their development to facilitate enhanced performance and service delivery. Practitioners will be able to map their career progression against current professional benchmarks such as the Professional Capabilities Framework and the HCPC standards for CPD.

**Who Should Undertake This Module?**
Social work and social care practitioners with more than 1 year's experience in practice.

**Commitment/Duration:** May commence at any time during the academic year and the duration of the learning period will be negotiated through a learning plan, but it is not expected to extend beyond 2 semesters.

**Assessment:** Portfolio and reflective essay.

**Module Leader:** Fiona Harbin has a specific interest in safeguarding children. Prior to working at UCLan she worked as a social worker and manager in child protection and safeguarding services with a specific interest in the impact of parental drug and alcohol use on children, assessment and multi-agency approaches in the field.

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**Responding to Contemporary Issues in Community Justice (SW4725)**

Aims to give students the opportunity to undertake a period of advanced study on a project which draws upon contemporary issues in their specialist area of practice within advanced community justice. Students will negotiate and agree the precise focus with the designated project supervisor. They will develop a critical and advanced understanding of the impact of their project within the broader context of legalisation, policy and evidence that inform and mandate practice. The theme of study will be determined by the student in negotiation with their project supervisor.

**Who Should Undertake This Module?**
Professionals within the community justice sector, including Probation Officers, Youth Justice Workers, Workers in Drug and Alcohol Agencies, Crime Prevention Officers, Victims of Crime Support Workers, members of police and prison services, Social Workers and Nurses.

**Commitment/Duration:** May commence at any time during the academic year. The learning duration is negotiated through a learning agreement but it is not expected to be more than 2 semesters.

**Assessment:** Short proposal and project (total 4000 words).

**Module Leader:** Phil O’Hare is a Principal Lecturer at UCLan with experience in the area of community justice and mental health. He is Course Leader for the PGCert Advanced Community Justice. He is currently part of the Leadership team in the School. Phil worked for many years as a Mental Health Social Worker and worked in in-patient and community services.
Responding to Contemporary Issues in Professional Practice and Mental Health Law (SW4726)

This module seeks to give practitioners the opportunity to undertake a period of advanced study on a project which draws upon contemporary issues in mental health law and practice. Students have the opportunity to negotiate and agree the precise focus of a project through developing a learning plan and tutorial support with a project supervisor (and where appropriate employer). Through engagement with a contemporary issue in mental health law and practice, and support of the project supervisor, the student will produce an assessable piece of work that is directly relevant to professional practice of self or others.

The topic of study may include any contemporary issue, examples include (but are not limited to):
- High profile mental health inquiries;
- AMHP or BIA specific challenges in practice;
- Application of case law;
- Proposed and new legislation and policy;
- Organisational change;
- An aspect of service provision;
- Service user and carer perspectives;
- Diverse communities.

Who Should Undertake This Module?
Those working in mental health services or are applying mental health law in everyday practice, and who wish to develop further awareness and reflective skills. It is also suitable for people who are interested in mental health more broadly.

Commitment/Duration: Expected to last 3 months, including 1-1 sessions with Module Leader and self-directed study.

Assessment: Project proposal and project.

Module Leader: Phil O’Hare is a Principal Lecturer in Social Work, and has a background in mental health social work including in-patient and community services. He is currently part of the Leadership team in the School. Phil worked for many years as a Mental Health Social Worker and worked in in-patient and community services.

Responding to Contemporary Issues in Social Work and Social Care (SW4712)

Seeks to give practitioners the opportunity to undertake a period of advanced study on a project which draws upon contemporary issues relevant to their specialist area of practice. Students have the opportunity to negotiate and agree the precise focus of a project through developing a learning plan and tutorial support with a project supervisor (and where appropriate employer). Through engagement with a contemporary issue in a specialist area, and support of the project supervisor, the student will produce an assessable piece of work that is directly relevant to professional practice of self or others.

Who Should Undertake This Module?
Practitioners wanting to undertake a period of advanced study, and it is also appropriate for groups of practitioner learners.

Commitment/Duration: May commence at any time during the academic year. The learning duration is negotiated through a learning agreement but it is not expected to be more than 2 semesters.

Assessment: The product you develop for the assessment will be negotiated with a project supervisor to ensure it meets the learning outcomes. The assessment produce may include for example (but is not limited to) a video, essay, training materials, written article, policy guidance or a presentation.

Module Leader: Dr Clare Stone is a registered social worker who worked within statutory services before moving into academia at UCLan. Clare's doctoral thesis considers competence for social work practice, she is a Senior Fellow of the Higher Education Academy and an Assessor for Continued Professional Development with the Health and Care Professions Council.
Safeguarding and Adult Protection (SW4702)

Focuses on safeguarding and promoting the rights and welfare of vulnerable adults and the new legislative duties guiding practice in these areas as a result of the Care Act (2014). It aims to provide participants with opportunities to develop and advance their knowledge of practice, legislation and policy in safeguarding adults. This module will examine the complex social and ethical processes involved in the construction of vulnerability and risk.

Topics covered include:
- Understanding legal and ethical literacy
- Professional decision making in multi-agency settings
- Learning from serious case reviews and research
- Developing and enhancing knowledge and direct skills in safeguarding adults.

Who Should Undertake This Module?
Individuals working with adults in social work or social care.

Commitment/Duration: Within 3 months, comprising 5 teaching days plus self-directed study time.

Assessment: Written assignment.

Module Leader: Ali Gardner is a registered social worker who has worked in practice and policy development with adults in a number of local authorities. She has trained over 600 staff around the implementation of the Care Act (2014) specifically in relation to the new safeguarding duties. Ali has been heavily involved in developing national educational resources in relation to personalisation including publications.

Safeguarding Children and Young People (SW4033)

Aims to provide participants with opportunities to develop and advance their knowledge of practice and policy in safeguarding children and young people. Child Welfare services are in a period of on-going, rapid change. Since the focus of this module is on contemporary practice, the specific content varies year on year to reflect these changes.

Who Should Undertake This Module?
Those who wish to develop their knowledge and practice in safeguarding children and young people.

Commitment/Duration: 9 weeks, comprising a weekly 3 hour lecture plus self-directed study.

Assessment: Poster presentation and essay.

Module Leader: Fiona Harbin has a specific interest in safeguarding children. Prior to working at UCLan she worked as a social worker and manager in child protection and safeguarding services with a specific interest in the impact of parental drug and alcohol use on children, assessment and multi-agency approaches in the field.

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**Safeguarding Children in an International Context (SW4035)**

Aims to provide participants with opportunities to develop and advance their knowledge of practice and policy in safeguarding children and young people in an international context. It will allow students to consider the experiences of children in differing contexts, countries and continents.

**Who Should Undertake This Module?**
Those who have a professional, practical or academic interest in safeguarding children in an international context.

**Commitment/Duration:** Online module, consisting of weekly online tutorials over 15 weeks (1 semester), plus self-directed study time.

**Assessment:** Essay.

**Module Leader:** Fiona Harbin has a specific interest in safeguarding children. Prior to working at UCLan she worked as a social worker and manager in child protection and safeguarding services with a specific interest in the impact of parental drug and alcohol use on children, assessment and multi-agency approaches in the field.

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**Social Pedagogy: Theories and Practice (SW4721)**

Using theories and concepts of social pedagogy this module aims to introduce relationship based approaches to participatory practice, as a way of working with people. Students will be supported to consider how a focus on the social relations between and among staff and service users; and how the use of dialogue and critical reflection can help us understand events and interactions in practice. The module will also enable participants to explore the value of practical and creative approaches to engage with service users.

**Who Should Undertake This Module?**
Those who are interested in developing their understanding of social pedagogy and exploring its potential for working with children, young people or adults in a way that promotes social justice and values relationship and creative approaches.

**Commitment/Duration:** 4 weeks, comprising 6 teaching sessions and self-directed study time.

**Assessment:** Written critical reflection and group creative task.

**Module Leader:** Lowis Charfe has a specific interest in the potential of social pedagogy in the UK as a way of working alongside people in a wide range of settings.

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**Social Perspectives on Personality Disorder (SW4716)**

Will provide participants with an opportunity to broaden their understanding of personality disorder and associated assessments and interventions. Participants will be able to critically reflect on and enhance their capacity for working with individuals with a diagnosis of personality disorder from a social perspective. They will be able to make links with their current practice or approach, and explore further the inherent complex challenges that arise from this diagnosis.

**Who Should Undertake This Module?**
Practitioners who already work in mental health services, and who wish to raise their awareness and refine their practice to incorporate a psychosocial, relationship-based approach. It is also open to those who are interested in developing their knowledge in this area.

**Commitment/Duration:** Within 3 months, comprising 6 days teaching and experiential learning, plus self-directed study time.

**Assessment:** Written critical incident analysis.

**Module Leader:** Phil O’Hare is a Principal Lecturer in Social Work, and has a background in mental health social work including in-patient and community services. He is currently part of the Leadership team in the School. Phil worked for many years as a Mental Health Social Worker and worked in in-patient and community services.

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**Substance Misuse: A Holistic Approach to Problematic Drug and Alcohol Use (SW4708)**

Within Social Care there is an increasing awareness of the potentially detrimental impact on individuals and their families of problematic substance use but practitioners report feeling unskilled in their assessment of and response to problematic use. This module aims to enable the candidate to explore the complex issues relating to substance misuse with a specific emphasis on a holistic approach to assessment and response. Students will explore substance misuse in a political, legislative, societal and individual context.

**Who Should Undertake This Module?**
Aimed at candidates who are interested in the understanding of and development of good practice with people using alcohol and other drugs.

**Commitment/Duration:** Runs over 12 weeks, usually consisting of weekly 3-hour lectures plus self-directed study time.

**Assessment:** Portfolio and presentation.

**Module Leader:** Fiona Harbin is a Senior Lecturer. Prior to working at UCLan she worked as a social worker and manager in child protection and safeguarding services with a specific interest in the impact of parental drug and alcohol use on children, assessment and multi-agency approaches in the field.
Theorising Childhood and Adolescence (SW4085)

Aims to encourage those working with children to develop critical perspectives on childhood and for participants to consider and develop more empowering practice in their interventions with children. This module will consider dominant theoretical positions about childhood and critically explore how such perspectives impact on the way children are treated in our society. It will begin by an analysis of the constitution of modern childhood drawing on literature from both sociological and psychological disciplines. Participants will be encouraged to critique the universality of children’s experiences by examining a range of variables including class, gender, disability, and ethnicity. Underlying assumptions and perceptions about children, children’s rights and optimal childhoods will be critically explored and applied to children’s services.

Who Should Undertake This Module?
Anyone interested in improving the knowledge and understanding of working with children and young people in complex professional environments – in social work, health, education, early years, youth work and beyond.

Commitment/Duration: 1 semester, comprising a weekly 2 hour seminar, plus self-directed study.

Assessment: Short presentation and written assignment.

Module Leader: Zoe O’Riordan has experience of working with some of our most marginalised and misunderstood children and young people. This informs her teaching and research, which relates to the way that our beliefs about children influence the ways we include them, in schools and other services, in communities and in wider society.

Understanding Mental Health Practice (SW4713)

Aims to support recently qualified practitioners to progress onto the Mental Health Practice including AMHP Training PGCert or to broaden their understanding of mental health practice. It will enable participants to critically reflect on and consolidate their existing knowledge and skills in mental health practice. They will be able to explore complex challenges of mental health legislation, policy and practice.

Topics covered include:
• Critical perspectives and contested contexts of mental disorder including service users’ and carers’ perspectives
• Critical reflection on mental health legislation and policy
• Values and ethics in relation assessment, compulsory detention and the functions of the AMHP
• Multi-professional and inter-professional contexts and roles in mental health services
• Understanding diversity, discrimination, stigma and anti-oppressive practice.

Who Should Undertake This Module?
Qualified practitioners who aim to consolidate and build on their knowledge and skills, including those who wish to progress onto the Mental Health Practice including AMHP Training PGCert, and any mental health practitioner wishing to explore basic understandings of mental health to broaden their knowledge of key critical concepts and services.

Commitment/Duration: Within 3 months, comprising 5 days teaching and experiential learning, plus self-directed study time.

Assessment: Written reflections and group presentation.

Module Leader: Jill Hemmington is a Senior Lecturer who teaches Mental Health to qualifying Social Work Students. She is also Course Leader for the PGCert Mental Health Practice (inc. AMHP Training). Jill is a registered Social Worker and a practicing AMHP, with an extensive background in working in Mental Health services.
Violence Against Women: Practice and Prevention across Different Communities (SW4720)

This module will enable a range of practitioners working with families who live with domestic abuse and associated violence to develop their skills, knowledge of relevant research and confidence in this field.

Topics covered include:
- Key concepts and approaches to families living with domestic abuse
- The impact of domestic violence on children and young people
- Working with perpetrators of domestic abuse.

Who Should Undertake This Module?
Practitioners with an interest in:
- Studying violence against women and children
- Developing knowledge of relevant research methods
- Understanding relevant theoretical frameworks

Commitment/Duration: Within 3 months, comprising 10 half-day or 5 full-day sessions of direct teaching with pre-reading required and self-directed study time.

Assessment: Assignment and short presentation.

Module Leader: The module will be led by researchers from the Connect Research Centre for International Research on Interpersonal Violence and Harm at UCLan. The centre undertakes research to influence change and to prevent and reduce all forms of sexual, gender based and interpersonal violence against adults, children and young people.

Youth Justice: Theory, Policy and Practice (SW4718)

Aims to provide participants with a critical appreciation of theoretical perspectives underpinning the policy and practice of the Youth Justice system in England and Wales. Opportunities are provided for participants to explore current paradigms of practice; question their efficacy in light of research evidence and critically reflect upon practice issues within the youth justice setting.

Topics covered include:
- Classical and Positivist contributions to Criminal Justice
- Assessing Risk in an ‘Actuarial’ age: Contemporary issues in risk assessment
- Post Austerity Youth Justice
- Equality and diversity issues in contemporary youth justice practice and policy
- The International context: Exploring comparative systems of Youth Justice.

Who Should Undertake This Module?
Existing Youth Offending Service practitioners and social care practitioners who may be considering practice within a youth justice setting, or seeking to enhance existing understanding of youth justice issues.

Commitment/Duration: 10 weeks, including a weekly evening lecture and self-directed study time.

Assessment: Essay and short reflective account.

Module Leader: Mike Blackmon’s experience within social care has focused in the areas of Youth Justice, Substance Misuse and Homelessness. Including extensive case management responsibilities within Youth Offending Services and project management responsibilities for the implementation of Restorative Justice processes within a North West based Youth Offending service.
A wide range of professional courses are available within the CPD offering. All these target awards are detailed over the following pages.

Accreditation of Prior Learning: We will consider accreditation of prior learning for the modules on all the CPD courses.

**CERTIFICATE**
- Mental Health Law and Practice

**POSTGRADUATE CERTIFICATES**
7 Postgraduate Certificates are available in a variety of professional subject areas. You will be awarded a Postgraduate Certificate by successfully completing a short programme of modules specific for each target award. For PGCerts with optional modules, we can discuss the best options and combination of modules at any time in the process with you.

- Advanced Community Justice
- Leadership and Management in Social Work and Social Care
- Mental Health Practice including AMHP Training
- Professional Development and Practice
- Professional Practice and Mental Health Law
- Specialist Child Care Practice
- Specialist Practice with Adults

**MASTERS DEGREES**
- Professional Development and Practice
- Social Pedagogy Leadership
**Mental Health Law and Practice Certificate**

Start Date: October 2018/19 or 2019/20  
Duration: 1 year  
Course Leader: Amanda Murphy

The Certificate in Mental Health Law and Practice will enable and support students to advance their knowledge and understanding of mental health law and allied legislation, policy and codes of practice.

The course is designed to explore the practical application of mental health law within the context of a ‘patient’s experience’ so that students may identify and explain the statutory frameworks and safeguards that are available to individuals with a mental disorder and which support their voluntary or compulsory care and treatment. The course will encourage students to reflect upon professional decision making, the complexities of interdisciplinary working and professional boundaries whilst also understanding the impact of mental health law and policy on services users and their family and carers.

Who should undertake this course?  
It has been designed for practitioners working in an area of mental health who require a practical understanding of the law. In particular, the course will be of interest to Mental Health Act regulators.

Entry requirements:  
- 5 GCSEs including grade C or above in Maths and English;  
- Applicants will normally have two A Levels or equivalent;  
- Non-standard applicants with experience will be considered and may be required to undertake a piece of written work as part of the application process.

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**Advanced Community Justice Postgraduate Certificate**

Start Date: 2018/19 or 2019/20  
Duration: 1 - 2 years  
Course Leader: Phil O’Hare

This course develops a pathway specific for practitioners working in the area of community justice. It will be of interest to professionals within the community justice sector, including Probation Officers, Youth Justice Workers, Workers in Drug and Alcohol Agencies, Crime Prevention Officers, Victims of Crime Support Workers, members of police and prison services, Social Workers and Nurses.

The course will enhance the opportunity for practitioners to develop and research specialist areas and to equip themselves for management or strategic management roles.

Each module encourages candidates to consider existing best practice; developing new skills and advanced knowledge in the area of community justice. The course will develop research skills and research-mindedness; it will evaluate the contribution of research to inform practice and enhance service delivery.

On successful completion of the course, students will be able to:  
- Demonstrate a critical knowledge of theories and models for intervention in a range of community justice practice settings  
- Critically evaluate the application of appropriate legal and policy frameworks and guidance in the area community justice  
- Critically evaluate the potential impact of personal values and beliefs in community justice work, how to main professional objectivity and minimise bias in assessment and treatment  
- Critically explore evidence based practice in the context of community justice.

Who should undertake this course?  
This award is available for all practitioners in the field of community justice and will form part of their employer’s commitment to CPD alongside their own registration requirements with professional regulators.

PLEASE select 3 modules:

**Compulsory Module:**  
- Responding to Contemporary Issues in Community Justice (SW4725)

**Plus 2 modules from:**  
- Assessment, Management and Treatment of Sexual Offending (SW4719)  
- Social Perspectives on Personality Disorder (SW4716)  
- Substance Misuse: A Holistic Approach to Problematic Drug and Alcohol Use (SW4708)  
- Violence against Women: Practice and Prevention across Different Communities (SW4720)  
- Youth Justice: Theory, Policy and Practice (SW4718)
This course develops a pathway specific for practitioners working in the area of community justice. It will be of interest to professionals within the community justice sector, including Probation Officers, Youth Justice Workers, Workers in Drug and Alcohol Agencies, Crime Prevention Officers, Victims of Crime Support Workers, members of police and prison services, Social Workers and Nurses. The course will enhance the opportunity for practitioners to develop and research specialist areas and to equip themselves for management or strategic management roles.

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- Critically evaluate the potential impact of personal values and beliefs in community justice work, how to main professional objectivity and minimise bias in assessment and treatment
- Critically explore evidence based practice in the context of community justice.

Who should undertake this course?
This award is available for all practitioners in the field of community justice and will form part of their employer’s commitment to CPD alongside their own registration requirements with professional regulators.

PLEASE select 3 modules:

**Compulsory Module:**
- Responding to Contemporary Issues in Community Justice (SW4725)

**Plus 2 modules from:**
- Assessment, Management and Treatment of Sexual Offending (SW4719)
- Social Perspectives on Personality Disorder (SW4716)
- Substance Misuse: A Holistic Approach to Problematic Drug and Alcohol Use (SW4708)
- Violence against Women: Practice and Prevention across Different Communities (SW4720)
- Youth Justice: Theory, Policy and Practice (SW4718)
Leadership and Management in Social Work and Social Care
Postgraduate Certificate

Start Date: 2018/19 or 2019/20
Duration: 1 - 2 years
Course Leader: Phil O’Hare

This course reflects the current important emphasis on strong leadership in the context of major reforms in the public sector. Building on earlier professional experience and qualifications, participants will have the opportunity to evidence their training and learning and contribute towards their continuing professional development (CPD) e.g. for qualified social workers it will provide evidence towards the HCPC requirements for Standards of CPD.

On successful completion of the course, students will be able to:
• Critically explore the contemporary issues that impact on management and leadership in social work and social care
• Apply advanced knowledge in relation to major theoretical perspectives and ethical debates, current research findings and evidence based practice in the field of management and leadership
• Demonstrate a critical awareness and understanding of knowledge, and the principles and purposes of supervision
• Evaluate the complex challenges and opportunities that come with changing social contexts and constructs in social care and social work practice.

Who should undertake this course?
All practitioners in leadership roles, or aspiring leaders, within the field of social work or social care. The course will form part of their employer’s commitment to CPD alongside their own registration requirements with professional regulators.

PLEASE select 3 modules:

Compulsory Modules:
• Leadership for Innovation and Integration (SW4707)
• Leading and Inspiring through Professional Supervision (SW4704)

Plus 1 module from:
• Inclusion and Community (SW4717)
• Responding to Contemporary Issues in Social Work and Social Care (SW4712)
• Social Pedagogy: Theories and Practice (SW4721)

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www.uclan.ac.uk/socialworkcpd
Mental Health Practice including Approved Mental Health Professional Training
Postgraduate Certificate

Start Date: September 2018/19 or 2019/20
Duration: 1 year
Course Leader: Jill Hemmington

This course has been developed in collaboration with the regional Local Authorities. It provides an intense period of teaching and learning which draws on the expertise of AMHPs, academics, lawyers and service users and carers.

The programme reflects the needs of our local employers and stakeholders and we continually shape this in response to feedback. Agency colleagues and previous learners found UCLan’s AMHP programme to have a “supportive learning environment” in which they feel “keen and motivated to learn”, experiencing a “shift in thinking” towards the AMHP perspective and value base.

Who should undertake this course?
This course is specific to qualified and professionally registered mental health practitioners (Social Workers, Mental Health Nurses, Occupational Therapists or Clinical Psychologists) who are usually nominated and funded by their Local Authority to undertake AMHP training. It is also open to any applicants that meet the entry requirements, including practitioners working outside of a Local Authority. Applicants will need to have access to a suitable practice placement with a practice assessor who is a qualified AMHP. For all entry requirements please visit the course webpage.

Module selection:
This course comprises of 5 compulsory modules. It is expected that this course is completed within 1 year in the order identified right. Please note the modules for this course cannot be completed as standalone modules and are therefore not provided in the modules section of this brochure.

Modules:
• Critical Reflections on Mental Health Practice (SW4115)
  September - October
  Students will be able to critically reflect on their own practice in the context of the complex challenges within Mental Health Services. The module will help students to evaluate their skills in relation to assessment and working in multi-disciplinary environments.

• Application of Models of Mental Health (SW4119)
  November - December
  The module provides an opportunity for students to develop their understanding of a range of models of mental distress and enables them to apply them in practice.

• Theory and Practice of Mental Health Law (Role of the AMHP) (SW4117)
  January - March
  The module will provide students with a critical understanding of the relevant legislation, related codes of practice and national and local policy and guidance as it informs AMHP practice. This module also provides students with an opportunity to experience direct work with service users, carers and professionals within a mental health practice setting.

• Diversity and Mental Health (SW4118)
  April - May
  Students will be enabled to make decisions and plan interventions, within the framework of Mental Health and Mental Capacity legislation, which are sensitive to the needs of a diverse group of service users. Students will be expected to recognise, challenge and redress discrimination and inequality in AMHP practice.

• Legal and Professional Roles (SW4116)
  May - June
  Students will explore the complex nature of working together in multi-professional and multi-agency settings and develop skills to enable them to work in partnership across professional boundaries.
Offers the opportunity of postgraduate study for practitioners in social work and social care in the broad settings of child, adult and mental health care. This also includes practitioners in specialist practice areas such as: YOT, homeless services, domestic violence, learning disabilities and substance misuse. For social workers this will provide evidence of their learning in order to meet HCPC requirements for renewing their registration. However, we would expect this course to be attractive to non-social work qualified staff as part of their continuing professional development (CPD) and career development. The core module aims to support practitioners to extend their knowledge and analytical skills in relation to their own CPD and to reflect on their capability in relation to their evolving scope of practice.

Who should undertake this course?
This course is available for all practitioners in the field of social work or social care and will form part of their employer’s commitment to CPD alongside their own registration requirements with professional regulators.

PGCert comprises of 3 modules:
- Critical reflection on Professional Learning and Development (SW4703)

Plus 2 modules from:
- Advanced Facilitation of Learning in the Workplace (SW4706)
- Advanced Mental Health Practice (SW4714)
- Assessment, Management and Treatment of Sexual Offending (SW4719)
- ASYE: Demonstrating Capability in Social Work Practice (SW4701)
- Best Interest Assessor (SW4120)
- Childhood in Law and Welfare (SW4032)
- Global Perspectives on Children’s Participation (SW4709)
- Inclusion and Community (SW4717)
- Introduction to Facilitating Learning in the Workplace (SW4705)
- Leadership for Innovation and Integration (SW4707)
- Leading and Inspiring through Professional Supervision (SW4704)
- Making Personalisation Effective in Mental Health Practice (SW4710)
- Professional Development Review (SW4700)
- Responding to Contemporary Issues in Social Work and Social Care (SW4712)
- Safeguarding and Adult Protection (SW4702)
- Safeguarding Children and Young People (SW4033)
- Social Pedagogy: Theories and Practice (SW4721)
- Social Perspectives on Personality Disorder (SW4716)
- Substance Misuse: A Holistic Approach to Problematic Drug and Alcohol Use (SW4708)
- Theorising Childhood and Adolescence (SW4085)
- Understanding Mental Health Practice (SW4713)
- Violence Against Women: Practice and Prevention Across Different Communities (SW4720)
- Youth Justice: Theory, Policy and Practice (SW4718)
Professional Practice and Mental Health Law
Postgraduate Certificate

Start Date: 2018/19 or 2019/20
Duration: 1 - 2 years
Course Leader: Phil O’Hare

This PGCert is a new programme aimed at mental health practitioners across the health and social care sector who would like to develop their CPD through further academic study. The focus of the programme is to evaluate and analyse mental health law and practice.

All of the modules in this programme are structured with the busy practitioner in mind and offer blended learning approaches alongside traditional learning environments. The aim of each module is to consolidate existing knowledge, learn new knowledge and skills, promote research informed practice and most importantly consider the impact on performance, enhancing service delivery and improving the service user experience. The course has been designed to ensure it is relevant and flexible to employer needs.

Who should undertake this course?
This award is available for all practitioners in the field of social work or social care and will form part of their employer’s commitment to CPD alongside their own registration requirements with professional regulators. It will be attractive to any practitioners who are applying mental health law within their roles and responsibilities at work. This course is also designed for experienced mental health practitioners who may need an alternative to the AMHP pathway.

Compulsory Module:
Responding to Contemporary Issues in Professional Practice and Mental Health Law (SW4726)

Plus 2 modules from:
- Advanced Mental Health Practice (SW4714)
- Best Interest Assessor (SW4120)
- Critical Reflection on Professional Learning and Development (SW4703)
Specialist Child Care Practice
Postgraduate Certificate

Start Date: 2018/19 or 2019/20
Duration: 1 - 2 years
Course Leader: Fiona Harbin

In the challenging arena of specialist child care practice it is essential that practitioners have opportunities to develop their learning and education to enhance their skills and knowledge. This course will enable practitioners to develop a comprehensive understanding and application of knowledge related to child care practice, including critical awareness of current issues and new evidence-based practice research. There will be learning opportunities to generate new approaches to safeguarding policy and practice in work with children and young people; and learning opportunities to develop and enhance decision-making skills in complex safeguarding situations involving children and young people.

This award is a specific pathway for practitioners in social work and social care and aims to build on their professional experience. Practitioners will be able to evidence their learning in each module in order to meet relevant CPD standards or HCPC requirements for renewing their registration.

On successful completion of the course, students will be able to:
- Demonstrate a critical knowledge of the range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them
- Critically evaluate the application of appropriate legal and policy frameworks and guidance that inform and mandate child care practice
- Critically reflect on the impact of psychological, socio-economic, environmental and physiological factors on people’s lives, taking into account age and development, and how this informs child care practice
- Demonstrate a critical knowledge of harm and abuse and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to child care practice.

Who should undertake this course?
All practitioners in the field of social work or social care. The course will form part of their employer’s commitment to CPD alongside their own registration requirements with professional regulators.

PLEASE select 3 modules. It is preferred that SW4700 or SW4701 is completed first if possible.

Compulsory Modules:
- Professional Development Review (SW4700)
- OR
- ASYE: Demonstrating Capability in Social Work Practice (SW4701)
  PLUS
- Safeguarding Children and Young People (SW4033)

Plus one module from:
- Advanced Facilitation of Learning in the Workplace (SW4706)
- Childhood in Law and Welfare (SW4032)
- Introduction to Facilitating Learning in the Workplace (SW4705)
- Responding to Contemporary Issues in Social Work and Social Care (SW4712)
- Substance Misuse: A Holistic Approach to Problematic Drug and Alcohol Use (SW4708)
- Theorising Childhood and Adolescence (SW4085)
- Understanding Mental Health Practice (SW4713)
Specialist practice with adults is facing a challenging period of transformation in relation to implementing new law such as the Care Act 2014, managing the demands of the Mental Capacity Act 2005 and reacting to organisational changes. It is essential that practitioners have opportunities to develop their learning and education to enhance their skills and knowledge.

This course will enable practitioners to develop a broad understanding and application of knowledge related to adult social care practice, including critical awareness of current issues and new evidence-based practice research. There will be learning opportunities to generate new approaches to safeguarding policy and practice in work with adults at risk; and learning opportunities to develop and to enhance decision-making skills in complex safeguarding situations involving adults at risk.

On successful completion of the course, students will be able to:
- Demonstrate a critical knowledge of the range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them
- Critically evaluate the application of appropriate legal and policy frameworks and guidance that inform and mandate specialist practice with adults
- Critically reflect on the impact of psychological, socio-economic, environmental and physiological factors on people’s lives, taking into account age and development, and how this informs specialist practice with adults
- Demonstrate a critical knowledge of harm and abuse and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to specialist practice with adults.

Who should undertake this course?
All practitioners in social work and social care. This course aims to build on professional experience and will form part of their employer’s commitment to CPD alongside their own registration requirements with professional regulators.

PLEASE select 3 modules. It is preferred that SW4700 or SW4701 is completed first if possible.

**Compulsory Modules:**
- Professional Development Review (SW4700)
  OR
- ASYE: Demonstrating Capability in Social Work Practice (SW4701)
  PLUS
- Safeguarding and Adult Protection (SW4702)

**Plus one module from:**
- Advanced Facilitation of Learning in the Workplace (SW4706)
- Advanced Mental Health Practice (SW4714)
- Best Interest Assessor (SW4120)
- Introduction to Facilitating Learning in the Workplace (SW4705)
- Making Personalisation Effective in Mental Health Practice (SW4710)
- Responding to Contemporary Issues in Social Work and Social Care (SW4712)
- Safeguarding Children and Young People (SW4033)
- Social Perspectives on Personality Disorder (SW4716)
- Substance Misuse: A Holistic Approach to Problematic Drug and Alcohol Use (SW4708)
- Understanding Mental Health Practice (SW4713)
Professional Development and Practice

Master of Arts

Start Date: 2018/19 or 2019/20
Duration: From 2 years
Course Leader: Matt Graham

This course provides a flexible and wide choice of modules for students to tailor their study to their own interests or requirements.

Aims of the course include:
- Enable students to critically reflect on and review their professional development to facilitate enhanced performance and service delivery
- Provide learning opportunities for students to critical reflect on complex challenges, current issues and new evidence-based practice research
- Develop and enhance students’ capacity for critically evaluating key theoretical knowledge, law and policy in relation social work and social care practice
- Provide learning opportunities for students to develop and to enhance decision-making skills in complex situations in social work and social care practice
- Enable students to demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level
- Enable students to recognise the contribution, and begin to make use, of research to inform practice
- Provide an opportunity for students to undertake a research project in their specialist area of practice

Who should undertake this course?
This is available for all practitioners in the field of social work or social care and will form part of their employer’s commitment to CPD alongside their own registration requirements with professional regulators.

Course feedback from a recent graduate:

“I chose to apply to UCLan to complete my masters for a number of reasons:
- I found the ability to tailor the qualification to my chosen interests a much better option for me personally
- The ability to complete this qualification on a modular basis at my own pace and at times that worked well for me not just sept-may in working hours
- The high levels of expertise in modules such as violence against women were particularly interesting and I felt I was learning about the latest areas of research in that field by highly knowledgeable staff

My dissertation supervisor deserves a special mention as his high levels of support and availability allowed me to explore my area of interest and produce a piece of work that was important to me and my work practice.

It has been a highly enjoyable process to allow me to develop my skills for future work prospects.”

2018 Graduate, Dissertation entitled ‘Widening participation in FE & HE and the impact this may have upon students’ mental health and wellbeing’
<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
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<tr>
<td><strong>Three 20 Credit Modules</strong></td>
<td><strong>Three 20 Credit Modules</strong></td>
<td><strong>One 60 Credit Module</strong></td>
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<tr>
<td>Critical reflection on Professional Learning and Development (SW4703)</td>
<td>Introduction to Social Research (SW4027)</td>
<td>Dissertation (SW4037)</td>
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<td>Plus 2 modules from the option list below</td>
<td>Plus 2 modules from the option list below (except modules already completed in Stage 1)</td>
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**Option List:**
- Advanced Facilitation of Learning in the Workplace (SW4706)
- Advanced Mental Health Practice (SW4714)
- Assessment, Management and Treatment of Sexual Offending (SW4719)
- ASYE: Demonstrating Capability in Social Work Practice (SW4701)
- Best Interest Assessor (SW4120)
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- Violence Against Women: Practice and Prevention Across Different Communities (SW4720)
- Youth Justice: Theory, Policy and Practice (SW4718)

Please find more information on the modules in stages 1 and 2 in the module section of this brochure.

**Admissions Entry Point**
Candidates who have already achieved a relevant PGCert (or equivalent) may commence at stage 2. Candidates who have already achieved a relevant PGDip (or equivalent) may commence at stage 3. For eligibility and further information please contact us.
The MA in Social Pedagogy Leadership is the first course to focus on using social pedagogy to support leadership. It adopts a creative and experiential learning approach to support students to explore leadership, rights and empowerment based work with people across the life course. The experiential learning is a key factor as it assists students in being able to apply social pedagogical theory and concepts direct to their own practice and leadership roles.

Due to current government agendas and policies there is a focus on transforming the workforce within social work/social care focusing on children and adult services. The ability of managers and team leaders to support change and development as well as supporting staff, has become a central part of their job role. This MA programme will support students to apply and use social pedagogy principles, theories and philosophies to develop cultures of care and support within organisations and communities. It will also support development around the skills to influence decision making, develop, support and sustain positive change using inclusive and empowering practice.

The course meets the professional Standards of Proficiency as set out by the Social Pedagogy Professional Association as well as the Knowledge and Skills Statement set out by the Chief Social Workers and the DfE and the Professional Capabilities Framework held by BASW. It has also been developed and will be co-taught with ThemPra, who are the key social enterprise company that has been developing social pedagogy within the UK over the last ten years. They have supported a wide range of organisations to embed social pedagogy within practice and organisational systems and structures.

On successful completion of the course, students will be able to:
- Work in all areas of social work/care, education or health settings in a leadership or management role
- Develop cultures of care and support that work within the government agenda around the transformation of the social care workforce.

Who should undertake this course?
Anybody who is interested in learning more about social pedagogy and how they can apply this to their practice. Applicants will normally be practitioners in an area of youth work, social justice, social work, early years, community work, social care or in a leadership position.

Module Selection:
This course comprises of 6 compulsory modules and 1 optional module. It is expected that this course is completed within 1 year (full-time) or 2 years (part-time) in the order identified below.

The course is block taught in 3, 4 day blocks. Each 4 day block of teaching will run in each semester. Optional module will run in semester 2 in line with the CPD timetable.

Please note, the compulsory modules and International Child Welfare optional module for this course cannot be completed as standalone modules and are therefore not provided in the modules section of this brochure.

### Compulsory Modules:
- Social Pedagogical Leadership
- Themes and Perspectives in Social Research
- Effective Communication, Relationships and Leadership Skills
- Legal and Ethical Literacy to Lead and Support Positive Change in Practice
- Critical Reflection in Leadership
- Dissertation or Innovation Project

### Plus 1 module from:
- International Child Welfare: Analysing and Reforming Systems
- Responding to Contemporary Issues in Social Work and Social Care (SW4712)
- Safeguarding and Adult Protection (SW4702)
- Understanding Mental Health Practice (SW4713)
- Violence Against Women: Practice and Prevention Across Different Communities (SW4720)
EVENTS

Do you wish to enhance your skills and knowledge? A variety of workshops, lectures and refresher sessions have been designed to help you reach your professional requirements and development.

Please contact us or visit our website for information on upcoming CPD events.

CPD Events do not include an assessment. On completion of most events, participants will be provided with a certificate of attendance which will include the CPD hours achieved.

WE OFFER A WIDE RANGE OF CPD EVENTS. HERE ARE SOME EXAMPLES, ALONGSIDE FEEDBACK FROM RECENT ATTENDEES:

BIA Refresher
‘Extremely relevant information, delivered very well’, ‘Insightful and enjoyable’ ‘It was all useful - a genuine refresher’ ‘Covered important changes, allowed time for discussion to help explore issues’

Personality Disorder Workshops
‘Very enjoyable and important discussions’ ‘Excellent presentation from a practitioner who works in the field’ ‘Everything was brilliant’ ‘The practical steps were really useful’

Leadership Conferences and Workshops
‘Thoroughly enjoyed the day including the speakers/facilitators/interactive activities and networking opportunities that events like these support’ ‘Very well thought out’ ‘I really found the guest speakers very honest and informative’

Mental Health Legislation and Assessment Refreshers
‘Fantastic’ ‘Very informative, good balance of group participation and lecture’ ‘Excellent course to inform practice and enable reflection on practice’ ‘Really helpful and vital refresher’

Return to Social Work Workshops
‘Inspiring and knowledge filled’ ‘Fabulous staff group and University’ ‘It has re-ignited the passion I have for the job’ ‘A wonderful opportunity to re-engage with social work in a great supportive environment!’

Sexual Offending Lectures
‘Trainer was really knowledgeable’ ‘Very interesting and well run’ ‘Excellent’ ‘Lots of research, theory and case examples. Really engaging trainer, thoroughly enjoyed all the lectures’

During 2016/17, 25 events took place attended by more than 300 practitioners in total. And so far in 2017/18 (September – March), 13 events have taken place, with over 230 practitioners attending.

@UCLanSWCC_CPD
www.uclan.ac.uk/socialworkcpd
The Centre for CPD is able to offer onsite and bespoke training in many areas of practice, contemporary themes and theory, research and policy.

We have a large staff team of academics and researchers and therefore have contemporary expertise in social work and social care to deliver high quality bespoke training to meet workforce training needs where and when you need it.

Please contact us to discuss your requirements. Alternatively please complete and return the Training Request Form available on our website.

Some examples of training topics we have recently provided include:

- Emotional Intelligence
- Supervision and Coaching
- Asset Based Community Development
- Digital Professionalism in Social Work
- Risk Analysis
- Refreshers for AMHPs
- Care Act Implementation
- Social Pedagogy

We can also provide exclusive delivery of certain modules, which can usually be delivered at your premises or UCLan’s Preston or Burnley campuses. Please contact us to discuss your requirements.
HOW TO APPLY AND COSTS

EVENTS
For information and booking instructions for upcoming events, please contact us or visit our website.

BESPOKE TRAINING
Please contact us to discuss your requirements. Alternatively please complete and return the Training Request Form available on our website.

MODULES AND COURSES
You can apply either on a course basis or individual modular basis. Please contact us or visit our website for full application instructions. Individuals should initially discuss their application with their employer as arrangements may be in place for financial and study leave support.

Entry Requirements: The standard benchmark for candidates accessing the CPD modules and courses is a first degree at 2.2 or above in a relevant subject, but non-standard entrants with suitable extensive work experience in social work or social care and evidence of recent study will be considered. International applications must have an IELTS score of a minimum of 7.0. Applicants will normally be practitioners in an area of social work or social care. Some modules and courses have additional entry requirements. Please see the module/course information in this brochure or visit our website.

We will consider accreditation of prior learning for the modules on all the CPD courses.

Modules and courses will run on the intakes advertised subject to minimum number of bookings.
COSTS

Modules
2018/19 intakes = £725 per module (£880 for SW4035)
2019/20 intakes = £725 per module (£1,115 for SW4035)

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<tr>
<th>Courses</th>
<th>2018/19 Intake</th>
<th>2019/20 Intake</th>
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<tbody>
<tr>
<td>Cert Mental Health Law and Practice</td>
<td>£1,300</td>
<td>£1,300</td>
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<tr>
<td>PGCert Advance Community Justice</td>
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<tr>
<td>PGCert Leadership and Management in Social Work</td>
<td>£725 per module</td>
<td>£725 per module (£1,115 for SW4035)</td>
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<td>and Social Care</td>
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<td>PGCert Professional Development and Practice</td>
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<td>PGCert Professional Practice and Mental Health Law</td>
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<td>PGCert Specialist Child Care Practice</td>
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<tr>
<td>PGCert Specialist Practice with Adults</td>
<td>£2,175</td>
<td>£2,175</td>
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<tr>
<td>PGCert Mental Health Practice including AMHP Training</td>
<td>Full-time: £6,500</td>
<td>Full-time: £6,700</td>
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<tr>
<td>MA Professional Development and Practice</td>
<td>£6,525</td>
<td>£6,525</td>
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<tr>
<td>MA Social Pedagogy Leadership</td>
<td>Full-time: £6,500</td>
<td>Part-time: £3,250 each year</td>
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<tr>
<td></td>
<td>Part-time: £3,350 each year</td>
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DISCOUNT FOR UCLAN GRADUATES

UCLan award holders may be eligible for a 20% tuition fee discount towards one of the Postgraduate courses. This is only available to independent candidates. Those being funded by their employer will not qualify for this discount. For more information and to apply for the discount visit UCLan’s website.

MASTERS GOVERNMENT LOAN

The Government offer a Postgraduate Master’s Loan to help with course fees and living costs while you study a Postgraduate Master’s course. Both MAs qualify. To check if you are eligible visit gov.uk/masters-loan for more information.

CONTACT US

For more information please contact the CPD Team on:
Tel: +44 (0)1772 894361  modules and courses
Tel: +44 (0)1772 893408  events and training
Email: socialworkcpd@uclan.ac.uk
Website: www.uclan.ac.uk/socialworkcpd
@UCLanSWCC_CPD

If you would like additional hard copies of this brochure please let us know.
For further details please contact the Centre for Continuing Professional Development team on:
01772 894361/893408 or socialworkcpd@uclan.ac.uk
@UCLanSWCC_CPD

We offer a range of CPD options and progression routes from half day training to Masters degree.
Find out more at www.uclan.ac.uk/socialworkcpd