



Frontline

Year 1 participant
Programme
Handbook



About this handbook

This handbook and all its sections are designed to give participants information about year 1 of the Frontline Programme. It covers the structure of the programme, what you need to do at what time, where to seek support, and should be used as a reference guide.

Please note that the information in this handbook is provided in good faith but may be subject to change; please contact your practice tutor in the first instance with any queries. The contents of this handbook will also be made available on the Lancaster University's Virtual Learning Environment (VLE), known as Moodle.



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1. The Frontline Programme

The Frontline Programme is an innovative two-year (28 month) social work programme designed to equip you with the skills to bring about change with and for children and families. You will be working towards a Master's in *Advanced Relationship Based Social Work Practice with Children and Families*, with 120 credits completed in year 1 and the final 60 credits in year 2.

During your first year, you will work within a participant unit based in a local authority and you will be supported by a Consultant Social Worker (CSW) and Practice Tutor (PT). Having successfully passed year 1, you are required to apply to register with Social Work England (SWE), England's current social work regulator. In year 2, you will begin your Assessed and Supported Year in Employment (ASYE) as an employee of the local authority. Your qualification is generic in that it allows you to work within a children's or adult setting (see section 4.9 for further information on genericism).

Frontline is responsible for designing and delivering the academic content, whilst Lancaster University is the awarding body for the qualification. As a participant of the Frontline Programme you are a registered student of Lancaster University and are afforded the same rights as all registered students of the university.

1.1 The Frontline Practice Model

Frontline believes that aspiring social workers learn best through practice-based experience. We therefore emphasise the importance of teaching a curriculum that integrates both academic learning and application in practice. This allows participants to effectively develop and consolidate their learning.

This course provides a streamlined route for a social work qualification, with a focus on children and families. Frontline's emphasis on systemic social work practice and the use of evidence-informed approaches, specifically motivational interviewing and being trauma informed, will equip students with skills to improve relationships, support behavioural change, reduce risk to children and vulnerable adults, and enhance parenting.

1.2 Leadership Development Programme

In the Frontline programme leadership is understood in a broad sense and is not restricted to positions of authority: instead, it denotes a way of behaving and of effecting change.

We see the social work role as a leadership role in itself; social work practitioners work collaboratively with families and other professionals to jointly set out a vision with people and work with purpose towards positive change. They are often operating in a context where they have limited formal authority and yet they need to change behaviour, sometimes with people who might not even recognise a problem, and often with numerous agencies with competing priorities. The ability to do this is described by Frontline as leadership. It is about collaboratively developing realistic plans that make a difference to people, developing the motivation and commitment of others to help realise those plans, being resilient in the face of adversity, and demonstrating strong values and vision. It also requires a recognition that most



of the problems social workers engage with are not amenable to simple answers. They are complex problems that interrelate in ways that can make them seem intractable.

1.3 Regulatory Commitments

The Frontline Programme is a professional programme that complies with the following regulations and standards:

- The [Professional Capabilities Framework](#) (BASW 2018)
- The Quality Assurance Agency's [Subject Benchmark Statement Social Work](#) (QAA 2019)
- The [Professional Standards](#) (SWE)
- The [Education and Training Standards](#) (SWE 2021)

You will also be expected to adhere to local authority policies including safeguarding, confidentiality, data protection and whistleblowing etc.

1.4 The Frontline Participant Charter

Our participant charter is the foundation on which the Frontline community sits. It sets out expectations that are anchored to social work values and behaviours outlined by the regulator, Social Work England, and linked to the Professional Capabilities Framework. It is not a legally binding contract, but we expect you to live out its principles throughout your Frontline journey, as we believe that it will help foster an outstanding experience for **all** participants.

It is underpinned by four key principles:

- We treat one another with dignity and respect
- We work together to create social change for children who do not have a safe or stable home, by developing excellent social work practice and leadership.
- We are open and inclusive to difference; to people, to ideas, to places and methods.
- We will inspire and enable our own learning and that of others

As participants of an inclusive and welcoming community, we expect you to commit to:

1. Taking an [anti-racist approach](#), valuing diversity and challenging discrimination.
2. Acting ethically and transparently, making use of fair and open means to deal with concerns and grievances and learning from them.
3. Taking responsibility for your own learning by being an active participant, engaging positively with lectures, unit meetings, attending meetings with your practice tutor and ensuring you spend sufficient time undertaking private study.
4. Being a reliable and committed participant, turning up on time for children and families and recall days, and handing work in on the deadlines specified.
5. Adopting a scholarly approach to your work and upholding academic integrity.
6. Engaging in feedback processes to help improve the quality of teaching and learning.
7. Reflecting on feedback before making a judgement of its value or worth.
8. Communicating with each other in ways that are clear, accurate, timely and relevant.



9. Accepting your responsibilities to each other at all times and working together to ensure everyone can live and study free from discrimination and harassment. This includes time spent on placement, at recall days and time spent on social media.
10. Upholding the [Professional Standards](#) as set out by Social Work England and the [Professional Capabilities Framework as set out by the](#) British Association of Social Work (BASW).
11. Taking responsibility for managing your health and wellbeing and asking for support and help when needed.

If conduct falls short of the above principles, participants may be referred to the appropriate programme policy, all of which are available to [read here](#).

1.5 Frontline's commitment to racial diversity and inclusion

All of Frontline's work is underpinned by our continued commitment to racial diversity, and to inclusivity more broadly. As a charity striving to bring about social change for children and families through excellent social work practice and leadership, we are focused on ensuring that we are a genuinely anti-racist and anti-oppressive organisation, both internally, across all our programmes and in our Fellowship. We are actively working to dismantle racism and structural inequalities in our society to ensure that those from ethnic and other minority backgrounds do not continue to face extra challenges and are better supported, heard, and represented. Equally, we know that without being a diverse and inclusive organisation, we will not be able to achieve our vision of a society where children's life chances are not limited by their social or family circumstances.

Creating change starts with putting your own house in order. We know that we have not always got it right, and we want this to change. For example, in our commitment to decolonising Frontline's curriculum we are increasing the inclusion of work by ethnic minority authors in our social work curriculums, including more specific teaching and learning on anti-racist practice, anti-oppressive and anti-discriminatory practice and working with difference and diversity. Likewise, we are working to grow the proportion of participants on the Frontline programme from ethnic minority backgrounds. We want to encourage, challenge, and influence our partners, suppliers and all those we work with to be actively anti-racist, and to support and empower our employees, participants, fellows and other stakeholders from ethnic minority backgrounds.

We therefore published a racial diversity and inclusion plan in June 2020, which set out how we aim to become an actively anti-racist organisation. You can find this on the [Frontline website](#). We have been working to deliver this since that time and will continue to report back on progress and update the detail as the plan evolves. Our commitment to anti-racism is unwavering and ongoing. We know this will take time, will not be easy, and will involve having difficult conversations and continually challenging and checking ourselves. But we are determined to listen, learn and change as a result.



1.6 The Frontline Programme Team

The Frontline programme team comprises a Programme Management Team, Curriculum Team and two regional Delivery teams (North and South). Please see [Annex 2](#) for more information on key staff, teams, and roles.

1.

2. Course Overview

2.1 Aims and Objectives

The programme aims to provide a variety of teaching, learning and assessment experiences, which allow you to demonstrate and develop your understanding of social work theory and practice. On successful completion of the programme, you will be able to do the following:

Subject Specific: Knowledge, understanding and skills

1. Demonstrate knowledge of the social, political, theoretical and legal frameworks that inform social work practice and critically analyse their application in practice.
2. Systematically apply and integrate principles of social justice, equality, anti-racist, anti-oppressive and anti-discriminatory social work values and ethics in practice and critically evaluate their application within the wider profession.
3. Demonstrate scholarship, creativity and originality in the application of knowledge, together with an understanding of how research should best inform social work practice.
4. Demonstrate a high level of knowledge and skill in the use of systemic theory and practice as an evidence informed relational approach to social work and critically reflect on and evaluate practice, recognising the importance of adapting their approach to the complexities of social work.
5. Demonstrate a high level of knowledge and skill in the use of motivational interviewing theory and practice as an evidence-informed strength-based approach and critically reflect on and evaluate practice, recognising the importance of adapting their approach to the complexities of social work.
6. Demonstrate a high level of knowledge and skill in the use of theory and practice of trauma-informed parenting interventions and critically reflect on and evaluate practice, recognising the importance of adapting their approach to the complexities of social work.
7. Undertake complex assessments that involve identifying, analysing and drawing conclusions from appropriate sources and demonstrate critical reflection on this process.
8. Critically appraise the evidence base for the approach to practice taught by Frontline in reducing risk to children and families, demonstrating a consideration of the various and intersectional personal and structural forces that effect practice.
9. Develop, apply and disseminate practice-based evidence alongside existing theory and research in the development of reflexive practice, leading change in child and family social work.



10. Work autonomously to reduce risk, demonstrating a high level of skill in constructing formulations of risk and adapting evidence-based interventions appropriate for the unique context of each family, resisting final or technical solutions which fail to grasp the complexity and uncertainty inherent in child and family social work.

General: Knowledge, understanding and skills

11. Critically reflect on their own learning and practice both individually and alongside colleagues.
12. Systemically evaluate and synthesise complex information from a range of sources, make sound judgements in the absence of complete data and communicate conclusions clearly to a range of audiences.
13. Demonstrate originality in tackling and solving complex problems and work effectively with others in the planning and implementation of work.
14. Seek out relevant, current knowledge from a wide range of sources and disciplines.
15. Critically appraise and apply theory and findings from research to practice.

You will be assessed against these learning outcomes throughout the year.

2.2 Course Structure

The first year consists of five modules making up 120 credits:

- FLSW911 Principles of relational social work [30 credits]
- FLSW912 The legal context of social work practice [30 credits]
- FLSW913 Relational social work for the modern context [30 credits]
- FLSW914a Practice learning experience – Stage 1 [15 credits]
- FLSW914b Practice learning experience – Stage 2/3 [15 credits]

The first year of the course will begin with the five-week Summer Institute. You will spend 200+ days learning in practice; 170+ days in a local authority children and families service setting and 30 days in a contrasting learning experience. During the year, you will attend 21 compulsory recall days.

Figure 1: Year 1 structure

Period	Length	Assessment & Offer	Relevant documents
Pre-SI (May)	2 days	<p>Shadowing Opportunity to speak to your CSW, finding out about social work practice</p> <ul style="list-style-type: none"> - Understanding of the local authority and its context - Begin collating information for Item 1 of the Readiness for Practice portfolio 	<ol style="list-style-type: none"> 1. Participant shadowing guidance 2. Readiness for Practice Guidance
Jul - Aug	25 days	<p>Summer institute</p> <ul style="list-style-type: none"> - Introduction to the programme and University processes - Integration of theory and practice - Emphasis on practice skills 	<ol style="list-style-type: none"> 1. Programme handbook 2. Readiness for Practice guidance 3. Module handbooks



		<ul style="list-style-type: none"> - Formal assessment of 'Readiness for Practice' (which must be passed to join Participant Unit) 	
Aug - Sept	16 days	<p>Break</p> <ul style="list-style-type: none"> - 2+ weeks between finishing the Summer Institute and starting in your local authority 	N/A
From Sept	Minimum of 200 days	<p>Working within the unit in children & families team (minimum of 170 days)</p> <ul style="list-style-type: none"> - Based within a Unit of normally four participants headed up by a CSW - Learning through doing - Guidance, assessment, and reflective supervision from your CSW - Teaching, assessment, and support from practice tutors - Statutory cases held by your CSW, jointly worked by the Unit <p>Contrasting Learning Experience (30 days total)</p> <ul style="list-style-type: none"> - Contrasting experience with a focus on issues affecting adults i.e. physical and learning disabilities, mental health, domestic violence and/or substance misuse (including older adults and end of life) <p>You will spend a minimum of 200 days in practice learning.</p>	<ol style="list-style-type: none"> 1. Programme handbook 2. Module handbooks
	21 days	<p>Recall days</p> <p>Typically held in regional locations or online</p> <ul style="list-style-type: none"> - Practice skills development days - Building on knowledge of theory - Consolidation of learning 	<ol style="list-style-type: none"> 1. Programme handbook 2. Recall day teaching information, on Moodle.

2.3 Summer Institute

The summer institute is the period of intensive learning before starting in the practice setting within the local authority. This five-week summer institute is delivered both online for weeks 1 and 5, and in-person at the University of Manchester for weeks 2, 3 and 4. You will be taught by accomplished academics, experienced children's social workers, and people with lived experience of social work (Experts by Experience), to receive a grounding in the knowledge and skills needed to train in social work. Preparatory materials will be available to you prior to starting the Summer Institute.

2.4 Involvement of Experts by Experience

The involvement of people who have lived experience of social work is integral to the Frontline programme and therefore they contribute to the admissions, design, and delivery of the course. Their involvement at the summer institute helps you learn about the reality and currency of practice, assisting you in making concrete links between theory and practice.



Our aim is to challenge the division of people into the categories of ‘service user’ and ‘professional’ and enable participants to understand that these labels frequently fluctuate and overlap.

2.5 Readiness for Practice (RfP) portfolio

Readiness for direct practice is part of the British Association of Social Workers (BASW) [Professional Capabilities Framework](#) (PCF) and is ‘what students should demonstrate at the point of assessment of readiness for direct practice (prior to first placement)’. Your Readiness for Practice portfolio must be passed before you begin your practice learning experience. To measure this, you will need to undertake a Readiness for Practice (RfP) assessment to demonstrate that you are ready to start in the local authority. Guidance and support will be provided to you on the SI website, at the summer institute and through Moodle.

Your Readiness for Practice assessment has a written and a practice element., Both are marked and you will be awarded either a pass or a fail for the assessment. Participants who fail will be provided with feedback and will have one reassessment opportunity for the component(s) they failed. Please note that your practice learning placement cannot start until the Readiness for Practice assessment is passed, so if an extension is needed the start of placement may be delayed. If you fail both your first submission and your reassessment, you will be unable to continue the programme.

2.6 Recall Days

Following on from the summer institute, there will be 21 compulsory regional recall days interspersed throughout the practice learning period. You will have time away from your local authority to attend these.

The teaching will be delivered through a variety of interactive learning methods and will address different learning outcomes.

2.6.1 Delivery dates and format

Recall days are delivered both online and in-person. Where recall days are online, these are delivered to the whole cohort, so there is only one delivery date for all participants. There will be ten in-person recall days. Where recall days are in-person, they will be delivered in each of our key regions: London, Midlands, North West, North East and South West.

Please therefore ensure you check your region’s in-person delivery dates as shown, as you will be expected to attend these. Where a planned recall day date or delivery-mode changes, we will always also communicate this to you additionally via an announcement on Moodle.

Recall day and topic		Mode of Delivery	London	South West	Midlands	North West	North East
			Normally Tuesday	Normally Tuesday	Normally Tuesday	Normally Wednesday	Normally Thursday
1	Systemic risk/child development	Online			12.09.23		
2	Systemic social work practice	Online			13.09.23		



3	Messages from serious case reviews/Assessing parenting	In person	26.09.23	26.09.23	26.09.23	27.09.23	28.09.23
4	Systemic social work practice	Online	10.10.23				
5	Adult law/mental health	Online	11.10.23				
6	Motivational Interviewing	In person	17.10.23	17.10.23	17.10.23	18.10.23	19.10.23
7	Law	Online	07.11.23				
8	Motivational Interviewing	In person	21.11.23	21.11.23	21.11.23	22.11.23	23.11.23
9	Law online open book exam/building well-being	Online	05.12.23				
10	Modern context of social work	In person	12.12.23	12.12.23	12.12.23	13.12.23	14.12.23
11	Modern context of social work	Online	09.01.24				
12	Systemic social work practice	In person	23.01.24	23.01.24	23.01.24	24.01.24	25.01.24
13	Permanency for children	Online	06.02.24				
14	Parenting interventions	In person	20.02.24	20.02.24	20.02.24	21.02.24	22.02.24
15	Systemic social work practice	Online	19.03.24				
16	Working with disabilities	In person	09.04.24	09.04.24	09.04.24	09.04.24*	09.04.24*
17	Parenting interventions	In person	24.04.24*	24.04.24*	24.04.24*	24.04.24	25.04.24
18	Parenting/systemic interventions	Online	07.05.24				
19	Organisations/context	In person	21.05.24	21.05.24	21.05.24	22.05.24	23.05.24
20	Organisations/context	Online	06.06.24				
21	Transitions and endings	In person	18.06.24	18.06.24	18.06.24	19.06.24	20.06.24

*Delivery dates that fall on a different day to normal due to bank holidays/key religious dates of observance.

2.6.2 In-person recall day venues

Please find below the venue information for each respective region.

Region	Venue	Address	Venue website
London	Resource for London	Resource for London 356 Holloway Road London N7 6PA	http://www.resourceforlondon.org.uk
	London Irish Centre (17 th October and 12 th December only)	50-52 Camden Square, London NW1 9XB	https://londonirishcentre.org/
Midlands	The Studio	7 Cannon St,	http://studiovenues.co.uk/venues/



	Birmingham	Birmingham B2 5EP	birmingham/map-directions/
North East	York CVS Priory Street Centre	15 Priory Street York YO1 6ET	Conference Venue York Priory Street Centre
	St George's Centre (28 th September and 23 rd November only)	60 Great George St, Leeds LS1 3DL	https://www.stgeorgescentreleeds.org.uk/
North West	St Thomas Centre	Ardwick Green N, Manchester M12 6FZ	https://stthomascentre.org.uk/
South West	Future Inns	Future Inn Bristol Bond Street South Bristol BS1 3EN	http://www.futureinns.co.uk/bristol/
	Watershed (21 st November only)	1 Canon's Rd, Bristol BS1 5TX	https://www.watershed.co.uk/

2.6.3 Start and finish times

Online recall days start at 09.30am and finish at 4.30pm. In-person recall days start at 10am and finish at 4:00pm. Please ensure you arrive on time, as we will start teaching promptly.

2.6.4 Covid-19 guidance

Testing positive for COVID-19

You're no longer legally required to self-isolate following a positive test for COVID-19, but we advise you to stay at home and avoid contact with other people until you feel well enough to resume normal activities and no longer have a high temperature. We recommend you stay at home for at least five days after your symptoms first appear.

If you test positive or have been in close contact with someone who has tested positive for COVID-19, please **DO NOT** attend the recall day. Please contact your regional email to inform Frontline and contact your Practice Tutor to make them aware and catch up with content you may have missed.

2.6.5 Logging attendance

Please see [section 7.2](#) for guidance around logging your attendance at teaching days.

2.6.6 Notifying us of an intended absence

All intended absences should be reported ahead of the day where practicable. An email should be sent to your regional inbox for your regional coordinator (southregion@thefrontline.org.uk for London, home counties and the South West, and northregion@thefrontline.org.uk for the Midlands, North East and North West) and you should also notify your practice tutor. Where applicable, you may be asked to provide evidence alongside your absence request.



Should you be unwell on the day and not able to attend a planned recall day, please contact your regional inbox by **9am** on the morning of the recall day so that your apologies can be passed on to the presenters.

If you are unable to attend one of your regional recall days, you may be able to attend that recall day in another region, something that we would strongly advise so that crucial elements of learning are not missed. This will however be subject to space and availability in the alternate region. Please contact your regional inbox directly if you are keen to attend an alternative recall day.

2.6.7 Catching up on missed learning

Where participants are at risk of falling under 80% attendance of teaching days (summer institute and recall days), they must catch up on missed learning. They should do this via the resources available on Moodle, and through watching any video recordings of the missed day that are available, and, where available and where space allows, through attendance of teaching days in other regions.

Where participants catch up on a missed day of learning due to an absence, participants must contact their regional inbox (southregion@thefrontline.org.uk for London and the South West, or northregion@thefrontline.org.uk for the Midlands, North East and North West), otherwise their attendance record will not be updated.

2.6.8 Recall Day materials and recordings

Recall day materials will normally be available on Moodle 1 week prior to the recall day. For in-person recall days, a recording will be made of the keynote lecture(s) and will be made available via Moodle no later than 72 hours post-recording.

Where you have not been able to attend a recall day due to an exceptional circumstance, you will be expected to catch up on learning retrospectively through the available keynote lecture and learning materials on Moodle.

3. Assessment

3.1 Assessment Overview

Over the course of the year, you will be holistically assessed through a series of academic and practice-based elements, from more conventional academic writing through to reflective assessments on current practice (supplemented by recorded evidence of practice) and Direct Observation of practice. Each focuses on the application of learning to practice and the integration of learning from across the curriculum.

All assessments are judged against the Lancaster University marking criteria, which is based on the Quality Assurance Agency's (QAA) level descriptors. As a postgraduate level student, you will be expected to be competent in cognitive skills as follows:

- **Knowledge and Understanding:** participants should be able to demonstrate a depth of knowledge and a systematic understanding of social work research and



practice, and be critically aware of and deal with complexity, gaps, and contradictions in the current knowledge base with confidence.

- **Analysis:** participants should be able to autonomously analyse new and/or abstract data and situations using a wide range of techniques appropriate to social work and to their own research or advanced scholarship.
- **Synthesis and Creativity:** participants should be able to autonomously synthesise information and ideas and propose new hypotheses, create original responses to problems that expand or redefine existing knowledge or develop new approaches to changing situations.
- **Evaluation:** participants should be able to independently evaluate current research, advanced scholarship and associated methodologies and appropriately justify the work of self and others.

You will undertake five modules in year 1 at Master’s Level 7, each of which has its own module handbook containing learning outcomes and detailed information about each assessment (available through our VLE), as detailed below:

Modules	Credits	Year 1 Academic Overview	
(FLSW911) Principles for Relational Social Work Practice	30	Assessments: <ol style="list-style-type: none"> FLSW911(1) Essay - Child and Family Assessment FLSW911(2) Practical - Use of Motivational Interviewing 	
(FLSW912) The Legal Context of Social Work Practice	30	Assessments: <ol style="list-style-type: none"> FLSW912(1) Online open book exam – Social work law, policy, and practice FLSW912(2) Coursework – critical case study 	
(FLSW913) Relational Social Work Practice for the Modern Context	30	Assessments: <ol style="list-style-type: none"> FLSW913(1) Case study – Evidence-based interventions 	
(FLSW914a) Practice Learning Experience Stage One	15	Assessments: <ol style="list-style-type: none"> FLSW914a(3) Practical - Direct Observation of Practice (x1) Practice Learning Assessments: <ol style="list-style-type: none"> FLSW914a(1) Coursework and practical - Readiness for Practice assessment <ol style="list-style-type: none"> a) Practice scenario b) Written component FLSW914a(2) Portfolio - Practice Learning Portfolio Stage One <p><i>Evidence:</i></p> <ul style="list-style-type: none"> • 3 x Reflective Learning Logs • 1 x Individual/Family feedback • Reflection on Direct Observation 1 <p><i>Meeting minutes:</i></p> <ul style="list-style-type: none"> • Personal Development Plan Meeting 	



		(PDPM) <ul style="list-style-type: none"> • Contrasting Learning Experience set-up meeting • Progress Review 1 • Progress Review 2 	Minimum of 200 placement days
(FLSW914b) Practice Learning Experience Stages Two and Three	15	Assessments: <ol style="list-style-type: none"> 1. FLSW914b(2) Practical - Direct Observations of Practice (x2) Practice Learning Assessments: <ol style="list-style-type: none"> 1. FLSW914b(1) Portfolio -Practice Learning Portfolio Stages Two and Three: Overall assessment of practice <p style="margin-left: 20px;"><i>Evidence:</i></p> <ul style="list-style-type: none"> • 5 x Reflective Learning Logs (inc. 1 in CLE) • 1 x Family/individual feedback • Reflection on CLE Direct Observation 4 <p style="margin-left: 20px;"><i>Meeting minutes:</i></p> <ul style="list-style-type: none"> • CLE set up meeting minutes • PR3 minutes • PR4 minutes 	

Assessment titles are given in advance, and you will receive support from your practice tutor with regards to assessments and from your CSW to ensure there are opportunities in the practice setting to carry out the practice-focused elements of the assessment.

All assessment elements must be passed in each module. A module cannot be passed on aggregation with a failed assessment element. Condonation of failed modules is not permitted on the Frontline programme.

3.2 Assessment Marking Criteria

At Lancaster University, the pass mark for taught Level 7 Master's degrees is 50%. There are three classes of awards: distinction, merit, and pass. Practice learning assessments are assessed against the Professional Capabilities Framework (PCF) on a pass/fail basis, but all academic summative assessments will be marked against the Lancaster University approved marking matrix in [Annex 3](#). Please note, that for some assessments an enhanced version of the marking criteria is used. In such cases, this will be shared with you via the module handbooks and assessment briefings.

3.3 Moderation

Marking is carried out anonymously where possible, by Practice Tutors (employed by Frontline), consultant social workers and practice educators or approved External Markers. Marks are then moderated to quality assure the grades and feedback, and to ensure that work is at the appropriate academic level. Methods of moderation vary between assessments, but follow regulations agreed with Lancaster University. Any participant failing a final reassessment opportunity will have this submission second marked and if necessary third marked (for instance if difference between the first marker and second marker cannot be resolved through discussion). Moderation Reports are shared with our External Examiners and the Lancaster University Director of Studies for Frontline. A sample of assessments is shared



with our External Examiners for an additional, external check that the feedback and submitted work is at the required academic level and meets statutory and regulatory standards. Further moderation is carried out by the Lancaster University Director of Studies for Frontline or their nominee.

3.4 Feedback

Other than online open book exam – Social work law, policy and practice you will receive developmental feedback for all assessments via Moodle. Feedback is designed to help you understand the strengths and areas for development of each submission so that as an adult learner, you can monitor, understand, and take account of your progress throughout the course. Frontline aims to be fair and consistent in terms of the marking of assessments and examinations.

3.5 Limits on assessment length

The limits for each assessment will be clearly publicised to participants as part of assessment guidance documents. All limits for assessments will normally be given as a range. For example, rather than an absolute limit of 2500 words for an essay or 15 minutes for a recording, a range such as 2000-2500 words or 15-17 minutes will be used instead. A range gives participants a broader target to aim for and allows greater flexibility when making any final edits on an assessment. As well as the upper boundary of the range providing a maximum length, the lower boundary of the range allows us to indicate to participants what we see as the optimum length in order to meet the marking criteria. Participants are encouraged to aim for any point between the lower and the upper end of the range. In the case of practical assessments where recordings are submitted, the lower boundary of the range (in minutes) should be taken as a minimum length. Written assessments have no minimum word count.

Participants may have experience on other university courses of being allowed a certain tolerance over and above the specified word limit, within which there would be no penalty for over-length coursework. For example, a 10% tolerance on a 2500-word assignment would have effectively extended the limit to 2750 words. Such tolerance is not in place for assessments on the Frontline programme (see 3.5.1 for how under and over-length assessment will be considered).

3.5.1 Under and over-length assessments

Where the word/time limit has been exceeded by 20% or less the assessment will initially be marked in full. After an initial mark has been assigned for the full piece of work, only then will a suitable penalty be applied, if applicable. But for an over-length piece of coursework where the word/time limit has been exceeded by more than 20% the part of the coursework beyond the excess 20% will not be marked. After an initial mark has been assigned for the work, a suitable penalty will also then be applied, if applicable. Where penalties are being applied for a piece of over-long assessment, we will use a sliding scale of penalties, rather than a flat rate penalty. When applying a sliding-scale penalty, the deduction will depend by how much the word/time limit has been exceeded. When using percentage points, a typical sliding scale would be:

Amount over the word/time	Deduction when using percentage points
---------------------------	--



limit	
0 to 10%	5%
10.1% to 20%	10%

3.5.2 What is counted within a word limit?

The normal approach is that the word count will include the main body of the assessment (including in-text references, footnotes, tables and diagrams) but will not include administrative information (such as the participant name, programme of study, etc.), the assessment title or question, the appendices, or the bibliography. However, there may be variance to this approach depending on the requirements of each assessment. Participants should check assessment guidance for any such variance. For some assessments it may be appropriate to include an appendix. However, appendices must not be used to extend your work beyond the word limit, nor contain information that is essential for the basic comprehension of the work. If appendices are used inappropriately, academic judgement will be applied when deciding on a mark that best reflects the extent to which the main body of the work satisfies the marking criteria.

3.5.3 Monitoring word ranges

Participants are required to provide a word count as part of the submission of their work. Word lengths should be recorded by participants on the front page of each assignment when submitting your work.

3.6 Submission format

Unless specified otherwise, you will submit all academic assessments electronically via Moodle as word documents (either .doc or .docx). All assessments must be submitted with a coversheet. If you have a Disability Service Student Coursework Coversheet, please refer to [section 6.4.3](#) for further information on how this will be used.

When uploading your assessments, please ensure that you are submitting all relevant components into the correct file submission area by following the instructions provided by Frontline. It is your responsibility to check that you have made your submission in the correct format and place: failure to do so may lead to failure of the assessment.

3.7 Anonymisation

To maintain the confidentiality of the children, carers and organisations cited within your academic work, please ensure that all references and identifiable data used are anonymised. Further detail is provided in the 'Data protection, confidentiality and consent requirements for Year 1 participants' document, found on Moodle, which you are required to read and adhere to. You will also be asked to complete Frontline's 'getting started module' prior to the start of the Summer Institute, which includes within it an e-learning focused upon GDPR. Failure to adhere to these requirements may result in a reduction of the grade awarded, and in the most serious and/or repeated cases, to failure and/or referral to Fitness to Practise procedures.



3.8 References

The purpose of adding references to an assessment is to show from where you have obtained data or ideas, and to acknowledge the sources of quotations from other writings. The Frontline Programme uses Lancaster University's version of the Harvard referencing system, details of which are available via the VLE and through the university's main portal: <https://www.lancaster.ac.uk/library/how-to/reference/referencing-guides>.

3.9 Plagiarism and Academic Malpractice

Frontline uses plagiarism detection systems to check the integrity of assessed work. This searches the internet and an extensive database of reference material including other participants' work to identify any duplication with the work submitted. More information about Lancaster University's plagiarism framework can be found at: <http://www.lancaster.ac.uk/student-based-services/exams-and-assessment/regulations/plagiarism/>, whilst Frontline's academic malpractice policy is [available here](#). Plagiarism includes *"the commissioning or use of work by the participant which is not their own and representing it as if it were."* This includes the use of text which has been generated by artificial intelligence systems such as Chat-GPT. Further information about the use of A.I. and how the academic malpractice policy applies can be found in this [Lancaster University news item](#).

Because of the dual nature of the social work course, i.e., professional and academic award, and the SWE requirement that qualifying participants are deemed fit for registration as qualified social workers, plagiarism, cheating and the fabrication of information are taken particularly seriously. In the case of a proven academic offence, in addition to any academic penalties (see Academic Malpractice policy on Moodle), Frontline's Fitness to Practise policy and procedure (on Moodle) may be invoked.

3.10 Return of Feedback

In year 1, your assessment feedback and provisional results will be returned to you within 4 weeks of submission (excluding public holidays), usually by being published on the VLE (occasionally you will receive your grade by email). In rare occurrences where your marker is unable to return your assessments within the agreed marking period due to an unforeseen circumstance (e.g., a prolonged period of sickness), you will be informed as soon as possible of a firm date by which you can expect the work to be returned. Grades released 4 weeks after submission are provisional and go through moderation and ratification as part of the examination board processes, which can sometimes lead to a change from a provisional mark. The examination board meets to ratify grades, and these are published to individual transcripts (accessed via <https://portal.lancaster.ac.uk/>) normally between one and two weeks after the relevant examination board. Academic appeals (<https://www.lancaster.ac.uk/student-based-services/exams-and-assessment/student-appeals/>) can only be made after grades have been ratified by an examination board.

3.11 Problems Submitting an Assessment

You are advised to complete and submit your work well in advance of the deadline to avoid last minute delays. However, Frontline acknowledges that sometimes you may experience a personal or significant event which is unexpected and unpreventable and has an adverse



effect on your ability to complete an assessment within the usual timeframe. i.e., serious illness or a bereavement. In such instances, you may be able to receive additional time and/or consideration. The [Exceptional Circumstances Policy](#) outlines the processes and parameters in full. Participants should bear in mind that while extensions will be offered where there are compelling reasons to do so, this can lead to clustering of deadlines, not receiving feedback ahead of subsequent deadlines, and in the case of assessment deadlines falling late in Year 1, delays to qualification, progression and registration with Social Work England. Advice on all matters relating to exceptional circumstances can be sought from Academic Registry via exceptional.circumstances@thefrontline.org.uk.

We encourage you to raise issues as early as you can, and to be aware that if your circumstances do not meet the necessary criteria, as set out in the Exceptional Circumstances policy, your application will be declined. The policy sets out areas in which the panel has discretion, including the consideration of applications beyond the usual deadlines.

You will receive a link to a personalised online form, which you can bookmark and submit (with evidence attached) each time you apply for exceptional circumstances. There is also a generic form, which is linked from Moodle.

3.11.1 Penalties for late work

Work submitted up to three days late without an agreed extension will receive a penalty of 10 percentage points (for example, a mark of 62% would become 52%) and zero (non-submission) thereafter. Saturdays and Sundays are included as days in this regulation; however, where the third day falls on a Saturday, Sunday, or Bank Holiday, students will have until 10.00 a.m. on the first working day to hand in without receiving further penalty. Where the application of a late submission penalty results in a fail mark, the assessment will be treated according to the standard procedures for failed work.

3.12 Postgraduate Progression Requirements

3.12.1 Criteria for Awards

To gain the Master's in Advanced Relationship Based Social Work Practice with Children and Families, you will need to complete all four Frontline programme modules. The first three modules are completed in year 1 (totalling 120 Master's level credits), and the final module is completed in year 2 (60 Master's level credits).

At Lancaster University, the pass mark for taught Level 7 Master's degrees is **50%**. All assessment elements must be passed in each module. A module cannot be passed on aggregation with a failed assessment element. Condonation of failed modules is not permitted on the programme.

There are three classes of awards: distinction, merit and pass. Where the overall average, calculated to one decimal place, falls within one of the following ranges, the exam boards will recommend the award stated:

Percentage:	Award classification:
70.0%+	Distinction
60.0 - 69.9%	Merit



50.0 - 59.9%	Pass
Below 50.0%	Fail

Where the mean overall average falls within one of the following 'borderline' ranges:

68.0-69.9% either distinction or merit;

58.0-59.9% either merit or pass;

48.0-49.9% either pass or fail;

For all students who fall into a borderline range then the higher award should be given where half or more of the credits from across the programme are in the higher class.

3.12.2 Rules for pass and progression

In order to progress to year 2 you must pass all modules and all assessment elements within modules. See sections 3.12.4 and 3.12.5 for details on how being reassessed will affect your overall module percentage mark. All modules will be considered by an Examination Board (see 3.10.3). If you fail a module (or modules), you will have **one** opportunity for reassessment of the failed assessment elements (see 3.12.5).

3.12.3 Examination boards

At multiple points throughout the programme, the work that you submit for assessment will be reviewed and ratified by the board of examiners. The board of examiners includes internal examiners: members of Frontline and Lancaster university academic staff, and external examiners. The date of the examination boards is set in line with the completion deadlines for each module, as noted below:

Exam board date	Module/ element:
Late August 2023	FLSW914a(1) Readiness for Practice (RfP)
Mid-March 2024	FLSW914a (excluding RfP portfolio) and FLSW911
Mid-June 2024	FLSW912 and reassessments within FLSW911 and 914a
Late August 2024	FLSW913 and reassessments within FLSW912
Mid-September 2024	FLSW914b
Late October 2024	Any outstanding reassessments

Following on from each exam board, you will be notified about your module results. Any marks shared prior to the exam board will be provisional until ratified by the exam board. Where 120 credits are achieved on completion of year 1, you will be eligible to apply to register with Social Work England as a qualified social worker. This involves the sharing of information between Frontline, Lancaster University and Social Work England, which normally takes three to four weeks from the date of the examination board which ratifies your eligibility. Local Authority partners are aware of this timescale and have various processes for moving Frontline



participants into qualified employment. Where Y1 placement and academic work have been successfully completed without delay, local authorities are usually able to offer non-qualified temporary employment (at a lower salary) until registration is complete.

If for any reason your progression from Year 1 to Year 2 cannot be ratified by the September examination board (for instance because you had an extended deadline for an assessment late in the year, an exceptional extension to placement to complete your 200 days, or an opportunity to resubmit a failed assessment), your progression will be considered at the October examination board or as soon as possible thereafter. You will not be able to register with Social Work England, or begin employment as a qualified social worker, until around three to four weeks after your progression is confirmed. In this case there is no guarantee that non-qualified employment will be available for the full period.

If you fail any Year 1 assessment at resubmission and have no further resubmission opportunities remaining, you will fail the programme and will not be able to continue on the Frontline programme, nor will you be able to qualify as a social worker. In this situation you may have grounds to appeal under [Lancaster University's academic appeals policy](#),

Following the formal publication of results an examination board transparency report will be made available via Moodle which will provide information considered by the board when making decisions. This may include: average module marks; whether any scaling was undertaken (or proposed); any other contextual information specific to individual modules considered by the board. Additionally, you can ask for a results appraisal if you do not understand how your results were determined. If you would like to request a results appraisal then please contact Frontline registry (academic.support@thefrontline.org.uk) and they will liaise with Lancaster University so that a results appraisal can be provided to you. A request for a results appraisal will not affect your right to submit an academic appeal.

3.12.4 Resit and reassessment of a failed module

Where you fail a module **overall** (i.e., your **total** module percentage mark is below 50%), you will have **one** reassessment opportunity for that module. This is done through resubmission of the failed assessment(s) within the module. If you consequently pass these failed elements on second attempt, your total mark for the module will be **capped at 50%** so that you are not advantaged by having the resit opportunity.

3.12.5 Resit and reassessment of failed elements within a module

Where you pass a module overall (i.e., your total percentage mark is 50% or above) but you have failed an element(s), you will have one reassessment opportunity for those element(s). If you pass the reassessment the element mark will be capped at the pass mark (i.e., 50% in the case of elements with numerical marks) and your overall module percentage mark will be unchanged, remaining at the mark it was before the reassessment.

Worked example:

Assessment element	Element mark (first sit)	Weighting	Module percentage mark (first sit)	Element mark (following reassessment)	Final module percentage mark
Coursework 1	70	60%	54 (Pass)	N/A	54
Coursework 2	30 (Fail)	40%		50	



3.12.6 Other parameters surrounding reassessment

- If the mark for an assessment is **below 50%** then reassessment is **compulsory**
- Submission deadlines for reassessment are set by exam boards and you will usually receive a minimum of three weeks' notice of the date.
- You do not need to wait for notification of the submission deadline to start work on your resubmission.
- If the reassessment percentage mark does not exceed your original mark, the original percentage mark will stand
- The resulting percentage mark will count towards the module average, according to its weighting
- You **may not** seek reassessment to improve a passing grade (50% or above)
- Year 1 results will count towards overall award classification.

3.12.7 Exit Awards

If you fail to meet the requirements of the programme having exhausted all reassessment opportunities, or you choose to withdraw from the two-year programme prematurely, you may receive an exit award if you have been awarded sufficient credit, as follows:

- a) A Postgraduate Diploma in Professional Social Work Practice, if you have completed and passed a total of at least 120 Master's level credits
- b) A Postgraduate Certificate in Social Work, if you have completed and passed a total of at least 60 Master's level credits

Please note that with a Postgraduate Certificate you will not be eligible to apply to register as a qualified social worker with Social Work England (SWE). Exit awards are considered and confirmed by Lancaster University and must follow the formal process for confirmation and publication of ratified awards; this means that there may be several months delay between your decision to withdraw from the programme and the award of an exit qualification.

3.13 Manual of Academic Regulations and Procedures (MARP)

Please note, that the Frontline programme will follow Lancaster University's [Manual of Academic Procedures and Regulations](#) (MARP), except in regard to variations which have been agreed and approved through the appropriate Lancaster University academic governance process. The approved variations for the Frontline programme [can be found here](#).

MARP and Frontline's agreed MARP variations are the definitive source of authority for all regulatory information and supersede all other documentation where a discrepancy is noted.

4. Practice Learning

4.1 Social Work England's Professional Standards



The Frontline Programme aims to ensure that you develop the skills and knowledge necessary to meet Social Work England's (SWE) Professional Standards by the time you complete year 1 of the programme.

Full guidance on Social Work England's Professional Standards is available on its website. The standards are:

1. Promote the rights, strengths and wellbeing of people, families, and communities
2. Establish and maintain the trust and confidence of people
3. Be accountable for the quality of my practice and the decisions I make
4. Maintain my continuing, professional development
5. Act safely, respectfully and with professional integrity
6. Promote ethical practice and report concerns.

Although Social Work England does not regulate students, it does expect social work students to understand and work towards its Professional Standards in preparation for when you apply for registration. The Learning Outcomes of each module are mapped against the Professional Standards and against the British Association of Social Workers' [Professional Capabilities Framework](#) (2018).

You should make sure that during the programme, including while you are on placement, you do not do anything that contravenes the Professional Standards: if you do, you may be referred to the Fitness to Practise procedure.

4.2 The Practice Learning Experience

The underlying principle of practice learning on the Frontline Programme is that theory is fully integrated into practice. It is for this reason that you are based in a practice setting for the duration of year 1.

As part of a local authority children's services department/children's trust, you will be placed in a unit typically with three other participants. The unit model structure was first used in the Reclaiming Social Work model in Hackney and was found to provide an excellent learning and supportive context for social work practice (LSE online, 2010; Forrester et al, 2013). The unit model has been adopted so that you can integrate theory and intervention methods into your day-to-day practice with children and families under the guidance of a CSW. You will be immersed in social work practice and will work with families alongside your CSW and fellow participants. The weekly unit meeting provides an environment for reflection, critical analysis and the development of emotional resilience and intelligence throughout the programme.

A highly skilled and experienced CSW, who is employed by the local authority, will lead the unit throughout the year. The CSW acts as the practice educator. They will support and assess you throughout your practice learning experience, including during the Contrasting Learning Experience (CLE). The CSW will also supervise, observe, educate, and line-manage you throughout the year, and will write the final report recommending whether you pass or fail the practice learning experience. Your CSW will have no other responsibilities outside of their role as CSW, meaning that they are dedicated to you and your unit. More information is provided in section 4.5.2.



You will also receive regular visits from your practice tutor, who will deliver in-unit teaching, tailor individual and group tutorials to your learning requirements, and regularly monitor and assess your progression. Your practice tutor will spend approximately 15 days with your unit in your local authority during the year. This is usually structured with fortnightly visits in Stage 1, three-weekly visits in Stage 2, and monthly visits in Stage 3. Your practice tutor will help you to critically reflect on the development of your skills against the Professional Capabilities Framework (PCF) and ensure the practice learning arrangements meet your learning needs. Both your CSW and practice tutor will provide you with clear and specific feedback to help you build your skills. More information is provided in section 4.5.3.

4.3 The stages of the Practice Learning Experience

Participants will complete a minimum of **200 days** of practice learning in Year 1.

A placement day is equivalent to a working day within the placement setting (approximately 7-7.5 hours).

Any issues that might prevent you from completing enough days in Year 1 should be discussed with your CSW and practice tutor.

This practice learning experience is divided into three stages:

Stage One: running from September to mid-January.

Stage Two: running from mid-January to end of April.

Stage Three: running from May to the end of August.

If because of approved absence you cannot complete the required 200 placement days within the normal timeframes, Frontline's Placement Scrutiny Committee (PSC) may exceptionally consider an extension of up to 30 days to your practice learning experience. This would take place at the end of the same programme year. More details of placement extensions can be found in the [Attendance & Engagement Policy](#).

4.4 Working in partnership with local authorities

Frontline works in partnership with local authorities across participating regions to ensure participants experience high quality and consistency across all practice learning settings. Prior to your placement within a unit, all practice learning settings are audited in line with BASW's Quality Assurance of Practice Learning (QAPL) benchmark statement and SWE's Education and Training Standards, so that your learning experience meets the necessary criteria conducive to a 'safe and supportive environment' (BASW).

We have developed strong relationships with local authorities in the development of this programme and have implemented processes to facilitate collaborative working. All local authority partners sign a copy of Frontline's Collaboration Agreement, which outlines the respective responsibilities and conditions that Frontline and the local authority will provide for participants during the programme.

We expect participants to be mainly office based to undertake their practice learning experiences. However, following the Covid-19 pandemic there has been some change to local authority working patterns and participants will work within the parameters set by their local



authority. This may involve some working from home but wherever possible this should not be the norm, due to the rich informal learning that can be gained from being based in a social work team environment. Frontline and the local authorities have also developed a rigorous process for the joint recruitment and appointment of CSWs. All new CSWs complete a training and development programme, delivered by Frontline and social work experts, that covers Frontline's practice models and practice education.

Termly Review Meetings between Frontline staff and senior local authority representatives take place to discuss and resolve any issues that arise and to plan future involvement.

4.5 Practice Learning Responsibilities

4.5.1 Local authority responsibilities

The local authority is responsible for providing practice learning for you, with this normally including:

- A 12-month practice learning opportunity in a statutory setting;
- A CSW to act as a full-time supervisor and practice educator;
- An appropriately qualified 'deputy' to take on case-holding and supervisory responsibilities if your CSW is absent for any reason, where possible;
- A participant unit placed within a children and families social work team in the Children's Services department;
- Adequate resources to support the functioning of your participant unit;
- Provision of Contrasting Learning Experiences comprising a minimum of 30 days in total;
- An appropriate amount and level of casework.

During the practice learning experience, you will be covered by the health and safety arrangements of your local authority, and your local authority will:

- Provide you with an induction regarding the workplace health and safety arrangements, including fire precautions, specific hazards and health and safety precautions;
- Include you and your role in health and safety assessments;
- Provide appropriate instruction and training in working practices;
- Provide ongoing supervision and training in the undertaking of your duties;
- Maintain a system of recording and investigating accidents and incidents.

Your local authority will also be responsible for employer liability and public liability insurance. This will equally apply to Contrasting Learning Experiences. Further details will be confirmed in your Practice Development Plan and Contrasting Learning Experience plans.

4.5.2 Consultant Social Worker responsibilities

The CSW will:

- Arrange an induction programme for you at the beginning of Stage 1 of the Practice Learning Experience;
- Model excellent social work practice and scaffold your learning in developing your own practice skill.



- Lead weekly unit meetings encouraging systemic thinking, peer challenge and critical reflection, facilitating group decision making about work with families;
- Provide one to one supervision to you on a fortnightly basis during stage 1 of your Practice Learning Experience, and monthly thereafter (this is in addition to the weekly unit meetings). They should also make time for further one to one meetings as and when you need them, to privately discuss issues or concerns;
- Attend and contribute to the four Progress Reviews that evaluate how you are progressing during Year 1;
- Use a range of evidence from numerous sources to continually and holistically assess your progress;
- Provide supervisory, pastoral and educative support to you throughout your Practice Learning Experience, so that you understand how your learning is assessed;
- Work closely with your practice tutor and share information about your progress.

If you have concerns about the supervision you get from your CSW, individually or within the unit, you are encouraged to speak to your CSW directly in the first instance, if you feel comfortable to do so. If not, you should raise any issues with your practice tutor.

4.5.3 Practice tutor responsibilities

In relation to participants, it is the practice tutor's role to:

- Attend and chair your Practice Development Plan meeting;
- Attend and chair four Progress Reviews;
- Meet with you individually and attend some of the weekly unit meetings in your local authority (fortnightly visits during Stage 1, 3-weekly in Stage 2 and monthly in Stage 3);
- Attend, facilitate and maintain a record of your attendance at one to one tutorials, which will take place at a minimum of once in each stage of the programme and at other times as required;
- Negotiate and determine action plans to promote progress and overcome any identified learning needs;
- Monitor your attendance, sickness, development and assessment grades;
- Give you feedback to enable self-assessment and development;
- Comment on the CSW's reports of your progress at the end of Stages 1 and 3 of the practice learning experience;
- Keep a personal file to include:
 - A record of individual tutorials
 - A grades profile
 - Minutes of all meetings
 - Any correspondence (including tutees' sick notes)
 - Prepare references as requested;
 - Provide pastoral care and support or refer/signpost participants to appropriate services or staff in the event of personal problems which are outside the boundaries of the practice tutor and participant relationship (see counselling services in 6.2.3).

More generally, the practice tutor will:

- Maintain links between Frontline and the local authority;
- Act as the link between academic and work-based learning;



- Deliver the curriculum at the summer institute and throughout your practice learning experience (e.g., recall days and in-unit teaching)
- Regularly liaise with the CSW to discuss your progress;
- Mentor the CSW;
- Monitor the quality of the practice learning setting including the environment, equal opportunities, how participant needs are met and the implementation of appropriate reasonable adjustments.

4.5.4 Your responsibilities in the Practice Learning Experience

As a prospective entrant to the profession and once a registrant of Social Work England (SWE), you are required to adhere to the following whilst on the programme:

- [Professional Standards](#) (see 4.1)
- To **conduct yourself professionally** and in accordance with all relevant policies and procedures of the local and authority (e.g., safeguarding, confidentiality) and Frontline's **Practice Learning Experience Agreement**. This includes ensuring that children and families know that you are a trainee and that they have the option to not receive support from a student social worker.
- To **apply to register with SWE upon award of your 120 Master's Level credits**, so that you can be employed as a social worker in year 2 of the programme.
- To **complete all of the necessary components of your Practice Learning Portfolio** and ensure it is ready for assessment by the dates agreed, including feedback from children, young people and carers.
- To **maintain the confidentiality of children, carers and organisations** by ensuring all references to them in academic work and other evidence are anonymised, and by following data protection requirements.
- To mutually **agree a supervision contract with your CSW**. You are required to be fully engaged with this process and to provide information and work where requested, as these supervision meetings will be used to inform the CSW's holistic assessment of your progress. All supervision records must be signed by both you and the CSW.

You are advised to keep a reflective diary of your learning and practice over the year so that this can be discussed in your supervision sessions. The reflective diary is personal and can be completed in the format that works best for you. You will then select a number of your reflective diary entries to complete Reflective Learning Logs which are then included within your Practice Learning Portfolio (the portfolio of evidence that you submit in order to show you have made sufficient progress to pass the practice learning experience).

4.6 Assessment in the Practice Learning Setting

4.6.1 The Professional Capabilities Framework (PCF)

The PCF is a framework established to support the learning, progression, and development of all social workers. It sets capability statements of what is to be expected at each stage of a social worker's career from entry into training, to the most advanced level of a social work practitioner's career. It provides a clear and comprehensive framework for your learning and progression



There are clear descriptions of 'levels' that any social work student should progress through, and these form the basis of your assessment at each of those levels:

- readiness for practice
- end of first placement (Practice Learning Portfolio Stage 1)
- end of last placement/qualifying level (Practice Learning Portfolio Stage 2/3)

As such it is an essential reference document for you as a participant, CSWs and practice tutors. Your progression is formally assessed using the PCF at three points which correspond to the levels of the PCF as described above.

4.6.2 The Practice Learning Portfolio

CSWs make judgements about your progress against the PCF through the course using the Practice Learning Portfolio as evidence of your progression. This includes a final judgement on a pass/fail basis of whether your practice is at a level consistent with social work qualification. Your learning and progress is discussed at a number of planning and reviewing points throughout the year. These are all three-way meetings with you, your CSW and practice tutor, who chairs them.

- Practice Development Plan Meeting (PDPM)

Following a supervision session with your CSW where you will use your Readiness for Practice portfolio to explore your levels of experience and initial learning needs, your PDPM will take place. The goal of this meeting is to formally set out the focus of work for the initial stages of the practice learning experience. The plan sets out a timetable for completion of key practice learning tasks. It also confirms health and safety, whistleblowing, and complaints procedures, as well as procedures for dealing with concerns that arise in the practice learning setting.

- Progress Review 1 (PR1)

PR1 is held after you have been in the Unit for approximately 35 days, halfway through Stage One of the practice learning experience. The purpose is to consider whether you are making sufficient progress in both your practice and demonstrating what is required at the 'end of first placement' level of the PCF. You should ensure you have completed some of the pieces of work for the Portfolio by this point and discuss these with both your practice tutor and CSW.

- Progress Review 2 (PR2)

This is a formal assessment point against the 'end of first placement' level of the PCF. You must complete all elements of your Practice Learning Portfolio – Stage 1. Your CSW considers everything you have included in your Portfolio and assesses your practice in the Participant Unit up to this point. They will write a report which includes a recommendation as to whether you have met the 'end of first placement' PCF level and may progress to the next Stage. The second function of this meeting is to plan for Stages 2 and 3 and consider the learning opportunities available and your learning needs in relation to the next Stage.

- Progress Review 3 (PR3)

PR3 is held at the end of Stage 2. The purpose of the meeting is to consider if you are making sufficient progress towards meeting the 'qualifying' level of the PCF. The review is a chance to look at what you have completed for your portfolio at that point and to seek advice from your



practice tutor and CSW regarding what else you might include. You should prepare for this meeting by considering in supervision your progress against the qualifying level of the PCF.

- Progress Review 4 (PR4)

PR4 is the final Progress Review, held at the end of Stage 3 of the practice learning experience. The format is the same as Progress Review 2. The purpose of the meeting is to consider if you meet the 'qualifying' level of the PCF. This is the final formal assessment of your practice. Your CSW considers your Practice Learning Portfolio – Stage 2/3 and assesses your practice in the Participant Unit, and then writes their final report. This includes a recommendation as to whether you meet the 'qualifying' PCF level.

Please see table on p.11 outlining the elements required for both the Stage 1 and final portfolios. Detailed information about these requirements can be found on Moodle.

Practice Assessment Panel (PAP)

After both PR2 and PR4, regional Practice Assessment Panels (PAPs) are convened to confirm your CSW's recommendation on your Practice Learning Portfolio for the stage in question. A sample of Practice Learning Portfolios are examined by each regional PAP to moderate the recommendations made by CSWs, and the PAP confirms whether or not they recommend that you have passed your practice learning experience, which is a requirement for registration as a social worker with Social Work England. Following the regional PAPs, a Central PAP, led by the Principal Curriculum Lead for Year 1, is convened. The central PAP moderates a further sample of Practice Learning Portfolios, and reviews regional Practice Assessment Panels for core themes. The central PAP then confirms all regional PAP recommendations about whether or not you have passed your practice learning experience and these recommendations are the Practice Learning Portfolio assessment results which are presented to the relevant Lancaster University Examination Board for ratification.

4.6.3 Direct Observations of practice

There are a number of formal assessments of your direct work with children and families and adults, to assess your integration of theory and developing practice skills. These are called Direct Observations and the process for marking and moderating these graded assessments of practice will be done in the same way as any other academic assessment.

The Direct Observation of practice on this programme differs from other courses as it is undertaken more frequently and it is graded. Two modules on the programme use Direct Observations as part of the assessment method. These are FLSW914a 'Practice Learning Experience Stage One' (one formative observation, one summative observation) and FLSW914b 'Practice Learning Experience Stages Two and Three' (one formative observation and two summative observations). For FLSW914b(1) Direct observations of practice, one of these must include an observation of your direct work with adults, where possible, to take place during your Contrasting Learning Experience, in Stage Two or Three.

After each Direct Observation of practice either your CSW or practice tutor will provide developmental feedback. In addition to this, a 'skills lab' will take place between you, your CSW and practice tutor to review your first formative direct observation as part of FLSW914a(2) in order to develop your practice skills. The table below outlines who will be marking your formative and summative direct observations of practice.



Direct observations of practice marking schedule	
FLSW9014a(2) Direct Observation of Practice	
DO number	Marker(s)
DO1 (formative)	<p>Your CSW will observe you and provide you with written formative feedback.</p> <p>Your PT will second mark your DO, contribute to your written formative feedback and also provide you with verbal formative feedback at your Skills Lab.</p>
DO2 (summative)	<p>Your CSW will observe you and provide you with written summative feedback.</p> <p>Your PT will second mark your DO and contribute to your written summative feedback.</p>
FLSW914b(1) Direct Observation of Practice	
DO number	Markers(s)
DO3 (formative)	<p>Your CLE Supervisor will attend this DO. Your PT will listen to the recording of the DO and provide you with written formative feedback and an indicative grade.</p>
DO4 (CLE – summative)	<p>Your CSW will observe you and provide you with written summative feedback.</p> <p>Your PT will second mark your DO and contribute to your written summative feedback.</p>
DO5 (summative)	<p>Your CSW will observe you and provide you with written summative feedback.</p> <p>Your PT will second mark your DO and contribute to your written summative feedback.</p>

These observations are also a rich source of evidence for the PCF domains and will form part of your Practice Learning Portfolio. You will be required to provide a reflective account on two Direct Observations: one for your practice learning portfolio in Stage One and one in Stages Two/Three. You will be guided to ensure that this reflective account includes reflections on your learning in relation to the module learning outcomes, as well as evidence to be mapped against the PCF.

The recordings must be at least 20 minutes long and must record the entire session. If a family does not consent to a Direct Observation this must be respected in every instance, and a different opportunity for a Direct Observation should be sought within the casework of the unit. Your CSW or Deputy CSW must accompany you on all observations (with the exception of the one that takes place in the CLE).



The focus and timing of the observations will be agreed with your CSW. Further information about this and the template for preparing for the observation can be found on Moodle.

4.7 Contrasting Learning Experience

Typically 30 of your 200+ practice days will be in a Contrasting Learning Experience (CLE). The CLE must be in an adult facing social care setting. There are four types of CLE setting stipulated for the Frontline model: adult mental health, adult substance misuse, adult learning difficulties and domestic violence.

Normally the CSW should discuss the specialist adult areas listed above with their participants at the Summer Institute and during the induction fortnight, before making a final decision about which participant is linked to which CLE. Ideally, each participant in the unit should be in a different setting so that they can bring the range of experiences back to the unit.

The intention is that participants do the full 30 days in the same CLE. These 30 days can be taken in different ways – for example, one day per week or short blocks – but they must not fall on days when the weekly unit meeting is held.

It is the responsibility of the local authority project manager to organise the CLEs. CSWs should also be involved in the organisation and liaising with the CLE provider.

The Contrasting Learning Experience is designed to ensure that participants achieve the following:

- understand issues relating to risk, safeguarding and need when working with adults;
- experience direct work and risk assessment with adults in an alternative setting; develop expertise in a key adult area, including mental health, substance misuse, learning difficulties and domestic violence.

4.8 Areas of specialism in adult issues

You are expected to develop an area of specialism in relation to an adult issue. The curriculum is designed to support you in developing this area of specialisation, to help you to make links across your learning to working with adults in a variety of contexts, broaden your area of experience beyond children and families and to support you to share your learning effectively within the unit. By undertaking the CLE along with dedicated study, participants are expected to develop specialist knowledge and practice in either adult mental health, adult substance misuse, adult learning difficulties or domestic violence.

One of the goals of specialisation is to embed learning around adult issues to ensure that your qualification is generic. The practice tutor works with you to apply broader learning beyond the core curriculum to your practice in the unit. This learning is designed to support you to become an effective and reflective learner who can apply research and theories to their practice.

4.9 Genericism

Although you are based in a children and families team during Year 1, generic social work values, skills and knowledge permeate both the curriculum and the practice learning experience. In so doing, the Frontline Programme offers you the opportunity to gain a generic qualification in social work and to ensure you are equipped with the knowledge and skills to



work with people of any age or background, in any social work setting and are safe and effective in this role.

Prior to the programme - Shadowing

You will have the opportunity to research your local authority and demographics of the community that you will be working in. You will also spend time with representatives from your local authority, most likely your CSW, prior to the Summer Institute during your two days of shadowing. This will allow you to develop your understanding of how social work is practised in relation to children, families and adults. You will be required to write reflections on your experiences as part of your Readiness for Practice portfolio and cannot progress into your Placement Learning Experience without completing this work.

Learning activities at the Summer Institute

Sessions at the Summer Institute are constructed to allow both a focus on specialist content in relation to children and families, and on the generic aspects of social work practice including aspects of the law which relate to adults, social policy, and an understanding of risk as it applies to both vulnerable children and adults. A wide range of case studies will be used to ensure you have the necessary understanding of working with adults to make sure you are safe to begin your practice experience – including understanding of adult safeguarding.

Transferable skills

The skills taught on the programme have inherent transferability and the practice models are also generic: Systemic Practice can be applied to any client group; Motivational Interviewing was developed for adults; and the parenting interventions are based on the principles of Social Learning Theory, Attachment, Trauma and Mentalisation. You will, therefore, be equipped with the skills and understanding to work with a wide range of people of all ages from all walks of life; your training is not restricted to technical knowledge of child protection.

Assessment

Your understanding of adult issues and your practice with adults is assessed:

- In the module FLSW912 The Legal Context of Social Work Practice, where you will undertake a computer based open book online test comprising a multiple-choice element and a short essay discussing ethical issues and the appropriate use of legal provisions in developing effective social work responses to one complex case study.
- In the Practice Learning Portfolio, in which you will write a Reflective Learning Log in relation to your Contrasting Learning Experience with adults; and
- In Stage 2/3 where one of the Direct Observations will be of your work with adults in the Contrasting Learning Experience.

4.10 Dealing with difficulties in the practice learning setting

Initial concerns and the use of Frontline programme policies



The programme is both an academic and professional award and is therefore responsible for assessing your suitability for professional practice as well as your academic ability. The practice assessment strategy is designed to ensure participants are eligible to apply for registration with Social Work England as qualified social workers upon successfully completing Year 1.

You are advised to talk to your practice tutor in the first instance where difficulties arise, with termly meetings in place to support with the facilitation of these conversations.

Should difficulties continue which cannot be resolved through discussion with your practice tutor, it may be appropriate for the practice tutor to refer the issue to an appropriate policy or procedure. [Frontline's programme policies](#) apply to the programme as a whole, including the practice learning experience.

Serious concerns, including discrimination

In instances where you witness abusive, unprofessional, unsafe, or discriminatory practice in the practice learning setting, you should discuss this matter with your practice tutor or CSW (whomever you feel is the most appropriate based on the circumstances). If the issue remains unresolved or is of a serious nature or a matter of public interest, then you should follow the local authority's or Frontline's whistleblowing policy, as appropriate. You should be protected by the same whistleblowing arrangements as employees of the local authority during your Practice Learning Experience, as well as the arrangements relevant to students with Frontline and/or Lancaster University.

All local authorities have an equality and diversity policy in place which applies to every participant, as agreed in the Collaboration Agreement. If you feel discriminated against at any time in your local authority, you will be supported to follow the correct procedures as per the local authority's policy. You are encouraged to discuss any equality or diversity concerns with your practice tutor who will provide the support needed to follow these procedures, or who will escalate the issue with local authority staff if necessary. Additional support for ethnic minority students, including a list of alternative Frontline staff with whom issues can be discussed, can be found in section 6.6.

4.11 Failure to meet the Professional Capabilities Framework in the Practice Learning Setting

There is no automatic entitlement to retake a placement if failed. As a professional qualifying programme, Frontline has a responsibility to ensure you are 'fit to practise' at each stage of the practice learning period. Therefore, a failure to meet the PCF at either the Readiness for Practice level (at the Summer Institute), Progress Review 2 (at the end of Stage 1) or Progress Review 4 (at the end of year 1) will normally result in a recommendation of a fail on the relevant assessment element (901(2) or 903(4)), to be confirmed by the PAP and ratified by an examination board. These assessments do not carry an automatic opportunity to reassessment.

If you fail to meet the PCF at the appropriate level but are deemed able to meet this with some additional forms of evidence, you may be given a defined period in which to remediate this.



Applicable cases will normally then be referred to the Practice Assessment Panel (PAP) who may uphold the decision or may change the judgment to either a pass or fail.

If you are unable to meet the necessary PCF benchmark, you may be referred to the Fitness to Practise procedure” if there are issues within your failure that meet or exceed the fitness to practise thresholds.

Please refer to our bursary and financial guidance for information about how this may impact your funding. All policies can be [found here](#).

5. Learning Resources

5.1 Virtual Learning Environment: Moodle

Once you have successfully registered as a student with Lancaster University (registration link will be sent to participants 30 days prior to the start of SI), you will be given access to Moodle: our Virtual Learning Environment (VLE). Systems orientation and onboarding induction and training must be completed prior to the Summer Institute to support you to understand how to use the systems.

Moodle is where you will find all key documentation and resources (e.g., teaching schedules, lecture slides, learning resources, policies, recordings of some taught days, assessment guidelines, hand-in dates etc.). It also is where you will be expected to submit your assessments.

If you experience issues with accessing/navigating elements of the Virtual Learning Environment (e.g., not being able to access Moodle content, assessment submission support) please contact our Digital Learning Team via the following email address: digital.learning@thefrontline.org.uk.

For general IT queries (e.g., LU registration issues, queries around your LU email, library access) please refer to section 7 of the handbook ‘General information’ and the ‘Lancaster University IT related support’ component.

5.2 Library Resources

You will have access to Lancaster University’s library via Moodle and physically on its campus. Prescribed and suggested reading lists will be provided by the Curriculum Team. As a Lancaster University student, you are entitled to SCONUL membership, which enables you to use the library facilities of other universities that are members of the SCONUL scheme. For further information on these services please see section 7 of the handbook ‘General information’.



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6. Participant Support on the Programme

6.1 The emotional impact of the curriculum

Although incredibly rewarding, participants should be aware that embarking on a professional qualifying social work course can sometimes be emotionally and intellectually challenging. Given the nature of the programme, these issues cannot be avoided and you need to be appropriately supported to develop the skills to deal with and address difficulties. Frontline's integrated 'emotional curriculum' (Grant and Kinman: 2012), looks to help participants build emotional literacy and reflective abilities, so that they are enabled to be successful on the programme, develop the skills required to manage the emotional demands of practice, and build the emotional resilience necessary for their future career.

We will, where appropriate, provide 'content warnings' to highlight topics that may be distressing. Please note these are not intended to censor teaching material or content. We recognise that it is not always possible to anticipate, and alert participants to, all potentially distressing material and recognise that on occasions participants may, because of a personal event or experience, find particular scenarios or lectures potentially distressing. You should inform the relevant teaching staff if you do not feel able to take part or possibly need to withdraw from an element of the teaching for personal reasons and seek support through your practice tutor where necessary.

The programme offers a range of support structures both formal and informal to ensure you are enabled to be successful on the programme. You can always find the latest updates on participant support on the 'Participant support page' on Moodle including a list of external wellbeing and resource services that you may also find useful.

6.2 Peer Support

Peer support within the unit is an important source of support in the Frontline programme model, and participants are encouraged to support one another's learning and development throughout Year 1.

At the Summer Institute, you are encouraged to participate in affinity groups, regional activities, and evening workshops. You are also introduced to fellows and invited to think about how the unit will work together in the Practice Learning setting.

Distressing incidents are bound to come up in the practice learning environment, and your first point of call for debriefing, discussion and support should be with your CSW. The joint working of cases with your CSW or another qualified social worker takes pressure off individuals to make the 'right decisions' alone and allows space for discussion, evaluation of thinking, and exploration around the proposed approach that can be taken in each situation. Thus, you are



expected to look after your peers, make time in unit meetings to discuss challenges and issues that might be arising for individuals, and come up with solutions as a group.

As you come to the end of year 1, the final two recall days will focus on your transition into year 2. Here you will meet more fellows and learn about the Fellowship and coaching offer.

6.3 Practice tutors and CSWs

Frontline practice tutors are allocated to you and your unit to provide both teaching and pastoral support. They will visit you in your local authority at least once a month and you can speak to them about any concerns you have relating to your placement or academic studies. Alongside this your CSW will work with you daily to support you in practice and placement.

Both these people will get to know you well throughout your first year and you should speak to them if you have any concerns.

Please note that information a participant discloses to their practice tutor/CSW will be kept confidential, unless there is a risk to the participant, other participants, staff members, children and families or the general public. In such cases, the information will be discussed with/passed on to relevant staff.

6.4 Inclusion Passport

An Inclusion Passport is a working document that records and details the support you need, and agreements made with your CSW around how these supports will be achieved to enable you to meet the requirements of your role.

The inclusion passport is for all participants. The passport can be for disabled people or people with a long-term health condition. However, it may also be helpful for someone who requires adjustments to their working or learning environment as a result of other aspects of their identity such as language and communication support, or adaptations to the working environment to meet religious or gender needs.

The inclusion passport is designed to complement other forms of support you may have. As the passport does not require medical evidence, it is intended to act as a tool to generate conversations about need, embed discussing need and support as a strengths-based activity and expectation with regards to healthy work environments, as well as reduce stigma, shame and other barriers to seeking support in the work profession.

6.5 Mental health and wellbeing

Frontline aims to foster independence, self-awareness and personal responsibility among all participants. It is also important that participants take an active part in the process and take suitable action to manage their own health and wellbeing in order to fulfil their academic potential, as is outlined within Frontline's [Fitness to Study](#) policy. There may be times however where you require additional support.

Whilst registered on the Frontline programme you will have access to mental health and wellbeing support from Lancaster University via the Employee Assistance Programme (EAP).



Where you have initial or emerging concerns about your wellbeing or mental health, participants are encouraged to seek advice from EAP, as well as directly from NHS services.

The EAP is a confidential service providing emotional and mental health support, assessments for counselling type support, as well as legal, financial and debt management support. It offers a 24/7 helpline, 365 days a year, as well as a range of self-help material on its website. The EAP service will speak to any Frontline participant.

This is an external service to both Lancaster University and Frontline, and details of how to access are provided on Moodle. You will be able to self-refer, or EAP may be signposted to you by a member of the Frontline team. Calls to the EAP helpline are triaged by clinicians and the appropriate support offered, which may include up to six counselling sessions either face-to-face or by telephone if this is deemed to be an appropriate intervention. The EAP's British Association for Counselling and Psychotherapy (BACP) Counsellors will provide emotional support and when assessing for suitability for counselling currently use a multi-functional approach which includes an in-depth assessment alongside clinically validated outcome measures to determine levels of depression and or/anxiety, this provides an indication of the level of intervention required. As a questionnaire is not always indicative of the overall picture of a person's mental health, the outcome measures are combined with a dialogue-based assessment, which allows an individual to talk in detail about their presenting issues and the level of distress and functional impairment this is causing in their work and home life. It may be that following more in-depth conversations that the EAP support pathway (or type of support) alters to respond to additional information and/or a more in-depth understanding of a participant's needs.

Counselling is a wellbeing intervention which is short-term and solution-focused, this can be very supportive for issues such as a bereavement, work stress, anger, relationship issues or an adjustment reaction to a life event. Where a diagnosable mental illness is present such as depression or anxiety, the EAP service follows National Institute for Health and Care Excellence (NICE) guidelines and would treat or facilitate a referral to the most appropriate and evidence-based service. Participants will not automatically be offered counselling, as counselling may not be deemed to be the most appropriate provision; this decision will be made by a BACP counsellor. If the form of support offered by EAP is not counselling (as it may not be in some cases), there may be other services or advice offered that can be helpful.

If an individual is presenting with issues that require treatment for depression or anxiety, EAP follows best practice NICE guidance to ensure an appropriate clinical intervention is offered. EAP can provide intervention to those with a mild/moderate depression or anxiety with Guided Self Help, a recommended treatment. Where an individual requires longer-term psychological support the EAP offers a facilitated referral process to more specialist services. This includes support with a referral to the participant's local Improving Access to Psychological Therapies (IAPT) service, an offer to provide participants or their GP with a letter supporting their assessment outcome, provide signposting information and encouragement to use of the wellbeing materials on MyEAP.

As availability to the EAP service is unique to Frontline participants (Lancaster University students do not normally receive access to EAP), it is important that when using the service, you avoid the language of 'participant' and 'student', as this has been known to cause confusion. When contacting the EAP service, therefore, please use the identifying details of:



Lancaster University, Frontline

If you experience any issues accessing the service, or you are told incorrectly that you do not have access to the service by an EAP member of staff, please let suitabilitysupport@thefrontline.org.uk know so that they are able to resolve this for you. Please remember that because EAP is an external service, your use of it is unsupported by Frontline or Lancaster University. This means that EAP do not share information and unless you choose to inform Frontline and/or Lancaster University, we will have no knowledge of any health and wellbeing issues you may have.

6.5.1 Other professional support services available through EAP

Participants will also have access to the following support services through the Employee Assistance Programme (EAP):

- An **online EAP/health and wellbeing portal** designed to offer self-help and guided support.
- **Debt management support and a legal and information team** providing Citizens Advice Bureau type information.
- **Telephonic career coaching.** You can access 1x 50-minute session per annum.

Participants will also have access to an online self-help programme, **Silvercloud**, which is based on cognitive behavioural therapy techniques. There are different programmes available covering issues such as stress, anxiety, depression and body image.

6.5.2 Support with disabilities, long-term conditions and Specific Learning Difficulties (SpLD)

As a participant on the Frontline programme, you are entitled to support if you have a disability, long-term condition and/or SpLD. Although you are not legally obliged to disclose your disability, long-term condition or SpLD to us, you are strongly encouraged to do so at the earliest opportunity so that Lancaster University and Frontline can work together to make arrangements for you to be supported and assessed appropriately across all learning contexts, and to make reasonable adjustments where necessary (e.g., writing you an Inclusive Learning and Support Plan). We will not provide adjustments unless you have explicitly disclosed to Frontline and/or Lancaster University that you require them and provide the relevant medical evidence.

If you believe that you may have an undiagnosed disability and/or support need, you should contact the following teams:

Prior to the start of Summer Institute (SI)	Frontline’s Suitability Team via their email address: suitabilitysupport@thefrontline.org.uk
Once the SI has started and beyond:	Lancaster University’s Disabilities Service via their email address: disability@lancaster.ac.uk .

Where you disclose a disability, long-term condition and/or SpLD to a member of staff at your local authority who is not associated with Frontline, Lancaster University will not know about this and therefore will not be able to support you. It is therefore paramount that where you choose to disclose, you notify Lancaster University’s Disabilities Service:



disability@lancaster.ac.uk. We advise you to also notify your practice tutor of any issues that you are experiencing so that they can support you through this process, where required.

If you inform us of a disability or long-term condition but later decide to decline support, you will be contacted to complete a 'Non-Disclosure Form' which states you did not wish to access disability support or reasonable adjustments. For more information about this you can email disability@lancaster.ac.uk.

Please note, that a full educational psychologist assessment will be required for you to get any study support as a result of an SpLD. It will also be required for any application for Disabled Students' Allowance (DSA). If it is identified that you may require an assessment with an Educational Psychologist, Frontline will subsidise part of the cost of your assessment. If you decide you would like an assessment, please contact the relevant team for details of current costs and booking procedure.

For more information please see the [Lancaster University Disability and Inclusion Service webpage for Frontline participants](#).

6.5.3 Specific Learning Disabilities (SpLD) Coursework Coversheet

If it is noted within your Inclusive Learning Support Plan (ILSP) that you are eligible for a SpLD Student Coursework Coversheet alongside your assessments, this will be **automatically** added to all your submitted assessments on Moodle. This will also apply to any written examinations that you sit. If you do not wish your SpLD Student Coursework Coversheet to be automatically uploaded, then you can choose to opt out.

Please note that your decision applies across all assessments. If you change your mind either way you should contact Lancaster University's Disability Service who will update your preferences.

The upload of your coversheet means that the academic marker of your work will take into consideration the marking guidelines for students with Specific Learning Disabilities (SpLDs), where this is appropriate (i.e., for issues outside of defined competence standards).

Please note that if you opt out of having the coversheet automatically attached to your work, the marker will be unaware of your needs and submissions will not be remarked solely on the basis of absence of a cover sheet.

6.5.4 Disabled Students' Allowance

Disabled Students' Allowance (DSA) is funding provided by the government for disabled students that can be applied for through Student Finance England (SFE). DSA may cover any extra study-related costs you incur due to your impairment, mental health condition, or learning difficulty. It is neither a benefit nor a loan, so it doesn't need repaying. The amount you'll receive depends on your individual needs not on your income, nor that of your parents or partner. DSAs are typically used for things such as software, hardware or human non-medical support/helpers.

We have been advised by SFE that you are able to apply for and receive DSA funding during the first year of the programme. SFE are unclear about whether a year 2 participant can receive DSA. We suggest that if you require DSA support in year 2 you apply to SFE, but we cannot guarantee that you will receive the support for which you apply.



For further information on how you can apply for DSA and its eligibility requirements, please refer to the government's [DSA guidance](#).

For more information about support applying for DSA, please see the Lancaster University [Disability and Inclusion Service webpage for Frontline participants](#).

Additionally, if you have any specific questions in relation to your DSA application for the Frontline programme, then we would recommend that you speak to a Lancaster University Disability Advisor for more details about the application process. Please email disability@lancaster.ac.uk if you have any queries.

6.5.5 Learning Development support

Frontline participants have access to a Learning Developer, who is part of the Learning Development Team at Lancaster University. Learning development aims to help participants reach their potential, regardless of current or previous attainment.

Learning development provision includes one-to-one tutorials, where participants and the Learning Developer meet to discuss strategies for developing writing, criticality, and analysis. It is usually helpful if you can bring a piece of work with you to a tutorial, either something that you are currently working on or a previous piece assessment to use as an example.

Tutorials will be held via Microsoft Teams; however, if anyone is local to Lancaster and prefers to meet in-person, the Learning Developer can meet with you at the Lancaster University campus.

The Frontline Learning Developer provision is a finite resource (0.2FTE). Please bear in mind that your e-mail may not be responded to immediately and that the support may be fully booked, at times.

Please contact the Learning Developer, Harriet Newnes via learningdevelopmentfl@lancaster.ac.uk for further information and to arrange a time to meet. This provision includes some daytime and some evening hours.

6.6 Additional funding and loans

6.6.1 Lancaster University

If you are experiencing financial hardship during Year 1 of the programme, you are eligible to apply to two of Lancaster University's funding support pools: [Lancaster's Opportunity and Access Fund \(LOAF\)](#) and its [emergency loan](#).

Please ensure that prior to applying for extra financial support, you read the supporting terms and conditions for each support option and these general principles may also assist further:

- There is an expectation that all postgraduate students will have secured appropriate funding to cover their costs, for the duration of their programme, prior to commencing their study. The LOAF grant is only intended for those who experience significant and unexpected changes to their incomes stream /funding during their studies. As Frontline



Participants receive a bursary/salary and do not pay tuition fees it is less likely that you will be eligible unless there is a sudden and unexpected change in circumstance.

- Participants are advised to budget for any gap they may experience between their last August bursary payment and first salary when commencing employment. Failure to plan for this is not grounds for a loan or grant.

6.6.3 Government support

Frontline cannot advise on whether individual Participants will be eligible for additional government support such as Universal Credit. Please visit <https://www.gov.uk/universal-credit> for further information on what you are eligible for.

6.7 Support for participants from racialised minority backgrounds: promoting inclusion and countering exclusion

As part of Frontline's Racial Diversity and Inclusion Action Plan we are committed to anti-racism and promoting and valuing racial diversity and inclusion. Frontline is committed to a diverse participant community on all of our programmes and all the benefits and value such diversity brings. In addition, we have a Frontline Participant Charter, which is underpinned by four key principles:

- 1. We treat one another with dignity and respect .**
- 2. We work together to secure Frontline's vision of a safe and stable home for vulnerable children and families.**
- 3. We are open and inclusive to difference; to people, to ideas, to places and methods.**
- 4. We will inspire and enable our own learning and that of others**

Similarly, we have a number of formal policies including but not limited to the [Fitness to study policy](#), [Fitness to practise policy](#) and [Participant discipline policy](#), which outline expectations of conduct and behaviour. If the conduct of a fellow participant falls below these conduct and behaviour expectations, you should report this in the first instance to your practice tutor (or another member of Frontline staff, as listed on the 'Participant support' page of Moodle), who will be able to refer it to the appropriate policy and offer you any support you need.

The programme offers a range of support structures, both formal and informal, to ensure you are enabled to be successful on the programme. However, we recognise it is crucial to align Frontline's support offer with our diverse participant community and to recognise some of the additional barriers and challenges that participants from a racialised minority background face. So, in addition to our formal policies, processes, and support offer, we have also introduced several additional elements to promote racial diversity and inclusivity and counter exclusion. Of course, this list is not exhaustive, and we are open to feedback about how we can further and better support participants from racialised minority backgrounds.

6.7.1 Preferred Language

At Frontline, we prefer the terms "racialised minority group" or "from racialised minority backgrounds", unless the person being addressed has communicated a preferred alternative.



We prefer this term because it offers that race is a social construct. This social construct has historically been used, and is still used today, to justify and perpetuate oppression and discrimination of people racialised as minority groups.



6.7.2 List of Frontline staff from racialised minority backgrounds as a point of contact

It is recognised that due to experiences of racialisation and discrimination for some participants, it might be difficult to raise and discuss instances of discrimination or racism on the programme with white staff members. If you would therefore prefer your point of contact to be a Frontline member of staff from a racialised minority group, please contact one of the below individuals:

Name	Role	Email address
Anoshe Waheed	Head of People	Anoshe.waheed@thefrontline.org.uk
Eugene Ogbewe	Practice Tutor (South)	Eugene.ogbewe@thefrontline.org.uk
Lisa Zaranyika	Head of Diversity and Inclusion	Lisa.zaranyia@thefrontline.org.uk

6.7.3 Coaching offer for participants from racialised minority backgrounds

We have extended our support offer to explicitly cover participants who have experienced trauma associated with racism and other types of discrimination. One-to-one confidential coaching sessions are available to individuals upon request. Please visit the 'Participant support page' on Moodle for further details.

6.7.4 Participant community spaces for participants from racialised minority backgrounds

This is a principled community space where participants from racialised minority groups feel able to access and develop strong networks of support, a sense of belonging and find support to deal with racism and/ or discrimination in placements or on the programme. This will take place virtually and will be facilitated by Frontline members of staff.

6.8 Community spaces and SI affinity groups

6.8.1 Where you can find Frontline's community spaces

To find out further information about all the community spaces we run, please visit the 'Participant support page' on Moodle, where you will find a link to our 'community space and Frontline led affinity page'.

In previous years, we have run spaces for the following groups:

- Participants from racialised minority backgrounds
- LGBTQIA+
- Neurodivergence
- Lived experience of Social Work
- Disability
- Men in social work (Frontline led affinity group)



6.8.2 Participant led affinity groups at the Summer Institute

Frontline will be facilitating affinity groups throughout the Summer Institute. This will be a peer support opportunity, where people in similar situations can get together to share their ideas, experience, and advice on any elements of the programme or balancing it with your home life. Affinity groups will be optional and participant-led with no staff involvement. Through a process of participant voting this year the following affinity groups will be convened (please note these may be subject to change as this is participant led initiative).

Black and racialised minority groups	Islam and social work
Career changers	LGBTQI+
Christianity and social work	Men in social work
Decolonising social work	Mental health and wellbeing
Diversity in social work	Parents and carers
Intersectional feminism in social work	Recent graduates

There is no limit on how many participants can be a part each affinity group and all groups are participant-led. Likewise, these groups can continue to meet throughout the course of the programme.

Please note, that although affinity groups are participant-led, Frontline expects participants within affinity groups to abide by the principles set out in [Frontline's participant charter](#).

7. General information

7.1 Getting in touch with Frontline

There are several ways you can get in touch with us at Frontline. Please refer to the below table to ensure you contact the right team:

	When you should contact:	Email address:
Practice Tutor	As your primary link between Frontline and the local authority, your practice tutor will generally be your first point of contact for: <ul style="list-style-type: none">• Academic and work-based learning• Pastoral care/support• Progress reviews• Attendance and engagement	To be shared with you by region, normally at the start of the Frontline programme.
Principal Practice Tutor or Head of Delivery	High-level regional issues/queries that cannot be answered/resolved by your PT and/or through other channels listed	southregion@thefrontline.org.uk northregion@thefrontline.org.uk



Academic Registry Team	<ul style="list-style-type: none"> • Advice on academic procedures, regulations, and policy • Submission of appeals and complaints 	Academic.support@thefrontline.org.uk
Exceptional Circumstances	<ul style="list-style-type: none"> • Your EC application • Your mitigating circumstances application 	Exceptional.circumstances@thefrontline.org.uk
Digital Learning Team	<p>For queries relating to:</p> <ul style="list-style-type: none"> • Access to Zoom • Digital technology • Digital accessibility • Moodle • Technical issues uploading assignments • Unit devices 	Digital.learning@thefrontline.org.uk
Suitability support Team	<p>For queries relating to:</p> <ul style="list-style-type: none"> • DBS • Overseas checks • Suitability panels • Self-declaration forms • Occupational health • Disabled Students' Allowance (DSA) 	suitabilitysupport@thefrontline.org.uk
Regional inbox	<p>For queries relating to:</p> <ul style="list-style-type: none"> • Absences at recall days • General low-risk region-related queries 	southregion@thefrontline.org.uk northregion@thefrontline.org.uk
Summer Institute Team	<p>For queries relating to:</p> <ul style="list-style-type: none"> • Absences at SI • Dietary requirements • Accessibility and accommodation needs • Summer Institute logistics and operations 	si@thefrontline.org.uk
Frontline staff from racialised minority background	<p>Due to experiences of racialisation and discrimination for some participants, it might be difficult to raise and discuss instances of discrimination or racism on the programme with white staff members. To contact a Frontline member of staff from a racialised minority group, please contact one of the following individuals:</p>	<p>Anoshe.waheed@thefrontline.org.uk (Head of People at Frontline)</p> <p>Eugene.ogbewele@thefrontline.org.uk (Practice Tutor [South])</p> <p>Lisa.zaranyika@thefrontline.org.uk (Head of diversity and inclusion at Frontline)</p>
Whistleblowing	<ul style="list-style-type: none"> • Where you need to disclose a matter of serious concern or concern of public interest. For full definitions please refer to Frontline's whistleblowing policy. 	whistleblowing@thefrontline.org.uk
Complaints	<ul style="list-style-type: none"> • Where concern or complaint is about any service provided by Frontline or provided by an organisation Frontline is in partnership with, including Lancaster University. • Where informal resolution is not 	complaints@thefrontline.org.uk



	appropriate or has been unsuccessful	
Bi-annual surveys	<ul style="list-style-type: none">• Opportunity to provide feedback through Frontline's bi-annual surveys	Emailed directly to you twice a year
Participant representatives	<ul style="list-style-type: none">• Where you wish to feed in your thoughts to our participant rep meetings that happen on a quarterly basis	Participant representatives' Lancaster University email addresses will be shared with individuals within their region to contact where required.

7.2 Attendance

We track participant attendance and engagement throughout the programme so that we can provide early intervention and support to those not meeting the expected threshold. For further information on Frontline's expectations surrounding attendance of taught elements and the practice learning setting, and how Frontline manages non-attendance, please refer to our [Attendance and Engagement policy](#).

7.3 Monitoring your academic attendance

As a consequence of its approval by Social Work England (England's social work regulator), all Frontline programme participants must meet a minimum of 80% attendance for all academic elements during year 1 of the programme. Absences should be limited to circumstances that are exceptional and meet the expectations set out in Frontline's [attendance and engagement policy](#).

For **online teaching days** (Summer Institute and Recall Days), Frontline will monitor participants' attendance via Zoom usage reports. Frontline can identify participants through the details they log into zoom with (full name and Lancaster University email address).

For **in-person teaching days**, Frontline will ask participants to register their attendance via a QR code that will be provided and signposted to them. To ensure full attendance of the Recall Day, Frontline may alter when the QR code is shared with participants during each Recall Day. It is the responsibility of the participant to make sure they log their attendance for in-person Recall Days.

To register your attendance, you will need to have a QR reader on your device. All android phones and devices running iOS 11 or later will have 'built-in' QR code readers in the phone camera. Open your camera app from your device's home screen, control centre or lock screen. Hold your device so that the QR code appears in the camera's view. Your device should recognise the QR code and provide a drop-down notification that will allow you to open an associated link, which you should then select. You will consequently be taken to Frontline's attendance form where you will submit your first and last name, along with your unique Lancaster University Student ID, and your attendance will automatically be updated on your student attendance record.

Where you do not have a QR code reader built into your device, you should download a free QR code reader app onto your phone, which will enable you to complete the attendance form as above.

7.4 Online engagement and camera usage



Both for you and the Frontline teaching team, it is important to be able to see each other's faces when learning. It is therefore an expectation that during online teaching participants' cameras are on. When teaching, non-verbal cues such as smiles, frowns, head nods, or even looks of confusion help us to evaluate teaching in real time and adjust accordingly to improve learning. For participants, it is also important that you can see one another on screen to help build trust and rapport with your workshop.

We appreciate however that there are always a range of reasons why someone may have their camera off, so if there is a reason why you are not able to have your camera on, please email your regional inbox (northregion@thefrontline.org.uk or southregion@thefrontline.org.uk) and copy in your practice tutor.

7.5 Holiday & Study Leave

You are entitled to 25 days off in Year 1. These can be taken throughout the year and must be approved in advance by your CSW but cannot be carried into year 2. These 25 days are not included in the 200+ practice learning days. Time off will not be withheld unreasonably but should be organised in advance and will be approved upon consideration of the workload of the unit. This is because the unit is a real team working with children and families and therefore requires the application of real workplace procedures and protocols. You should consult the schedule for recall days and **avoid** booking leave that coincides with these days. For further information around this, please refer to our [Attendance and Engagement policy](#).

7.6 Time away from studies

Circumstances may arise which lead to you wishing to interrupt your studies and join the subsequent cohort, meaning that you will cease to participate in the programme for that period. For further information about the parameters and implications of time away from studies on your practice learning experience and academic studies, please refer to Frontline's intercalation policy or pregnancy and parenting policy (available on [Frontline's website](#)).

7.7 Year 1 bursary

Participants in year 1 receive a bursary. Your bursary payments begin in August and will be paid in 13 monthly instalments (typically on the 1st working day of the month). If that day is a weekend or a bank holiday, you will receive payment on the next working day. More information about the bursary can be found in the Bursary and financial policy on the Frontline website, [accessible here](#).

Your first employment payment will normally arrive between 15-30 September 2024 (local authority depending, and assuming you have finished Year 1 successfully and on time). With Social Work England's (SWE) registration process only able to commence after the final exam board in mid-September, your first employment payment will typically be for an unqualified salary. You should make provisions for this gap in payments.

Please note that as you will be receiving a bursary in Year 1, you will not be eligible to apply for a Student Finance Loan through Student Finance England.

7.8 Participant Feedback



Receiving feedback from our participants is integral to helping us assess the effectiveness of the programme and its many parts. The evaluation of this feedback enables ongoing reflection and improvement, which is vital for the continuing evolution of the programme. You will therefore be expected to provide Frontline with regular feedback throughout the programme, and in return Frontline will address key findings in a response to participants via Moodle.

Month:	Feedback and response point:
September	Recall Day Surveys (first half): <ul style="list-style-type: none"> Completed periodically through year Surveys designed and monitored for national trends Urgent issues modified or addressed.
October	Participant Rep Meeting: <ul style="list-style-type: none"> Organised and facilitated by regional teams. Urgent issues responded to locally. Long-term themes fed into mid-year review.
January	Participant Rep Meeting: <ul style="list-style-type: none"> Organised and facilitated by regional teams. Urgent issues responded to locally. Long-term themes fed into mid-year review.
Start February	Bi-annual survey released: <ul style="list-style-type: none"> Survey to be completed by all participants about their experience of the programme.
End February	Bi-annual survey closed: <ul style="list-style-type: none"> It is crucial that participants complete this to offer a representative view.
March	Mid-year review: <ul style="list-style-type: none"> Frontline will review all feedback provided through first-half of the year to identify areas of strength and development. Not all feedback will be able to be addressed immediately and may feed into the following cohort's experience.
March	Recall Day Surveys (second half): <ul style="list-style-type: none"> Completed periodically through year Surveys designed and monitored for national trends Urgent issues modified or addressed.
April-May	Response communicated to participants: <ul style="list-style-type: none"> Summary of all feedback (first-half) with any changes or responses will be shared on Moodle.
April	Participant Rep Meeting: <ul style="list-style-type: none"> Organised and facilitated by regional teams. Urgent issues responded to locally. Long-term themes fed into end of year review.
July	Participant Rep Meeting: <ul style="list-style-type: none"> Organised and facilitated by regional teams. Urgent issues responded to locally. Long-term themes fed into end of year review.
Start September	Bi-annual survey released: <ul style="list-style-type: none"> Survey to be completed by all participants about their experience of the programme.
End September	Bi-annual survey closed: <ul style="list-style-type: none"> It is crucial that participants complete this to offer a representative view.
Start October	End of year review: <ul style="list-style-type: none"> Frontline will review all feedback provided to identify areas of strength and development. Not all feedback will be able to be addressed immediately



	and may feed into the following cohort's experience.
November-December	Response communicated to participants: <ul style="list-style-type: none">▪ Summary of all feedback with any changes or responses will be shared on Moodle.

7.9 Participant representatives

Participant representatives are normally elected regionally by fellow participants. The role of a participant representative is to collate feedback from their peers, and present this to their regions through quarterly meetings. The participant representatives are expected to provide feedback on the collective regional experience of the Frontline programme and be informed in how this feedback has been used by the delivery, curriculum, and programme management teams to enhance the participant experience of the programme.

Core responsibilities of a participant representative:

- Seek out the views and opinions of all participants in their region on matters affecting their education and pastoral experiences, using a variety of different communication methods
- Liaise with other representatives to gain support and share thoughts and ideas
- Feedback and discuss issues raised at staff-participant meetings with their fellow participants.

Lancaster University Students' Union will offer training to the Frontline participant representatives. The Student Union will work with participant representatives to ensure they are aware of the steps needed to ensure that they are supported and are able to get the views of the wider participant population and have the tools and knowledge on how to present feedback to their peers.

7.10 Becoming a Fellow

You will join the Frontline Fellowship once you have graduated from the Frontline programme. If you choose to withdraw from the programme at any stage prior to completion of the two-year programme, you will not be eligible to join the Frontline Fellowship.

Where you withdraw from the final 60 credit MSc element of Year 2, but you (1) remain in employment in the local authority (ASYE year) in which you completed your practice learning experience (or in another local authority partnered with Frontline where this transfer has been granted by Frontline), and (2) uphold your employment obligations, you will still be eligible to become a Frontline Fellow.



7.12 Lancaster University graduation ceremony

As a student of Lancaster University, when you complete your Master's degree you will be able to attend a Graduation ceremony should you wish to. Postgraduates on taught courses (Masters of Science and PG Diplomas) are invited to attend the Winter Graduation in the year they complete their degree. Your place at Graduation is subject to your degree being approved by the relevant exam board and confirmed by Lancaster University's Senate. Details about the dates of the Graduation ceremonies and how to register to attend will be sent to you in the months before you are due to complete your academic programme of study.

If you decide to withdraw from the Year 2 academic element (dissertation module), after completing Year 1 successfully, and follow the process set out in the Withdrawal Policy to do so formally, you will be eligible for a Post Graduate Diploma as an exit award (see Section 3.12 for details). Exit awards must be confirmed by an examination board before they can be awarded at a graduation ceremony, and there may be several months' delay between you informing Frontline of your decision to withdraw and confirmation of the award. As Lancaster University graduation ceremonies are held only once a year, participants whose withdrawal request is received after 17th October 2024 will not be invited to a graduation ceremony until a full year later.

7.13 Changing your contact details

It is important that Lancaster and Frontline have an accurate record of your contact details, address and your next of kin. You will provide these to Lancaster when you register with the University, and Frontline during the programme application process.

Where changes to your contact details occur, you must notify Lancaster University and Frontline of this.

For updating your contact details with Lancaster University, you should do this via the Lancaster University Student Portal.

On a bi-annual basis, Frontline will contact all active participants via email requesting for them to re-enter their contact and emergency contact details where these have changed. Where changes to your personal details occur in between these periods, you should contact your regional inbox via email (southregion@thefrontline.org.uk or northregion@thefrontline.org.uk).

7.14 Broken or faulty unit devices for recordings

It is essential that participants follow guidance on how to record Direct Observations on unit devices. This is the most secure way of storing children and family data. In advance of any deadline, you should ensure you have tested both recording and uploading through the unit device.

In the unlikely event that there is a fault with a unit device, or it is broken, your CSW must contact digital.learning@thefrontline.org.uk immediately to resolve the issue. This should be in advance of any deadline.

If the fault is not able to be resolved in advance of the deadline, participants should submit an



[exceptional circumstances](#) request through [Frontline's exceptional circumstances form](#) where the request will be reviewed. Any evidence should include records of how the CSW has attempted to resolve the issue with the Digital Learning Team. Please note all communications about unit devices should come from the CSW.

7.15 Social Media

You must be mindful of the use of social media whilst on the programme. Given that you will be representing the Frontline Programme, your local authority, and the profession itself, it is essential that you are familiar with the expectations relating to conduct in the public domain, acting professionally and respectfully at all times, and in accordance with the [Professional Capabilities Framework](#) and [Professional Standards](#). Please see the Frontline Participant discipline policy [available here](#), for further guidance on the use of social media.

7.16 Using your Lancaster University email account

Upon commencement of the programme, you can expect to be contacted via your Lancaster University email account. We also expect you to contact us and Lancaster University staff through this email account during the programme.

We wish to stress the importance of regularly logging in to your Lancaster University email and Moodle account, as this is where you will receive important updates around areas such as programme changes, financial assistance and wellbeing, and key messages from Frontline's senior leadership team. Lancaster University will also communicate to you via this email address.

7.17 Complaints & Appeals

Frontline has a robust approach to dealing with complaints, detailed in the [Complaints Policy & Procedure](#).

This should not be confused with the Lancaster [University Appeals procedure](#) which relates to issues of assessment, and is detailed here: <https://www.lancaster.ac.uk/student-based-services/exams-and-assessment/student-appeals/>. Participants should be aware that academic appeal via Lancaster University is an option, if valid grounds exist, only after all opportunities for reassessment have been exhausted, and an exam board has ratified the decision that a participant has failed the programme and cannot continue. Before you make an appeal, you are strongly advised to refer to a copy of the Transparency Report from the exam board that considered your results (see 3.12.3 for further information on Transparency Reports).

Appeals can take a number of weeks to resolve and it is unlikely that academic appeals submitted following the September or October examination boards would be heard and resolved in time to begin Year 2 alongside the rest of your cohort.

Where academic appeals are upheld and further opportunities for reassessment are awarded later in the year, Frontline and Lancaster University will aim to consider your reassessment, progression and eligibility to register as a social worker at the earliest opportunity, and if you are successful and eligible to continue on the programme, will then support you to intercalate



from the programme until the next appropriate entry point for Year 2 – usually in September/October of each year.

7.18 Whistleblowing and Safeguarding

If you wish to disclose a serious concern or matter of public interest related to the actions of Frontline or Lancaster University then you should follow the steps outlined in either [Frontline's](#) or [Lancaster University's](#) Whistleblowing policy. If you are uncertain whether the matter should be disclosed to Frontline or Lancaster University then you should make the disclosure to Frontline in the first instance.

You should also familiarise yourself with Frontline's [Safeguarding policy](#). However please note that if you have a safeguarding concern in relation to a case you are handling as part of your practice learning experience or subsequent employment by the local authority, you should follow your local authority's policies and procedures instead of Frontline's policies and procedures.

7.19 Lancaster University Students' Union (LUSU)

As a student of Lancaster University, you will automatically become a member of Lancaster University Students' Union (LUSU). Information about LUSU is available via the following link: <https://lancastersu.co.uk/>.

Information about how to seek advice from LUSU is available via the following link: <https://lancastersu.co.uk/advice>.

7.20 Lancaster University's Graduate College

Lancaster University is proud to be one of only a handful of UK universities to have a collegiate system and as part of being a student of Lancaster University you will be a member of Graduate College. [Graduate College](#) is the dedicated college for all postgraduate students.

The college's role is to enhance your experience at Lancaster through academic-related, and non-academic activities and events. They can also help you to navigate your way through university life. We have a team of staff based at the College, and remotely via phone, email and Teams - who can assist you. Find out who's who on the college webpages: [College Staff](#).

Whilst College members usually pay a membership fee of £12, this is not charged to distance learners so you will not be expected to pay for your Graduate College membership.

7.21 Lancaster University Library Resources and Services

You can access Lancaster's library via the following link: <https://www.lancaster.ac.uk/library/>. Access is also available directly from the student portal on Moodle when logged in.

The library provides a wide range of resources to support your studies including ebooks, eournals, databases and streaming video collections. A good place to start exploring the materials available is the subject guide for [Social Work](#) with its focused information and content. Use the discovery tool [OneSearch](#) to find and access the Library's online collections.



If you need help with finding and using Library resources, get in touch with your Faculty Librarians, Ciara Murray and Paul Newnham, by email at facultylibrarians@lancaster.ac.uk or book an [online appointment](#). You can also use the Library [chat service](#) for general enquiries and consult the [guide for distance learners](#) for information about further tailored support.

7.22 Lancaster University IT related support

For IT related information please see Lancaster University's Information Systems Services webpages: <https://www.lancaster.ac.uk/iss/>.

Information about IT help and support is available online: <https://www.lancaster.ac.uk/iss/help-and-support/>.

7.23 National Railcards

Frontline participants under the age of 30 will be able to purchase either a 16-25 railcard or a 26-30 railcard independently. These railcards can be purchased online without any need for verification from Lancaster University. **For full instructions on this please see below.**

16-25 Railcard:

Participants **aged 25 and under** can apply online directly to national rail for a **16-25 railcard** <https://www.16-25railcard.co.uk/>.

If you're between 16 and 25 years old, you're eligible. In this case, you can buy your Railcard online using a valid debit or credit card, a valid UK driving license or international passport, and a digital passport-style photo for uploading. It will then be delivered free within 5 working days.

Your 16-25 Railcard gets you 1/3 off Standard Anytime and Off-Peak fares, as well as Standard Advance and First Class Advance fares. Please note that there is a £30 fee attached to purchasing a railcard for one year, or where eligible, you can apply for a three-year railcard at the cost of £70.

26-30 Railcard:

If you are a participant **aged 26-30 years old** and are in full-time education, you can choose whether to buy a 26-30 Railcard, or buy a 16-25 Railcard as a mature student.

For the 26-30 Railcard, participants can apply online directly to national rail: <https://www.26-30railcard.co.uk/>. It is the first digital-only Railcard and it's available to buy online and will be downloaded to the Railcard app on a smartphone.

For the 16-25 Railcard as a mature student there are differing online and physical application routes. Please read the mature student section below for direction on the application and verification process.

It is important to note that through applying for the 16-25 Railcard as a mature student, you will get 1/3 off Standard Anytime and Off-Peak fares, whilst through the 26-30 Railcard you will be eligible to get 1/3 Off-Peak and Peak travel, as long as you meet the minimum fare of £12 between 04:30 and 10:00 Monday to Friday. The 16-25 Railcard as a mature student is therefore generally more financially advantageous, but to obtain this you will need to confirm your student status through Lancaster University once you have started with the student



registration process (please see '16-25 Railcard for mature students' section for instruction on this process both prior to and post-receiving your physical student ID card).

16-25 Railcard for Mature Students:

Mature students who are over the age of 30, can only choose the **16-25 Railcard** option as a **mature student**. This railcard can only be issued for a period of one year, and will only be available to mature students in Year 1 in order to comply with the [terms and conditions](#) outlined by National Rail.

To apply for a 16-25 railcard as a mature student, download and complete the [\(blue\) application form](#) and email to ask@lancaster.ac.uk along with a screenshot of Lancaster University digital photo identity card, or scanned copy of NUS photo ID card. The form will then be completed and verified by LU staff and returned by email. However, an alternative option is to complete the railcard application form available from rail stations, and post this completed form along with a passport photo and copy of student ID to ASK at Lancaster University (address below). The team will stamp the form and photo once you are fully registered and return it to you by post.

The student photo ID required is either: a screenshot of Lancaster University digital photo identity card or scanned copy of NUS photo ID card

Lancaster University's student enquiry desk at ASK (formerly The Base):

Email address: ask@lancaster.ac.uk

Postal address:

ASK,
(Frontline Railcard),
Lancaster University,
Bailrigg
Lancaster,
LA1 4YW.

Please note, that you can submit the form to LU any time after completing the online registration process, but you normally need to be fully registered for Lancaster University to verify your railcard application.

7.24 Transport for London (TfL) Student Oyster Photocard

Frontline participants are **not** able to apply for TfL's Student Oyster photocard at this time due to TfL's restrictions surrounding educational establishments outside of Greater London and their eligibility for the scheme.

Participants will however be able to link up their national railcards to their Oyster cards for a reduction on off-peak travel. For details on how to do this, please read TfL's guidance on [National Railcard Discounts](#).

7.25 Student council tax exemption

You usually have to pay council tax if you're 18 or over and own or rent a home. As a full-time student during year one of the Frontline programme, you are eligible for Council Tax exemption if you live in a household where everyone is a full-time student.



Where there is someone in your household who is not a full-time student, your household may still qualify for a discount.

Once you have **fully registered** as a student of Lancaster University, you will be able to obtain confirmation of your registration and student status via Lancaster University's [Student Portal](#).

Lancaster University will use the home address that you provide to them during the online student registration process. If you need to update your address after registration, you can do so via the Student Portal on Moodle (as detailed below). It is essential that participants keep their address up to date in Lancaster University's record system.

To obtain evidence of your registration and student status, first log in to your [Student Portal](#). You will see a red bar at the top of your screen, within which sits a drop-down titled 'Tools'. Under the 'Administration' heading, you will first need to update your address details. Once complete, you should then go onto the 'Document Ordering' link and request a new 'student status' letter. Relevant Lancaster University staff will then produce and provide this document to you electronically.

7.26 Student discount

UniDays:

To obtain UniDays membership (discount on a number of popular retail stores and food outlets), you can apply online at www.myunidays.com once you have **provisionally** or **fully registered** with Lancaster University as a student and have a personal LU institution email address (you do not require your student ID card to confirm your student status). Signing up is optional, however the process is free to complete.

NUS Totum card:

To obtain a NUS Totum card, participant should apply online at www.totum.com. A student ID card is not required to submit an online application; however, you will require a personal LU institution email address. Signing up is optional and there is an attached cost to this membership, however you will be provided with a number of student discounts.

For information on costs and available brand discounts, please refer to the website www.totum.com.

7.27 SCONUL Access

SCONUL Access is a scheme which allows many university library users to access study spaces or books and journals at other libraries which belong to the scheme. Some library users may be able to borrow print books from other libraries too.

To obtain SCONUL access, you should apply online at www.sconul.ac.uk. This will prompt a verification process which will require Lancaster University's library team to verify that you are a fully registered student with Lancaster University. All libraries in the scheme will have different requirements about what a student will need to do/demonstrate the first time they want to access their site, so this will differ between institutions.

7.28 Office Pro Plus and other learning resources

Once you are **fully registered** with Lancaster University, you will be able to access Office Pro Plus via your Microsoft 365 account.



Office 365 can be accessed online at www.office.com. You will be redirected to the LU portal where you enter your personal LU institution email address. Alternatively, you can access Office 365 via the [LU Student Portal](#).

Additionally, you will also be able to access the following:

Nvivo: a qualitative data analysis computer software package, which can support qualitative researchers to organise and analyse data (e.g. interviews, open-ended survey responses, journal articles and web content).

SAS: a Statistical Analysis Software suite for data management, advanced analytics, multivariate analysis, business intelligence and predictive analytics.

Maple: a symbolic and numeric computing environment, as well as a multi-paradigm programming language. It covers several areas such as symbolic mathematics, numerical analysis, data processing, visualisation and others.

Leximancer: a computer software that conducts quantitative content analysis using a machine learning technique.

SPSS: a software package used for statistical analysis.

SPSS Amos: a structural equation modelling software.

OriginPro: a computer programme for interactive scientific graphing and data analysis.

LibreOffice: an office productivity software suite.

R & R Studio: a programming language and software environment for statistical computing and graphics, widely used among statisticians.

Audacity: a digital audio editor and recording application software.

Any open-source software available on AppsAnywhere (an 'app store' for accessing software).

Participants should consult the [ISS information pages](#) for more information about how to access these.

7.29 Lancaster University Student ID cards

Lancaster University will provide LU Student ID cards to you in a digital format via the iLancaster app.

Information about the iLancaster app can be found at <https://www.lancaster.ac.uk/iss/itpi/mobile>. The iLancaster app can be downloaded from the Apple/Android app stores and will require LU username and password to sign in. After signing in, the digital ID is accessed by clicking the person icon in the top left-hand corner of the app. Further guidance is available via Lancaster Answers webpage, which gives advice on installing, customising and accessing app features.

In the event of any significant technical error with digital ID cards via the app, you may request a physical ID card once you are fully registered on the programme. To request a physical ID card, you should email frontlineparticipants@lancaster.ac.uk including your full name and Lancaster ID number. You should allow up to 30 days for a request for a physical card to be processed and posted to them.



Participants should be aware that the Lancaster Student ID card does not indicate a validity period and therefore may not be accepted by all retailers offering a student discount. Participants are advised to sign up to UniDays or NUS Totum if student ID is required for retail discount purposes.

7.30 Registration on concurrent courses

As per the Study Regulations found within Lancaster University's [Manual of Academic Regulation and Procedures \(MARPs\)](#), no student shall normally be allowed to register concurrently for more than the equivalent of one full-time higher or further education scheme of study.

7.31 Work-related driving and business insurance

All drivers must hold valid driving licenses and follow relevant driving laws.

Also where relevant, participants must have business/commuter insurance and provide evidence of this at the beginning of their PLE. A copy may be retained by the CSW/team manager until the end of the PLE.

7.32 ASK: (virtual) student information desk

Lancaster University have a team called ASK (Advice, Support and Knowledge) who provide specialist student support and advice helping students to access information and signposting them to other services where needed. You can contact them at ask@lancaster.ac.uk

A virtual 'Student Information Desk' webpage offers live online chat for queries (9am-5pm Mon-Fri), links to Connect Lancaster and highlights key services such as [IT Support](#).

Staff on the desk will also be able to direct students to Connect Lancaster to deal with queries that would normally be handled by their department/college.



Annexure

Annex 1: Definitions

Academic module: The teaching and assessment of year one of the programme is split into three modules, and year two has one academic module. Please see the Module Handbooks for more information. Assessments will make up the grade awarded per module in year one. You must also pass the holistic assessments of your practice learning in Readiness for Practice, Progress Review 2 and 4 to successfully complete each academic module in year one.

Aggregate: This is the process where the percentage marks for module elements are combined according to their percentage weighting to produce the overall module percentage mark.

Assessment: Assessments are set pieces of work that must be completed as part of the academic modules. These will be both academic and practice focused pieces of work and will be graded.

ASYE: the assessed and supported year in employment is undertaken by all newly qualified social workers in a local authority. On the Frontline programme this is undertaken in year 2.

Moodle: The Virtual Learning environment (VLE) that Frontline use is Moodle. This is where all the resources are housed that will support your learning and development on the Programme.

Condonation: This is where a failed module can be 'excused' or condoned by an assessment board in confirming an award. Condonation of failed elements or modules is not permitted within the assessment regulations for the Frontline programme.

Contrasting Learning Experience (CLE): The term used to describe the 30 days typically spent in an adult setting to gain experience and understanding of working with adults. You must complete various pieces of work linked to the contrasting learning experience that is assessed.

Fully registered participant: An individual who has successfully met all the necessary pre-programme admissions and suitability checks, completed Lancaster University's online pre-registration process, and for whom Lancaster University has officially registered on the programme and confirmed student status.

Intercalation: Means an extended break from the programme. Normally, only one request can be granted which will be for a maximum of one academic year.

Local Authority (LA): Practice learning will take place predominantly within a local authority. All local authorities' practice learning opportunities are audited and continually monitored by Frontline to ensure that they are of a high standard, consistently across authorities.

Practice learning experience (PLE): Participants will start their practice learning just after the Summer Institute. Participants are based in Participant Units during the practice learning setting, which is within a local authority children's services team, with periods spent in the contrasting learning experience spent outside of the Participant Unit. The practice learning



period will continue for one calendar year and is split into three stages - the first stage runs from September to mid-January, the second stage runs from mid-January to the end of April, and the final stage is May to the beginning of September.

Practice Assessment Panel (PAP): The Practice Assessment Panel is an essential part of the quality assurance process and is responsible for overseeing the quality of practice learning provision and outcomes. The PAP comprises key Frontline staff, experts by experience and representatives from local authorities. The PAP reviews Practice Learning Portfolios for sufficiency and quality of evidence in meeting the relevant level of the PCF.

Practice Learning Portfolios (PLPs): This is a collection of evidence that you compile throughout your practice learning to show you have demonstrated the PCF at the appropriate stage. Further details of the PCF can be found at <https://www.basw.co.uk/professional-development/professional-capabilities-framework-pcf>

The Professional Capabilities Framework (PCF): The PCF is a framework established to support learning, progression and development of all social workers. It sets capability statements of what is to be expected for all stages of a social worker's career from entry into training to the most advanced level of a social work practitioner. Through the Frontline programme, participants will be expected to show how they meet the relevant level of the PCF, according to the stage they are at in the programme.

Provisionally Registered participant: An individual who is still undergoing or has outstanding pre-programme admissions and/or suitability checks, but who has commenced study on the Frontline programme and completed Lancaster University's online pre-registration process. Full registration and confirmation of student status with Lancaster University will only be confirmed subject to the individual completing their outstanding checks and meeting the necessary admissions and/or suitability criteria.

Readiness for Practice (RfP): An assessment of readiness for practice learning, against the relevant level of the PCF. It must be successfully completed by each participant prior to starting the first stage of practice learning experience. This will take place at the Summer Institute.

Social Work England: the statutory regulator which protects the professional title 'social worker' in England. SWE:

- Regulates initial social work qualifying education and training by setting Education and Training Standards, which social work education and training course providers must meet. These standards ensure that students who successfully complete a social work course can meet SWE's Professional Standards and can apply to be registered with Social Work England.
- Sets the Professional Standards which describe what a social worker should "know, understand and be able to do after completing their social education or work training". You must demonstrate these standards in order to pass the programme, and subsequently to register with the regulator.

Summer institute (SI): The five-week intensive learning period which every participant will attend before starting their practice learning. The summer institute includes lecture-based learning, group work and role play. It is where you will learn the theory underpinning effective social work as well as developing the skills needed to impact children's lives as a social worker.



Unit: A unit is the primary setting of a participant's practice learning for the duration of year 1. It typically consists of four participants and one CSW. The unit will be situated within a long-term children and families social work team within children's services in a local authority. The unit will share cases and work collaboratively and supportively.



Annex 2: Key staff, teams, and roles

Job Title	Key roles	Description of role
Delivery Team		
Chief social worker	Academic and delivery leadership	Leads the delivery of the programme, including development, quality issue resolution and programme regulation and validation.
Heads of delivery	Programme leadership of the north and south	Lead the delivery of the programme. Responsible for the operational leadership of the programme in the regions, ensuring parity of participant experience. All registered social workers.
Principal practice tutor	Oversight of regional hubs	Principal Practice Tutors have line management responsibility for a group of PTs in a particular geographical area (a hub) and oversee the units in that region. PPTs also undertake the teaching and assessment tasks that PTs do.
Practice tutor	Providing academic and pastoral support to participants	Practice Tutors (PT) are qualified and registered social workers, who are also responsible for the delivery of direct teaching, contributing to assessment points, delivery of the curriculum, and supporting CSWs. All participants will have a PT.
Partnership and placement manager (PPM)	To secure and sustain partnerships with local authorities (LAs) and children's trusts	PPMs hold responsibility for the relationships with named partners on behalf of Frontline: securing LA partnerships, allocating applicants to regions based on need, liaison with Local Authorities around reasonable adjustments and supporting with practical & operational issues arising in the local authority. Also responsible for monitoring quality in practice learnings settings (QAPL).
Regional coordinators	Coordinating the administration of the region	Supporting the head of delivery, and participants with all aspects of the programme including recall days and attendance of these.
Curriculum Team		
Head of curriculum	Academic leadership	Leads and oversees the design, content, and teaching approach for all the Frontline programmes including quality assurance, development, and innovation.
Principal curriculum leads	Course leads (Year 1 & Year 2 respectively)	Responsible for the quality assurance and standards (Education and Training Standards and Professional Standards), development practice model and all aspects of the curriculum for participants and CSWs. Liaise with Lancaster University as the awarding university.
Curriculum leads	Curriculum development	Responsible for ensuring the curriculum is up to date and relevant
	Module Leads for each	Overall responsibility for individual master's modules,



	module	maintaining an oversight of each module and managing the activities associated with it.
Programme Management Team		
Head of programme management & operations manager	Programme compliance and logistics	Responsible for effectively managing and overseeing the logistical and administrative functions of the programme, with a particular focus on providing participants with a high-quality programme experience.
Digital learning	Managing the online learning environment and learning resources.	Responsible for ensuring the VLE is accessible and holds high quality resources. Lead on troubleshooting for problems with online resources.
Academic registry	Administration of the courses	Monitoring and maintaining academic standards of Frontline and Lancaster University.
Projects team	Organisation of the summer institute	Leading on the logistical elements of Frontline's summer institute (SI).
Suitability team	Leading on conduct and health compliance from conditional offer to start of programme.	Ensuring that participants are suitable to begin the programme from the perspective of health and conduct including DBS checks, Occupational Health referrals, suitability panels.
Lancaster University Staff		
Director of studies	The academic lead for the programme and partnership within Lancaster University.	Ensuring that the academic standards of the Frontline programme continue to meet Lancaster University's benchmark and relevant processes are monitored effectively.
Disability adviser	To provide support and specialist advice on disability, wellbeing, and mental health matters.	Ensure effective service provision, liaising with external agencies as required. Implementation of effective support for participants across the country which meets equality legislation and Lancaster University's obligations towards students on the programme. Liaising with participants about their Inclusive Learning Support Plans (ILSP) and Disabled Students' Allowance.
Frontline programme coordinator	To provide administrative support in updating and maintaining Frontline participants' student and academic records.	The person within Lancaster who is responsible for academic administration of the programme and student records. They will liaise with Frontline's academic staff, programme management team and registry.
Frontline Learning Developer	To provide learning development support for Frontline participants.	Aims to help participants achieve their full potential by supporting effective study and good academic writing practices.
Other		
Consultant social worker (CSW)	Local authority unit support and supervision	Provides supervisory, pastoral, and educative support to participants throughout their time in the practice learning environment. Named case holder for the unit. Responsible for practice education and assessment, both holistically against the PCF at Stages 1 and 3, and directly observing



		and grading practice.
External speakers	Support the delivery of the programme, providing specialist knowledge into social work.	Experts in social work, consisting of both care leavers and academics; and experts in other relevant fields.



Annex 3: Level 7 marking criteria

80 + (Distinction)

A piece of written work in the 80 + range signals that it is a piece of outstanding quality, requiring an exceptionally high level of conceptual ability (for Master's level work) and an extremely thorough and conscientious approach to study. Work in this range will be of publishable quality and undoubtedly demonstrate the capacity to proceed to a higher research degree. It is distinguished by:

Argument

- A very clearly expressed and convincing argument which is used to develop a highly coherent, original and logical framework within which to answer the question or address the topic.
- A thorough grounding of the above in existing theory and research
- A reasoned conclusion fully supported by the foregoing material.
- A capacity to relate the theoretical and empirical material consistently to the conceptual framework.
- Substantial evidence of independent research.
- The absence of irrelevant or extraneous material.

Understanding

- A thorough understanding of the topic and its implications.
- A very clear and consistent focus on the issues raised by the question/topic.
- Insightful understanding of theoretical literature, including the ability to identify points upon which to build as well as grasp and limitations
- An insightful argument showing strong signs of originality in ideas, argument and/or empirical research.

Style

- Excellent grammar, punctuation, spelling and sentence construction.
- Thorough and consistent use of conventions in referring to other people's work.

Marks within this classification may vary due to–

- An original capacity to develop arguments, ideas
- The extent to which empirical research has been conducted (in the case of dissertations)
- The depth and sophistication of the conceptual argument.
- The level of command of the theoretical and research literature.

70 + (distinction)

A piece of written work in the 70+ range is one of exceptional quality, requiring a high level of conceptual ability and an extremely thorough and conscientious approach to study. Work in this range will clearly demonstrate the capacity to proceed to a higher research degree. It is distinguished by:

Argument

- A clearly expressed and convincing argument which is used to develop a coherent logical framework within which to answer the question or address the topic, and which is well grounded in existing theory and research, leading to a reasoned conclusion fully supported by the foregoing material.



- A capacity to relate consistently the theoretical and empirical material to the conceptual framework.
- Substantial evidence of independent research.
- The absence of irrelevant or extraneous material.

Understanding

- A thorough understanding of the topic and its implications.
- A clear and consistent focus on the issues raised by the question/topic.
- An insightful argument showing signs of originality in ideas, argument and/or empirical research.

Style

- Good to very good grammar, punctuation, spelling and sentence construction.
- Thorough and consistent use of conventions of referring to other people's work

Marks within this classification may vary due to–

- An original capacity to develop arguments beyond those available in the literature.
- The depth and sophistication of the conceptual argument.
- The level of command of the theoretical and research literature.

60-69 (merit)

A piece of written work of a good to very good standard requiring clarity of thought and expression. It will display an ability to handle the relevant literature in an analytical manner. It will be more than a good description of the various theories and/or studies relevant to the question – it will demonstrate a marshalling of relevant information by means of analysis and interpretation. It will not necessarily have a watertight argument, but it will be clearly structured and its conclusions will not take the reader by surprise. Such a piece of work will generally show less independence of thought and mastery of detail that is required for a Distinction (mark of 70 or over). There may be some errors or misjudgements with regard to issues which are not central to the argument. Work in this range will normally demonstrate the capacity to proceed to a higher research degree. It is distinguished by:

Argument

- A logical, coherent framework within which to answer the question or address the topic.
- An ability to organise the data in a way that provides a clear and logical answer to, or discussion of, the question/topic.
- A clearly expressed theme or argument developed from a critical consideration of relevant literature.

Understanding

- A good understanding of the topic and its implications.
- A good to very good familiarity with the relevant literature and empirical data.
- A good command of theory and some analytical depth.
- The avoidance of irrelevant or extraneous material.
- Evaluation of competing arguments.
- Conclusion supported by the body of the argument and evidence.
- Some evidence of independent research.
- Avoidance of unsubstantiated assertions.

Style

- Good grammar, punctuation, spelling and sentence construction.
- Good use of conventions of referring to other people's work



Marks within this category may vary due to—

- The clarity and cogency of the overall argument.
- The level of command with the relevant literature and data.
- The depth and coherence of the analysis.

50-59 (pass)

A piece of written work of a passable to satisfactory standard. It will be descriptively strong. It is distinguished from the 60-69 piece by the level of analysis displayed and by the coherence with which the material is organised. There may be some significant errors, misjudgements or omissions of important details. A mark in this range would not normally demonstrate the capacity to proceed to a higher research degree. It is characterised by:

Argument

- An attempt to answer the question or address the topic.
- A conclusion not entirely supported by or relevant to the body of the essay.
- A failure to adequately organise an answer into a coherent whole.

Understanding

- A reasonable understanding of the topic and its implications.
- A level of empirical knowledge and relevant reading which demonstrates a conscientious attempt to tackle the question/topic.
- The use of some extraneous material.
- A failure to grasp at least some relevant points or address some relevant literature.

Style

- Adequate grammar, punctuation, spelling and sentence construction.
- Referencing that is incomplete or fails to observe some conventions for referring to other people's work.

Marks within this category may vary due to—

- The level of empirical and theoretical knowledge displayed.
- The seriousness with which an attempt has been made to answer the question or address the topic.
- The number of major points that have been covered.
- The coherence of the essay.
- The degree of unsubstantiated assertion.
- Written style (grammar, spelling, punctuation and sentence construction).

40- 49 (Fail)

A piece of written work in this category shows signs of engagement with the question or topic, but has inadequacies for Master's level work. It signals a failure to give sufficient thought to the work in hand, displaying inconsistent argument, unsubstantiated assertions, and a patchy acquaintance with the relevant literature. It may lack a convincing conclusion and it is likely to include significant errors, omissions and misunderstandings. It is characterised by:

Argument

- An ability to pick out some of the points required for a satisfactory argument.
- A failure to order this material so as to provide an adequate answer to the question or problem addressed.
- Inadequate conclusion: it is either lacking or at odds with the rest of the essay or dissertation.



Understanding

- Some knowledge of appropriate empirical material.
- The use of irrelevant material.
- An inadequate familiarity with relevant literature.

Style

- Sub-standard grammar, punctuation, spelling and sentence construction.
- Inadequate use of conventions of referring to other people's work

Marks within this category may vary due to–

- The level of empirical knowledge displayed.
- The extent to which an effort has been made to answer the question or address the topic.
- Evidence of conscientious effort.
- The degree of unsubstantiated assertions.
- Written style (grammar, punctuation, spelling and sentence construction).

Marks below 40 (Fail)

Marks in the 30 - 39 range indicate that the piece of written work is inadequate in every respect with pronounced errors and misunderstandings. It is characterised by:

- Some empirical knowledge.
- Some evidence of study in the area concerned.
- An inability to develop any but the flimsiest answer to the question.
- Problematic conclusion.

Low marks

Marks below 30 (Poor Fail)

A mark below 30 means that the student has not given sufficient attention to study, has a lack of basic knowledge, and an inability to tackle the question or topic. It is characterised by –

- Inadequate knowledge of relevant literature.
- Inadequate understanding of relevant literature.
- No or totally flawed attempt to examine the issue(s) posed in the question.
- No or totally confused attempt to answer the question.
- Little or no structure in the presentation of argument.
- No, or irrelevant conclusion.

Marks of below 20% will be given to work demonstrating almost no knowledge or understanding of the literature and of the subject area. Any knowledge displayed will be completely misinterpreted.

Marks of below 10% will be given to work demonstrating almost complete incoherence and irrelevance.



Annex 4: Calendar of Assessment

Module	Module Title	Module Leader	Credit	Assessment Code	Assessment Title	Weight %	Deadline	Results published
FLSW 911	Principles for Relational Social Work Practice	Charlie Whittaker	30	FLSW911 (1)	Child and Family Assessment	60%	Wed 1 Nov 2023	Wed 29 Nov 2023
				FLSW911 (2)	Use of Motivational Interviewing	40%	Wed 7 Feb 2024	Wed 6 March 2024
FLSW 912	The Legal Context of Social Work Practice	Brittany Bernard	30	FLSW912 (1)	Online open book exam – Social work law, policy and practice*	30%	Tues 5 Dec 2023	Tues 19 Dec 2023
				FLSW912 (2)	Coursework – critical case study*	70%	Wed 13 Mar 2024	Thurs 11 Apr 2024
FLSW 913	Relational Social Work Practice for the Modern Context	Ross Duncan	30	FLSW913 (1)	Case study – Evidence-based interventions	100%	Wed 5 June 2024	Wed 3 July 2024
FLSW 914a	Practice Learning Experience Stage One	Olle Chima	15	FLSW914a (1) Part B	Readiness for Practice written component	0 (pass/fail)	Fri 21 Jul 2023	Mon 14 Aug 2023
				FLSW914a (1) Part A	Readiness for Practice practical component		7-9 Aug 2023	
				FLSW914a (3)	Direct Observations of Practice (1-2)	100%	Wed 20 Dec 2023	Feedback: 14-17 days after submission Grade: Wed 24 Jan 2024
				FLSW914a (2)	Practice Learning Portfolio Stage One	0 (pass/fail)	Wed 17 Jan 2024	Wed 14 Feb 2024
FLSW 914b	Practice Learning Experience Stages Two and Three	Olle Chima	15	FLSW914b (2)	Direct Observations of Practice (3-5)	100%	Wed 12 June 2024	Feedback: 14-17 days after submission Grade: Weds 10



								July 2024
				FLSW914b (1)	Practice Learning Portfolio Stages Two and Three	0 (pass/fail)	Wed 31 Jul 2024	Wed 28 Aug 2024

* All assessments are released on Moodle at the start of the year, except FLSW912(1): released 9:30am Tuesday 5 December 2023, and FLSW912(2): released 9:30am Wednesday 14 February 2024.