

## PROGRAMME SPECIFICATION – Undergraduate COURSES

|  |   |
|--|---|
| <b>1. Awarding Institution/Body</b>  | University of Worcester                           |
| <b>2. Teaching Institution</b>   | University of Worcester                           |
| <b>3. Programme accredited by</b>  | Not applicable                                    |
| <b>4. Final award</b>  | BA (Hons)   |
| <b>5. Programme Titles</b>   | Social Welfare                                    |
| <b>6. Pathways available</b>   | Single, Joint,                                    |
| <b>7. Mode and/or site of delivery</b>   | Taught modules                                    |
| <b>8. Mode of attendance</b>   | FT, PT  |
| <b>9. UCAS Code</b>  | 3year degree = L510                               |
| <b>10. Subject Benchmark Statement</b>   | Social Policy and Administration, and Social Work |
| <b>11. Date of Programme Specification</b>   | January 2009, updated October 2011                |
| <b>12. Educational aims of the programme</b>   |   |
| <p>The study of social welfare is wide-ranging and multidisciplinary in nature. It must be responsive to the dynamic, economic, political and social challenges and circumstances within national and international welfare contexts, provide a forum for theoretical and political exploration, and also provide the opportunity to develop specific associated skills. The course has been developed with these premises in mind. More specifically the programme aims to:</p> <ol style="list-style-type: none"> <li>1. Provide an opportunity for students from diverse backgrounds to succeed in achieving higher education qualifications through the development of subject specific and transferable knowledge and skills relevant to the broad context of social welfare, and to prepare students for further study, employment or involvement in welfare activity.</li> <li>2. Develop students' understanding of the social, cultural and historical context of social welfare both in the UK and internationally</li> <li>3. Develop a critical understanding of the interrelationship and contested nature of knowledge, theory, policy and practice within social welfare</li> <li>4. Promote critical understanding and reflection upon societal, professional, agency and personal value and belief systems.</li> <li>5. Develop Students' knowledge and understanding of key research methodologies and methods relevant to the study of social welfare</li> <li>6. Promote independence and reflexivity in student learning</li> </ol> |   |
| <b>13. Intended learning outcomes and learning, teaching and assessment methods:</b>   |   |
| <p><b>Subject specific knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>• The range of social, psychological, philosophical, political and policy perspectives relevant to the construction, delivery and practice of social welfare across the statutory, voluntary and private sectors</li> <li>• The historical and contemporary organisation of welfare both in the UK and internationally</li> </ul>  |   |

- The underpinning value base related to the knowledge and skills employed in working in a variety of welfare contexts with a range of service users
- Human and social needs such as, social difference and diversity, inequality, poverty, exclusion and marginalisation
- The location, utilisation, evaluation and questioning of research and research methodologies in the context of social welfare.

**Examples of learning, teaching and assessment methods used:**

- The construction of a coherent and mandatory programme with optional modules related to diverse interests and future employment
- A programme of structured lectures, seminars, group work, presentations, group and individual tutorials with e.learning support within the virtual learning environment
- The use of the values exchange to develop scenarios which enable the students to reflect upon their value base in professional decision making
- The researching and writing of a variety of assignments and the subsequent written and oral feedback
- Self-directed, graduated research and project work with tutorial guidance and discussion
- Consistent approach to theory as related to practice
- Case study and role play
- The use of pebble pad to support portfolio development
- Contributions to teaching by service users, practitioners and employers
- An independent study providing the opportunity for critical analysis of a conceptual or theoretical aspect, or an empirical study or a literature review of an aspect social welfare

**Cognitive and intellectual skills of:**

- Critical thinking, analysis and synthesis in the use of established and emergent theory and concepts to critically analyse and evaluate policy and practice in national and international contexts
- Creative, imaginative and flexible approaches to problem solving in relation to social and individual needs
- The construction of coherent and reasoned arguments and conclusions
- Reflexive and evidence based approaches to data collection and information concerning social and welfare issues, outcomes and interventions and their impact on service users.
- Sensitivity to the values and interests of others

**Examples of learning, teaching and assessment methods used:**

- The presentation, discussion and analysis of competing philosophical, political, theoretical and ideological concepts and their analysis
- The engagement of learners in discussion and analysis of key issues and concepts
- The consistent application of UW LO policy to encourage the growth of critical analytic skills such as the ability to evaluate evidence and arguments and to recognise underpinning assumptions and judgements
- Modules used to address problem solving and decision making skills including those associated with the value base in social welfare
- Module assessments providing the opportunity to reflect on individual and observed practice
- Formative and summative case study work
- Role play and its analysis
- The promotion of reflexivity in research

**Practical skills relevant to employment:**

- A positive attitude to personal development through critical reflection, self evaluation and

social entrepreneurship

- Communicate effectively through a variety of mediums and in a range of contexts
- Interpersonal and team working skills employed to effectively collaborate with others in a range of welfare contexts

**Examples of learning, teaching and assessment methods used:**

- Skills for practice taught within modules
- The application of theory to practice, critical reflection and self evaluation in the assessments
- The use of discussion and presentations both formatively and summatively
- The use of group and team work in assessments
- The sharing of information in small groups and in the class through presentations and role play
- The use of case study material and research based assessments
- Mandatory and optional work experience modules

**Transferable skills of:**

- Effective oral and written communication using appropriate academic conventions
- Team working and effective group participation
- Negotiation skills
- Problem solving
- Independence in learning, planning and time management
- Empathy, ethical principles and practice
- Effective use of information technology
- Data analysis and numeracy
- Personal reflection, self assessment and action planning

**Examples of learning, teaching and assessment methods used:**

- The embedding of study skills within the programme especially at level 4 and through the induction week
- The embedding of research based skills within the programme at all levels
- Written assessment in a variety of formats are used to develop written communication for instance analytic and reflective essays, reports, practice logs, case study analysis, video and media analysis, open paper exams and research based skills
- Self management skills are developed through the meeting of assignment deadlines, contributing to group work, working with others, work experience, individualised assessments where students choose the focus and application, and the independent study at level 6
- Oral skills are developed by peer and whole group discussion, group and individual presentations
- Interpersonal and empathic skills, ethical principles and practice, negotiation and problem solving are embedded within the programme both as individual modules and within module assessment content
- Information technology is used to support the programme and student learning, In addition, all assignments (with the exception of the exams) are submitted in an electronic format
- Pebble pad will be used to embed PDP within the programme alongside reflective and reflexive practitioner approaches

**14. Learning, Teaching and Assessment Strategy:**

A wide variety of learning and teaching methods are used in order to maximise the achievements,

progression and employment opportunities of students with a diverse entry profile, prior practical experience and knowledge. The course provides an appropriate structure of mandatory modules and assessments within which students may:

- Develop a progressive, analytical understanding of the theories, policies, politics, key concepts and values underpinning social welfare
- Apply theory to practice
- Develop a sensitivity to user and carer issues
- Acquire progressive academic, practical and transferable skills appropriate to the subject, social entrepreneurship and employment prospects
- Experience different forms of formative and summative assessment activity and approaches to learning and teaching including individualised assessments
- Gain experience in work based learning and assessment
- Develop research skills and a comparative attitude to analysis

Optional modules and their respective assessments provide students with the opportunity to:

- Explore theoretical and practical perspectives related to work with different service user groups and develop the ability to apply theory to practice
- Construct a programme of assessment suited to their individual needs and present or future employment
- Gain practical experience of work in a variety of contexts and organisations and reflect on this through university based assignments

#### **Assessment strategies and student support:**

There are six specific components to the Social Welfare assessment strategy:

5. A consistent approach to the development of the ability to apply theory to practice at all levels
6. A high number of mandatory modules at level 4 with the aim of ensuring that students are appropriately prepared for work within the sector with the knowledge and skills necessary for safe and effective practice
7. An individualised approach to assessments where appropriate
8. A range of assessment strategies supporting the development of subject specific and transferable skills
9. The incorporation of formative assessment strategies within the module teaching
10. The graduated development of a research based skills approach to learning and teaching culminating in the independent study at level 6

The programme does not employ e-learning as a dedicated assessment strategy. However, it is used to support student progress and enrich the learning environment. Web CT and email are consistently used by staff to support student activities and to provide materials, on line discussion, feedback and contact. Students with additional needs find these modes of contact particularly useful.

Students with additional needs are supported by the University Equal opportunities Unit who also support staff to ensure that these students may access the all learning opportunities in an appropriate manner.

Each module conforms to the University's requirements, articulated in the Curriculum Design, and Assessment Policies and takes account of the L&T Assessment Strategy. Thus the learning outcomes at level 4, 5 and 6 differ in terms of the indicated tutor support with progression towards level 6 and independent learning.

## 15. AWARD MAP FOR A SINGLE and JOINT HONOURS AWARD

**Title: BA Social Welfare**

**Year: 2010**

**Last Updated: 2010**

| LEVEL 4     |   |                  |  |       |   |
|-------------|---|------------------|--|-------|---|
| Module Code | Module Title                                    | Credits (Number) | Status (Mandatory (M) or Optional (O)) |       | Prerequisites (Code of module required) |
|             |   |                  | Single Hons                            | Joint |   |
| SOCP 1001   | An Introduction to Law and Statutory Regulation | 15               | M                                      | M     | None                                    |
| SOCP 1003   | Social Theory, Social Welfare and Social Change | 15               | M                                      | M     | None                                    |
| SOCP 1002   | An Introduction to Social Policy                | 15               | M                                      | O     | None                                    |
| SOCP 1102   | Social Psychology for Social Welfare            | 15               | M                                      | M     | None                                    |
| SOCP 1004   | You, Me and Society                             | 15               | M                                      | O     | None                                    |
| SOCP 1100   | Interpersonal Skills for the Workplace          | 15               | O                                      | O     | None                                    |
| SOCP 1103   | Conceptualising Health and Wellbeing            | 15               | O                                      | O     | None                                    |
| SOCP 1005   | Family Lives, Care, Conflict and Romance        | 15               | O                                      | O     | None                                    |
| SOCP 1021   | Welfare for All? The first 50 years             | 15               | O                                      | O     | None                                    |

### Single Honours Requirements at Level 4

Single Honours students must take the 5 Mandatory module/s i.e. (SOCP1001, SOCP1003, SOCP 1102, SOCP 1004, SOCP 1002), **plus** 1 Optional module/s from those listed above (including shared modules from other subject areas).

### Joint Pathway Requirements at Level 4

Joint Pathway students must take the 3 mandatory modules (SOCP 1001, SOCP 1003, SOCP1102,).

### In addition:

All Single Honours and Joint Students are permitted to choose two (2) Free Choice module/s at Level 4 from other Open modules within the Undergraduate Regulatory Framework or two (2) further Optional module/s from Social Welfare as listed above (including the shared modules from other subject areas) subject to availability.

See also: Subject specific rules and Course specific rules for any additional requirements relating to particular courses.

| <b>LEVEL 5</b>     |  |                         |   |                                  |  |
|--------------------|--|-------------------------|---|----------------------------------|--|
| <b>Module Code</b> | <b>Module Title</b>                        | <b>Credits (Number)</b> | <b>Status (Mandatory (M) or Optional (O))</b> |                                  | <b>Prerequisites (Code of module required)</b> |
|                    |  |                         | <b>Single Hons</b>                            | <b>Joint</b>                     |  |
| SOCP 2001          | Policy Ideology and Welfare                | 15                      | M   | M                                | None   |
| SOCP 2002          | Philosophy, Values and Practice            | 15                      | M   | M                                | None   |
| SOCP 2003          | Research Process and Epistemology          | 15                      | M   | M or equivalent in joint subject | None   |
| SOCP 2004          | Mental Health for Social Welfare           | 15                      | M   | O                                | None   |
| SOCP 2103          | Work Based Learning                        | 15                      | M   | O                                | SOCP 1004                                      |
| SOCP 2100          | Protection of Vulnerable Adults            | 15                      | O   | O                                | None   |
| SOCP 2101          | The Social Model of Disability             | 15                      | O   | O                                | None   |
| SOCP 2102          | Counselling Skills for the Workplace       | 15                      | O   | O                                | None   |
| SOCP 2104          | Domestic Abuse                             | 15                      | O   | O                                | None   |
| SOCP 2105          | Comparative Policy and Practice            | 15                      | O   | O                                | None   |
| SOCP 2106          | Housing for All?                           | 15                      | O   | O                                | None   |
| SOCP 2107          | Substance Misuse 1                         | 15                      | O   | O                                | None   |
| SOCP 2108          | Safeguarding Children and Young People     | 15                      | O   | O                                | None   |
| SOCP 2109          | Knowledge Transfer Innovation and Exchange | 15                      | O   | O                                | None   |
| SOCP 2033          | Welfare Now                                | 15                      | O   | O                                | None   |

#### **Single Honours Requirements at Level 5**

Students must take the 5 Mandatory module/s (SOCP2001, 2002, 2003, 2004 and 2103) **plus one (1)** Optional module/s from those listed above (including those modules listed that are shared with another subject).

#### **Joint Pathway Requirements at Level 5**

Joint Pathway students must take the 2 Mandatory module/s (SOCP 2001,2002,).

Students intending to complete their Independent Study in Social Welfare must also take SOCP2003 (or equivalent).

Students not required to take SOCP2003 must replace this with one (1) Optional module from those listed above.

**In addition:** All Single Honours and Joint Students are permitted to choose two (2) Free Choice module/s from other Open modules within the Undergraduate Regulatory Framework or two (2) further Optional module/s from Social welfare as listed above (including the shared modules from other subject areas) subject to availability and satisfying any pre-requisites.

See also: Subject Specific Rules and Course Specific Rules for any additional requirements relating to particular courses.

| <b>LEVEL 6</b>     |  |                         |   |                                  |   |
|--------------------|--|-------------------------|---|----------------------------------|---|
| <b>Module Code</b> | <b>Module Title</b>                              | <b>Credits (Number)</b> | <b>Status (Mandatory (M) or Optional (O))</b>                   |                                  | <b>Pre-requisites (Code of module required)</b> |
|                    |  |                         | <b>Single Honours</b>   | <b>Joint</b>                     |   |
| SOCP 3001/2        | Independent Study                                | 30                      | M   | O or equivalent in joint subject | SOCP 2003 or equivalent                         |
| SOCP 3003          | Interventions in Social Welfare                  | 15                      | M   | M                                | None  |
| SOCP 3005          | Applied Research in Social Welfare               | 15                      | O<br>M for direct entry students without equivalence at level 5 | O                                | None  |
| SOCP 3006          | Politics, Policy and Welfare                     | 15                      | M for direct entry students , O for others                      | O                                | None  |
| SOCP 3007          | Professional Judgement and Decision making       | 15                      | M for direct entry students , O for others                      | O                                | None  |
| SOCP 3004          | User Involvement in Health and Welfare Services  | 15                      | O   | O                                | None  |
| SOCP 3100          | Current Themes and Issues in Working with Adults | 15                      | O   | O                                | None  |
| SOCP               | Criminal Justice and                             | 15                      | O   | O                                | None  |

|           |  |    |   |   |                         |
|-----------|--|----|---|---|-------------------------|
| 3102      | Social Welfare                                 |    |   |   |                         |
| SOCP 3103 | Families, Myths the State and Welfare          | 15 | O | O | None                    |
| SOCP 3105 | Substance Misuse 2                             | 15 | O | O | SOCP 2107 or equivalent |
| SOCP 3106 | Housing and Diversity Global Perspective       | 15 | O | O | SOCP 2106 or equivalent |
| SOCP 3107 | Children's Rights                              | 15 | O | O | SOCP 2108 or equivalent |
| SOCP 3110 | Leading and Managing in Health and Social Care | 15 | O | O | None                    |
| HEWB 3004 | Working in Organisations                       | 15 | O | O | None                    |
| HEWB 3102 | Bereavement and Loss                           | 15 | O | O | None                    |
| HEWB 3103 | Counselling Theory and Practice                | 15 | O | O | None                    |
| HEWB 3105 | Concepts of Disability                         | 15 | O | O | None                    |

#### Single Honours Requirements at Level 6

Single Honours students must take the double mandatory Independent Study module (SOCP 3001/2) over one or two semesters and the mandatory module SOCP 3003, plus five (5). Optional module/s from those listed above (including those modules listed that are shared with another subject).

#### Joint Pathway Requirements at Level 6

Joint Pathway students must take the mandatory module SOCP 3003 and an Independent Study module (either SOCP3001/2 or equivalent in their Joint subject) plus one (1) Optional module from those listed above (including those modules listed that are shared with another subject).

Joint pathway students who choose to place their Independent Study in their other joint subject must choose two (2) additional Optional module/s from those listed above (including those modules listed that are shared with another subject).

See also: Subject Specific Rules and Course Specific Rules for any additional requirements relating to particular courses.

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#### 16.QAA Academic Infrastructure

The QAA Subject Benchmark for Social Welfare is 'Social Policy and Administration, and Social Work' (2000 revised 2007). There is no single benchmarking for Social Welfare, a programme that has a vocational component to an essentially academic subject. As a consequence the programme has been carefully constructed to ensure that the content, learning outcomes and assessment strategies though largely related to Social Policy also appropriately reflect the service user and practitioner elements, albeit in a limited form, from the Social Work benchmark.

The programme adheres to the prescriptions of the Framework for Higher Education Qualifications (FHEQ) at all levels of completion Cert. HE, Dip HE, degree without honours and honours graduates. Accordingly the latter will be able to:

a) apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;

b) critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgments, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem;

c) communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences;

**and will have:**

d) qualities and transferable skills necessary for employment requiring:

- the exercise of initiative and personal responsibility;
- decision-making in complex and unpredictable contexts; and
- the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

(FHEQ 2001)

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## **17.Support for students**

Course based activities and documents:

- A week long induction programme for all entrants
- Social Welfare pathways handbook
- Module outlines for each module including module code, title, level, learning outcomes, teaching activities, timetable, attendance requirements, assessments criteria and reading lists
- Additional Guidelines for the Independent Study in Social Welfare
- The Social Welfare Provider and Practitioner Forum
- A personal tutor responsible for pastoral and academic support and guidance
- A module tutor as a first reference point for academic queries
- An 'open door' policy for access to course leader
- Student representatives on the Course Committee

Central support from university services:

- Programme advisers
- Student SOLE page and the online learning environment
- Student Support services such as accommodation and finance
- Counselling
- Student's Union providing academic and pastoral support, representation, and social networking
- Information Learning Services (ILS) including library, print, media and I.T.
- Support for additional needs through the Disability and Dyslexia service.
- Careers advice
- International Office for overseas students

All students have the opportunity to study abroad through the International Office. Although level 6 direct entry students are rarely in a position to access this opportunity Applied Social Sciences is developing links with two universities abroad and final year UW students may benefit from contact with students visiting UW and their participation in module sessions

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## **18. Admissions policy, criteria and procedures**

### Admissions Policy for the course

#### Entry requirements

The University's standard entry requirements apply: 4 GCSEs at Grade C or above plus a minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for accreditation of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

#### Admissions procedures

Full-time applicants apply through UCAS (*course code*)  
*Part-time applicants apply directly to University of Worcester (UW)*

#### Admissions/selection criteria

Prospective candidates who meet the entry requirements will be offered a place on the programme.

#### Mature Students

UW values diversity in its student body and students over the age of 21 are very welcome. If you fulfil the standard entry requirements as detailed above, please apply through UCAS.

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## **19. Indicators of quality and standards**

Methods for evaluating and improving the quality and standards of teaching and learning:

- Student feedback:  
Module feedback  
External Examiner Reports  
Course Committee

National Student Survey  
Social Welfare Forum  
Module and personal tutors

- Feedback from other sources:  
External Examiner reports  
Social Welfare Forum  
Annual Evaluative Report  
Periodic review and external scrutiny  
Peer observation  
Staff annual appraisal  
Moderation and second marking  
UW validation documentation
- IHS committees responsible for monitoring and evaluating quality standards:  
Course Committee  
Institute Quality Committee  
Marketing Admissions and Recruitment Committee  
Ethics Committee  
Academic Quality Standards  
Learning and Teaching Committee  
Research Committee  
Student Forum  
Course Leaders Forum  
NSS Results
- UW committees:  
Undergraduate Modular Scheme  
Cheating Committee

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## **20.Regulation of assessment**

### **Requirements to pass modules**

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### **Submission of assessment items**

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to

- reassessment in that module, and will be required to retake the module.
- For full details of submission regulations see URF.

### **Retrieval of failure**

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

### **Requirements for Progression**

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

### **Requirements for Awards**

| <b>Award</b>         | <b>Requirement</b>   |
|----------------------|--|
| CertHE               | Passed 120 credits at Level 4 or higher  |
| DipHE                | Passed a minimum of 240 credits with at least 105 credits at Level 5 or higher   |
| Degree (non-honours) | Passed a minimum of 300 credits with at least 105 credits at Level 5 or higher and a minimum of 60 credits at Level 6  |
| Degree with honours  | Passed a minimum of 360 credits with at least 105 credits at Level 5 or higher and a minimum of 120 credits at Level 6 |

### **Classification**

The honours classification will be determined by whichever of the following two methods results in the higher classification:

Classification determined on the profile of the best grades from 45 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.

Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions

about progression, awards and degree classifications as appropriate.

For further information on honours degree classification, see Section 17 of the [Undergraduate Regulatory Framework](#).

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### **21. Indicators of quality and standards**

1. The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.
2. External examiner reports indicate that the course has consistently maintained high standards of academic achievement that the students are able to consistently apply theory to practice even with little experience, that they are enthusiastic about the course, and that the team are responsive to and act on feedback, continually reviewing and developing the programme as a result.
3. The staff team are all involved in either research, scholarly activity, or professional development of some kind. In addition, some are involved in consultancy, KTIE and an L&T project. All have professional practice in social welfare of some nature in their background with tutors associated with the named awards having appropriate practitioner experience
4. Student achievement and awards profiles generally mirror the mean for UW with a consistent few achieving first class honours in each year.

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### **22. Career Opportunities & Links with Employers**

- The course prepares individuals to work in a range of social welfare occupations and contexts. The named pathways prepare graduates to work in the specific contexts of child and adolescent mental health, learning disability, and health and social care respectively.
- The most recent graduate destinations data indicates that including educare contexts some 90% of graduates of the degree went into welfare related occupations
- Graduates of the degree are well prepared for higher or professionally accredited study in related areas such as the Masters in Social Work
- Service user and carer organisations contribute to the teaching
- The course team encourage students in voluntary activities in the UK and abroad supporting the social entrepreneurship agenda and employment prospects
- The Social Welfare Forum is an additional source of opportunities for students to link with employers. It also provides the opportunity for contributions by the latter to the course delivery and is an important source of feedback for course and module reviews
- Students are also positively encouraged to take advantage of the various UW

career events

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module study guides and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

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