

## PROGRAMME SPECIFICATION – Undergraduate COURSES

1	<b>Awarding institution/body:</b> University of Worcester
2	<b>Teaching institution</b> University of Worcester
3	<b>Programme accredited by</b> NA
4	<b>Final award</b> BA Hons.
5	<b>Programme title</b> BA Hons. Social Welfare; Ba Hons Social Welfare (Child and Adolescent Mental Health); BA Hons Social welfare (Learning Disability); BA Hons Social Welfare (Health and Social Care);
6	<b>Pathways available</b> Single honours: Child and Adolescent Mental Health; Learning Disability; Health and Social Care;
7	<b>Mode and/or site of delivery</b> Standard undergraduate provision. Taught at UW full and part-time
8	<b>Mode of attendance</b> Full and part-time within the UMS. There is an option to complete the programme on the basis of one full day attendance
9	<b>UCAS Code</b>
10	<b>Subject Benchmark statement and/or professional body statement</b> <i>Social Work/Social Policy</i>
11	<b>Date of Programme Specification preparation/revision</b> April 2010/updated Oct 2011
12	<p><b>Educational aims of the programme</b></p> <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 named pathways at level 6 will allow suitably qualified students to specialise in one of three key areas focusing on specified social welfare contexts. More specifically the pathways within the BA (Hons) Social Welfare aim 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 either the broad context of social welfare, or specific service user groups.</li> <li>2. Provide the opportunity for students following named awards, to build on and develop their prior knowledge, practice and understanding of child and adolescent mental health, or learning disability, or health and social care.</li> <li>3. To prepare students for further study, employment or involvement in welfare activity.</li> <li>4. Develop students' understanding of the social, cultural and historical context of social welfare both in the UK and internationally.</li> <li>5. Develop a critical understanding of the interrelationship and contested nature of knowledge, theory, policy and practice within social welfare.</li> <li>6. Promote critical understanding and reflection upon societal, professional, agency and personal value and belief systems.</li> <li>7. Develop students' knowledge and understanding of key research methodologies and methods relevant to the study of social welfare.</li> <li>8. Promote independence and reflexivity in student learning.</li> </ol>
13	<b>Intended learning outcomes and learning, teaching and assessment methods</b> <b>Subject specific knowledge:</b>

**Knowledge and understanding:  
Subject specific knowledge and  
understanding at level 6 of:**

- 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
- The historical and contemporary organisation of welfare both in the UK and internationally
- The underpinning value base related to the knowledge and skills employed in working in a variety of welfare contexts with service users associated with the named pathways of child and adolescent mental health, learning disability and health and social care
- 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 generic context of social welfare or associated with a named pathway.

**Cognitive and intellectual skills:**

- 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
- The ability to create a synthesis between theory and practice
- Creative, imaginative and flexible approaches to problem solving in relation to social and individual needs
- The construction of coherent and reasoned arguments and conclusions

**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 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
- 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

**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 generic value base in social welfare and the specific in the named pathways

- 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

- ***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 with service users associated with the named pathways, their carers and their families
- Interpersonal and team working skills employed to effectively collaborate with others in welfare contexts associated with the named pathways
- Specific skills relevant to the associated pathway

***Transferable/key skills:***

- 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

- 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

- ***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
- Service user, carer and practitioner involvement in the delivery of teaching

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

- The embedding of study skills with a focused level 6 direct entry induction within the University induction week
- The further development of research based skills through the independent study
- 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

#### **14 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 assessment strategy both highlights the interdisciplinary, shared aspects of social welfare activity and the discrete, specific nature of work with named service user groups.

Apart from the specific configuration of modules creating different programmes as appropriate to the pathway, further differentiation between pathways is achieved through the requirement for the Independent Study to be aligned with the named award.

The course provides an appropriate structure of mandatory modules and assessments within which students may:

- Develop at level 6 appropriate analytical understanding of the theories, policies, politics, key concepts and values underpinning social welfare
- Apply theory to practice
- Develop sensitivity to user and carer issues
- Acquire progressive academic, practical and transferable skills appropriate to the subject, the named pathway, social entrepreneurship and employment prospects
- Experience different forms of formative and summative assessment activity and approaches to learning and teaching including individualised assessments
- 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 associated with the named pathways and develop the ability to apply theory to practice
- Construct a programme of assessment suited to their individual needs and present or future employment

Assessment strategies and student support:

There are six specific components to the Social Welfare assessment strategy at level 6:

1. A consistent approach to the development of the ability to apply theory to practice by progressively building on level 5.
2. An individualised approach to assessments where appropriate with a requirement that students will apply assignments to the theory and practice of working with the service user group associated with their specific chosen pathway.
3. A range of assessment strategies supporting the development of subject specific and

transferable skills

4. The incorporation of formative assessment strategies within the module teaching
5. A research based skills approach to learning and teaching in the independent study at level 6.
6. The focus of the Independent Study will relate to the chosen pathway.

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 Disability and Dyslexia Service 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. Programme structures and requirements

### BA Honours Top up Degree in Social Welfare

LEVEL 6					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))		Pre-requisites (Code of module required)
			<b>Single Hons</b>		
SOCP 3001/2	Independent Study	30	M		SOCP 2003
SOCP 3003	Interventions in Social Welfare	15	M		None
SOCP 3005	Applied Research in Social Welfare	15	O (M for direct entry students without research equivalence at level 5)		None
SOCP 3006	Politics, Policy and Welfare	15	M		None
SOCP 3007	Professional Judgement and Decision making	15	M		None
SOCP 3004	Service User Involvement in Health and Welfare Services	15	O		None
SOCP 3100	Current Themes and Issues in Working with Adults	15	O		None
SOCP 3102	Criminal Justice and Social Welfare	15	O		None
SOCP	Families, Myths the	15	O		None

3103	State and Welfare				
SOCP 3105	Substance Misuse 2	15	O		SOCP 2107 or equivalent
SOCP 3106	Housing and Diversity Global Perspective	15	O		SOCP 2106 or equivalent
SOCP 3107	Children's Rights	15	O		SOCP 2108 or equivalent
HEWB 3004	Working in Organisations	15	O		None
HEWB 3102	Bereavement and Loss	15	O		None
HEWB 3103	Counselling Theory and Practice	15	O		None
HEWB 3105	Concepts of Disability	15	O		None
SOCP 3108	Citizenship and Personalisation	15	O		None
3110	Leading and Managing in Health and Social Care	15	O		None

### Single Honours Requirements at Level 6

Single Honours Direct entry "top up" degree students must take the double mandatory Independent Study module (SOCP 3001/2) over one or two semesters and the three (3) mandatory modules (SOCP 3003,3006, 3007 plus three (3) Optional modules from those listed above at least one of which must be an SOCP coded module. Students who have not taken a research module at level 5 must take SOCP3005 as a mandatory module in their first semester.

### BA Honours in Social Welfare (Learning Disability):

LEVEL 6					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))		Pre-requisites (Code of module required)
			<b>Single Hons</b>		
SOCP 3001/2	Independent Study in Learning Disability	30	M		SOCP 2003
SOCP 3003	Interventions in Social Welfare	15	M		None
SOCP 3005	Applied Research in Social Welfare	15	O	(M for direct entry students without research equivalence at level 5)	None
SOCP 3006	Politics, Policy and Welfare	15	M		None
SOCP 3007	Professional Judgement and Decision making	15	M		None

SOCP 3004	Service User Involvement in Health and Welfare Services:	15	M		None
SOCP 3108	Personalisation and Citizenship	15	M		None
SOCP 3102	Criminal Justice and Social Welfare	15	O		None
SOCP 3103	Families, Myths the State and Welfare	15	O		None
SOCP 3105	Substance Misuse 2	15	O		SOCP 2107 or equivalent
SOCP 3106	Housing and Diversity Global Perspective	15	O		SOCP 2106 or equivalent
SOCP 3107	Children's Rights	15	O		SOCP 2108 or equivalent
HEWB 3004	Working in Organisations	15	O		None
HEWB 3102	Bereavement and Loss	15	O		None
HEWB 3103	Counselling Theory and Practice	15	O		None
SOCP 3100	Current Themes and Issues in Working with Adults	15	O		None
SOCP 3110	Leading and Managing in Health and Social Care	15	O		None

### Direct entry Single Honours Requirements at Level 6

Single Honours "top up" degree Social Welfare (**Learning Disability**) award students must take the double mandatory Independent Study module (SOCP 3001/2) over one or two semesters and the five (5) mandatory modules (SOCP 3003,3004, 3006, 3007, 3108 plus one (1) optional module from those listed above. Students who have not taken a research module at level 5 must take SOCP3005 as a mandatory module in their first semester.

### BA Honours Social Welfare (Child and Adolescent Mental Health)

LEVEL 6					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))		Pre-requisites (Code of module required)
			<b>Single Honours</b>		
SOCP 3001/2	Independent Study in Child and Adolescent Mental Health	30	M		SOCP 2003
SOCP 3003	Interventions in Social Welfare	15	M		None
SOCP 3005	Applied Research in Social Welfare	15	O	(M for direct entry)	None

			students without research equivalence at level 5)		
SOCP 3006	Politics, Policy and Welfare	15	M		None
SOCP 3007	Professional Judgement and Decision making	15	M		None
SOCP 3109	Ways of Working and Promoting Child and Adolescent mental Health	15	M		FD CAMHS or equivalent
	Students <b>must</b> take one option module from the selected list below:				
SOCP 3107	Children's Rights	15	O		SOCP 2108 or equivalent
SOCP 3103	Families, Myths the State and Welfare	15	O		None
SOCP 3105	Substance Misuse 2	15	O		SOCP 2107 or equivalent
HEWB 3103	Counselling Theory and Practice	15	O		None
	Students <b>may</b> take one additional option from <b>either</b> the list above <b>or</b> from the list below (subject to having completed a research module at level 5)				
SOCP 3106	Housing and Diversity Global Perspective	15	O		SOCP 2106
HEWB 3004	Working in Organisations	15	O		None
HEWB 3102	Bereavement and Loss	15	O		None
SOCP 3004	Service User Involvement in Health and Welfare Services:	15	O		None
SOCP 3102	Criminal Justice and Social Welfare	15	O		None
SOCP 3110	Leading and Managing in Health and Social Care	15	O		None

### Direct entry Single Honours Requirements at Level 6

Single Honours "top up" degree Social Welfare (**CAMHS**) award students must take the double mandatory Independent Study module (SOCP 3001/2) over one or two semesters and the four (4) mandatory modules (SOCP 3003, 3006, 3007, 3109) plus one (1) optional module from the selected list and one (1) optional module from either the

selected list or the extended list.,. Students who have not taken a research module at level 5 must take SOCP3005 as a mandatory module in their first semester.

<b>BA Honours Social Welfare (Health and Social Care)</b>				
<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 Hons</b>	
SOCP 3001/2	Independent Study in Health and Social Care	30	M	SOCP 2003
SOCP 3003	Interventions in Social Welfare	15	M	None
SOCP 3005	Applied Research in Social Welfare	15	O (M for direct entry students without research equivalence at level 5)	None
SOCP 3006	Politics, Policy and Welfare	15	M	None
SOCP 3007	Professional Judgement and Decision making	15	M	None
SOCP 3004	Service User Involvement in Health and Welfare Services:	15	M	None
SOCP3110	Leading and Managing in Health and Social Care	15	M	None
	Students <b>must</b> choose one optional module from the list below (subject to having completed a research module at level 5)	15	O	
SOCP 3105	Substance Misuse 2	15	O	SOCP 2107 or equivalent
HEWB 3103	Counselling Theory and Practice	15	O	None
HEWB 3102	Bereavement and Loss	15	O	None
HEWB 3105	Concepts of Disability	15	O	None

HEWB 3004	Working in Organisations	15	O		None
SOCP 3100	Current Themes and Issues in Working with Adults	15	O		None

### Direct entry Single Honours Requirements at Level 6

Single Honours Direct entry “top up” degree Social Welfare (**Health and Social Care**) award students must take the double mandatory Independent Study module (SOCP 3001/2) over one or two semesters and the five (5) mandatory modules (SOCP 3003,3004, 3006, 3007, 3110) plus one (1) optional module from the selected list. Students who have not taken a research module at level 5 must take SOCP3005 as an extra mandatory module in their first semester.

### 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.

### 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

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

The university is committed to widening participation to candidates from diverse backgrounds, abilities and ages. The course seeks to recruit students progressing from FDs and HNDs in associated subjects and the Diploma in Social Work. Applicants with FDs or HNDs in non-related subjects but with experience in the field will be considered for the BA Social Welfare generic Top Up degree.

#### Entry requirements

For BA Hons Social Welfare Top Up Degree

A related FD; Dip HE; HND; or Diploma in Social Work

For BA Hons Social Welfare Top Up Degree (Child and Adolescent Mental Health):

FD , Dip HE or equivalent in Child and Adolescent mental Health

For BA Hons Social Welfare Top Up Degree (Learning Disability)

FD, Dip HE or equivalent in Learning Disability

For BA Hons Social Welfare Top Up Degree (Health and Social Care)

FD, Dip HE or equivalent in Health and Social Care

#### Admissions procedures

Application via UCAS based on successful completion of FD. Dip HE or equivalent.

Candidates claiming equivalency will be subject to the University AP(E)L procedures

#### Admissions/selection criteria

Based on the above and an academic and work-based profile matched to the named award. Applicants not meeting the pathway criteria but have an appropriate FD or Dip HE award and thus meet the entry requirements for the BA Social Welfare top up degree, will be offered a place on this 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.

#### Accreditation of Prior Learning.

Students with relevant previous study above and beyond the entry criteria to the Top Up degree or have extensive experience may be considered eligible for accreditation of prior learning against one option module.

Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

### **19. 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
- UW committees:
  - Undergraduate Modular Scheme
  - Cheating Committee

### **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.
- Some modules have attendance requirements
- 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 re-sit 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**

- 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.

The following awards will be available to students who meet the following requirements:

<b>Award</b>	<b>Requirement</b>
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 including 30 credits from the Independent Study

The honours classification will be determined on the best 8 module (120 credits) grades attained at Level 6 only

Institute-level Examination Boards review and confirm results for modules, and the Scheme Examination Board considers candidates' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

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

- 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.
- 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.

- 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
- Student achievement and awards profiles generally mirror the mean for UW with a consistent few achieving first class honours in each year.

## **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

Template Updated October 2011