

PROGRAMME SPECIFICATION

1.	Awarding institution/body	<i>University of Worcester</i>
2.	Teaching institution	<i>North East Worcestershire College</i>
3.	Programme accredited by	<i>GSCC</i>
4.	Final award	<i>BA (Hons) Social Work (leading to registration with the General Social Care Council as a Social Worker)</i>
5.	Programme title	<i>Social Work</i>
6.	Pathways available	<i>N/A</i>
7.	Mode and/or site of delivery	<i>North East Worcestershire College</i>
8.	Mode of attendance	<i>Full time</i>
9.	UCAS Code	<i>Course L500 BA/SW Institution NEWOR N58</i>
10.	Subject Benchmark statement and/or professional body statement	<i>Social Work 2008 DH 2002 Requirements for social work training TOPSS 2002 The National Occupational Standards for social work</i>
11.	Date of Programme Specification preparation/ revision	<i>May 2011</i>

12. Educational aims of the programme

- To facilitate the education of student social workers to enable admission to the General Social Care Council register of Social Workers and to demonstrate achievement of competence in the National Occupational Standards
- To enable students to practice social work in accordance with the accepted values and principles of the profession
- To enable students to acquire, critically evaluate, apply and integrate knowledge and understanding relevant to contemporary social work practice
- To enable students to develop techniques of analysing and solving problems; reach sound professional judgements and communicate effectively
- To enable students to acquire and apply conceptual understanding which draws on relevant sources including current research and evidence-based practice
- To enable students to be flexible practitioners who understand the respective responsibilities of social welfare agencies, can practice in a collaborative interprofessional context, and who recognise both the responsibilities and limitations of the social worker's role.
- To enable students to develop into reflective practitioners with effective skills for assessment and intervention who are able to contribute significantly to the provision of social care
- To enable students to develop into social work practitioners who are committed to lifelong learning and continuing professional development.

13. Intended learning outcomes and learning, teaching and assessment methods

Students completing the course will be able to:

Knowledge and understanding:	Examples of learning, teaching and assessment methods used:
<p><i>Identify, critically evaluate and inform practice with value perspectives which combat discrimination and empower those who are disadvantaged, recognising the particular claims of those of different gender, belief, social, cultural and ethnic backgrounds.</i></p>	<p>LO 1: SWSS1001: Introduction to communication skills Importance of reflection Diversity and discrimination GSCC code of practice Group work</p> <p>This module is includes teaching sessions delivered by Service users and carers.</p> <p>Teaching methods include lecturing, shadowing a social worker in practice, small group work, written and video case studies.</p> <p>Assessment methods: a self-assessment of current communication skill level and a guided analysis of a real event.</p>
<p><i>Demonstrate knowledge in the key areas of human growth, development, mental health, disability: assessment, planning intervention and review; interpersonal communication skills with children, adults and those with particular communication needs; law; partnership working and information sharing</i></p>	<p>LO1: SWSS1006 Further exploration of personal and social values, beliefs and prejudices and encouraging a reflective approach Professional values and the code of ethics The history of oppression of different groups in society Power and powerlessness Social and psychological effects of discrimination Discrimination legislation Anti oppressive practice and challenging oppression</p> <p>Teaching methods include: Lectures, small group work, case studies, role play, interactive CD ROM, video triggers, individual written exercises, group research with trigger material and presentation.</p> <p>Assessment methods: a written assignment and a learning journal.</p> <p>LO2: SWSS 1002 Underpinning psychological theory Social functioning of individuals, families, groups, communities. Theories of human development including theoretical framework for observation of children</p>

<p><i>across professional disciplines and agencies</i></p>	<p>Social and medical models Impact of oppression</p> <p>Teaching methods include: Lectures, small group work, student presentations, written, oral and DVD case studies and individual tasks. There is an expectation that students will undertake independent learning and wider reading some lesson time will be given for individual exploration, with support available.</p> <p>Assessment methods; Group presentation and written assignment.</p> <p>LO2 SWSS 2007 Processes - planning, intervention, review, with particular reference to assessment of risk. Empowering vulnerable people and working in partnership The theoretical base of social work The importance of cultural context Application of legislation Multi agency working Exploration of models and methods of social work intervention Comparison with those used by others professional disciplines and agencies The influence of and relationship between research and social work interventions.</p> <p>Teaching methods include: lectures, small group work, guest speakers from social work practice, written and video case studies, individual exercises, independent learning, participation in small group presentations and participation in peer assessment.</p> <p>Assessment methods: Written assignment and peer assessed group presentation.</p>
<p><i>Apply the knowledge and understanding gained from both academic study and practice and other experiences to current and future practice</i></p>	<p>LO3; SWSS 1004, 2006 and 3001 Placement in Private, Voluntary and Independent Sectors. Service User and Carer led organisations Working to understand the service user and carer experience of services Develop the integration of skills knowledge and practice Statutory placement</p> <p>Teaching methods include: Teaching methods are guided by the requirement to meet selected units of the</p>

<p><i>Appreciate and critically appraise the distinctive contribution of social work to Society recognising the contested and evolving nature of social problems and appreciating the uncertainty, ambiguity and limits of knowledge</i></p>	<p>National Occupational Standards and to fulfil any other obligations to the agency and its service users and carers arising from the work allocated.</p> <p>The student has a designated practice teacher to mentor, guide, and teach in the workplace. The student is expected to draw on and develop the learning gained academically in college.</p> <p>Re-call to college days involve group learning and individual tutorials. Students are expected to keep a reflective learning journal to aid discussion.</p> <p>Assessment methods: Reflective analyses, professional development reviews, case studies and portfolio submission.</p> <p>LO4: SWSS 1005 Historical development and emergence of social welfare Introduction to social policy Concepts of need, welfare, poverty, social exclusion Political developments and their relevance to social work The impact of policy developments on oppressed groups</p> <p>Teaching methods include: Lecture, group work, case studies, presentations, discussion, quizzes/activities, Internet activities</p> <p>Assessment methods: Group presentation and written assignment.</p> <p>LO4: SWSS 3003 Builds on social policy learning in year 1, examines the relationship between policy, research and evidence based practice. Introduces and critiques wider political issues Detailed examination of government responses to social exclusion Develop abilities in critical analysis and research skills International perspective</p> <p>Teaching methods include: Lecture, group work, case studies, research analysis, Internet searches, presentation audio/video, professional speakers, service user and carer involvement and self-guided study.</p> <p>Assessment methods: Analytical report.</p>
<p>Cognitive and intellectual skills:</p>	<p>Examples of learning, teaching and assessment methods used:</p>

<p>1. <i>Critically appraise the perspectives of social welfare, sociology and psychology, recognising their influence on law, policy and practice.</i></p>	<p>LO5: SWSS 1003</p> <ul style="list-style-type: none"> • Underpinning sociological theory • Understanding the way that ideas about particular groups are socially constructed • The sources and forms of oppression on individuals and groups of people and the impact that this has • The cultural and socio-political context to social work • The basis for social models of illness and disability <p>Teaching methods: lectures, seminar discussions, case studies, group presentations and self-directed study. Research involving VLE - Internet and IT sources.</p> <p>Assessment methods: Group presentation and written assignment.</p> <p>LO5- previously mentioned modules; SWSS 1002, 1005, 3003</p>
<p>2. <i>Critically analyse the contested and evolving nature of social problems and develop a repertoire of theoretical frameworks, models and methods applicable to different professional perspectives and contexts.</i></p>	<p>LO6: SWSS 2008</p> <ul style="list-style-type: none"> • Introduction to language and process of research • Develop skills in critical analysis of the work of others. • Introduction of the notion of uncertainty and the contested nature of knowledge • Learn to read and understand research. <p>Teaching methods: lectures, seminar work, service users and practitioners presentations. Self directed study, 'world café' small group work, group debate.</p> <p>Assessment methods; Formative seminar work and summative written assignment.</p> <p>LO6- previously mentioned modules; SWSS 2007, SWSS 1005.</p> <p>LO7: SWSS 2004</p> <ul style="list-style-type: none"> • Development of knowledge of social work skills and a range of approaches • Active participation in development of personal communication and assessment skills, recording skills, assertiveness, managing conflict, understanding groups and collaborative working, skills for supervision and continuing professional development. Practising skills in a simulated multi agency meeting.

<p>3. <i>Demonstrate the skills of a competent practitioner drawing on theoretical frameworks to guide in assessing, decision making and problem solving, monitoring and reviewing.</i></p> <p>4. <i>Demonstrate the ability to explain and evaluate a range of research methodologies and epistemologies in order both to develop and enhance social and theoretical perspectives and to promote research informed reflexive practice.</i></p> <p>5. <i>Demonstrate self-direction and originality in learning and develop skills of reflective and reflexive practice, making use of a breadth of academic and primary sources of knowledge and information.</i></p>	<p>Teaching methods: Role play, small and large group work, lectures, guest speakers from practice, video case studies.</p> <p>Assessment methods: Written assessment based on a class based multi agency professional meeting.</p> <p>LO7: SWSS 3005</p> <ul style="list-style-type: none"> • Dual pathway module • Current and developing issues in social work practice • Students are required to draw upon their practice experience in this module • Preparation for final placement. <p>Teaching methods: lectures, small group work, visiting lecturers from practice, discussion groups and independent research use of VLE as discussion forum.</p> <p>Assessment methods: Summative assignment.</p> <p>LO8: SWSS 3004 Independent research project (Literature review and analysis) Teaching method: Lecture and individual supervision. Independent learning.</p> <p>Assessment method: Extended essay, independently double marked.</p> <p>LO8: Previously mentioned modules SWSS 2008</p> <p>LO9: Previously mentioned modules SWSS 2008, SWSS 3004, SWSS 1002, SWSS1005, SWSS 3003.</p>
<p>Practical skills relevant to employment:</p> <p>6. <i>Demonstrate competence in the National Occupational Standards</i></p> <p>7. <i>Develop and apply skills of critical appraisal, decision-making and risk assessment in academic work and in interventions in complex circumstances.</i></p>	<p>Examples of learning, teaching and assessment methods used:</p> <p>LO10: Previously mentioned modules SWSS 1002, SWSS 1005, SWSS 3003</p> <p>LO11: Previously mentioned modules SWSS 2008, SWSS 3004, SWSS 1002, SWSS 1005, SWSS 3003, SWSS 2007, SWSS 3005</p>

<p>8. <i>Practice in a manner, which has service user consultation, empowerment and partnership working at its core.</i></p> <p>9. <i>Contribute to professional organisational culture, keep critically informed about new directives and support lifelong learning practice in the workplace.</i></p> <p>10. <i>Demonstrate competence in at least two practice settings; of statutory social work tasks involving legal interventions; and of providing services to at least two service user groups (one centred on Adult services and one with a Children and Family focus)</i></p>	<p>LO12: Previously mentioned modules SWSS 1001, SWSS 1004, SWSS 3005</p> <p>LO13: Previously mentioned modules SWSS 3005, SWSS 1002, SWSS 1005, SWSS 3003</p> <p>LO14: SWSS 2001</p> <ul style="list-style-type: none"> • Introduction to court processes • Key legislation and underpinning principles, including application to human rights. • Applying legislation in practice. <p>Teaching methods: Lectures, small group work, relevant speakers from outside agencies, written and video case studies, individual exercises and independent learning, internet activities, on line case study tests.</p> <p>Assessment methods: Written assignment, formative and summative law test.</p> <p>LO14: Previously mentioned modules SWSS 1002, SWSS 1005, SWSS 3003</p>
<p>Transferable/key skills:</p> <p>11. <i>Demonstrate competence in the use of information technology for professional practice</i></p>	<p>Examples of learning, teaching and assessment methods used:</p> <p>LO15: SWSS 1007</p> <ul style="list-style-type: none"> • Foundation module in study skills and IT skills. • Meets the IT requirement of the GSCC • Provides a foundation for academic learning on the degree. • Identification of students with specific learning needs for referral to specialist services. <p>Teaching methods: Tutor lead discussion, independent research, outside speakers from agencies, LRC staff, group work, discussion, Question and answer sessions. Online diagnostic checks for learning, use of VLE tasks and online portfolio, online study tools, use of Athens.</p> <p>Assessment methods: A series of online tasks including online</p>

<p><i>12. Develop complex communication skills for use in a variety of professional contexts.</i></p>	<p>debate and production of electronic portfolio for professional development file.</p> <p>LO16: Previously mentioned modules SWSS 1001, SWSS 2004 SWSS 1004, SWSS 2006, SWSS 3001</p>
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Programme learning outcomes		Modules
Knowledge and understanding:		
1	Identify, critically evaluate and inform practice with value perspectives which combat discrimination and empower those who are disadvantaged, recognising the particular claims of those of different gender, belief, social, cultural and ethnic backgrounds.	SWSS1001 SWSS1006
2	Demonstrate knowledge in the key areas of human growth, development, mental health, disability: assessment, planning intervention and review; interpersonal communication skills with children, adults and those with particular communication needs; law; partnership working and information sharing across professional disciplines and agencies	SWSS 1002 SWSS 2007
3	Apply the knowledge and understanding gained from both academic study and practice and other experiences to current and future practice	SWSS 1004, SWSS 2006 SWSS 3001
4	Appreciate and critically appraise the distinctive contribution of social work to Society recognising the contested and evolving nature of social problems and appreciating the uncertainty, ambiguity and limits of knowledge	SWSS 1005 SWSS 3003
Cognitive and intellectual skills:		
5	Critically appraise the perspectives of social welfare, sociology and psychology, recognising their influence on law, policy and practice.	SWSS 1003 SWSS 1002 SWSS 1005 SWSS 3003
6	Critically analyse the contested and evolving nature of social problems and develop a repertoire of theoretical frameworks, models and methods applicable to different professional perspectives and contexts.	SWSS 2008 SWSS 2007 SWSS 1005
7	Demonstrate the skills of a competent practitioner drawing on theoretical frameworks to guide in assessing, decision making and problem solving, monitoring and reviewing.	SWSS 2004 SWSS 3005
8	Demonstrate the ability to explain and evaluate a range of research methodologies and epistemologies in order both to develop and enhance social and theoretical perspectives and to promote research informed reflexive practice	SWSS 3004 SWSS 2008
9	Demonstrate self-direction and originality in learning and develop skills of reflective and reflexive practice, making use of a breadth of academic and primary sources of knowledge and information.	SWSS 2008 SWSS 3004 SWSS 1002 SWSS 1005 SWSS 3003

Practical skills relevant to employment:		
10	Demonstrate competence in the National Occupational Standards	SWSS 1002 SWSS 1005 SWSS 3003
11	Develop and apply skills of critical appraisal, decision-making and risk assessment in academic work and in interventions in complex circumstances.	SWSS 2008 SWSS 3004 SWSS 1002 SWSS 1005 SWSS 3003 SWSS 2007 SWSS 3005
12	Practise in a manner, which has service user consultation, empowerment and partnership working at its core.	SWSS 1001 SWSS 1004 SWSS 3005
13	Contribute to professional organisational culture, keep critically informed about new directives and support lifelong learning practice in the workplace.	SWSS 3005 SWSS 1002 SWSS 1005 SWSS 3003
14	Demonstrate competence in at least two practice settings; of statutory social work tasks involving legal interventions; and of providing services to at least two service user groups (one centred on Adult services and one with a Children and Family focus)	SWSS 2001 SWSS 1002 SWSS 1005 SWSS 3003
Transferable/key skills:		
15	Demonstrate competence in the use of information technology for professional practice	SWSS 1007
16	Develop complex communication skills for use in a variety of professional contexts.	SWSS 1001 SWSS 2004 SWSS 1004 SWSS 2006 SWSS 3001

LEARNING AND TEACHING STRATEGY

General Strategy

The strategy for the degree reflects certain general characteristics of the degree and the nature of the student intake.

- 1. 200 days teaching, learning and assessment will take place in practice settings (Requirements for Social work Training DH 2002).** *There will be three periods of practice learning during the degree of 50, 70 and 80 days duration at Levels 4, 5 and 6, respectively. As is the nature of practice learning, these will in many ways be individualised experiences. Consistency will be maintained via standardised learning outcomes and selection of appropriate settings by the college staff working with their associates in practice. The personal tutor will maintain continuity of student progression together with the assessment records informing learning needs at each stage of practice learning.*
- 2 The requirement of the DH that the teaching of theoretical knowledge, skills and values is based on their application in practice (DH 2002, p3).** *The content and sequencing of the academic modules and the practice modules is designed to enable the student to progressively expand their learning by developing and applying academic learning in practice and by drawing on practice learning to inform academic study.*
- 3 The requirement of the Social Work Regulatory Body to make sure that teaching and learning strategies are kept in line with modern best practice, in the light of developing knowledge (Accreditation of Universities of grant degrees in Social Work, GSCC 2002 p17).** *The style of learning and teaching will be updated through the college's quality assurance strategy for teaching. The content will be updated in respect of social work best practice by retaining existing practices including practitioners lecturing to students, a Practice Educators development group and the involvement of social work and social care agencies, service users and carers in the management of the programme.*
- 4. The requirement of the Social Work Regulatory Body to create opportunities for training across a wide variety of multidisciplinary environments (GSCC 2002, p 17).** *The design of the practice modules ensures all students will have opportunities to experience multidisciplinary environments. Multi- disciplinary opportunities for academic learning are being pursued across NEW College and University of Worcester particularly in areas of all Nursing fields, Education and Social Welfare*

Academic learning and teaching

In line with University of Worcester's learning and teaching strategy, students will be encouraged to work towards autonomy in learning at Year 3. Learning and teaching are supported by HE specific Learning Advisers in the Learning Resources Centre at NEW College and by the staff of the Learning Skills Centre for those students requiring additional learning support. Additional Learning Support is available for HE students who declare a disability or a specific learning difficulty and who have claimed the Disabled Student Allowance (DSA). DSA provides funding for goods and services that may be needed to enable students to access their course, for example learning support and a computer with specialist software for a student with dyslexia or a communication support worker for a student who is hearing impaired. It is not a lump sum of money given to the student. A student may be eligible for DSA if they have any of the following:

- Specific learning difficulties such as dyslexia

- Developmental conditions such as autism
- Mental health difficulties
- Mobility difficulties
- Hearing impairments
- Visual impairments
- Other disabilities and long-term medical conditions

Students should apply for DSA as soon as they can as the process can take up to 3 months. Further information on applying for DSA and the evidence required are available from the website www.direct.gov.uk/studentfinance .

Academic learning methods

College staff uses a variety of learning approaches that encourage and enable active student participation. Methods include lecture – style presentations, small group task completion and discussion, student presentations, guided investigations, role play and use of audio and video recordings of students, use of pre-recorded audio and video material, use of IT-based information and simulation. The programme is supported by ‘moodle’ a media based on-line system that provides course material, discussion forum and support when the student is away from the academic centre.

Lecturers have a variety of academic and professional expertise and experience. To make the best use of this experience, a team teaching approach has been developed. This incorporates contributions from the teaching staff of University of Worcester in recognition of the emphasis now placed on a multidisciplinary approach to many of the issues which professional social workers are involved. Current social work practitioners assist in the delivery of modules by virtue of the well-established relationship between NEW College and agencies.

Interprofessional and shared teaching and learning

The course team recognise the potential in offering the opportunity to share learning and teaching experiences with students from other disciplines that are linked to the work of social workers. These would include social care, health care, education and criminal justice. The aim of such sharing would be to promote understanding and collaboration between professions.

Progression in academic learning

The academic curriculum has been designed to equip students to build on their knowledge and understanding as they progress from level to level. The modules in level 4 offer essential understanding of the context in which social work is practised, drawn from the disciplines of psychology, sociology and social policy coupled with an awareness of the all-pervading dimension of ethics and values. Most importantly this first year enables students to ‘hear the voice of the service user and carer’ and understand the reality of their world.

In preparation for level 5, and for practice learning, there will consistently be opportunities to critique this knowledge, partly through highlighting its application in practice. The level 5 modules progress the student into the essential components of the social work role: processes, skills and methods, and the essential legislation framework. Academic input on research completes the learning at this academic level, equipping the student for a more independent and critical approach to learning. Practice learning at this level enables the student to work towards competence before moving on to level 6.

The learning at level 6 requires more independence (the Independent Study) and further critical application to practice seen from the perspectives of immediate practice (“The Competent Practitioner”) and the overall development and direction of social work (“The Research and Policy Context”). Incorporating aspirational learning outcomes in early modules develops a reflective and critical approach. Practice at this level allows the student to demonstrate that they are now competent to begin social work.

ICT learning strategy

Students are expected to achieve and demonstrate competency in IT by the end of the programme. Formal teaching sessions are offered in the Level 4 study skills module, there is a requirement to pass IT assessment tasks.

Practice learning and teaching

Prior to commencing practice learning students undertake assessment on their safety to undertake practice learning via official checks, shadowing reports, observation and academic assessment.

Practice learning methods

At level 4, students will be expected to undertake identified tasks either jointly with other staff or independently at the discretion of their supervisor. They will also be expected to research the practice environment in order to meet the designated learning outcomes. They will participate in a group activity and undertake individual work with at least one service user or carer.

At levels 5 and 6 practitioner staff relies heavily on developing student learning from the caseload that students are individually allocated, with reflective learning through supervision conducted primarily on an individual basis. This will become diversified with other learning methods including group learning and investigating issues and subjects specified in the learning outcomes. Recall days to college will consolidate learning by reflection and group seminars.

Progression in practice learning

As with the academic learning, the practice learning is structured to be incremental, enabling the student to build towards the point where they can be assessed as competent to practice. To this end, each of the practice learning opportunities have a specified focus as indicated by the title and, in more detail, by the descriptor and accompanying documentation.

Guidance on practice learning

Preparation for practice learning will be built into each practice learning opportunity, as will opportunities for group learning. Students will receive direct guidance in the workplace but will be encouraged to be active learners using the handbook and other material supplied for this purpose.

Direct guidance in practice will normally come from a person to whom the student is accountable in the workplace, but others may supplement this. Assessment of practice is a requirement for practice staff at all levels, but at Levels 5 and 6, assessment of competence is of a more complex nature.

Throughout all three placements students will have access to internet based learning materials and support packages, including discussion forums with students and tutors and college recall days.

Diversity of practice learning

DH requirement J stipulates a minimum range of experiences of learning in practice settings that each student must have. The programme will incorporate this into the profiling and matching processes undertaken by the Practice Learning Co-ordinator and partner employers. Each student, over their three years of study, will experience practice in both statutory and voluntary sectors and within adult and children and family disciplines.

Support for students with learning needs and disabilities in practice

Each practice learning setting is audited for its suitability to provide support to students with learning needs or disabilities. In the process of matching students to practice learning opportunities, full consideration is given to student's individual needs. Appropriate adjustments are negotiated and undertaken to enable students to meet the course requirements. The college will continue to support students to develop individual management strategies to enable them to function as competent practitioners in the practice learning setting.

14. Assessment Strategy

Academic assessment

The assessment strategies adopted in the BA in Social Work reflect the aims of the course and the descriptors for Social Work Degree Level Study (QAA 2008) and are designed to integrate with student learning and acquired knowledge, both in academic modules and practice.

The assessment strategies are designed to develop skills and knowledge, provide evidence of the students' progress and achievement throughout the course and prepare the students for lifelong learning. Both formal (summative) and informal, developmental, (formative) approaches will be used. In order to develop the study skills identified within the course aims, students will experience a variety of assessment strategies. These include essays, reflective essays, presentations, peer assessment, exams, critical evaluation of role-play, and critical reviews. The opportunity for students to demonstrate independence in a sustained piece of work is provided in the completion of the Independent Study. As with the academic learning, the practice learning is structured to be incremental, enabling the student to build towards the point where they can be assessed as competent to practice. To this end, each of the practice learning opportunities has a specified focus as indicated by the title and, in more detail, by the descriptor and accompanying documentation

Practice assessment

Basis of assessment

The National Occupational Standards for Social Work (TOPSS 2002) form the basis for the assessment of competence in practice. The QAA benchmark statement for social work sets out, in outcome terms, the requirements for the achievement of an award at degree level. How these outcomes are assessed must reflect the DH requirements for social work training which detail inputs in specific key areas (DH Requirements for Social Work Training 2002). Practice assessors involved in the practice component of the Degree programme will either hold the Practice Teaching Award, Enabling Others award, or be working towards this. The regulations of social work training are assessed by the Practice Teacher with support from and in consultation with the college based teaching team.

Student Practice is assessed on the basis of:

- A portfolio of evidence – a comprehensive portfolio of academic and practice based tasks offering a critical and reflective account of the placement, demonstrating critical understanding, analysis and reflection on practice.
- Practice assessor direct observations of practice
- Service user and carer appraisals.

Purpose of assessment

- To enable students to demonstrate achievement against the required standards and to confirm whether they have met all the standards before being awarded the degree in social work.
- To establish, through the above process, whether students are suitable for admission to the GSCC register of social workers.

- To safeguard the professional standards of the programme by supporting the students to achieve competence to practice at the required standard.
- To enable students to receive feedback on their development and progression.

Attendance on placement is an assessable course requirement because of the participative nature of the learning and the expectation of commitment to a course leading to professional recognition.

Completion of 200 practice learning days over the three years of the programme is mandatory and is formally accounted for by the practice assessor before the portfolio is submitted to the Practice Assessment Panel.

15. Programme structures and requirements

The course has been designed to address the specific requirements of professional social work training. The academic modules are delivered at NEW College, a partner institution of University of Worcester and these modules will not be open to students of other courses at either institution. However, where the syllabus of related courses for example in the Masters in Social work or Degree in Social Welfare allows for equivalent modules, joint teaching of students may be offered by the institutions. The practice modules will be delivered in practice settings, that is to say in organisations involved in the delivery of social work and social care services in Herefordshire and Worcestershire. Each level of study will have elements of academic and practice learning and assessment as expressed through the awarding of academic credits, attracting a maximum academic rating of:

120 Credits at Level 4

120 Credits at Level 5

120 Credits at Level 6 leading to professional registration

The programme complies with the Requirements for Social Work Training (published 2002 by the Department of Health) including the requirement to spend at least 200 days gaining required experience and learning in practice settings and 200 days or 1,200 hours in structured academic learning under the direction of an educator. The programme is also subject to "Risk management and regulation of social work education (revised March 2011)" (GSCC), which operates under International Standard ISO 31000:2009.

The course is structured to sequence academic and practice learning and to integrate the learning of theory and practice.

AWARD MAP FOR BA (HONS) DEGREE IN SOCIAL WORK

Year: 2011/12

Last Updated:

May 2011

LEVEL 4				
Module Code	Module Title	Credits	Status	Prerequisites ()
		Number	Mandatory (M)	Code of Module
SWSS 1001	The Professional Learner and Safe Practitioner	15	M	None
SWSS 1002	Applied Psychology and Human Development	15	M	None
SWSS 1003	Sociology: Themes and Perspectives in Social Work	15	M	None
SWSS 1004	Introduction to Practice	45	M	None
SWSS 1005	Development and Delivery of Social Welfare Provision	15	M	None
SWSS 1006	The Ethics and Values of Social Work	15	M	None
SWSS 1007	Study Skills	none	M	None
LEVEL 5				
SWSS 2001	Law for Social Work Practice	15	M	None
SWSS 2007	Assessment and intervention, theories and methods	30	M	SWSS 1001 SWSS 1002 SWSS 1003 SWSS 1004 SWSS 1005 SWSS 1006
SWSS 2004	Skills for Social Work Practice	15	M	SWSS 1001 SWSS 1002 SWSS 1003 SWSS 1004 SWSS 1005 SWSS 1006
SWSS 2008	Understanding research in practice	15	M	SWSS 1001 SWSS 1002 SWSS 1003 SWSS 1004 SWSS 1005 SWSS 1006
SWSS 2006	Practice – Developing Competence	45	M	SWSS 1001 SWSS 1002 SWSS 1003 SWSS 1004 SWSS 1005 SWSS 1006
LEVEL 6				
SWSS 3001	Practice – Achieving Competence	60	M	All level 4 and 5 modules

SWSS 3003	The Research and Policy Context of Social Work Practice	15	M	SWSS 1001 SWSS 1002 SWSS 1003 SWSS 1004 SWSS 1005 SWSS 1006 SWSS 2007 SWSS 2001 SWSS 2004 SWSS 2008 SWSS 2006
SWSS 3004	The Professional Learner: Independent Study Module	30		SWSS 1001 SWSS 1002 SWSS 1003 SWSS 1004 SWSS 1005 SWSS 1006 SWSS 2007 SWSS 2001 SWSS 2004 SWSS 2008 SWSS 2006
SWSS 3005	The Competent Practitioner	15		SWSS 1001 SWSS 1002 SWSS 1003 SWSS 1004 SWSS 1005 SWSS 1006 SWSS 2007 SWSS 2001 SWSS 2004 SWSS 2008 SWSS 2006

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

16. QAA Academic Infrastructure

The programme has been developed to reflect:

- The QAA Framework for HE Qualifications. 2008
- The QAA Code of Practice on Placement Learning. 2008
- The National Occupational Standards for Social Work. 2002 .
- The Department of Health and GSCC regulations. 2002
- The QAA Subject Benchmark statement for social work. 2008

17. Support for students

All students have support from the course team, practice training team and peer support provided through designated tutorial groups. All students are allocated a personal tutor on entry to the course and where possible this tutor will continue to provide support and guidance on a regular basis throughout the three years. NEW College Learning Services provide a comprehensive package of support for all students on the degree.

Students have direct contact to module and personal tutors via E-mail and the VLE and will receive a prompt response. A tutorial scheme of work exists to support each student throughout the course this includes individual and group tutorials at college as well as training team meetings whilst on placement.

Module tutors provide on-going learning support and individual tutorials during the duration of a module. Supervisors for the independent study module are allocated on an individual basis and offer 4 hours of student support time for this module.

The core academic team has a strong commitment to ensuring equality of access and participation in the course. Students with disabilities and particular support needs have access to additional information, support and advocacy from the College's Student Services team.

An induction programme is provided for students at the commencement of year one to introduce the student experience, college context, to nurture learning and reflection and develop support networks with fellow students and tutors. Library induction takes place at both institutions and information skills support is available. A Student Handbook and Practice Placement Handbook are provided to all students, both in hard copy and electronically via the VLE.

The BA Social Work is both an intellectually and emotionally demanding course. In the event of there being concerns about cheating or fitness for practice, the Programme Leader will review the evidence and consult with the academic Integrity Officer for the Institute.

Where necessary, the cheating and /or fitness to practice procedures will be invoked.

18. Admissions Policy

NEW College is committed to widening participation to candidates from diverse backgrounds, abilities and ages.

The course seeks to recruit candidates who are able to study at Degree level and have the appropriate personal attributes, values and commitment to vocational training for professional social work.

Given that social work is emotionally as well as intellectually demanding, it is professionally and ethically important that due consideration is awarded to the readiness of the applicant to undertake these demands, candidates will be required to obtain satisfactory health and CRB clearance. Where appropriate, candidates will be invited to interview.

Students with additional needs will be provided with relevant information and where appropriate, students will be supported in applying for DSA to provide funding for goods and services that may be needed to enable them to access their course.

Entry Requirements

The admission requirements for the course are:

Minimum age of 18 at the start of the course

GCSE grade C or Key Skills Level 2 in English and Maths

At least 6 months relevant social care experience, whether paid or voluntary, supported by a satisfactory social care reference.

A satisfactory academic reference

For under 21s

At least 4 GCSEs 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.

For over 21s

The ability to study at degree level, usually demonstrated by recognised qualifications at Level 3 in a relevant subject.

Other conditions

A satisfactory health check

A satisfactory enhanced CRB/ISA check

Following enrolment, registration with the Social Work Regulatory Body as a student social worker.

All applicants should demonstrate on the UCAS application form that they meet or will meet the above criteria

Admissions Procedures

The above requirements will be assessed via:

A completed UCAS application form, which includes one reference.

Evidence of existing qualifications or other evidence of possessing or acquiring the required academic skills and abilities.

A written exercise to demonstrate the required abilities in written English.

An exercise regarding a contemporary professional issue, to be discussed at a group presentation exercise, under the observation of service user and carer advisors.

Interview with one agency representative and one tutor.

Self-disclosure in respect of health and criminal status (this will be followed up by checks carried out for the programme as required).

Application should be made via UCAS, Institution Code N58, Course Code L500

Admissions/Selection Criteria

Each interview and group discussion is scored and the marks collated.

Academic ability is also assessed.

Suitability of each candidate is discussed by selection team and students are informed of the selection decision via UCAS.

Accreditation of prior learning

Credit may be given for previous higher academic achievement where there is evidence of a close, explicit match between previous learning and the content of the modules. No credit may be given for Level 6 modules or for the practice learning modules at any level or for part modules. Students seeking to transfer from another degree course in social work should contact the programme for advice.

19. Methods for evaluating and improving the quality and standards of teaching and learning

Student feedback:

VLE discussion forums

Module evaluations

Practice learning evaluation

External Examiner Reports

Student representation on course committee

Personal tutor feedback

Programme Management Board student representation

NEW College HE QA Board student representation

Feedback from other sources:

External Examiner reports

Annual Course Evaluation Reports

Periodic review and external scrutiny

Staff annual appraisal

Moderation and second marking

UW validation documentation

GSCC annual review

Practice Teachers evaluations and feedback

Peer review of practice assessment via the Practice Assessment Panel

Departmental review of Annual Business Plan
Service User and Carer feedback on selection processes and input on academic modules.

QAPL: Quality Assurance in Practice Learning evaluations

NEW College, University of Worcester, PIV and Local Authority partners committees responsible for monitoring and evaluating quality standards:

Course Committee
Programme Management Group
Programme Management Board
Practice Assessment Panels
Strategic Partnership Forum
Strategic and Non Strategic Practice Learning Forum
HE QA Board
Institute Quality Committee

BA Social Work – Programme Specification
20. Section 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 all modules, a pass mark in each item of assessment must be achieved.

The course has an attendance policy and all modules have attendance requirements. **Failure to meet attendance requirements may mean failure of the module.**

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 [Undergraduate Regulatory Framework](#).

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.

Practice assessment and retrieval of failure

Concerns related to a student's competence in practice will be addressed in accordance with the procedures for significant concerns set out in the Course Handbook.

In order to pass the practice modules of the programme at levels 5 and 6 (modules SWSS2006 and SWSS3001) the student must pass all assessment items for the module and be recommended as competent by the Practice Educator.

The Practice Assessment Panel will consider the Practice Portfolio of evidence to establish whether it meets requirements. Where a Portfolio is deemed not to have met requirements, it will be returned to the student with an action plan for improvement and a revised deadline for submission.

The Practice Assessment Panel reports to the Examination Board its recommendations regarding practice competence and the Practice Portfolio.

Where the Examination Board determines that a student has failed a practice element, depending on the nature of the failure, the Examination Board may:

- require the student and/or practice setting to produce additional assessable material that is not dependent on additional time in practice.
- offer a further opportunity for practice learning and assessment over a period of days deemed necessary to demonstrate competence.
- to confirm the failure with no opportunity for reassessment.

The maximum number of times that a student will be able to be reassessed in practice in ways that require additional time in practice will be once at Level 4 and once at Levels 5 and 6 combined.

Failure in practice reassessment will require the student to be withdrawn from the course.

Requirements for Progression

Students must be assessed as 'fit to practice' in the first semester of level 4 of the course (DH 2002 Requirements for Social Work training)

Students at Level 4 may be permitted to progress to Level 5 when they have passed 120 credits at Level 4.

Students at Level 5 may be permitted to progress to Level 6 when they have passed 120 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, subject to an assessment of 'fit to practice'.

Students are not permitted to progress carrying failed modules; therefore in order to retrieve failure, there may be a necessity to transfer to part-time study in order to meet the requirements for progression.

Requirements for Awards

Award	Requirement
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
BA Applied Social Studies (non-honours degree)	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
BA (Hons) Social Work	Passed all modules for the course: 360 credits and assessed as competent to practice.

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](#).

21. Indicators of quality and standards

- External examiner reports
- Practice Assessment Panel Reports
- Student evaluations
- Annual Evaluative reports
- Requirements met for QAA
- GSCC monitoring and annual reporting
- Skills for Care, W Midlands consultation
- Course committee monitoring
- Service user and carer consultation in programme design and delivery.
- In 2010 University of Worcester was one of the 13 HEIs out of 83 which fully met the GSCC National Requirements
- 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.

22. Employability and graduate destinations

- This course prepares individuals to work in a range of social work agencies and settings in the United Kingdom across the statutory, private and voluntary sectors under the protected title of 'Social Worker'
- The programme has excellent links with employers across the two counties of Herefordshire and Worcestershire who provide practice Learning Opportunities for social work students. Many students secure employment in teams and organisations in which the programme has placed students.
- As a result of this excellent relationship, the course team are able to provide speakers from a range of employment destinations and introduce students to a variety of personnel from within the profession.
- Feedback from graduates of the programme indicates that the vast majority of students gain employment within a few months of leaving the programme, many securing jobs before they leave the course.
- Post qualifying opportunities are made available by employers and post graduate programmes in the form of masters and research degrees are accessible.

Please note: This specification provides a 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 she/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 outline 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.

