

UNDERGRADUATE MODULAR PROGRAMME

BSc (HONS) SOCIAL WORK

PROGRAMME SPECIFICATION

Validation May 2003

University of the West of England



University of the
West of England

Programme Specification

Section 1: Basic Data	Version 5
Awarding institution/body	University of the West of England
Teaching institution	University of the West of England
Faculty responsible for programme	Faculty of Health and Life Sciences School of Health and Social Care
Modular Scheme title (if different)	
Professional Statutory or Regulatory Body Links (type and dates)	General Social Care Council Last re-approved in 2008
Highest award title	BSc (Hons) Social Work
Default award title	
Interim award title	BSc Health & Social Studies Dip HE Health & Social Studies Cert HE Health & Social Studies
UWE progression route	
Mode(s) of delivery	Full-time (part-time mode of attendance possible)
Codes	
UCAS code L500	JACS code
ISIS code L50C	HESA code
UCAS code (or other coding system if relevant)	G590
Relevant QAA subject benchmarking group(s)	Social Work
On-going/valid until* (*delete as appropriate/insert end date)	
Valid from (insert date if appropriate)	September 2011

Original Validation Date: June 2003

Latest Committee Approval...

Date:...

Version Code

Section 2: Educational aims of the programme

The programme aims to provide students with the knowledge, critical understanding, experience and skills to work creatively and constructively with a diverse range of service users, carers, other professionals and organisations to enhance well-being.

We seek to enable students to become socially, politically and self-aware practitioners, able to make independent critical judgments in complex situations.

To do this we will

- Listen to, respect and value social work service users and promote the expertise they bring to the development of both the programme and services.
- Prepare students to understand the contemporary policy, legal and organisational context of social work and to practice in accordance with the Code of Practice for social care workers
- Prepare students to undertake the roles, tasks and responsibilities of qualified social workers, including their responsibilities for continuing professional development
- Enable students to integrate skills in communication, negotiation, advocacy, assessment, intervention for change and evaluation
- Prepare students for the exercise of professional power and authority in complex situations, including how to balance needs, rights, risks, care and control
- Develop research aware practitioners who are able to access a range of information and who are able to critically evaluate the evidence base of their practice and that of services provided.
- Enable students to analyse the contested nature of social work and to be able to contribute to the development of social work.

Section 3: Learning outcomes of the programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

A Knowledge and understanding

Learning outcomes	Teaching, Learning and Assessment Strategies
Students will be able to demonstrate Knowledge and understanding of:	Teaching/learning methods and strategies:
<ol style="list-style-type: none">1. Social work services, service users and carers including the relationship between social processes (such as marginalisation and social exclusion); social differentiation, structural discrimination and their impact on the demand for social work services.2. The significance of and relationship between policies, legal requirements, professional boundaries and inter-disciplinary contexts in promoting well-being.3. The context of service delivery including historical and comparative perspectives, the complex relationships between public, social and political philosophies and the range and appropriateness of services and how they are delivered.4. Values and ethics including the challenges of applying concepts of justice, responsibility, freedom, care and control in exercising professional authority and power.5. The development of social work theory and an understanding of other disciplines that contribute to the knowledge base of social work.6. The relevance of sociological, psychological and social science theories to the understanding of the nature of society and human behaviour, in a range of settings and how to intervene in them.7. Social research and evaluation methodologies, and the evidence base for social work8. The characteristics of practice across a range of social work settings and the skills relevant to effective practice and service evaluation within them.	<p>The integrated nature of skills, knowledge and values in social work education means that it is problematic to specify particular teaching and learning strategies for each outcome. The emphasis will be on holistic approaches to learning and the development of resource networks, enabling students to learn from each other as well as others. Acquisition of outcomes 1-5 will be through a combination of the active use of discussion groups, lectures, e-learning, structured activities, practice learning, role-plays, seminars, use of case studies, problem based learning and ICT.</p> <p>Assessment:</p> <p>1-8 are all tested in practice and theory. 2, 5, 6, will be tested through tasks undertaken under examination conditions. 1, 2, 4 and 8 will be tested in practice and through practice focussed assignments. 5 will be tested through independent research study. 1, 2, 3 & 7 will be tested through oral presentations and assignments.</p> <p>All written course work, will be word-processed. All will require students to utilise databases held in the university library.</p>

B Intellectual Skills

Students will be able to demonstrate the following Intellectual Skills

1. Problem solving skills showing the capacity to think critically, logically, systematically and creatively.
2. Skills in researching, analysing, synthesising information and presenting and applying in a variety of ways appropriate to the relevant context.
3. Skills in personal and professional development including the ability to exercise an appropriate level of autonomy and initiative.
4. Skills in critically evaluating service delivery with social work colleagues, other professionals, service users and carers.
5. The ability to debate and consider how to apply ethical, policy and legal issues which underpin social work practice.
6. The ability to adopt a proactive and evaluative approach to their own learning and professional development to future learning.

Teaching/learning methods and strategies

The integrated nature of skills, knowledge and values in social work education means that it is problematic to specify particular teaching and learning strategies for each outcome. The emphasis will be on holistic approaches to learning and the development of resource networks, enabling students to learn from each other as well as others. Acquisition of outcomes 1-6 will be through a combination of the active use of discussion groups, lectures, e-learning, structured activities, practice learning, role-plays, seminars, use of case studies, problem based learning and ICT.

Assessment

A range of assessment methods including case studies, essays, oral presentations, exams, independent research study and progress portfolios will be used to test the learner's ability to demonstrate skills 1-5.

The particular emphasis for the assessment of 1 & 2 is written assignments and oral presentations, 3 & 4 is through assessed practice and presentations, and for 5 learning logs, progress files and progress portfolios.

All written course work, apart from some practice examples in progress portfolios will be word-processed. All will require students to utilise databases held in the university library.

C Subject, Professional and Practical Skills

Students will be able to demonstrate the following skills:

1. Prepare for, and work with individuals, families, groups and communities to assess their needs and circumstances.
2. Plan, carry out, review and evaluate social work practice, with individuals, families, groups, communities and other professionals.
3. Support individuals to represent their needs, views & circumstances.
4. Assess risk to individuals, families, groups, communities, self and colleagues.
5. Manage and be accountable, with supervision and support, for their own social work practice [in an organisational context].
6. Reflect on, and continue to develop own professional and interprofessional practice.

Teaching/learning methods and strategies

Acquisition of outcomes 1-6 will be through a combination of practice learning, seminars, lectures, e-learning, simulation, rehearsal, role plays, workshops, case presentations, video, practice supervision, feedback on direct observation of practice, co-working with experienced practitioners, ICT.

Assessment

A range of assessment methods in including case studies, essays, oral presentations, exams, independent research study and progress portfolios will be used to test the learner's ability to demonstrate skills 1-5.

Skills 1-5 are primarily assessed in practice and by progress portfolio and also through oral assessment.

Additionally, skills 5 & 6 are assessed by practice focussed assignments.

All written course work, apart from some practice examples in progress portfolios will be word-processed and require students to utilise databases held in the university library.

D Transferable Skills and other attributes

Students will be able to demonstrate the following Transferable skills and other attributes

1. Communicate effectively with a range of different individuals, groups and communities.
2. Critically reflect on and question current practice.
3. Work effectively in a variety of organisational settings as part of uni and interprofessional teams.
4. Question own values, prejudices, ethical dilemmas and conflicts of interests and consider the implications of these on practice.
5. Critically evaluate knowledge and be able to use evidence from a range of sources.
6. Use appropriate IT packages to aid efficient searching, handling communication and presentation of information.
7. Use a variety of problem solving strategies.

Teaching/learning methods and strategies

Acquisition of 1-7 is through active use of discussion groups, lectures, structured activities, practice based learning, role plays, seminars, use of case studies, problem based learning, e-learning and ICT. Service users will be involved in teaching.

Assessment

Skills 1-4 are primarily assessed in practice, by progress portfolio, oral assessment and by learning logs.

Skills 5 & 6 are assessed by practice focussed assignments and independent research study.

Skill 7 will be assessed in practice by progress portfolio and in other modules by learning logs and practice focussed studies.

All written course work, apart from some practice examples in progress portfolios will be word-processed. All will require students to utilise databases held in the university library.

Section 4: Programme structure

Compulsory modules	Optional modules	
<ul style="list-style-type: none"> • Key concepts for Social Work Practice UZVSET-20-1 • Foundations in Psychology and Social Sciences UZVRBK-20-1 • Developing Skills for Social Work Practice UZVSER-20-1 • Social Policy for Health & Social Care UZVRBL-20-1 • Legal & Policy Frameworks for Social Work UZVRBM-20-1 • Social Work Practice 1 UZVRBP-20-1 • The purpose, scope and context of interprofessional collaboration UZYSFD-20-2 • Psychosocial Studies for Social Work UZVRQV-20-2 • Refining Skills & Knowledge for Practice UZVRBQ-40-2 • Social Work Practice 2 UZVRBS-40-2 • Exploring Quality Practice for interprofessional / inter-agency collaboration UZYSFE-20-3 • Dissertation UZVS77-40-3 • Social Work Practice 3 UZVRBT-40-3 <p>PLUS 20 credits from the optional modules</p>	<p>20 credits from the following list (or another module in the Faculty pool with the agreement of the Programme Leader):</p> <ul style="list-style-type: none"> • Contemporary Issues in Mental Health UZZR4P-20-3 • Issues in Child Protection UZVREK-20-3 • Engaging Communities and Service Users UZVREL-20-3 • Independent Study UZVREM-20-3 • Evidencing Work based Learning 1 UZVREN-20-3 • Safeguarding Vulnerable Adults UZVSES-20-3 	<p>Interim Awards:</p> <ul style="list-style-type: none"> • Cert HE Health & Social Studies <p>Credit requirements</p> <p>120 credits of which not less than 100 credits are at level 1 or above</p> <p>Interim Awards:</p> <ul style="list-style-type: none"> • DipHE Health & Social Studies <p>Credit requirements</p> <p>240 credits of which at least 120 are at level 2</p> <p>Interim title</p> <ul style="list-style-type: none"> • BSc Health and Social Studies (300 credits) <p>Target/Highest Award:</p> <ul style="list-style-type: none"> • BSc (Hons) Social Work <p>Credit requirements</p> <p>360 credits of which not less than 340 are at level 1 or above, not less than 200 are at level 2 or above and not less than 100 are at level 3 or above.</p>

Section 5: Entry requirements

Educational qualification:

Applicants should either have:

- Achieved at least key skills level 2 in English and Mathematics, (this would normally be equivalent to grade C at GCSE) and normally, three other subjects, all at grade C or above,

PLUS one of the following:

- Tariff points as appropriate for the year of entry (refer to UWE website)
- An S/NVQ @ level 3 will be considered as notionally equivalent to 80 UCAS points
- S/NVQ @ level 4
- A University module bearing 60 credits at Level 1

OR

- Have completed a QAA approved Access to HE programme (refer to UWE website for requirements)

International applicants should also have:

- IELTS score of 6.5 overall with 6.0 or above in each section if English not the first language and if no studies undertaken in the English medium.

Applicants must have some knowledge of social work and social care.

Students who have gained 120 level 1 credits within the Social Care pathway of the Foundation Science Degree Health and Social Care Practice at UWE - by virtue of all five compulsory modules plus the optional module Developing Practice in Social Care - are eligible to apply for direct entry onto level 2 of the undergraduate BSc (Hons) Social Work degree programme

In accordance with GSCC requirements all students will be interviewed. Health checks and criminal convictions checks will be undertaken on all candidates in accordance with GSCC guidance and relevant university, faculty and programme policies.

Section 6: Assessment Regulations

a) Academic Regulations and Procedures

It is a Department of Health requirement that an assessment of safety to undertake practice learning must be satisfactorily completed before students undertake their first period of practice learning.

Students must successfully complete at least 200 days of practice learning in order to pass the programme.

Section 7: Student learning: distinctive features and support

The Social Work Benchmarking statements assert one of the defining principles of social work as being the 'integrated study of subject specific knowledge, skills and values and the critical application of research knowledge from the social and human sciences (and closely related domains) to inform understanding and to underpin action reflection and evaluation.' It also states that 'programmes should be designed to help foster this integration of contextual, analytic, explanatory and practical understanding.' Additionally, the Department of Health Requirements for social work training state 'Practice is central to the new degree, with academic learning supporting practice, rather than the other way round.' The above principles have been adopted in our approaches to teaching, learning and assessment in that we aim to teach and assess all modules using a range of methods.

The programme team recognises that contemporary social work practice is professionally challenging and diverse. This demands of social work students that they develop a mature and complex analysis of their role and high levels of self-perception. Equally the social work role within the modernisation agenda demands of practitioners a considerable degree of conceptual thinking to transfer their skills and knowledge between settings. They will need to recognise the inter-subjectivity at work in the social work process and how to develop this. It is specifically these areas that the programme is actively committed to facilitating. Additionally service users and carers will be involved in teaching, learning and assessment to challenge orthodoxies and offer differing perspectives on service delivery.

Students will be exposed to a range of teaching and learning methods and will be encouraged to undertake independent study through e-learning, reading and group discussion to develop skills as co-operative but autonomous and independent practitioners. The programme will prepare students to draw on theory and research and articulate the evidence base of their practice. The resources of the former National Institute for Social Work library are now located within the University library and provide an excellent resource base for students. At level 3 students will be able to study a specialist area by undertaking one of the optional modules and by choosing a social work related area to study in detail through the dissertation.

The programme has strong links with other social work programmes in Europe. Exchanges of teaching staff and opportunities for students to undertake study abroad enhances the programmes international dimension. The interprofessional modules at levels 1, 2 and 3 give students the experience of studying with colleagues from other disciplines, the practice modules will also ensure students are prepared for interprofessional working and this theme runs through the curriculum.

A series of four workshops to enhance students understanding of research approaches and methodologies will be offered as part of the dissertation module. These develop students' critical appraisal skills and their ability to use evidence to inform and evaluate social work practice. The research and consultancy profile of the school ensures that staff are at the forefront of research and development in health and social care. This expertise and engagement with current policy and practice will continue to inform curriculum development and have a significant impact on the quality of learning for students.

The Graduate Development Programme supports the student intellectually and academically and learning groups are used to encourage discussions around the academic process, levels of academia and study skills needed in order to achieve. Students are also supported by regular individual tutorials. In the BSc (Hons) Social Work group work is part of the teaching and learning strategies on modules at all levels and will be used to help students integrate the different aspects programme and their learning.

Section 8 Reference points/benchmarks

The programme team have used the following to inform the planning and development of the programme:

- The Department of Health Requirements for social work training
- The Quality Assurance Agency benchmarking statements for social work
- National Occupational Standards for Social Work TOPSS (National Training Organisation for Social Care)
- A report on consultation with service users

All core modules have been mapped against these requirements and their delivery will be monitored and evaluated when the programme is running.

Other reference points included

- The General Social Care Council Codes of Practice for Social Work and Social Care.
- The University and Faculty of Health and Life Sciences policies and strategies notably for teaching and learning including e-learning, assessment, research, staff development, inter-professional learning and dissertations.
- A review of the programme carried out in 2008 to inform its revalidation by the General Social Care Council
- Reports of the National Social Work Taskforce

These documents have formed the basis of formal and informal consultations with colleagues within the university, in practice, service users, carers, current and former students.

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 he/she 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 individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.