

ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data		
Awarding Institution	University of the West of England	
Teaching Institution	University of the West of England	
Delivery Location	UWE campuses	
Faculty responsible for programme	Health and Applied Sciences	
Department responsible for programme	Health and Applied Social Sciences	
Modular Scheme Title	N/A	
Professional Statutory or Regulatory Body Links	Health & Care Professions Council	
Highest Award Title	BSc (Hons) Social Work	
Default Award Title	None	
Fall-back Award Title	BSc (Hons) Health and Social Care Studies	
Interim Award Titles	BSc Health and Social Studies Dip (HE) Health and Social Studies Cert (HE) Health and Social Studies	
UWE Progression Route	N/A	
Mode(s) of Delivery	FT/PT	
Codes	UCAS:	JACS:
	ISIS2:	HESA:
Relevant QAA Subject Benchmark Statements	QAA Benchmark Statement for Social Work 2008	
CAP Approval Date	June 2013	
Valid from	September 2013	
Valid until Date	September 2013	
Version	1.2	

Part 2: Educational Aims of the Programme

Broad aims:

- To prepare students to demonstrate capability to a qualifying standard across all domains of the professional capabilities framework for social work (PCF); and to meet the Health and Care Professions Council's (HCPC) Standards of Proficiency for Social Workers in England; so as to be eligible to apply for registration as social workers with the HCPC.
- To prepare students for capable and proficient practice as newly qualified workers with all ages and service user groups in all relevant settings.
- To provide an academically rigorous, stimulating programme that provides 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.

Specific aims

- To ensure that students learn from and with service users and carers, qualified social workers and other relevant stakeholders and practitioners.
- To provide a programme of learning that closely integrates theory and practice and reflects current practice concerns and developments.
- To provide a programme of learning in which principles of equality and anti-oppressive practice are central to its content and educational approach.
- To enable students to explore their own values and develop them for social work practice.
- To enable students to become socially, politically and self aware practitioners who are able to exercise autonomous professional judgment, power and authority in complex situations.
- To enable students to become resilient, confident practitioners with strong professional identities, able to reflect critically on their own performance and professional development.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

Students must complete the programme in full in order to achieve the professional qualification. With the exception of two modules at Level 3 in which students must opt either to develop specialist knowledge for working with Children and Families, or with Adults at Risk, all modules are compulsory and together ensure that students are able to demonstrate the relevant professional standards of capability and proficiency in relation to all areas of social work practice. The modules are therefore closely mapped to the Health and Care Professions Council Standards of Proficiency for Social Work, the Professional Capabilities Statement and the QAA Subject Benchmark statements for Social Work. All students must complete 170 days of practice learning and 30 days of skills development in order to pass the programme.

Part 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:

Learning Outcomes:	UZVSMA-30-1 Perspectives on the Life Course	UZVSM9-30-1 Social Policy and Law for Social Work	UZVSMC-30-1 Skills for Relationship Based Practice	UZVSMB-30-1 Developing Professional Social Work Practice
A) Knowledge and understanding of:				
the role and responsibilities of the professional social worker in a range of practice contexts with adults, children and families		X		X
the principles and values of the social work profession, including the HCPC Standards of Conduct, Performance and Ethics and the implications of these in exercising professional authority and responsibility		X		X
the policies and legal requirements within which social workers practice and the implications of these for professional decision making, inter-professional practice and the wellbeing of service users and carers		X		X
a range of theories that contribute to the knowledge base for social work and their relevance for practice	X		X	X
the evidence base for social work including research and knowledge gained from practitioners, service users and carers	X	X		X
(B) Intellectual Skills. Be able to:				
identify, gather and synthesise information from a range of sources	X	X		X
critically analyse and evaluate a range of sources of information and evidence	X			X
formulate, test, evaluate and review hypotheses in response to information				
demonstrate logical, systematic, critical and reflective thinking	X	X		X
critically evaluate own ongoing professional development and learning needs		X	X	X
(C) Subject/Professional/Practical Skills. Be able to:				
practice safely and effectively, using legislation, policy and procedure appropriate to their role		X	X	
draw on appropriate knowledge, theory and skills to inform practice	X	X	X	
practice as an autonomous professional, using critical reflection and analysis to inform decision making and professional judgment		X	X	X
promote own professional development and wellbeing, using supervision, support and training opportunities to maintain fitness to practice			X	X
apply the ethical principles of the profession with a critical awareness of self and own values		X	X	X
recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice	X	X	X	X
build appropriate working relationships with others including service users, carers and colleagues from a range of professions and agencies			X	X
communicate effectively with individuals, groups and communities			X	X
(D) Transferable skills and other attributes. Be able to:				
critically reflect on and question current practice			X	
work effectively in a variety of organisational settings as part				X

Part 3: Learning Outcomes of the Programme

of uni or inter-professional teams				
use appropriate IT packages to aid efficient searching, handling communication and presentation of information	X	X	X	X
use a variety of problem solving strategies	X	X	X	X

Learning Outcomes:	UZVSMD-30-2 Theory and Research for Social Work	UZYSNA-15-2 Service Improvement – a collaborative	UZVSMF-30-2 Reflective Practice in Social Work	UZVRTT-15-2 Engagement, Empowerment, Intervention	UZVRU6-30-2 Law and Knowledge for Social Work
A) Knowledge and understanding of:					
the role and responsibilities of the professional social worker in a range of practice contexts with adults, children and families		X	X	X	X
the principles and values of the social work profession, including the HCPC Standards of Conduct, Performance and Ethics and the implications of these in exercising professional authority and responsibility			X	X	X
the policies and legal requirements within which social workers practice and the implications of these for professional decision making, inter-professional practice and the wellbeing of service users and carers		X	X	X	X
a range of theories that contribute to the knowledge base for social work and their relevance for practice	X	X	X	X	X
the evidence base for social work including research and knowledge gained from practitioners, service users and carers	X		X	X	X
(B) Intellectual Skills. Be able to:					
identify, gather and synthesise information from a range of sources	X	X	X	X	X
critically analyse and evaluate a range of sources of information and evidence	X	X			X
formulate, test, evaluate and review hypotheses in response to information	X			X	X
demonstrate logical, systematic, critical and reflective thinking	X	X	X	X	X
critically evaluate own ongoing professional development and learning needs	X		X	X	
(C) Subject/Professional/Practical Skills Be able to:					
practice safely and effectively, using legislation, policy and procedure appropriate to their role			X		X
draw on appropriate knowledge, theory and skills to inform practice	X		X	X	X
practice as an autonomous professional, using critical reflection and analysis to inform decision making and professional	X				

Part 3: Learning Outcomes of the Programme

judgment					
promote own professional development and wellbeing, using supervision, support and training opportunities to maintain fitness to practice			X	X	
apply the ethical principles of the profession with a critical awareness of self and own values	X	X	X	X	X
recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice		X	X	X	
build appropriate working relationships with others including service users, carers and colleagues from a range of professions and agencies		X	X		
communicate effectively with individuals, groups and communities			X	X	
(D) Transferable skills and other attributes. Be able to:					
critically reflect on and question current practice	X	X	X	X	X
work effectively in a variety of organisational settings as part of uni or inter-professional teams		X	X		X
use appropriate IT packages to aid efficient searching, handling communication and presentation of information		X	X	X	X
use a variety of problem solving strategies	X	X	X	X	X

	UZVSMJ-15-3 Protection and Risk In Social Work	UZVSJ8-30-3 Critical Reflective Practice in Social Work 1	UZVSJ7-30-3 Critical Reflective Practice in Social Work 2	UZVRTS-30-3 Dissertation	UZVRU7-15-3 Social Work with Adults at Risk	UZVRU8-15-3 Social work with Children and Families	UZVRU9 -15-3 Working to Strengthen Communities
Learning Outcomes:							
A) Knowledge and understanding of:							
the role and responsibilities of the professional social worker in a range of practice contexts with adults, children and families	X	X	X	X	X	X	X
the principles and values of the social work profession, including the HCPC Standards of Conduct, Performance and Ethics and the implications of these in exercising professional authority and responsibility	X	X	X	X	X	X	X
the policies and legal requirements within which social workers practice and the implications of these for professional decision making, inter-professional practice and the wellbeing of service users and carers	X	X	X	X	X	X	X
a range of theories that contribute to the knowledge base for social work		X	X	X	X	X	X

Part 3: Learning Outcomes of the Programme

and their relevance for practice the evidence base for social work including research and knowledge gained from practitioners, service users and carers			X	X	X	X	X
(B) Intellectual Skills. Be able to:							
identify, gather and synthesise information from a range of sources	X	X	X	X	X	X	X
critically analyse and evaluate a range of sources of information and evidence	X	X	X	X	X	X	X
formulate, test, evaluate and review hypotheses in response to information	X	X	X	X			
demonstrate logical, systematic, critical and reflective thinking		X	X	X	X	X	X
critically evaluate own ongoing professional development and learning needs		X	X		X	X	X
(C) Subject/Professional/Practical Skills. Be able to:							
practice safely and effectively, using legislation, policy and procedure appropriate to their role	X	X	X				
draw on appropriate knowledge, theory and skills to inform practice	X	X	X	X	X	X	X
practice as an autonomous professional, using critical reflection and analysis to inform decision making and professional judgment		X	X				
promote own professional development and wellbeing, using supervision, support and training opportunities to maintain fitness to practice		X	X				
apply the ethical principles of the profession with a critical awareness of self and own values		X	X		X	X	X
recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice	X	X	X				
build appropriate working relationships with others including service users, carers and colleagues from a range of professions and agencies		X	X				
communicate effectively with individuals, groups and communities		X	X		X	X	X
(D) Transferable skills and other attributes. Be able to:							
critically reflect on and question current practice	X	X	X	X	X	X	X
work effectively in a variety of organisational settings as part of uni or inter-professional teams	X	X	X				
use appropriate IT packages to aid efficient searching, handling communication and presentation of information		X	X		X	X	X
use a variety of problem solving strategies	X	X	X	X	X	X	X

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face to face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the BSc (Hons) Social Work programme teaching is a mix of scheduled, independent and placement learning. For the programme

Scheduled learning includes lectures, seminars, whole day conferences, project supervision, group and individual tutorials. A range of skills development workshops and work based learning activities (including opportunities to 'shadow' experienced professional practitioners, and to conduct a community profile) will meet the requirement for 30 days of skills development across the programme. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, on-line activities, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

Placement learning: There will be a 70 day placement at Level 2 and a 100 day placement at Level 3.

Overall, students will be exposed to a range of teaching and learning methods, and will be encouraged to undertake independent study, to develop skills as co-operative but autonomous and independent practitioners.

Description of any Distinctive Features

In setting out its defining principles, the QAA Benchmark Statement for Social Work asserts that the study of social work 'involves 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.' This is endorsed in guidance on the social work degree from the College of Social Work. These principles have been the starting point for the development of our approaches to teaching, learning and assessment on the programme.

More specifically, the programme team recognises that contemporary social work practice is challenging and diverse, and likely to become more so. Social work students must develop a mature and complex understanding of their role and high levels of self-awareness. They will need to recognise the inter-subjective nature of relationships with service users and carers, and with other professionals, and to develop skills in building such relationships. Social work demands of practitioners a considerable degree of conceptual thinking to transfer their knowledge and skills between settings. It is specifically these areas that the programme is actively committed to facilitating. A particular emphasis in the programme's teaching of such abilities is on the integration of psychological and sociological ideas in psychosocial approaches to practice.

The programme is modular, but the modules have been developed to integrate several

Part 4: Student Learning and Student Support

themes and teaching and learning strategies across the programme. While these will be found in many, if not all, social work programmes, the particular ways in which we set out to achieve these, are identified below as indication of how specifically we have planned to include them in the UWE programme.

Service user and carer involvement

The programme team works closely with service users and carers through a body known as the HUB group. The group is facilitated by a member of academic staff, and members have been involved in developing the programme. They are and will be involved in selection of students for the programme, and in teaching, learning and assessment across a range of modules. Their contributions will be both in person, and through written and audio-visual materials that have been developed for use in the programme. Service user and carer involvement has been mapped against all modules in the programme.

There will be opportunities outside module teaching, for students and members of the HUB group to explore and debate aspects of social work practice, to challenge orthodoxies and offer differing perspectives on service delivery. These opportunities will be both face to face and on-line using Blackboard.

A partnership approach to working with students

The university works together with students through a system of student representatives who meet programme staff in regular meetings, to promote the student voice in the overall running of the programme and to develop and enhance the student experience.

It also promotes a system of academic personal tutoring, through which students meet a named tutor three times a year. Over and above this the programme will promote partnership with students as a resource for learning through the following strategies:

Tutors and tutorial groups

As far as possible we will ensure that students work with the same academic tutor throughout their enrolment on the programme. In addition, tutors will work with their tutees in groups whose membership will remain constant throughout the programme. These groups will meet within scheduled teaching for the following modules:

- Developing Professional Social Work Practice (L1)
- Knowledge and Skills for Social Work Practice (L2)
- Critical Reflective Practice in Social Work (L3)

The intention is to support students in their transition first to higher education, and in their development of professional identity, and to model the importance of regular supervision in practice.

Induction, group work and a whole programme approach

Students entering the programme will be offered an intensive introduction, in which they have opportunities to meet students at other Levels of the programme, programme staff, service users and carers, and practitioners. Basic principles of group work will be introduced, and ground rules for working together and supporting each other will be developed. We will develop opportunities (such as meetings of year cohorts) to review this regularly.

Peer Assisted Learning (PAL)

We will promote PAL across all Levels of the programme. We will seek to maintain existing arrangements for L2 students to work with students at Level 1 on academic modules, and to develop this approach to learning in practice settings – for example, students on their first placement may work with Level 1 students undertaking shadowing opportunities, or community profiles, and students undertaking their final placement may work with students on

Part 4: Student Learning and Student Support

their first placement. This will offer students the opportunity to develop the 'leadership' domain of the professional capabilities framework.

Widening participation (WP)

The programme is supported by a project worker (funded through university WP initiatives) to promote it with local Access to Higher Education students, and to work with students who are Black and from ethnic minority groups (BME). This responds to past experience that BME students form a disproportionate number of those students whose progression through the programme is extended.

Partnership with employers and practitioners

The programme will draw on long standing partnership arrangements with social work and social care employers which will promote the contribution of practitioners to selection, teaching, learning and assessment, and ensure the provision of good quality practice placements. We expect this to continue into the future. As part of this we aim to develop shared learning sets in practice settings for students, practice supervisors and practice educators to take place alongside the final practice placement. This is intended as a form of knowledge exchange with practitioners, as well as a form of learning and support to students.

Skills development

In keeping with recommendations and requirements from the Social Work Reform Board and the College of Social Work, the programme will provide 30 days of skills development. The pattern of these days within the programme will consist of 20 days at Level 1, 7 days at Level 2, and 3 days at Level 3. At Level 1 the scheduled learning for Skills for Relationship Based Practice, and for Developing Professional Social Work Practice, will constitute the skills development days, and successful completion of them will be key elements of the Assessment of Readiness for Direct Practice. These will be linked to a range of activities, including skills workshops supported by both academic staff and current practitioners, and activities including observations, opportunities to 'shadow' practitioners, and to conduct community profiles.

At Level 2 the skills development days will be located in the Engagement, Empowerment, Intervention and Law Knowledge for Social Work Practice modules and will focus on the development of specialist practice skills. At Level 3 the days will be located in three 15 credit option modules, and will focus on skills for practice in statutory settings (such as presentations to court).

Inter-professional learning and practice

The programme includes a module at Level 2 in which students will work together with students on health care programmes at the university. Its focus is both service improvement and interprofessional practice. However, exploring the advantages and challenges of interprofessional practice is a theme in academic and practice modules across the programme. The aim is to ensure that students have a good understanding of the wide range of professionals that social workers work with.

Community perspective

Understanding of the significance of the community context of practice with service users and carers will be developed in practice related modules at all three Levels of the programme.

Research awareness

Research awareness - how to appraise it and its use for both academic and practice learning, is developed in modules across all Levels of the programme, most explicitly in the following:

Perspectives on the Life Course (L1)

Theory and Research for Social Work Practice (L2)

Part 4: Student Learning and Student Support

Dissertation (L3)

Teaching to develop students' skills in using the library will be integrated into modules at each Level. The resources of the former National Institute for Social Work library are located within the University Library and for many years its successor body, the Social Care Institute for Excellence, has contributed to library resources, so that the UWE Library provides an exceptional resource base for social work students.

Technology Enhanced Learning (TEL)

All modules will be supported by Blackboard or equivalent. The programme will develop a resource, e.g. Pebblepad, to support students' learning - in the first instance while on placement at Level 2. As part of this students will be encouraged to use an electronic reflective diary. In time this will be developed to support learning across the programme and will contribute to the assessment of readiness for direct practice at the end of Level 1, and to help students prepare to develop their post-qualifying e-portfolio for the College of Social Work. The programme will develop the use of online tools such as PIAZZA to facilitate communication between tutors and students.

Individual modules will encourage and support students to engage with specific eLearning resources relating to their content. (See also *service user and carer involvement* above).

One member of the design team has developed national online resources in relation to interprofessional education and these are available and made use of by the programme.

Employability and further study

As a professional programme the development of skills for employability is at its heart. All modules contribute to the development of professional capabilities. This is most obvious in the skills related modules at Level 1 and 2, and in practice modules. Beyond this the programme is regularly approached by social care agencies seeking volunteers or staff. We will promote these opportunities to Level 1 students – in particular those who have no prior experience of work in this sector – alongside the shadowing and other practice based activities that we will provide.

We will work with the careers service to provide opportunities for students to develop their skills in seeking employment, and in exploring opportunities for further study. However, for students who wish to make use of their social work qualification, post-graduate study will usually only follow a period of post-qualifying practice.

Part 5: Assessment

Approved to [University Regulations and Procedures](#) No condonement permitted.
Only the target/highest award provides eligibility to apply for HCPC registration (with the exception of Aegrotat Awards).

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

The Professional Capabilities Framework (PCF) produced by the Social Work Reform Board (SWRB), provides a framework for the professional development of social workers. It is intended to indicate standards of overall professional capability at different stages of someone's career in social work. It promotes holistic assessment of the extent to which the capabilities are achieved across nine domains at each stage. In relation to pre-qualifying education it identifies four stages beginning with entry requirements. The remaining three are:

- Readiness for Direct Practice
- End of placement one
- End of qualifying level / graduation

Each relates to the three Levels of the programme. Assessment of modules in the programme is designed to provide holistic assessment of students' achievement of the capabilities appropriate to each stage. As such, the range of assessments at each Level is intended to assess students' integration of the knowledge, skills and values appropriate to the relevant stage of the PCF. It is this that has informed the determination of co- and pre-requisites for progression to modules at each Level. Assessment of Readiness for Direct Practice is dependent on successful completion of all four modules at Level 1, and this will be a pre-requisite for enrolment on Reflective Practice in Social Work.

Beyond this, assessments have been chosen firstly for their relevance to each module's content, and secondly to provide a variety of approaches to assessment across the programme that will promote students' abilities to present themselves in a range of settings, mediums and formats.

Assessment Map

The programme encompasses a range of **assessment methods** including; Seen and unseen exams or timed assignments; on-line tests; presentations; written assignments; reports and case studies; and practice portfolios. These are detailed below:

Assessment Map for BSc (Hons) Social Work

Assessment Map for BSc (Hons) Social Work

[illegible]

Optional Modules Level 3	Social work with Adults at Risk UZVRU7-15-3					A (100)						
	Social work with children and young people UZVRU8-15-3					A (100)						
	Working to strengthen communities UZVRU9-15-3					A (100)						

Written Exams, Practical exams, or Coursework is indicated by the colour coding above.

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including: level and credit requirements; interim award requirements module diet, including compulsory and optional modules

Only the target/highest award provides eligibility to apply for HCPC registration (with the exception of Aegrotat Awards).

ENTRY		Compulsory Modules		Interim Awards
	Year 1	UZVSMA-30-1 Perspectives on the Life Course UZVSM9-30-1 Social Policy and Law for Social Work UZVSMC-30-1 Skills for Relationship-Based Practice UZVSMB-30-1 Developing Professional Social Work Practice		Cert (HE) Health and Social Studies Credit requirements: 120 credits of which not less than 100 credits are at level 1 or above Other requirements: None
	Year 2	Compulsory Modules UZVSMD-30-2 Theory and Research for Social Work Practice UZVRTT-15-2 Engagement, Empowerment and Intervention UZVRU6-30-2 Law and Knowledge for Social Work UZYSNA-15-2 Service Improvement – A collaborative approach UZVSMF-30-2 Reflective Practice in Social Work		Interim Awards Dip (HE) Health and Social Studies Credit requirements: 240 credits of which not less than 220 credits are at level 1 or above and not less than 100 credits are at level 2 or above Other requirements: None
	Year 3	Compulsory Modules	Optional Modules	Interim Awards
		UZVSMJ-15-3 Protection and Risk in Social Work UZVSJ8-30-3 Critical Reflective Practice in Social Work 1 UZVSJ7-30-3 Critical Reflective Practice in Social Work 2 UZVRTS-30-3 Dissertation	Choose one from the following: UZVRU7-15-3 Social Work with Adults at Risk UZVRU8-15-3 Social Work with Children and Young People UZVRU9-15-3 Working to strengthen communities	BSc Health and Social Studies Credit requirements: 300 credits of which not less than 280 credits are at level 1 or above, not less than 100 are at level 2 or above and not less than 60 are at level 3 or above. Target/highest Award: BSc (Hons) Social Work Credit requirements: 360 credits of which not less than 340 credits are at level 1 or above, not less than 200 credits are at level 2 or above and not less than 100 credits are at level 3 or above Only the target/highest award provides eligibility to apply for HCPC registration (with the exception of Aegrotat awards which are not eligible for admission to the register) Other requirements: None
GRADUATION				

Part time:

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**.

ENTRY

	Compulsory Modules	Optional Modules	Interim Awards
Year 3.2	UZVSJ8-30-3 Critical Reflective Practice in Social Work 1	None	BSc Health and Social Studies Target/highest Award: BSc (Hons) Social Work Credit requirements: 360 credits of which not less than 340 credits are at level 1 or above, not less than 200 credits are at level 2 or above and not less than 100 credits are at level 3 or above Only the target/highest award provides eligibility to apply for HCPC registration (with the exception of Aegrotat awards which are not eligible for admission to the register)
	UZVSJ7-30-3 Critical Reflective Practice in Social Work 2		

GRADUATION

Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions:

Educational qualifications

Applicants should have:

EITHER

- Achieved GCSEs in English Language and Mathematics (or certificated equivalent) at grade C or above and normally, three other subjects, all at grade C or above,

PLUS one of the following:

- Minimum of 300 UCAS points (Please refer to website for current entry tariff <http://courses.uwe.ac.uk/L500/2015>)
- A University module bearing 60 credits at Level 1

OR

- Access to HE Diploma; with a minimum of 30 Level 3 credits at merit; and including achievement of Level 2 credits giving GCSE equivalence in English Language and Mathematics.

English language

Applicants whose first language is not English must have a minimum IELTS score of 7 overall with a minimum of 6.5 in any section, (or equivalent)

Previous experience

Applicants must have some knowledge or direct experience in social work or social care and show that they have an initial understanding of social work.

Selection processes

In accordance with College of Social Work requirements, selection for a place on the programme will include completion of a written test, and offers of a place on the programme will depend on good performance in this and in an individual interview. The programme may

Part 7: Entry Requirements

also require participation in an observed group activity.

Disclosure of criminal background and other matters

Health checks and criminal convictions checks will be undertaken on all candidates in accordance with guidance from the Health and Care Professions Council and the College of Social Work, and in accordance with relevant university, faculty and programme policies.

Accreditation of Prior Learning (AL) / Accreditation of Prior (Experiential) Learning (AP(E)L)

Previous learning at Higher Education Level that matches the learning outcomes of modules in the programme can be accredited. Exceptionally, the programme may allow AP(E)L in respect of practice learning.

Part 8: Reference Points and Benchmarks

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

- Quality Assurance Agency for Higher Education (2008) *Benchmark Statement for Social Work* Gloucester, QAA
- Health and Care Professions Council (2012) *Standards of Proficiency for Social Workers in England* London, HCPC
- Health and Care Professions Council (2012) *Standards of Education and Training* London, HCPC
- Health and Care Professions Council (2012) *Standards of Education and Training Guidance* London, HCPC
- The College of Social Work (2012) *Reforming social work qualifying education: The social work degree* London, TCSW
- The College of Social Work (2012) *Professional Capabilities Framework* London, TCSW

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 Health and Care Professions Council *Standards of Conduct, Performance and Ethics* London, HCPC
- Health and Care Professions Council *Guidance on Conduct and Ethics for Students* London, HCPC
- 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.

All these documents have formed the basis of formal and informal consultations with colleagues within the university, with partner agencies, with service users, carers, current and former students.

Part 8: Reference Points and Benchmarks

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, available on the [University's website](#).