



## Part 2: Educational Aims of the Programme

The Integrated Professional Development (Social Work) title presented to the CAP utilizes the validated shell award framework and draws on a cluster of CPD modules for social work, including work-based learning generic modules (shells), which meets the requirement of the core capstone WBL module of the Shell Framework. The title is supported by the academic board paper, AB11/6/9, whereby cohorts of students can meet a minimum of 60% of modules focused on Social Work to qualify for the specific title of Integrated Professional Development (Social Work) Therefore it is the module learning outcomes of the modules that provide the specific content for the title (Mumford & Roodhouse, 2010)<sup>1</sup>. Therefore there is no need to validate a different set of aims and programme learning outcomes to those of the validated Shell Awards. The aims of the Shell programme provide learners and/or organisations with the opportunity to enhance/acquire knowledge and skills specific to social work practice; and aims to provide a flexible modular structure for negotiating programmes of study which have work-based learning at their core. The Professional Capabilities Framework (PCF – Appendix 1) for Social Work and the Health and Care Professional Council (HCPC) Standards of Proficiency (SoP) (Appendix 2) for Social Work have been mapped to the learning outcomes for the validated Shell Framework. Learning materials will support students to evidence their learning against the relevant levels of the PCF.

The Framework aims to provide learners with:

- the opportunity to enhance their knowledge and skills and the ability to become more able, responsive and productive in their current or future roles by extending their current knowledge;
- the opportunity to develop intellectual, analytical and problem solving skills and encourage the development of mature and independent judgement;
- the skills to develop approaches to learning within the context of formal study as it relates to the workplace;
- an enthusiasm for enquiry and learning which will encourage learners to consider their studies as a stage of a lifelong educational process.

In addition the Framework has been validated to:

- offer a means by which employers and/or individual learners can negotiate a programme of study that best suits their needs and requirements;
- provide the opportunity to have learning recognised for the award of credit;
- facilitate the widening of access to and participation in higher education;
- encourage participants in the Framework to develop as independent learners who take responsibility for their own learning.

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<sup>1</sup> Mumford, J. And Roodhouse, S. (2010) Understanding work-based Learning. Gower.

### **Section 3: Learning outcomes of the programme by level<sup>2</sup>**

The Framework provides opportunities for organisations and individuals to develop tailored programmes by negotiating suites of modules to meet their needs and support learners to develop and demonstrate knowledge and understanding, qualities, skills and other attributes of benefit to their current workplace, or voluntary activities or future career aspirations. The Framework also provides opportunities for learners to develop some or all of the graduate employability attributes detailed below. The learning outcomes below relate to how a learner engages and learns through and from work-based and work-related situations. For example, a learner, whatever their role, may demonstrate through their study high levels of intellectual and conceptual understanding of complex issues. Someone in a 'high level' role may need support and a learning structure to enable them to engage in a way which reflects upon the high level of complexity, uncertainty and/or responsibility required for the role and to apply this understanding to a wide range of intellectual challenges across a range of contexts.

It is the intention that the Framework learning outcomes will be used by learners, prospective learners and teaching teams as a reference point for the intended module learning outcomes of each level of programme, and to enable the awarding body to satisfy itself that the programme outcomes have been achieved and demonstrated through individual module assessment, including compulsory work-based learning project modules.

#### **A) Knowledge and understanding**

##### **Level 1 (FHEQ<sup>3</sup> Level 4):**

###### **The Learner:**

- Can identify relationships and contradictions between principles and ideas
- Can recognise and evaluate information to identify relationships and make informed judgements
- Can reinterpret and combine information to develop ideas and choose courses of action or develop ways forward

##### **Level 2 (FHEQ Level 5):**

###### **The Learner:**

- Can draw on a broad personal or formal knowledgebase and set of mental models relating to a variety of existing ideas, contexts and frameworks
- Can develop practical theories, ideas and models including to find ways forward when faced with contradictions and gaps in theories
- Can research, analyse and evaluate information to identify relationships

#### **Teaching/learning methods and strategies:**

At all levels, teaching and learning methods and strategies should involve directed study tasks including the use of literature and reflective activities and learning from experience.

**Assessment:** Assessment for the work-based learning elements of the programme is carried out through coursework, which typically comprises reflective essays and interviews, and work based projects. Assessment methods are used which reflect both the practical and applied nature of the programme. Assessment should include formative assessment of learning in context.

Assessment of more formally taught modules and modules for the assessment of experiential learning will use a range of approaches relevant to the providing institution (the 'teaching institution' referred to above in Section 1: Basic Data)

<sup>2</sup> Ref: Learning Through Work cohort Handbook Section 6 Level indicators

<sup>3</sup> The Framework for Higher Education Qualifications in England, Wales and Northern Ireland <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/default.asp>

<p>and patterns and make informed judgements</p> <p><b>Level 3 (FHEQ Level 6):</b>  <b>The Learner:</b></p> <ul style="list-style-type: none"> <li>• Can draw on extensive personal or formal knowledge base and set of mental models relating to comprehensive/detailed knowledge of ideas, contexts and frameworks and can extend this knowledge to other contexts (2, 3, 4, 5, 7 – i, ii, vii, v, vi, viii, ix, x, xii, xiii, xiv, xv)</li> <li>• Can develop and evaluate a range of practical theories, ideas and models including to find ways forward in problematic situations (2, 3, 4, 5, 7 – i, ii, vii, v, vi, viii, ix, x, xii, xiii, xiv, xv)</li> <li>• Can research, analyse and evaluate information to identify relationships and patterns and make informed judgements, particularly in relation to areas of specialisation (6, 8 – iv, ix, xi, xiv)</li> </ul> <p><b>Masters Level (FHEQ Level 7):</b>  <b>The Learner:</b></p> <ul style="list-style-type: none"> <li>• Can demonstrate an in-depth knowledge base relating to their area of work and the ability to extend this into the wider context and area of practice (2, 3, 4, 5, 7– i, ii, vii, v, vi, viii, ix, x, xii, xiii, xiv, xv)</li> <li>• Can develop and critically evaluate a range of practical theories, ideas and models, including to overcome dilemmas and find ways forward in problematic situations (2, 3, 4, 5, 7 – i, ii, vii, v, vi, viii, ix, x, xii, xiii, xiv, xv)</li> <li>• Can research, analyse and evaluate information to identify interrelationships between wider systems in which their own work is located (6, 8 – iv, ix, xi, xiv)</li> </ul>	
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**B) Intellectual Skills**

<p><b>B) Intellectual Skills</b></p> <p><b>Level 1 (FHEQ Level 4):</b>  <b>The Learner:</b></p>	<p><b>Teaching/learning methods and strategies</b></p> <p>At all levels, teaching and learning methods and strategies should involve directed study</p>
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- Can develop solutions to problems

**Level 2 (FHEQ Level 5):**

**The Learner:**

- Can take a range of approaches to address issues
- Can develop a range of solutions to sets of problems

**Level 3 (FHEQ Level 6):**

**The Learner:**

- Can take innovative approaches in complex situations (PCF 1, 6 – i, ii, iv, xi, xiv)
- Can develop novel approaches to sets of complex problems (PCF 7, 8, 9 – viii, ix, x, xiv, xv)

**Masters Level (FHEQ Level 7):**

**The Learner:**

- Can develop innovative ways forward in complex and unpredictable situations (PCF 1, 6 – i, ii, iv, xi, xiv)
- Can develop novel approaches to systems (PCF 7, 8, 9 – viii, ix, x, xiv, xv)

tasks including the use of literature and reflective activities and learning from experience.

**Assessment**

Skills in the work-based learning project modules are primarily assessed through individual written assignments and portfolios.

Assessment of more formally taught modules and modules for the assessment of experiential learning will use a range of approaches relevant to the providing institution (the 'teaching institution' referred to above in Section 1: Basic Data)

## C Subject, Professional and Practical Skills

### C) Professional/Practical Skills

Many professional/practical skills and employability attributes can be developed within taught modules and modules for the assessment of experiential learning

#### Level 1 (FHEQ Level 4):

##### The Learner:

- Can collect and categorise new information that affects their own work, including the use of practical investigation
- Is able to outline the appropriateness of different approaches and their impacts

#### Level 2 (FHEQ Level 5):

##### The Learner:

- Can construct a systematic approach to identifying and applying new information that affect areas of their own work practice
- Can evaluate the appropriateness, including risk, of options and actions, including impacts outside of the immediate context

#### Level 3 (FHEQ Level 6):

##### The Learner:

- Can design and implement a simple, methodologically sound research- or project- based investigation/solution to provide new understanding that affects areas of their own work practice (PCF 6, 8 – iv, ix, xi, xiv)
- Is able to evaluate the actual and potential effects of theories and actions, including impacts outside of the immediate context (PCF 1, 3, 4, 8 – i, ii, iii, iv, v, vi, ix)

#### Masters Level (FHEQ Level 7):

##### The Learner:

- Can operate substantial investigation to address significant areas of their own work practice using methodologies which are consistent with their purposes and contexts (PCF 6, 8 – iv, ix, xi, xiv)
- Can critically evaluate thinking, action and structural factors operating in the area of their own work practice, including underlying assumptions, and

### Teaching/learning methods and strategies

There should be provision of opportunities for learners to perform and practise specific professional/practical skills in context.

### Assessment

Skills are primarily assessed through a work-based learning project.

Assessment of more formally taught modules and modules for the assessment of experiential learning will use a range of approaches relevant to the providing institution (the 'teaching institution' referred to above in Section 1: Basic Data)

identifying implications for wider systems beyond the area of practice (PCF 1, 3, 4, 8 – i, ii, iii, iv, v, vi, ix)

## D Transferable Skills and other attributes

### D) Transferable skills and other attributes

#### Level 1 (FHEQ Level 4):

##### The Learner:

- Can recognise the implications of different issues and courses of action in predictable, defined contexts
- Can identify and evaluate the practical effects and impact of operating parameters and begin to appreciate the complexity of the issues
- Can demonstrate an appropriate level of numeracy and literacy
- Can communicate effectively in a format appropriate to their role
- Can work effectively with others

#### Level 2 (FHEQ Level 5):

##### The Learner:

- Can identify the implications of different issues and courses of action
- Is able to identify dilemmas and value-conflicts
- Can identify and evaluate the effects and impact of operating parameters and principles
- Can demonstrate the ability to reflect on own personal impact on others and area of practice
- Can interact effectively within a team/learning group, giving and receiving ideas and modifying responses where appropriate

#### Level 3 (FHEQ Level 6):

##### The Learner:

- Can assess the implications of different issues and courses of action (PCF 5, 6, 7, 9; HCPC Standards iv, viii, ix, xii, xiii, xiv, xv)
- Can manage dilemmas and value-conflicts and demonstrate confidence in applying their own criteria or judgement (PCF 2, 3, 4; HCPC Standards i, ii, v, vi, vii)
- Can identify interrelationships between wider systems in which the area of

### Teaching/learning methods and strategies

There should be opportunities to practise skills in specific settings as appropriate.

### Assessment

Typically reflective essays and interviews, and work- based projects.

Assessment of more formally taught modules and modules for the assessment of experiential learning will use a range of approaches relevant to the providing institution (the 'teaching institution' referred to above in Section 1: Basic Data)

practice is located (PCF 1, 8; HCPC Standards i, ii, iii, iv, ix)

- Can evaluate the impact of self on different situations. (PCF 1; HCPC Standards i, ii, iii)

**Masters Level (FHEQ Level 7):**

**The Learner:**

- Can evaluate alternative implications of different issues and courses of action and can reflect on own and others' functioning in order to improve practice (PCF 5, 6, 7, 9; HCPC Standards iv, viii, ix, xii, xiii, xiv, xv)
- Can evaluate and manage dilemmas and value-conflicts (PCF 2, 3, 4; HCPC Standards i, ii, v, vi, vii)
- Can evaluate and act on interrelationships between wider systems in which the area of practice is located (PCF 1, 8; HCPC Standards i, ii, iii, iv, ix)
- Can demonstrate a level of personal and contextual awareness and the ability to adjust approach according to need
- Has independent learning ability (PCF 1; HCPC Standards i, ii, iii)



## Part 4: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a **part time student** using the Shell Award Framework to demonstrate interaction with the College of Social Work Professional Capabilities Framework (PCF), including:  
 level and credit requirements  
 interim award requirements  
 module diet, including compulsory and optional modules

### POSTGRADUATE ENTRY



<p>Capstone Module</p> <p>At least one 40 credit Level M Evidencing Work-Based Learning Project Module</p>	<p>Optional Modules (see appendix 3 module catalogue attached for examples)</p> <p>To be negotiated via a Negotiated Learning Plan</p>	<p>MSc Integrated Professional Development (Social Work) for those demonstrating that a minimum of 60% of learning is focused in the context of Social Work professional Practice</p> <p>180 credits in accordance with Academic Regulations</p>
<p>Capstone Module</p> <p>At least one 15 credit Level M Evidencing Work-Based Learning Project Module</p>	<p>Optional Modules (see module catalogue attached for examples)</p> <p>To be negotiated via a Negotiated Learning Plan</p>	<p>PGDip Integrated Professional Development (Social Work) for those demonstrating that the majority of learning is focused in the context of Social Work professional Practice</p> <p>120 credits in accordance with Academic Regulations</p>
<p>Capstone Module</p> <p>At least one 15 credit Level M Evidencing Work-Based Learning Project Module</p>	<p>Optional Modules (see module catalogue attached for examples)</p> <p>To be negotiated via a Negotiated Learning Plan</p>	<p>PGCert Integrated Professional Development (Social Work) for those demonstrating that the majority of learning is focused in the context of Social Work professional Practice</p> <p>60 credits in accordance with academic regulations</p>

### GRADUATION UNDERGRADUATE ENTRY



<p>Capstone Module</p> <p>At least one 40 credit Level 3 Evidencing Work-Based Learning Project Module</p>	<p>Optional Modules (see module catalogue attached for examples)</p> <p>To be negotiated via a Negotiated Learning Plan</p>	<p>BA(Hons) Integrated Professional Development (Social Work) for those demonstrating that the majority of learning is focused in the context of Social Work professional Practice</p> <p>360 credits in accordance with Academic Regulations</p>
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Capstone Module  At least one 15 credit Level 3 Evidencing Work-Based Learning Project Module	Optional Modules (see module catalogue attached for examples)  To be negotiated via a Negotiated Learning Plan	BA Integrated Professional Development (Social Work) for those demonstrating that the majority of learning is focused in the context of Social Work professional Practice  300 credits in accordance with Academic Regulations
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**GRADUATION**

**GRADUATE ENTRY**



Capstone Module  At least one 15 credit Level 3 Evidencing Work-Based Learning Project Module	Optional Modules (see module catalogue attached for examples)  To be negotiated via a Negotiated Learning Plan	Graduate Diploma Integrated Professional Development (Social Work) for those demonstrating that the majority of learning is focused in the context of Social Work professional Practice  120 credits in accordance with Academic Regulations
Capstone Module  At least one 15 credit Level 3 Evidencing Work-Based Learning Project Module	Optional Modules (see module catalogue attached for examples)  To be negotiated via a Negotiated Learning Plan	Graduate Certificate Integrated Professional Development (Social Work) for those demonstrating that the majority of learning is focused in the context of Social Work professional Practice  60 credits in accordance with Academic Regulations

**GRADUATION**

<b>Part 5: Entry Requirements</b>
The University's Standard Entry Requirements apply with the following addition:  Learners for the specific title will be required to hold a recognized social work qualification. Those without a recognized social work qualification but employed as team members in the social work field may take the generic route and title of Integrated Professional Development.

## Part 6: Assessment

Delete one of the following statements as appropriate

A: Approved to University Regulations and Procedures

B: Approved variant to University Academic Regulations and Procedures ref AB 10/3/7

"...formally accept credit and marks in a different way; rather than recognising credit from other awarding bodies through an AL process, the academic judgement around the acceptance of credit for the SAF is concerned with the appropriateness of the credit in relation to the IPD programme learning outcomes. This judgement is made as part of a negotiated learning process. It is not a judgement involving direct comparison with modules approved for the award sought by a matching of the learning outcomes. It has been determined that no variation to A(E)L regulations and procedures are required to implement the SAF."

### Assessment Map

Assessment is negotiated and mapped against the validated Integrated Professional Development level descriptors and the College of Social Work Professional Capabilities Framework.

This programme of work-based learning and taught modules encompasses a range of **assessment methods** including portfolio evidence which may include assessment tools, reflection on significant learning, assessment of professional and practical skills, learning contracts, action plans, formative and summative learning.

## Part 7: Student Learning

### Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

All available social work modules are based around practice activities and critically reflective learning. In terms of learner support, the module 'Consolidation of Social Work Practice' provides orientation to the University and support for learning as well as developing the practical and cognitive skills which will be demonstrated in other modules. Enrolment on this and other modules will be negotiated with the Programme Leader through an individual learning plan and mapped against the PCF. Students will be provided with pre-reading and briefs for practice activities in advance. Technology Enhanced Learning will form part of the delivery strategy for each module and students will be directed to reputable and relevant e-learning materials, such as those developed by SCIE (Social Care Institute for Excellence). We are aiming for at least one module to be delivered through on-line learning.

### Description of Distinctive Features and Support

Professional/ academic support and mentoring will be provided by the social work cluster team and students will be allocated individual tutors for support and guidance. In addition student advisors are available to provide guidance in directing students to university resources and support services.

All workbased learning modules include a learning contract that will identify the support available within the student's workplace in addition to the academic support provided by the university.

The programme is supported by local social services agencies, many of whom will sponsor students on to the negotiated award. This ensures that learning and assessment reflects current

## Part 7: Student Learning

development in social work practice. There is also active involvement of 'Experts by Experience' who are service users and carers who contribute to teaching, the development of learning materials and the quality assurance of practice.

All students will have access to library and blackboard. All intervention fields/ activities will be described in detail on a template which will form part of the student briefing material. Much of the supporting information will be hosted or accessed via Blackboard. The modules will be assessed by portfolio. The portfolios are hosted and can be assessed on line which provides the opportunity for ongoing formative feedback.

## Part 8: Reference Points and Benchmarks

Description of *how* the following reference points and benchmarks have been used in the application and appropriate utilization of the validated Shell Framework:

UK Quality Code for Higher Education

- Chapter B3 Learning and Teaching and the QAA Code of Practice, Section 9, Work-Based and Placement Learning 2007 have been used to benchmark the Framework's compulsory work-based learning project modules. Learners engage with work-place environment, appropriate literature, and their critical reflective and practical skills are assessed against the programme learning outcomes.

University strategies and policies

- The programme displays all of the characteristics of the University Work-Based Learning Policy 2009.

Staff research projects

The following research has informed both the development of the Shell Award Framework and this specific route within it: A Longitudinal Evaluation of Work-Based Learning of Qualified Nurses (2009) Moore & Bridger (2009); Developing a reflective capacity within undergraduate education – the role of work-based and placement learning (2007) Lucas & Tan.

Employer interaction and feedback

- The title and flexible approach to continuing professional development has been endorsed by Somerset Centre for Integrated Learning

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.

## **Appendix 1**

### **Professional Capabilities Framework – Social Work**

1. PROFESSIONALISM - Identify and behave as a professional social worker, committed to professional development
2. VALUES AND ETHICS - Apply social work ethical principles and values to guide professional practice
3. DIVERSITY - Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice
4. RIGHTS, JUSTICE AND ECONOMIC WELLBEING - Advance human rights and promote social justice and economic wellbeing
5. KNOWLEDGE - Apply knowledge of social sciences, law and social work practice theory
6. CRITICAL REFLECTION AND ANALYSIS - Apply critical reflection and analysis to inform and provide a rationale for professional decision-making
7. INTERVENTION AND SKILLS - Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse
8. CONTEXTS AND ORGANISATIONS - Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional settings
9. PROFESSIONAL LEADERSHIP - Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management

## **Appendix 2**

### **HCPC Standards of Proficiency – Social Work**

- i. be able to practise safely and effectively within their scope of practice
- ii. be able to practise within the legal and ethical boundaries of their profession
- iii. be able to maintain fitness to practise
- iv. be able to practice as an autonomous professional, exercising their own professional judgement
- v. be aware of the impact of culture, equality and diversity on practice
- vi. be able to practise in a non-discriminatory manner
- vii. be able to maintain confidentiality
- viii. be able to communicate effectively
- ix. be able to work appropriately with others
- x. be able to maintain records appropriately
- xi. be able to reflect on and review practice
- xii. be able to assure the quality of their practice
- xiii. understand the key concepts of the knowledge base relevant to their profession
- xiv. be able to draw on appropriate knowledge and skills to inform practice
- xv. be able to establish and maintain a safe practice environment

## Appendix 3

### Module catalogue

UZVS9F-20-3	Consolidation of Competence in Social Work Practice	20
UZVS9D-40-3 or UZVS9E-40-M	Specialist Social Work Practice with Adult Service Users and their Carers	40
UZVS9G-20-3	Practice Education for Social Work Practice	20
UZWR38-20-3	Evidence and Research in Practice	20
UZTR66-20-3 or UZTSAE-20-M	End of Life Care	20
UZVSBP-30-3	Best Interests Assessment	30
UZTSM-20-3 or UZTS7N-20-M	Current issues in Community Practice:	20
UZVS6U-20-3	Leadership and change	20
UZV-REM-20-3	Independent Study	20
UZVREL-20-3	Engaging Communities and Service Users	20
UZVREK-20-3	Issues in Child Protection	20
ZTSGP-20-3	Life After Stroke	20
UZZRQ4-20-3	Principles of Cognitive Behavioural Therapy	20
UZTR3X-20-3	Communication Skills in Cancer and Palliative Care	20