

Part 2: Educational Aims of the Programme

modules (shells), which meet the requirement of the core Compulsory WBL module of the Shell Framework.. 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 Professions 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.

Section 3: Learning outcomes of the programme by level¹

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.

¹ Ref: Learning Through Work cohort Handbook Section 6 Level indicators

<p>A) <u>Knowledge and understanding</u></p> <p>Level 3 (FHEQ Level 6):FHEQ² The Learner:</p> <ul style="list-style-type: none"> • Can demonstrate an ability to deploy accurately e established techniques of analysis and enquiry within a discipline • Can demonstrate conceptual understanding that enables the student: <ul style="list-style-type: none"> - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline • <p>Masters Level (FHEQ Level 7): The Learner:</p> <ul style="list-style-type: none"> • Can demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice • Can demonstrate a conceptual understanding that enables the student: <ul style="list-style-type: none"> -to evaluate critically current research and advanced scholarship in the discipline -to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. • Can demonstrate originality in the 	<p>Teaching/learning methods and strategies:</p> <p>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.</p> <p>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.</p> <p>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)</p>
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² **QAA (2014) UK Quality Code for Higher Education** The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies
October 2014

<p>application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline</p>	
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B) Intellectual Skills

<p>B) Intellectual Skills</p> <p>Level 3 (FHEQ Level 6): The Learner:</p> <ul style="list-style-type: none"> • Can critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem • Can demonstrate an appreciation of the uncertainty, ambiguity and limits of knowledge <p>Masters Level (FHEQ Level 7): The Learner:</p> <ul style="list-style-type: none"> • • Can deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data and communicate their conclusions clearly to specialist and non-specialist audiences • Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level 	<p>Teaching/learning methods and strategies</p> <p>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.</p> <p>Assessment</p> <p>Skills in the work-based learning project modules are primarily assessed through individual written assignments and portfolios.</p> <p>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)</p>
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C Subject, Professional and Practical Skills

<p>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</p> <p>Level 3 (FHEQ Level 6): The Learner:</p> <ul style="list-style-type: none">• Can apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects• Can demonstrate the qualities and transferable skills necessary for employment requiring:<ul style="list-style-type: none">- the exercise of initiative and personal responsibility- decision-making in complex and unpredictable contexts- the learning ability needed to undertake appropriate further training of a professional or equivalent nature <p>Masters Level (FHEQ Level 7): The Learner:</p> <ul style="list-style-type: none">• Can demonstrate a comprehensive understanding of techniques applicable to their own research or advanced scholarship• Can demonstrate a conceptual understanding that enables the student:<ul style="list-style-type: none">-to evaluate critically current research and advanced scholarship in the discipline-to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses•	<p>Teaching/learning methods and strategies There should be provision of opportunities for learners to perform and practise specific professional/practical skills in context.</p> <p>Assessment</p> <p>Skills are primarily assessed through a work-based learning project.</p> <p>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)</p>
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D Transferable Skills and other attributes

<p>D) Transferable skills and other attributes</p> <p>Level 3 (FHEQ Level 6): The Learner:</p> <ul style="list-style-type: none">• Can critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame	<p>Teaching/learning methods and strategies There should be opportunities to practise skills in specific settings as appropriate.</p> <p>Assessment</p> <p>Typically reflective essays and interviews, and work- based projects.</p>
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<p>appropriate questions to achieve a solution - or identify a range of solutions - to a problem</p> <ul style="list-style-type: none"> • Can demonstrate the qualities and transferable skills necessary for employment requiring: <ul style="list-style-type: none"> - the exercise of initiative and personal responsibility - decision-making in complex and unpredictable contexts - the learning ability needed to undertake appropriate further training of a professional or equivalent nature <p>•</p> <ul style="list-style-type: none"> • Masters Level (FHEQ Level 7): <p>The Learner:</p> <ul style="list-style-type: none"> • Can demonstrate: <ul style="list-style-type: none"> -the exercise of initiative and personal responsibility -decision making in complex and unpredictable contexts • Can demonstrate the qualities and transferable skills necessary for employment requiring: <ul style="list-style-type: none"> -the exercise of initiative and personal responsibility - decision making in complex and unpredictable situations • Is able to continue to advance their knowledge and understanding, and to continue to develop new skills to a high level • Can demonstrate the independent learning ability required for continuing professional development 	<p>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)</p>
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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 	Compulsory Module At least one 40 credit Level M Evidencing Work-Based Learning Project Module UZVRYC-40-M	Optional Modules (see appendix 3 module catalogue attached for examples) To be negotiated via a Negotiated Learning Plan	MSc Professional Development (Social Work) for those demonstrating that a minimum of 60% of learning is focused in the context of Social Work professional Practice 180 credits in accordance with Academic Regulations
	Compulsory Module At least one 15 credit Level M Evidencing Work-Based Learning Project Module UZVRTH-15-M	Optional Modules (see module catalogue attached for examples) To be negotiated via a Negotiated Learning Plan	PGDip 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
	Compulsory Module At least one 15 credit Level M Evidencing Work-Based Learning Project Module UZVRTH-15-M	Optional Modules (see module catalogue attached for examples) To be negotiated via a Negotiated Learning Plan	PGCert 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 UNDERGRADUATE ENTRY 	Compulsory Module At least one 40 credit Level 3 Evidencing Work-Based Learning Project Module UZVRYH-40-3	Optional Modules (see module catalogue attached for examples) To be negotiated via a Negotiated Learning Plan	BA(Hons) Professional Development (Social Work) for those demonstrating that the majority of learning is focused in the context of Social Work professional Practice 360 credits in accordance with Academic Regulations

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

GRADUATE ENTRY



<p>Compulsory Module</p> <p>At least one 15 credit Level 3 Evidencing Work-Based Learning Project Module UZVRTB-15-3</p>	<p>Optional Modules (see module catalogue attached for examples)</p> <p>To be negotiated via a Negotiated Learning Plan</p>	<p>Graduate Diploma 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>Compulsory Module</p> <p>At least one 15 credit Level 3 Evidencing Work-Based Learning Project Module UZVRTB-15-3</p>	<p>Optional Modules (see module catalogue attached for examples)</p> <p>To be negotiated via a Negotiated Learning Plan</p>	<p>Graduate Certificate 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

Part 5: Entry Requirements

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 Regulations

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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

There shall be no condonment of failure or excusing of the credit requirements for an award of the Shell Award Framework. All modules will have to be passed to be eligible to contribute towards an award of the Shell Framework.

Assessment Map

Assessment is negotiated and mapped against the validated 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 student will be supported by the programme manager to select appropriate modules 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.

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 Professional Development (Social Work). This can be achieved by the focus of work in core and optional modules relating to the student's work as a professional social worker.

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 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

Part 7: Student Learning

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 UWE 2020 strategy to have ready and able graduates and to work in partnership with employers. 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) Lucus & 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

UZVSBP-30-3/ UZVSBQ-30-M	Best Interest Assessment	30 level 3/M credits
UZTR3X-20-3/ UZTR7R-20-M	Communication Skills in Cancer and Palliative Care	20 level 3/M credits
UZZRQ8-20-3/ UZZRSM-20-M	Dual Diagnosis: Substance Misuse and Mental Health	20 level 3/M credits
UZTR6Y-20-3/ UZTSAE-20-M	End of Life Care	20 level 3/M credits
UZWSV5-15-3/ UZWSV6-15-M	Stroke Care	20 level 3/M credits
UZSN7U-30-M	Researching Beneath the Surface	30 level M credits
UZTRWM-20-3/ UZTRWN-20-M	Complexities of Caring for Older People	20 level 3/M credits
UZTS7M-20-3/ UZTS7N-20-M	Current Issues in Community Practice	20 level 3/M credits
UZZSWH-20- 3/UZZRWT-20-M	Motivational Interviewing	20 level 3/M credits
UZTSW6-20- 3/UZTSW7-20-M	Integrated Community Care in Context	20 level 3/M credits
UZVREK-20-3/ UZVSK8-20-M	Issues in Child Protection	20 level 3/M credits
UZTSUQ-15-3	Evidence and Research in Practice	20 level 3 credits
UZWRGQ-20-M/ UZWSPX-15-M	Health and Social Care Research: Methods and Methodology (both 20 and 15 credit versions taught 2014-15)	20 or 15 level M credits