Programme Specification for BA Social Work

This document applies to Academic Year 2021/22 onwards.

Table 1 Programme Specification for BA (Hons) Social Work

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	Health and Care Professions Council (HCPC)
4.	Final award or awards	BA (Hons)
5.	Programme title	Social Work
6.	Pathways available	Single
7.	Mode and/or site of delivery	University of Worcester, statutory and non-statutory placement providers
8.	Mode of attendance and duration	Full time - 3 years.
9.	UCAS Code	L500
10.	Subject Benchmark statement and/or professional body statement	DH (2002) Requirements for social work training QAA (2019 (Subject benchmark for Social Work): HCPC (2012) Standards of Education and Training
11.	Date of Programme Specification preparation/ revision	Approved May 2015 QAA subject benchmark references and links updated (December 2016) July 2017, template updated September 2017, AQU amendments and updates November 2017, inclusion of reference to overseas placement and updates August 2018 AQU amendments and updates. February 2019 AQU amendments to template (section 13 amended, sections 19 and 21 removed, renumbering) for 2019/20 August 2019 AQU amendments to section 19 and updates January 2020 - Independent Study module renamed Dissertation and recoded to SOWK3002 with effect from 2020/21 August 2020 – QAA subject benchmark statement links updated August 2020 – AQU amendments to Section 19 Sept 2020 – Update to reflect role and function of Social Work England. August 2021 – AQU amendments.

12.   Educational aims of the programme

This course is designed for those interested in pursuing a career in social work. This dynamic and contemporary BA (Hons) Social Work programme has been developed in response to the threshold standards required for social work by the Health and Care Professions Council (HCPC, 2012), the Quality Assurance Agency's (QAA) Benchmark statements for social work (2019), the Department of Health's requirements for social work training (2002) and The Professional Capabilities Framework for Social work (BASW 2016). In 2019, Social Work England became the professional statutory regulatory body for social work and social work education. This

programme has transitional approval with Social Work England and complies with Social Work England's (2019) education and training standards.

This programme aims to:

1. Develop social workers who are fit for practice and who are able to respond to its changing context of practice
2. Ensure that students develop the knowledge, skills and values required to meet the needs of service users
3. Provide opportunities for students to achieve the HCPC (2012) Standards of Proficiency for social workers and the BASW Professional Capabilities Framework at End of Final Placement level, providing eligibility to apply to join the register with the HCPC as a social worker
4. Ensure the public are safeguarded by facilitating the development of responsible, accountable and autonomous professionals, who are prepared to practice according to HCPC (2012) Standards of Conduct, Performance and Ethics
5. Enable students to be flexible practitioners, who understand and can work to accommodate the respective responsibilities of social welfare agencies, can practice in a collaborative inter-professional context, and who recognise both the responsibilities and limitations of the social worker's role
6. Promote a philosophy of partnership working which is effective with other health and social care professionals, service users, carers and their families
7. Develop critically reflective practitioners, with the ability to utilise contemporary knowledge, theory, research and evidence to underpin professional practice
8. Enable students to develop into social work practitioners who are committed to lifelong learning and continuing professional development

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

Table 2 knowledge and understanding outcomes and which module/code they relate to

Knowledge and Understanding		

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	Justify approaches to social work practice through a systematic understanding of key aspects of theory, legislation, policy and research	SOWK1002 SWOK1004 SOWK2001 SOWk2002 SOWK2004 SOWK3002 SOWK3003 SOWK3004
2.	Analyse and apply established legal and ethical frameworks to social work practice	SOWK1001 SOWK2001 SOWK2002 SOWK2004 SOWK3003 SOWK3004
3	Recognise and respond appropriately to safeguarding issues	SOWK2001 SOWK2002 SOWK2004

		SOWK3003
4	Reflect on the nature of contemporary social work practice using a complex body of knowledge, some of which is at the current boundaries of an academic discipline	SOWK1001 SOWK1002 SOWk1004 SOWK1005 SOWK2003 SOWK3002 SOWK3004
5	Critically evaluate use of self, personal and professional boundaries, reflective practice and use of power in order to ensure anti-oppressive practice	SOWK1003 SOWK1005 SOWK2002 SOWK2004 SOWK3003 SOWK3004
6	Relate knowledge to the experience of service users and demonstrate practice underpinned by concepts of social justice	SOWK1001 SOWK1003 SOWK1004 SOWK1005 SOWK2002 SOWK2004 SOWK3002 SOWK3003 SOWK3004

Table 3 cognitive and intellectual skills outcomes for module code/s

Cognitive and Intellectual skills		

7	Question the reliability and validity of information from different sources	SOWK2003 SOWK3002 SOWK3004
8	Apply critical thinking skills to devise and sustain coherent arguments and conclusions, challenging where appropriate	SOWK2002 SOWk2003 SOWK2004 SOWK3002 SOWK3003 SOWK3004
9	Apply analytical and problem-solving skills to promote individual and shared decision-making in a range of contexts	SOWK1002 SOWK2004 SOWK3003
10	Apply critical reflection to self and others to support ongoing development and resilience	SOWK1003 SOWK2004 SOWK3003 SOWK3004
11	Appreciate the uncertainty, ambiguity, limits and changing nature of knowledge	SOWK2002 SOWK2003 SOWK3002 SOWK3004

Skills and capabilities related to employability		
12	Demonstrate professional practice underpinned by HCPC (2012) Standards of Proficiency, Standards of Conduct, Performance and Ethics and the requirements of the Professional Capabilities Framework (PCF)	SOWK1003 SOWK2004 SOWk3004
13	Engage in partnership working with service users, carers, families and other professionals	SOWK1003 SOWK2004 SOWK3004
14	Evidence self-direction and creativity in learning and develop skills of reflective and reflexive practice	SOWK2003 SOWK2004 SOWK3002 SOWK3003
15	Recognise the importance of resilience in social work practice	SOWK1003 SOWK2004 SOWK3003 SOWK3004
16	Identify strategies for managing varying contexts of practice	SOWK1001 SOWK1003 SOWK2004 SOWK3002 SOWK3003 SOWK3004

Table 5 transferable/key skills outcomes for module code/s

Transferable/key skills		
17	Communicate effectively in a range of formats and with individuals with different communication needs	SOWK1001 SOWK1003 SOWK1004 SOWK2004 SOWK3003 SOWK3004
18	Take responsibility for professional development underpinned by a commitment to lifelong learning	SOWK1003 SOWK2004 SOWK3002 SOWK3003 SOWK3004
19	Elicit and respond appropriately to feedback to develop and improve learning	SOWK1003 SOWK2004 SOWK3004

Learning, teaching and assessment

For 2021/22, the majority of teaching sessions are face to face on campus. Lectures or lecture workshops for some modules will be delivered online either 'live' or pre-recorded. Individual and small group tutorials will be arranged online as this has proven to be convenient and popular with students.

The programme acknowledges that social work is a practice-based, academic and professional discipline and therefore the integration of theory and practice are central to all aspects of the curriculum. The programme team will use a range of student centred, traditional and innovative learning and teaching approaches, in both the academic modules and practice placements, seeking to recognise the diversity in learning styles amongst students. The team will collect feedback regularly from students on the approaches used and lecturers will reflect on their teaching practice in order to accommodate the needs and strengths of the student cohort.

The University of Worcester has an established reputation in partnership working through planning, teaching, assessment, consultancy and evaluation with service users and carers through the IMPACT group. IMPACT is an interest group of service users and carers - 'IMPACT' - who have consolidated their presence across teaching and learning, recruitment and selection and research and consultancy across the School. Building on this firm foundation and commitment, the design and development of the BA (Hons) Social Work has placed service users and carers at the heart of the process. Students and staff will have the opportunity to learn from the experience, skills and knowledge of user and carer consultants throughout the three years of study

In addition, through the Social Work Management Board, the programme team co-operate with social work practitioners, educators and managers from our partner agencies within the statutory and independent social work sector to ensure that teaching and practice remains relevant, contemporary and responsive to the changing professional context.

The programme team utilise a range of learning and teaching strategies including:

❖ Formal lectures, seminars and workshops
❖ A range of learning activities including: case studies, directed and independent study, group work tasks, problem and enquiry based learning, student debates both in class and in using the virtual learning environment (VLE - Blackboard), role-play and skills simulation.
❖ Use of the VLE to support student engagement with core learning and to point students to supplementary learning materials - including contemporary journal articles, multimedia resources, use of online forums and other e-learning strategies.
❖ Interactive workshops focused on the development of skills for social work practice including use of video-recordings, self and peer assessment and service user /carer and practitioner feedback of skills simulations
❖ Voices of a range of stakeholders including service users and carers, current practitioners and managers across the welfare arena.
❖ Tutorial support provided both by Personal Academic tutors and by Module Leaders, including the provision of assessment tutorials to prepare for assessment submission.
❖ Students with diverse needs are supported both in practice and academic environments by a disability support lecturer and their academic tutor
❖ The Dissertation allows students to demonstrate independent learning and research skills and offers an opportunity to critically appraise the evidence base of an aspect of professional practice relevant to social work
❖ Practice learning placements in agency settings provide a dynamic opportunity for students to integrate academic knowledge, theory and research with practice learning and experience.

- ❖ Protected learning time during practice learning, with students always being supernumerary (additional to core team)
- ❖ Feedback provided verbally or in writing on all formative, summative and practice based assessments
- ❖ Reflective assignments and opportunity to maintain PDP
- ❖ Meeting of deadlines both in relation to academic and practice course components
- ❖ Use of information technology to support casework in practice and learning and assessment in academic modules

The programme team also use a range of assessment strategies on the programme including:

- ❖ The team provide a range of formative assignment activities including formative essay submission, formative group presentation rehearsals formative individual and group role-plays and peer feedback and a mock exam
- ❖ Students engage in a range of summative assessment activities including written essays, reports, group and individual presentations, skills simulation assessment, practice portfolios and open book examination.
- ❖ The Readiness for Practice portfolio evidences student learning and incorporates an assessed role play
- ❖ Assessed practice learning in agency settings provides a dynamic opportunity for students to integrate academic knowledge, theory and research with practice learning and experience.
- ❖ Mandatory practice learning modules give students the opportunity to develop professional social work practice which is assessed via a portfolio of evidence against professional standards and academically
- ❖ Students are supernumerary and are supported, supervised and assessed by Practice Educators who meet the Practice Educator Professional Standards for social work
- ❖ A member of the academic team attends meetings at the start, middle and end of practice placements to enable learning and assessment opportunities to be defined and reviewed and to strengthen the integration of theory with practice
- ❖ Recall days offer an opportunity for students to reflect on experiences in practice, to share best practice and to debate, evaluate and consolidate learning experiences
- ❖ Working with the Professional Development Portfolio (PDP) which provides a vehicle to reflect on the student's personal learning journey as well as facilitating both the engagement with the Professional Capabilities Framework (PCF) and the drive for self- directed CPD for registered practitioners

14. **Assessment strategy**
    The programme seeks to meet the assessment requirements of the University's Assessment Policy, the HCPC (2012) Standards of Education and Training and TCSW Guidance on Assessment Strategy

- Assessment is designed to provide students with opportunities to demonstrate they have met the HCPC Standards of Proficiency for Social Work and The College of Social Work's Professional Capability Framework
- Assessment is not only testing theoretical learning, but also the demonstration of safe and effective practice
- The assessment strategy has been developed and will be reviewed in consultation with our service user and carer and practice partners
- All summative assessment is constructively aligned to the modular learning outcomes and reflects the academic level of study. They promote movement from

dependence to autonomy culminating in the completion of a sustained piece of independent work on a professional issue relevant to their chosen field of practice

- Academic assessment facilitates the integration of theory with professional practice, many draw upon practice learning experiences, utilise a scenario based approach or require the student to relate to current social work practice
- The assessment strategy is designed to develop advanced skills and knowledge, provide evidence of the students' progress and achievement throughout the course and prepare the students for lifelong learning
- A variety of assessment methods, both formative and summative, are used including case studies, essays, reflective evaluations, presentations and a seen exam for the law module.
- Students are required to use the Harvard referencing system in all assessments. The University guide to Harvard referencing can be found at: http://www.worc.ac.uk/ils/documents/Harvard_referencing.pdf
- Formal guidance is provided for all assessment activities whether formative or summative. For summative assessments a comprehensive assignment brief is included in the module outline and this includes explicit assessment criteria clearly indicating what students need to do to complete the assessment successfully. Marking criteria are benchmarked to UW Undergraduate Grade Descriptors
- Formative assessment is an important feature across the programme and the teaching team believes it has a fundamental role to play in student learning and development. Students are strongly advised to engage with all formative assessment in order that they receive regular feedback on their progress, to allow them to self-assess their achievement. Furthermore it is aligned to summative assessments, increasing student confidence in achievement. Students will receive formative feedback from a number of sources including teaching staff, their academic tutor, visiting lecturers and practitioners, service user and carer colleagues from IMPACT and from other students.
- Strategies for Formative assessment may include class quizzes and weekly learning reviews with peer assessment and feedback; opportunities for review of assessment exemplars; informal submission of a sample of academic writing with formative written / verbal feedback from academic staff; use of Turnitin software to support development of academic and referencing skills; skills simulation and feedback from other students and from service users and carer colleagues from IMPACT; opportunities to rehearse presentation skills informally in small groups and receive peer assessment; mock examinations and class tests; opportunities for debates and larger group discussion and peer evaluation; personal reflection and use of supervision in placements and with academic tutors.
- Throughout the programme students are supported to maintain a formative professional development portfolio, which is shared throughout the programme as part of the academic tutoring system

Assessment of Professional Practice

- Assessment of Professional Practice commences with the "Readiness to Practice" assessment contained within the Skills Development module and continues through the 2 practice placements (70 days at level 5 and 100 days at level 6)
- Service users and carers are involved in the assessment of practice. An IMPACT member makes an assessment of a student's "readiness for practice" in Year 1 and service user and carer feedback is included in the student's portfolio at all 3 levels
- As with academic learning, assessment of professional practice is structured to be incremental and is assessed at the 3 threshold levels identified in the Professional Capability Framework. This enables the students to build towards the point where they can be assessed as having met the required standard to qualify

- A handbook outlines the portfolio requirements, the capabilities that need to be evidenced and the required level
- Assessment of professional practice is undertaken on the basis of a portfolio of evidence, which in the case of the Readiness to Practice module will include feedback from an assessed role play activity, a supervision activity, a shadowing activity, a biographical piece and an observation report
- The practice placement portfolios include a reflective account of the placement, examples of key activities such as assessment and planning, direct observations of practice, service user and carer evaluative feedback, two assignments providing demonstration of critical understanding, analysis and reflection on practice and a report by the Practice Educator
- Assessment of practice is made on a pass/fail basis by a Practice Educator who meets The College of Social Work's [Practice Educator Professional Standards for Social Work](#)
- All Practice Educators and Workplace Supervisors will have been invited to attend a joint briefing where the requirements for professional practice will be outlines and updates to the curriculum communicated.
- While the responsibility for student assessment rests with the Practice Educator, a training team including the workplace supervisor (where appropriate) and an academic provide robust and consistent arrangements for the assessment of practice learning.
- Students are required to complete the agreed number of days for each practice placement and the Practice Educator signs this off.
- The portfolios are quality assured and moderated through the Portfolio Assessment Panel, which is made up of Practice Educators and service users and carers.

15. Programme structures and requirements

The programme offers the opportunity to achieve the award of Bachelor of Arts in Social Work. The programme meets the requirements of the HCPC (2014) *Standards of Education and Training* to ensure that students are eligible to apply for admission to the HCPC Register of Social Work and incorporates guidance from TCSW.

The BA (Hons) Social Work provides a three-year, full-time programme, offering practice-learning modules at levels 5 and 6. The programme provides a total of 200 days of practice learning for students. This includes 30 days for the development of skills for practice, 70 days first placement and 100 days last placement. The programme provides placement opportunities in a range of statutory and private, independent & voluntary practice contexts. A small number of first placement opportunities at level 5 may also be available abroad. Placement criteria are adhered to in relation to offering students different practice experiences in the first and last placements and ensuring that students undertake tasks to prepare them for statutory interventions in their last placement. Assessments against the relevant threshold levels of the PCF are made in relation to practice.

Students are required to evidence all practice learning days including their 30 days skills development. Days in practice are signed off by their Practice Educator and days undertaking skills development signed off by the Course Leader.

All modules have been developed to facilitate achievement of the HCPC (2012) *Standards of Proficiency for Social Workers, Professional Capability Framework* (BASW, 2017) at qualifying level and the [QAA (2019) Subject Benchmark for Social Work](#).

Students will engage in interdisciplinary learning within the programme in order to model contemporary social work practice and enrich the learning experience.

Students will also engage in simulated learning, including in Ability House, where students can engage in role-play in a home, rather than a classroom setting.

Award map

Course Title: BA (Hons) Social Work

Level 4			
Module Code	**Module Title**	**Credits (Number)**	**Status (Mandatory (M) or Optional (O))**
SOWK 1001	The Context of Practice	30	M
SOWK 1002	Theories and Interventions in Social Work Practice	15	M
SOWK 1003	Skills Development	30	M
SOWK 1004	Life Course Development	30	M
SOWK 1005	The Ethics and Values of Social Work	15	M

Single Honours Requirements at Level 4
Single Honours students must take 120 credits in total and all modules are mandatory.

Level 5			
Module Code	**Module Title**	**Credits (Number)**	**Status (Mandatory (M) or Optional (O))**
SOWK 2001	Law and Policy for Social Work Practice (Semester 1)	30	M
SOWK 2002	Managing Risk in Social Work Practice (Semester 1)	15	M
SOWK 2003	Understanding Research in Practice (Semester 1)	15	M
SOWK 2004	Practice 1 (Semester 2)	60	M

Single Honours Requirements at Level 5
Single Honours students must take 120 credits in total and all modules are mandatory.

Level 6			
Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O))
SOWK 3002	Dissertation (Semester 2)	30	M
SOWK 3003	Practice 2 (Semester 1)	60	M
SOWK 3004	Practice Realities (Semester 1 & 2)	30	M

Single Honours Requirements at Level 6
Single Honours students must take 120 credits in total and all modules are mandatory.

All modules must be passed successfully to achieve the award of BA (Hons) Social Work and be eligible to apply for registration with the HCPC.

16. QAA and professional academic standards and quality

The BA (Hons) Social Work programme responds to a range of quality academic and professional frameworks.
The learning outcomes for modules at each level are designed in accordance with the QAA Framework for HE Qualifications *(FHEQ)*, with learning becoming progressively more challenging, moving from broad generic concepts to a more in-depth knowledge allowing for decision making in complex and unpredictable circumstances. The aims and intended learning outcomes of the course comply with the Framework descriptor for a Bachelor degree with Honours and the *Framework for Qualifications of the European Higher Education Area* requirements for completion of a first cycle award. This award is located at level 6 of the FHEQ.
The programme meets the HCPC (2012) *Standards of Education and Training* in relation to admissions, programme management and resources, curriculum, practice and assessment.

The practice aspects of the programme incorporate the requirements of the UK Quality Code for Higher Education chapter B10 Managing higher education provision with others and are informed by the University's (2016) Policy on the Management of Placement and Work-based Learning

17. Support for students

Student support is a central component of the social work programme and is available from within the Department of Social Work and the Community, the School of Allied Health & Community and from the wider University. Examples of wider University support are Student Services and the Disability and Dyslexia Service.

Pre-programme
Students are invited to attend a welcome session, which focuses on introducing students to learning and teaching at the University and to the social work programme. In addition, it

facilitates meeting fellow students and provides an opportunity to familiarise themselves with the University.

Induction
There is a comprehensive induction programme, including sessions on the principles of learning and teaching in higher education, an introduction to information and learning systems including library resources and an introduction to student services, the student union and professional and representative bodies.

Personal Academic Tutoring

Personal Academic Tutoring is at the heart of supporting students personally, professionally and academically. The programme team believe that the Personal Academic Tutor system is fundamental to student success.

Students are allocated a personal academic tutor and normally they will remain with this tutor throughout their time at the University and will be the student's regular point of contact within the University. Students are advised to maintain regular contact with their Personal Academic Tutor, with email being the communication tool of choice. All tutorial contact is recorded.

We recognise that the first year of any programme in particular can be a daunting experience for some, students will meet their tutor as a group during pre-planned times. The tutorial scheme details will be given to students during induction and will have a focus on professional development planning and the tutor will request to see the students' PDP and give constructive feedback on it.

Placement support

Prior to commencing their first practice learning experience students have an induction, which includes professional responsibilities and expected conduct, introduction to practice learning documentation and policy and guidance. They also attend joint briefings (attended by their Practice Educator and where appropriate Workplace Supervisor) prior to staring each practice learning experience.

All placements are co-ordinated by the Practice Learning Coordinator. Every student will be supported in placement by a training team, which consists of a tutor from the course team (usually their academic tutor), a Practice Educator and where appropriate a Workplace Supervisor.

Students are supernumerary and supervised while in the practice learning environment, with the Practice Educator having primary responsibility for supporting and supervising learning experiences. Practice Educators will meet TCSW (2012) *Practice Educator Professional Standards.*

Dissertation support

All students complete a Level 6 Dissertation extended piece of work, which offers an opportunity to critically appraise the evidence base of an aspect of professional practice relevant to social work. Students are supported in this via the module leader and a dissertation supervisor.

18. Admissions

Admissions policy

The University aims to provide fair and equal access to a university education to all those who have the potential to succeed or benefit from it. Admissions to social work are made in line with the University's Admissions Policy and Diversity and Equality policies.

The University is committed to widening participation to candidates from diverse backgrounds and therefore welcomes applications from young people leaving school or college and from those entering through less traditional routes. Applications from mature applicants; particularly those with extensive experience within social care are encouraged.

The programme recruits applicants who are able to study at degree level and have the appropriate knowledge, skills and values as defined by TCSW Professional Capability Framework at "entry" level.

Entry requirements

The University's standard minimum entry requirements apply: 4 GCSEs (Grade C or above) this must include English and Maths. See UW Admissions Policy for other acceptable qualifications. Applications from mature applicants are particularly welcomed, where they will be assessed on their ability to benefit from and be successful on the course via a range of range of alternative qualifications and experience. This is often demonstrated through the achievement of a level 3 qualification in a relevant area.

Candidates should possess the following/or be in process of obtaining:
- A minimum of six months contemporary, relevant practice experience verified by reference (See below)
- At least 4 GCSEs Grade C or above including English and Maths
- A minimum of 112 UCAS tariff points (from a minimum of 2 A levels)

Other conditions
- Satisfactory health check
- Satisfactory enhanced Disclosure and Barring Service check
- Confirmation of the ability to use basic IT facilities, such as Word and PowerPoint
- Where English is a second language, IELTS Level 7 will need to be evidenced

Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications are found in the prospectus or on the University webpages. Information on eligibility for Recognition of Prior Learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at
http://www.worcester.ac.uk/registryservices/941.htm

Admissions procedures

Full-time applicants apply through UCAS, using course code L500. All applications received are scrutinised and short listed against set criteria, which include both education and professional requirements:

- Applicant meets/working towards academic entry requirements
- Personal statement shows applicant has the appropriate experience in social care and has some understanding of the role of a social worker
- Coherent and logical expression of ideas
- Includes one reference
- Criminal cautions/ convictions
- Residency

Candidates who meet the criteria for admission are invited to attend for an interview.

Admissions/selection criteria

The values based selection process includes a variety of opportunities including group work, interviews, a written test and a role-play. The assessment during the selection day uses the BAS Professional Capability Framework at "entry" level.

Selection days will involve both practice partners and service users and carers who have attended training in the principles of selection, anti-discriminatory practice and equal opportunities through the University or practice partners' employing institution. Assessment in relation to each activity the candidate undertakes is made against positive behavioural indicators rated 1 to 5; where 1 indicates considerable development is needed and 5 is excellent.

Where a candidate is unsuccessful at interview they are offered written 'feedback' against individual performance and interview outcome.
Those who meet all the criteria for entry and are successful at interview are offered a place, conditional upon satisfactory health and Disclosure and Barring Service (DBS) checks.

19. Regulation of assessment

The course operates under the University's Taught Courses Regulatory Framework

Requirements to pass modules
- Modules are assessed using a variety of assessment activities, which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items
- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.

- Students who submit work later than 7 days (one week) of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see **Taught Courses Regulatory Framework**

Assessment of professional practice placements
- The course has two professional practice placements linked to SOWK 2004 and SOWK 3003. In order to pass the professional practice placement, students must successfully meet on a pass/fail basis all capabilities in all domains of the Professional Capabilities Framework (PCF) at the End of the First Year or Final Placement level respectively and meet the Health and Care Professions Council (HCPC) Standards of Proficiency as assessed by the designated practice educator.
- The Practice Assessment Panel reviews the assessment of professional practice placements to confirm the results for individual students and make a recommendation to the Social Work Examination Board.
- A student who fails the professional practice placement element of SOWK 2004 or SOWK 3003 will be entitled to **one** further attempt at the placement. A student who fails in the original and reassessment opportunity of a placement will be discontinued from the programme.
- A student who has passed the placement element of SOWK 2004 at the second attempt, must pass the placement element of SOWK 3003 at the first attempt.
- Students may not be assessed in professional practice placement elements more than three times within the whole programme.

Retrieval of failure
- Students are entitled to re-sit failed assessment items for any module that is awarded a fail grade, unless the failure relates to the professional practice placement element (see above).
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module, with the exception of the professional practice placement element (see above). The grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessment.

Requirements for Progression
- Students at Level 4 will be permitted to progress to Level 5 when they have passed all Level 4 modules (120 credits)
- Students at Level 5 will be permitted to progress to Level 6 when they have passed all Level 5 modules (120 credits)
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated.
- Students will not be assessed in placement more than 3 times throughout the whole programme. Failure in excess of this will lead to automatic discontinuation from the programme without reassessment opportunity.

This course is subject to the University's fitness to practice procedures.

Requirements for Awards

Award	Requirement
CertHE in Social Welfare Studies	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for level 4 of the award as specified on the award map.
DipHE in Social Welfare Studies	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for level 4 and level 5 of the award as specified on the award map.
Degree (non-honours) in Social Welfare Studies	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, as specified on the award map.
BA (Hons) Social Work	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6, as specified on the award map.

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification.

- Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.

- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see the **Taught Courses Regulatory Framework**

20. **Graduate destinations, employability and links with employers**

Upon successful completion of the programme, students are eligible to apply for registration with the HCPC and apply for social work positions.

The University has strong links with local employers of social workers and collaborates with our local authority partners who come to speak to qualifying students about their opportunities for newly qualified social work posts. Session run in the final year of the programme to prepare students for qualification and offering learning in relation to applying for jobs and interview skills.

The University has strong partnerships with local authorities in the region, who are involved in ensuring the curriculum is current and prepares graduates robustly for post qualifying work. Local authorities increasingly see practice placements as a means of preparing their future workforce and often results in students securing employment

before qualification. The University works closely with local partners in the delivery of post-qualifying social work training and continuous professional development events.

Please note: 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 s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.