Course Information Form (CIF)

The CIF provides core information to students, staff teams and others on a particular course of study.

Section 1 - General Course Information	
Course Title	Professional Social Work Practice
Qualification	BSc
Intermediate Qualification(s)	Dip HE Social Welfare Practice Cert HE Social Welfare Practice *Because of the restriction of title protected by the Health and Care Professions Council requirements for professional registration any intermediate qualification will be granted as Social Welfare Practice awards and will not provide either the professional qualification or eligibility to apply to join the HCPC register.*
Awarding Institution	University of Bedfordshire
Location of Delivery	UCMK
Mode(s) of Study and Duration	*FT/WBL 24 Months*
Core Teaching Pattern	*Variation to be approved*
FHEQ Level	Level 6
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	Health and Care Professions Council
PSRB Renewal Date	
University of Bedfordshire Employability accreditation	N/A
Route Code (SITS)	BSPSWADF
Subject Community	Social Work and Youth and Community Work
UCAS Course Code	
Relevant External Benchmarking	QAA Benchmark statement for Social Work (2008) The College of Social Work (TCSW) Professional Capabilities Framework (PCF) 2012 Health and Care Professions Council (HCPC) Standards of Education and Training (SETs)

	Health and Care Professions Council (HCPC) Standards of Proficiency (SOPs)
	QAA Quality Code (2014) Section A1 The Framework for Higher Education Qualifications
	QAA Quality Code (2012) Chapter B10 Managing higher education provision with others

Section 2 - Published Information

Material in this section will be used on the course web site to promote the course to potential students. The text should be written with this potential audience in mind.

Course Structure

The Units which make up the course are:

Unit Code	Level	Credits	Unit Name	Core or option
ASS061-1	4	20	Developing Professional Capability	C
ASS062-1	4	10	Academic Skills	C
ASS063-1	4	60	Foundations for Understanding Social Work Practice	C
ASS064-1	4	30	Social Work Theories and Methods of Intervention	C
ASS077-2	5	60	Issues and Contexts for Social Work Practice	C
ASS078-2	5	30	Contexts and Organisations	C
ASS079-2	5	30	Research Skills for Practice	C
ASS054-3	6	60	Applied Professional Practice (work based)	C
ASS055-3	6	30	Applied Literature Review	C
ASS056-3	6	30	Social Work Interventions	C

Why study this course

Jointly developed to meet the needs of local employers, this course provides suitably experienced students with an accelerated route to a Social Work degree, giving eligibility to apply to the HCPC for professional registration on qualification. Studying alongside practice and supported by your employer, you will be able to put learning into practice throughout the course. On qualification, subject to HCPC registration, you will be able to pursue a professional social work career in a variety of diverse settings and thrive in complex and unpredictable contexts. Social work graduates are resilient and equipped with in-depth knowledge of some specialist areas, reflexivity and critical ethical awareness.

We offer high quality social work education and training within a context of research excellence. The recent Research Excellence Framework (REF 2014) identified more than three-quarters of the School's research in child and family welfare, crime, young people and social exclusion, and law and social policy, as world leading placing us in the top quartile for social work and social policy research. We work closely with local employers to disseminate this research and actively engage practitioners in knowledge generation to inform and improve social work practice.

The Social Work team at the University of Bedfordshire also has a long history of developing and delivering successful work-based learning courses with local social work employers. All personal academic tutors in social work have experience of working as frontline practitioners. Many are still involved in current practice as well as practice based research, so you will learn from a team of academics who understand the world of practice for which the course aims to prepare you,

As an accelerated course, the Trainee in Employment Route is delivered alongside your daily work, using the full calendar year, enabling you to qualifying in 24 months, rather than the three years of a standard honours degree. Delivered through a mix of classroom, independent and work-based learning, this makes for a challenging but innovative course in which you will be supported by both the academic team and your employer to excel.

Our Social Work courses are highly regarded by employers and students, with the undergraduate course achieving and overall student satisfaction of 94% in the 2016 National Student Survey. Our Social Work graduates are also highly employable with 80% in professional or managerial posts within six months of graduating.

Course Summary – Educational Aims

Underpinned by the Professional Capabilities Framework (TCSW, 2012) and Standards of Proficiency (HCPC, 2012) the course aims to equip you with the knowledge, skills and attributes necessary for social work practice at qualification level with adults and children in statutory and private/voluntary/independent sectors. It will enable to you to develop skills and knowledge in the areas of professional social work practice and equip you to apply to the HCPC for registration as a qualified social worker

Entry requirements

Successful applicants will need to demonstrate they have a UCAS Tariff of at least 240, 200 of which must come from two A levels or equivalent (e.g. AVCE Double Award, BTEC National Diploma, Irish Leaving Certificate, Scottish Highers, International Baccalaureate, an Access to HE Diploma is acceptable, where at least 30 Level 3 credits have been achieved at Merit or above). (*From September 2017 this will be articulated as 96 points with at least 80 from 2 A Levels, or an equivalent qualification such as an Access course, as above)*

All applicants must have:
- GSCE Grade C or above in English and Maths or certificated Equivalence, regardless of previous educational qualifications
- Confirmed prior to interview / decision making /offer   that they have the ability to use basic IT facilities, including word processing, internet browsing and use of email
- Competence in written and spoken English, i.e. successful applicants must meet communicating and comprehension skills to IELTS level 7

All applicants will also be required, through the selection process, to demonstrate substantial relevant experience and an aptitude to work with people in need, i.e. the appropriate personal qualities, values and skills to be a social worker, in line with the PCF at entry level. All applicants will be required to declare any previous offences (including cautions and formal warnings unless filtered) and, if selected, successful applicants will be required to undergo a Disclosure and Barring Scheme check to ensure their suitability for working with vulnerable groups. In addition applicants will need to complete a health check questionnaire and give permission for contact with their GP, where necessary, to confirm their suitability for Social Work training.

- Applicants for this route must be employed by an organisation that will provide mentoring support, opportunities for work-based learning and the final practice placement which must include the opportunity for statutory interventions.

PSRB details

Health and Care Professions Council (HCPC) (2012) Standards of Proficiency [online]. Available at http://www.hpc-uk.org

The College of Social Work (2012) Professional Capabilities Framework [online]. Available at https://www.basw.co.uk/pcf/

On successful completion of the BSc (Hons) Professional Social Work Practice course you will be eligible to apply for registration as a social worker with the HCPC, which regulates social work in England. HCPC registration also entitles you to apply for registration with the social work regulators in Wales. Scotland and Northern Ireland – details of these reciprocal arrangements are available at

http://www.hcpc-uk.org/Assets/documents/10003BCDSocial-work-Memorandum-of-Understanding.pdf

The intermediate qualifications listed on page one do not provide either the professional award or the eligibility to apply for registration as a social worker.

Should you require any further guidance in relation to the PSRB requirements please contact amanda.thorpe@beds.ac.uk

Graduate Impact Statements

The course has been designed to develop graduates who are able to:

- Embark upon qualified social work practice with the knowledge skills, confidence and values to work with those whose circumstances make them disadvantaged and vulnerable and therefore practice within complex and challenging situations,

- Work autonomously and as a part of a wider multi-disciplinary team, collaborating to ensure an holistic approach to facilitate best service user outcomes,

    Take responsibility for their own professional learning and development by accessing, critically reviewing and using current research to inform their practice and in doing so facilitate best practice outcomes for service users.

Higher Education Achievement Report - Additional Information

The HEAR is a supplement to your award certificate and details both you academic achievements and other achievements for the duration of your study. These other achievements might include relevant voluntary work undertaken, acting as a Peer Assisted Learning (PAL) Leader mentoring students within their first year of study or the role of Student Representative for your year group representing the student voice in various university fora or taking on the role of student supporter.

You can find out more information about the HEAR https://www.beds.ac.uk/hear/about-the-hear

Learning and Teaching

Academic learning will normally be delivered through lectures, seminars, discussions, and the use of group work on case studies and practice scenarios with a particular emphasis on integrating your work based learning. The course team of social work academics, with a range of professional and research experience, supported by dedicated researchers, co-ordinate teaching. Your learning will be supported through use of visual aids, videos, simulation exercises, practitioner and service user and carer input and a total of 30 skills development days. You will be expected to draw upon your wealth of experience to support your and other students' learning. The College of Social Work PCF and HCPC requirements will be integrated throughout. Your learning will also be enhanced by the use of Breo (the University's virtual learning environment), tutor support, peer support and practice learning. Practice Learning takes place in a variety of settings and students will be supported by a suitably qualified and experienced Practice Educator and/ or on site supervisor in the placement setting. At level 6 you will have the opportunity to undertake a piece of research in the form of a literature review the focus of which will be determined by discussion with your employer. You will have access to seminars relating to cutting edge research knowledge to social work practice.

Developing your employability

The course has been developed with substantial input from our partner employer agencies and is therefore informed by and reflects the workforce needs therefore maximising your employability. Equally our Service Users and Carers group have contributed to the course development to ensure service user and carer perspectives are embedded in the course. Both practitioners and members of the Service user and carer group contribute to the delivery of the course to further reflect the practice reality and develop and maximise social work knowledge and skills. Themes within some of the skills days will be incrementally developed to reflect the learning outcomes at each level of the course up to and including Qualifying Social Worker Level, level 6. These include; communication, Motivational Interviewing, assessments and emotional literacy. The literature review will evidence your ability to draw upon research to inform your practice. Additionally, skills development days, some of which will be located in your workplace, will be linked to your personal development plan. The course expects high standards from you in terms of reliability, punctuality, professionalism, and tutors will work with you to support the development of your professional social work persona.

School (s)

Applied Social Studies

Assessment

The course is assessed using a range of methods including formally assessed papers, assignments, case studies drawn from your work based experience, group and individual presentations, research based work and evidence drawn from Practice Learning in the work place including an early summative assessment and

formative assessments designed to provide feedback to support academic development. These methods are designed to test students incrementally in all the areas necessary for competent practice as Newly Qualified Social Workers as well as the academic disciplines underpinning such practice. Practice Learning will be assessed over two periods of work-based learning in a variety of social work and related settings, the first located in level 5 is 70 days in length and the second is located within level 6 and is 100 days in length. Through the use of a variety of assessment methods students will be able to demonstrate a wide range of key skills for both academic and practice competence. Additionally students will be supported through the assessment processes; study skills are embedded within the Academic Skills unit at Level 4, each unit will include an assessment guidance session, each assessment will have detailed assessment guidance located within the relevant Unit Handbook, students will receive detailed feedback outlining both their areas of strength and areas for development against the stated assessment criteria. Students are required to complete a self-evaluation pro forma to be submitted with each academic assessment. If a particular support need is identified, the student will be signposted to the relevant University support service. Practice Learning workshops are scheduled at key points within the placement to support the students to compete their portfolios.

After Graduation

Successful students will be eligible to apply to enter the HCPC Professional Register as qualified social workers and to work in a wide range of statutory, private, voluntary and independent organisations. You will also, following on from your Assessed and Supported Year in Employment, be able to access our Post Qualifying Social Work courses in order to maintain your continuous professional development in line with HCPC requirements

Student Support during the course

All students will be allocated a personal tutor who will support them throughout the duration of their study. In addition, students will be provided with a work based mentor provided by their employer. Students will be provided with personal and group tutorials, placement meetings, academic support and monitoring of academic and professional development. Every unit is supported by the University's virtual learning environment (VLE) Breo, in addition to which each student is a part of the Social Work, Youth and Community, Subject Community Breo site. The information found here is aimed at guiding and supporting you and contains links and connections to the University services designed to support and enhance your learning, as well as essential information about how our academic courses operate.

Accessibility and Key Features

The Social Work course actively encourages and supports students with disabilities and aims to ensure that all assessment strategies are adapted as necessary to ensure that any disabled student registered on the course is not disadvantaged, and is enabled to attain the learning outcomes, develop identified skills and achieve the professional requirements. If you have a specific support need (such as dyslexia, visual or hearing impairment, mobility issues) you should approach our Health and Well-being Service, who will put in place a process to assess your needs and make recommendations for any necessary adjustments to facilitate your studies. If you have specific needs that may require additional resources for practice learning (i.e. aids or adaptations) you will need to notify the placement co-ordinator of these needs at the earliest opportunity so that appropriate arrangements may be made with practice learning providers to ensure equality of opportunity. Placement settings will be audited and supported to ensure that they can make reasonable adjustments in the practice learning setting in order to ensure that you are enabled to make full use of the learning opportunities available and to demonstrate the required level of competence in practice.

Unit assessments are designed to allow all students to demonstrate their knowledge, skills and competence, as required by the HCPC, reasonable adjustments may be made where necessary to ensure that students with disabilities are enabled to meet the academic and professional requirements of the course.

Assessment Map

Unit Code	C/O	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
ASS061-1									1			1F														
ASS062-1		1			1F	2			2F																	
ASS063-1				1	2		1F	2F		3			3F							4			4F			
ASS064-1							1			1F						2			2F							
ASS077-2							1			1F					2			2F				3		3F		
ASS078-2					1			1F			2			2F												
ASS079-2								1			1F									2			2F			
ASS054-3														1			1F	2		2F/3			3F			
ASS055-3			1			1F											2		2F							
ASS056-3									1			1F			2			2F								

Section 3 - Academic Information

This section will be used as part of the approval and review process and **peer academics** are the target audience.

Course Learning Outcomes

By the end of the course students should be able to

1. Demonstrate a deep and systematic understanding of the applied social sciences, including sociology, social policy, law and ethics, as these disciplines inform social work knowledge and practice, (PCF 2,3, 4 & 5)
2. Evidence a critical awareness of current social issues and confidence in the practice approaches required to address them, (PCF 3, 4,5,7 & 8)
3. Demonstrate creativity and originality in the application of knowledge; together with a practical understanding of how research and evidence based practice inform social work practice. (PCF 1,4,5,6, & 7)
4. Critically evaluate their own and others' practice and current research in the discipline (PCF 5, 6, 7,8 & 9)
5. Understand and critically evaluate the power structures of society which create inequalities and an awareness of the tools and techniques which can be used to counter this. (PCF 2,3, 7 & 8)
6. Systematically evaluate academic and practice knowledge and develop critiques of these using the skills of reflective practice and critical analysis in order to gain new insights. (PCF 1, 5 & 6)*

Course-specific regulations

IELTS 7 is an approved variation to Course Regulations for entry on to the course.

Students must pass all components of each unit assessment.

A self-evaluation pro-forma must be competed and included with each academic submission. The submission will not be accepted without it.

Should a student fail a placement, there is no automatic right to another placement: the decision will be based on the particular circumstances of the fail.

At least one external examiner must be a registered Social Worker with the HCPC.

The BSc in Professional Social Work Practice has expectations of students in terms of attendance, punctuality, conduct and fitness for practice etc. reflecting that it leads to a professionally qualifying award. These are detailed in the course handbook and monitored throughout the course.

Teaching, Learning and Assessment

The course is built on and committed to the principles of Adult Learning and work based learning, encouraging experiential learning and expects students to take responsibility for their own learning through participation, research, use of the media, self-directed visits etc.

At Level 4 the teaching and assessment focus on the students developing the necessary foundation knowledge and skills to demonstrate their readiness for their first period of assessed practice. At level 5 the teaching and assessments focus on the students developing their understanding of the Core Concepts underpinning Social Work Practice. At Level 6 students are able to explore specific areas of practice interest in readiness for qualified practice. In order to ensure that work-based students are both well prepared for academic study and are given recognition of their practice experience, the Level 4, Developing Professional Capability Unit is of 20 credit value. This specifically recognises the professional knowledge and skills that work based students have gained prior to joining the course and therefore the reduced amount of support and input needed to reach the point of Readiness for Practice. Additionally the level 4 Unit, Academic Skills is of 10 credit value. The unit has specifically been devised to enable students successfully to engage with and develop the requisite academic skills as distinct from their written skills within a work environment that underpin their academic work.

In line with professional requirements, 30 skills days are built into the course, 15 at level 4 and 15 at level 5. They are intended to facilitate the students to develop and implement practice related skills derived from the taught knowledge base. Some skills days will be co facilitated by academics, practitioners and members of our servicer user and carer [XBX] group to strengthen the relationship between knowledge and skills as

implemented in practice. Themes within some of the skills days will be incrementally developed to reflect the learning outcomes at each level of the course up to and including Qualifying Social Worker Level, level 6. A variety of learning experiences will be implemented to support this, such as role plays, developmental case studies and simulations. Attendance is mandatory and students are expected to evidence that they have reflected upon their learning to inform their development in their **Personal Development and Progress Files**, this process of reflection is further supported through the on-going tutorial process.

Other skills days will be located in the work place and content will be determined by individual student learning needs. Learning needs will be identified by the student, work based mentor and tutor and a personalised plan developed as to show how they will be met for each student.

Group and individual presentation skills will be developed, supported and tested at all levels of the course as a means of preparing the students to effectively gather, analyse and present information to a specific audience commensurate with the role of a social worker. The collaborative nature of group presentations is designed to develop the necessary skills to ensure effective team and inter-professional working, ensuring best outcomes for service uses. Group and individual presentations, including viva voce, are designed to equip students with the necessary skills to appropriately present in a variety of work based fora to a variety of audiences, including interviews. The marking criteria are incremental to reflect the increasing complexity of the nature of the required tasks progressively preparing the students in their role as critical, ethical and reflective practitioners.

A variety of progressively more complex written assessments will be used to test out the students' ability to draw upon relevant theoretical perspectives and current research, demonstrating their understanding, their ability to critically analyse and synthesise their findings, reflect upon and evaluate their own practice and in doing so evidence their ability to effectively communicate, to a variety of audiences.

Practice Learning will specifically enable students to demonstrate through direct practice, assessed work and reflective learning logs their understanding and ability to apply and evaluate Domains 1 to 9 of the Professional Capabilities Framework incrementally to Qualifying Social Worker Level, level 6, also evidencing that they have met the HCPC Standards of Proficiency [SOPs] which provide eligibility to apply for registration as a social worker.

Three of the academic units are of 60 credit value. At Level 4 the Foundation unit is designed specifically to enable students to successfully engage with the underpinning knowledge of the social sciences over sufficient time and in sufficient depth to enable them to develop to the point of readiness for their first practice placement. At Levels 5 and 6 two further academic units, incorporating practice placements are of 60 credit value. This reflects their content which provides a coherent whole in respect of the application of the unit learning directly to practice. In addition these substantial units provide the opportunity for students to engage with the unit learning in depth throughout the year alongside their practice placements thus informing practice with theory but also using practice to inform theory.

Additional Academic Information

Peer-assisted learning (PAL)

PAL will be located within the Foundation for Understanding Social Work Practice unit. Feedback has evidenced that PAL as a student mentoring scheme has been well received by those who have been supported and equally by those who volunteer to become PAL Leaders. Both parties grow and develop in confidence and skills as a consequence of being a part of the scheme. Level 4 students will be supported via Breo, e mail and other virtual means by PAL leaders from level 5 of the course.

Initial Assessment

A summative assessment in the first six weeks of the course is intended to

- Build student confidence at undertaking their academic work.
- Assist students and tutors to identify any additional support which may be necessary.
- Contribute to consideration of students at meetings to review students at risk.
- Support preparation of students for their first period of practice learning.

This will be located within the ASS062-1 Academic Skills unit.

Improving students' learning

Induction is used as the first point of reference where students are informed about the academic and personal support available to them. At the beginning of the course students are allocated a personal tutor who will support them for the duration of their studies. In addition to this, they will undertake a academic skills unit designed to introduce them to the conventions and expectations in higher education. Students will complete a work based portfolio evidencing their "readiness for direct practice", the learning from which will then be further developed across the three stages of the course to reflect their continuous professional development. Students will receive detailed feedback on all assignments and their work-based and practice learning assessments. This will include developmental guidance and if necessary signposting to the relevant University support systems. Throughout the course further developmental support will be available from personal tutors, work based mentors and unit tutors. It is recognised that the Literature Review, located in level 6, will be the first opportunity many students will have had for undertaking research. As such the teaching and support for this begins in the level 5 ASS079-2 Research Skills for Social Work Practice unit where students will undertake a research plan. In level 6 the teaching is further consolidated with a series of targeted workshops within the ASS055-3 Applied Literature Review unit.

Academic Integrity

The HCPC 'Guidance for students on conduct and ethics' (HCPC, 2012) notes that the honesty expected of social work students includes academic integrity; this is therefore emphasised to students as an issue pertinent not only to their academic progress, but potentially to their ultimate suitability for professional registration.

The importance of proper attribution of sources is introduced in the first term of the course with the practical use of worked examples and broader consideration of the relevance of academic integrity for sound evidence-informed practice. The possible implications for students' suitability as social workers in cases of poor academic practice or plagiarism are made clear in handbooks, in teaching and in induction week and reiterated as necessary in assignment feedback. Where students are struggling with their referencing skills they will be signposted to their tutor in the first instance and then to relevant University support systems. In level 6, as a part of their literature review, the students have a workshop with the designated librarian and referencing is further addressed.

HEAR implementation
To be confirmed when university guidance has been agreed

Internationalisation
The course team recognises that social work has a complex history and that while as a global activity it is universally underpinned by principles of rights and justice (IFSW, 2012) a wide range of activities across the world may be defined as social work. As a qualifying course in England the BSc (Hons) Professional Social Work Practice is mapped within English frameworks, however fluid and changing contexts for practice are noted and explored, for example the effects of global issues on practice, such as migration, asylum, human trafficking and poverty are included in both academic teaching and as relevant within practice learning placements.

Sustainability
The BSc (Hons) Professional Social Work Practice course is informed by an awareness of the implications of our impact on the environment for others and our responsibility to be proactive to mitigate harm. Sustainability is understood as a matter of social justice and thus of direct relevance to social work practice: for example, environmental events such as climate change have the greatest effect on the lives of people who live in vulnerable circumstances and are already affected by structural inequalities (Max, 2012). Teaching therefore minimises the use of hard copy materials unless pedagogically justified: course and unit information and materials are provided electronically wherever possible and students encouraged to use electronic resources as far as is consistent with their own circumstances and learning needs. Meetings which may involve travel are offered by Skype or other remote means where feasible and appropriate. In addition, the focus on and involvement of service users and carers throughout the course helps develop students' critical awareness of the implications of their interventions for the lives, life-chances and overall wellbeing of the people and communities they serve in the immediate and longer term. Max, C. (2012) *Sustainable health and social care: a briefing for commissioners and health and wellbeing boards* London: SCIE [online]. Available at http://www.scie.org.uk/publications/reports/report59.pdf

Section 4 - Administrative Information

This section will be used as part of the approval and review process and peer academics are the target audience.

Faculty	**Health & Social Sciences**
Portfolio	**Social Professional Studies (Undergraduate)**
Department/School/Division	**Applied Social Studies**
Course Coordinator	**Dr Jean Dillon**
Version Number	*1/16*
Approved by (cf Quality Handbook ch.2)	*University approval*
Date of approval (dd/mm/yyyy)	21/22 June 2016
Implementation start-date of this version (plus any identified end-date)	*yyyy/yyyy*

Form completed by:

Name: Nicolette Wade   **Date: 31.3.16**

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair: …………………………….   **Date: …..………………………………….**

Course Updates		
Date (dd/mm/yyyy)	**Nature of Update**	**FTQSC Minute Ref:**

Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

General course information

Course Title	Professional Social Work Practice
Qualification	*BSc*
Route Code (SITS)	*BSPSWADF*
Faculty	*Health and Social Sciences*
Department/School/Division	*Applied Social Studies*
Version Number	*1/16*

Annex A: Course mapping of unit learning outcomes to course learning outcomes

Unit code	ASS061 -1	ASS062 -1	ASS063 -1	ASS064 -1	ASS077 -2	ASS078 -2	ASS079 -2	ASS054 -3	ASS055 -3	ASS056 -3
Level	4	4	4	4	5	5	5	6	6	6
Credits	20	10	60	30	60	30	30	60	30	30
Core or option	C	C	C	C	C	C	C	C	C	C
Course Learning Outcome *(number)*					*Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome*					
1	LO1		LO1/ 2	LO1/2	LO1/2	LO1/ 2	LO1	LO1/ 2	LO1/ 2	LO1/ 2
2			LO1/2	LO1/2	LO2	LO1/ 2	LO1	LO1/ 2	LO1/ 2	
3			LO1/2	LO1/2	LO2	LO1/ 2	LO2	LO1/ 2	LO1/ 2	LO1/ 2
4	LO2	LO2	LO2		LO2	LO1/ 2	LO2	LO1/ 2	LO1/ 2	LO1/ 2
5			LO1/2		LO1	LO1/ 2	LO1	LO1/ 2	LO1/ 2	
6	LO2	LO1	LO1/2	LO1/2	LO2	LO1/ 2	LO2	LO1/ 2	LO1/ 2	LO1/ 2

Annex B: Named exit or target intermediate qualifications

This annex should be used when departments wish to offer intermediate qualifications which sit under the main course qualification as named exit or target awards, rather than unnamed exit/default awards.

Section 1: General course information

Intermediate Qualification(s) and titles	*Cert. HE Social Welfare Practice*
	Dip.HE Social Welfare Practice
Mode(s) of Study and Duration	*Work-based learning*
Type of Intermediate Qualification(s)	*These named awards are available as exit awards only, to be used where a student is unable to complete the full professional qualifying award and is also unable to transfer their credit to a non-professional qualifying award in the Department and so is to be exited with the highest award for which they are eligible.*
Route Code(s) (SITS) of Intermediate Qualification(s)	

Section 2: Qualification unit diet

One table to be used for each intermediate qualification

Confirmation of unit diet for:	*Cert. HE Social Welfare Practice*	
The units to achieve the credits required may be taken from any on the overall diet for the main course qualification		☒
A combination of units from a restricted list must be taken to achieve the credits required (specify the list below)		☐
A specific set of units must be taken to achieve the credits required (specify units below)		☐

List of units (if applicable):-
N/A

Confirmation of unit diet for:	*Dip. HE Social Welfare Practice*	
The units to achieve the credits required may be taken from any on the overall diet for the main course qualification		☒
A combination of units from a restricted list must be taken to achieve the credits required (specify the list below)		☐
A specific set of units must be taken to achieve the credits required (specify units below)		☐

List of units (if applicable):-
N/A

Section 3: Course structure and learning outcomes

One table to be used for each intermediate qualification

Intermediate qualification and title					Certificate in Social Welfare Practice (Cert HE)						
The Units which make up this course are:					Contributing towards the learning outcomes *Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome*						
Unit Code	Level	Credits	Unit Name	Core or option	1	2	3	4	5	6	
ASS061-1	4	20	Developing Professional Capability	C	LO1			LO2		LO2	
ASS062-1	4	10	Academic Skills	C				LO2		LO1	
ASS063-1	4	60	Foundations for Understanding Social Work Practice	C	LO1/2	LO1/2	LO1/2	LO2	LO1/2	LO1/2	
ASS064-1	4	30	Social Work Theories and Methods of Intervention	C	LO1/2	LO1/2	LO1/2			LO1/2	

Intermediate qualification and title					Diploma in Social Welfare Practice (Dip.HE)						
The Units which make up this course are:					Contributing towards the learning outcomes *Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome*						
Unit Code	Level	Credits	Unit Name	Core or option	1	2	3	4	5	6	
ASS061-1	4	20	Developing Professional Capability	C	LO1			LO2		LO2	
ASS062-1	4	10	Academic Skills	C				LO2		LO1	
ASS063-1	4	60	Foundations for Understanding Social Work Practice	C	LO1/2	LO1/2	LO1/2	LO2	LO1/2	LO1/2	
ASS064-1	4	30	Social Work Theories and Methods of Intervention	C	LO1/2	LO1/2	LO1/2			LO1/2	
ASS077-2	5	60	Issues and Contexts for Social Work Practice	C	LO1/2	LO2	LO2	LO2	LO1	LO2	
ASS078-2	5	30	Contexts and Organisations	C	LO1/2	LO1/2	LO1/2	LO1/2	LO1/2	LO1/2	
ASS079-2	5	30	Research Skills for Practice	C	LO1	LO1	LO2	LO2	LO1	LO2	

Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

One set of mapping tables to be produced for the course and each named intermediate qualification

Course (or intermediate) qualification and title	BSc. (Hons) Professional Social Work Practice

FHEQ Descriptor for a higher education qualification	BSc. (Hons) Level 6	Course Learning Outcome(s)					
		1	2	3	4	5	6
A systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline		✓	✓	✓			
An ability to deploy accurately established techniques of analysis and enquiry within a discipline			✓	✓			
Conceptual understanding that enables the student: • 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			✓		✓		✓
An appreciation of the uncertainty, ambiguity and limits of knowledge							✓
The ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).			✓				✓

Subject Benchmark Statement(s)	Quality Assurance Agency Subject Benchmark Statements for Social Work (2008)		Evidence and/or Course Learning Outcome(s)	
			How the course takes account of relevant subject benchmark statements	
			The curriculum content has been carefully mapped against the QAA subject Benchmark to ensure that these are fully reflected in the course delivery and assessment.	
Level four	*ASS063-1Foundations*	*ASS062-1 Academic skills*	*ASS061-1Developing Professional Capability*	*ASS064-1 Social Work Theories and Methods of Intervention*
5.1.1 Social Work services service users and carers	✔		✔	✔
5.1.2 The Service Delivery Context	✔		✔	✔
5.1.3 Values and Ethics	✔	✔	✔	✔
5.1.4 Social work Theory	✔		✔	✔
5.1.5 The Nature of Social Work Practice	✔		✔	✔
Problem solving skills	✔	✔	✔	✔
Communication skills	✔	✔	✔	✔
Skills in working with others	✔	✔	✔	✔
Skills in personal and professional development	✔	✔	✔	✔
ICT& numerical skills	✔	✔	✔	✔

Level five	*ASS077-2 Issues and contexts for Professional SW practice*	*ASS078-2 Contexts and Organisations*	*ASS079-2 Research Skills for Practice*
5.1.1 Social Work services service users and carers	✔	✔	✔
5.1.2 The Service Delivery Context	✔	✔	
5.1.3 Values and Ethics	✔	✔	✔
5.1.4 Social work Theory	✔	✔	✔
5.1.5 The Nature of Social Work Practice	✔	✔	
Problem solving skills	✔	✔	✔
Communication skills	✔	✔	✔

Skills in working with others	✔	✔	✔
Skills in personal and professional development	✔	✔	✔
ICT& numerical skills	✔	✔	✔

Level six	*ASS056-3 Social Work Interventions*	*ASS054-3 Applied Professional Practice (work based)*	*ASS055-3 Applied Literature Review*
5.1.1 Social Work services service users and carers	✔	✔	✔
5.1.2 The Service Delivery Context	✔	✔	✔
5.1.3 Values and Ethics	✔	✔	✔
5.1.4 Social work Theory	✔	✔	✔
5.1.5 The Nature of Social Work Practice	✔	✔	✔
Problem solving skills	✔	✔	✔
Communication skills	✔	✔	✔
Skills in working with others	✔	✔	✔
Skills in personal and professional development	✔	✔	✔
ICT& numerical skills	✔	✔	✔

The format of the following mapping tables may be adjusted.

Qualification Characteristic	*(insert title and year where appropriate)*	Evidence *How the course takes account of relevant qualification characteristics documents*

Professional body or other external reference points		Evidence *How the course takes account of Professional body or other external reference points*
HCPC Standards of Proficiency for Social Workers in England (2012) https://www.hcpc-uk.org/assets/documents/10003B08Standardsofproficiency-SocialworkersinEngland.pdf		All units are mapped against the Standards of Proficiency to ensure that students successfully completing the course have met these standards
Professional Capabilities Framework (TCSW 2012, https://www.basw.co.uk/pcf/PCF05SocialWorkLevelCapabilities.pdf.		All units and practice assessments are mapped against the Professional Capabilities Framework at each level to ensure that at each stage of the course students have successfully met the PCF at the appropriate level

Annex D: Equality Impact Assessments of Courses and Units

Introduction

As a widening participation institution, equality and diversity considerations are important in all aspects of our approach to teaching and learning. They are a theme within CRe8, embedded in our approach to teaching (in the minimum teaching expectations) and feature in staff induction and development. This annex sets out expectations in relation to the approval of courses and units and the need to undertake appropriate Equality Impact Assessments (EIA).

Equality Impact Assessments

The following apply.

- *All courses and all units should have an associated EIA (see forms below).*

- *EIAs may cover multiple courses but individual EIAs are required for each unit.*

- *EIAs will be undertaken as courses come forward for approval or review (there is no requirement to go back and undertake more detailed EIAs, in line with this policy, than was previously required).*

Further guidance

Guidance from the Equalities Challenge Unit (ECU) available at
http://www.ecu.ac.uk/publications/disability-legislation-practical-guidance-for-academic-staff-revised/
Equality and Human Rights Commission: Guidance for providers of further and higher education
www.equalityhumanrights.com/advice-and-guidance/further-and-higher-educationproviders-guidance
Equality Challenge Unit (2010) Disability legislation: practical guidance for academic staff (revised)
www.ecu.ac.uk/publications/disability-legislation-practical-guidancefor-academic-staff-revised
Higher Education Academy (2010) Inclusive Learning and Teaching in Higher Education
www.heacademy.ac.uk/resources/detail/inclusion/LTsummit_final_report
Higher Education Academy and Equality Challenge Unit: Ethnicity, Gender and Degree Attainment
www.heacademy.ac.uk/resources/detail/inclusion/Ethnicity/ethnicity
Higher Education Academy and UK Council for International Student Affairs:
Inclusive assessment in Higher Education a Resource for change available at
http://www1.plymouth.ac.uk/disability/Documents/Space%20toolkit.pdf
JISC TechDis: Teaching Inclusively Using Technology
www.jisctechdis.ac.uk/pages/detail/online_resources/Teaching_Inclusively_Using_Technology
Teachability project: Creating accessible information about courses or programmes of study for disabled students www.teachability.strath.ac.uk/chapter_1/tableofcontents1.html

Teaching International Students Project www.heacademy.ac.uk/teaching-international-students

Course Equality Impact Assessment		
Course Title	**BSc. (Hons) Professional Social Work Practice**	
Question	**Y/N**	**Anticipatory adjustments/actions**
1. Will the promotion of the course be open and inclusive in terms of language, images and location?	Y	The course is open to all applicants who are employed in social care or allied settings.
2. Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc. If so then: (a) have these been flagged on the CIF so that potential students are aware, and (b) have anticipatory adjustments and arrangements been put in place.	Y	Students who have specific needs that may require additional resources for practice learning (i.e. aids or adaptations) will need to notify the placement co-ordinator of these needs at the earliest opportunity so that appropriate arrangements may be made with practice learning providers to ensure equality of opportunity.
3. Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics[1]? If so then: (a) have these been flagged on the CIF so that potential students are aware, and (b) have anticipatory adjustments and arrangements been put in place	N	
4. If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?	Y	The admission process involves a range of tasks which are clearly defined, established and applied equally to all candidates with reasonable adjustments made for students with additional needs..
5. Are the course learning outcomes and Graduate Impact Statements framed in a non-discriminatory way?	Y	
6. Does the course handbook make appropriate reference to the support of disabled students?	Y	

[1] Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation.