Social Work

Final award
BA (Hons) Social Work
Certificate of Higher Education in Applied Social Studies;

Intermediate awards available
Diploma of Higher Education in Applied Social Studies
(these are both non-social work awards)

Mode of delivery
UEL on campus

UCAS code
L501

Details of professional body accreditation
Programme approval from HCPC and endorsement from The College of Social Work (TCSW) received in August 2013

Relevant QAA benchmark statements
Level 6 – BA (Hons) Social Work

Level on Framework for Higher Education Qualifications (FHEQ)
Level 5 - Diploma of Higher Education in Applied Social Studies
Level 4 - Certificate of Higher Education in Applied Social Studies

UEL Academic School
Cass School of Education and communities

Date specification last up-dated
July 2014

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Profile

The summary - UCAS programme profile

BANNER BOX:
This programme offers students the opportunity to study for a professional qualification in social work which on successful completion leads to eligibility to apply for registration with the Health and Care Professions Council. The programme equips students with the skills and knowledge needed to practise as reflective, capable and effective social workers. Developed in collaboration with local employers, the programme reflects the priorities and needs of contemporary social work practice. It is available for full-time study only over a three year period with a September entry point.

ENTRY REQUIREMENTS

For admission to the BA (Hons) Social Work programme candidates are required to have the following qualifications and skills:

- 280 UCAS tariff points from: A/AS levels (including 2 A2 passes), BTEC, SCOTEC Diploma, GNVQ, AVCE, Scottish Highers, International Baccalaureate, European Baccalaureate.
- We also accept students with Access to HE Diploma, NVQ Level 3 and a variety of other pre-university level qualifications.
- Applicants whose first language is not English must meet communication and comprehension skills to International English Language Testing System (IELTS) with a score of 7 (with 6.5 in all elements).
- GCSE English and Maths (Grade A–C) or certified equivalences such as Key Skills Level 2, Functional Skills Level 2 or Adult Literacy/Numeracy Level 2.

Additional professional entry requirements are listed below:

- Applicants are required to complete an enhanced Disclosure and Barring Service (DBS) check for Regulated Activity
- We are required by the Health and Care Professions Council, social work’s statutory regulator, to consider applicants’ potential health needs and the possible impact on fitness to practice. We therefore encourage all applicants to complete a health and wellbeing self-declaration form at the interview relating to health conditions that will affect their practice.
- Applicants must demonstrate that they can understand and make use of written material and be able to communicate clearly and accurately in spoken and written English. These requirements are assessed through a written test and individual interview.
- All entrants must demonstrate their suitability for social work training showing they possess the appropriate personal and intellectual qualities with the capability of meeting the required professional standards by the end of their training.
All shortlisted applicants must confirm prior to offer that they have the ability to use basic IT facilities, including word processing, internet use and use of email, and will be asked to specify how these skills have been obtained.

Social work at UEL does not accept direct transfers from other programmes.

At UEL we are committed to working together to build a learning community founded on equality of opportunity - a learning community which celebrates the rich diversity of our student and staff populations. Discriminatory behaviour has no place in our community and will not be tolerated. Within a spirit of respecting difference, our equality and diversity policies promise fair treatment and equality of opportunity for all. In pursuing this aim, we want people applying for a place at UEL to feel valued and know that the process and experience will be transparent and fair and no one will be refused access on the grounds of any protected characteristic stated in the Equality Act 2010

ABOUT THE PROGRAMME

What is Social Work?

Social work is a profession focused on working with children, young people and adults who are experiencing significant personal difficulties, stress, and may also be vulnerable to encountering harm which places them at risk. Social workers help service users to resolve their difficulties through offering support, advocacy and protection using their skills, knowledge and expertise which is gained through an intensive three-year training programme with integrated practice placements and skills teaching. Fundamental to good practice is the ability of social workers to be reflective, quick thinking, emotionally resilient and proactive in seeking to work with others to problem-solve. As a student you will have the opportunity to develop your skills and knowledge through undertaking observations, exploring case studies and developing and reflecting on your own practice in classroom settings and on placement.

Social Work at UEL

The programme is of three years’ duration and serves as the professional and academic training for people who wish to qualify as social workers in England. By the end of your programme of study, provided you have successfully completed all academic and professional practice requirements and assessments, you will be eligible to apply for registration with social work’s statutory regulator the Health and Care Professions Council. Throughout your studies you will have the opportunity to develop a sound knowledge base encompassing theory, social policy, the ethical and legal bases for practice, and an understanding of organisational contexts. You will also develop a range of practice skills and intervention methods from both your academic study, including skills teaching, and from two practice placements.

Programme structure

The social work degree is a three year full-time programme. There are four 30 credit modules in each year. All four modules will begin in September and be delivered throughout the academic year with all assessments completed by May. To be awarded an honours degree in social work, a student must complete a total of twelve modules with a value of 360
credits. This comprises 120 credits at level 4, 120 at level 5 and 120 at level 6. All modules must be passed to be awarded a BA (Hons) Social Work. There is no pass compensation on BA (Hons) Social Work modules to ensure students have met the requirements of the professional bodies for professional qualification.

Learning environment

We take a variety of approaches to teaching and learning throughout the programme. As well as lectures, seminars, tutorials and practice-based workshops, students undertake observations of a young child. Preparation for practice involves skills development, shadowing an experienced practitioner and skills teaching with service users and carers. Students’ practice placement portfolios will document students’ learning and development of knowledge and skills when undertaking social work placements. Experiences of different approaches to researching the social world are taught and students will be helped to develop a research proposal for applying their selected approach. In addition, student learning will be supported by lecture notes, module handbooks and suggested reading. Learning resources include IT facilities, access to electronic databases and specialist library facilities.

Assessment

A range of different assessment approaches are used including case studies, essays, group presentations, practice placement portfolios and a final year dissertation. Most assessment is undertaken through coursework, although in year one law is partly assessed through an online test, and in year three the advanced theory module is also partly assessed through an online examination. In order to undertake the first placement in year two, all of the year one modules must be passed to ensure students meet the ‘readiness for practice requirements’ of The College of Social Work. Similarly, before students can undertake their final year-three placement, they must have successfully completed their year two modules and placement.

Work experience/placement opportunities

The social work degree is a balance of classroom learning with practice learning opportunities. In the second year there is a 70-day assessed practice placement and an extended 100 day practice placement in the third year. When students are on placement, they work with their social work practice educators to integrate the theoretical approaches and skills they have learned about in the classroom. When in the classroom, students consider the relevance of theoretical material, research and social policies to the practice of professional social work. This approach leads to good employment prospects for social work students.

Project work

In each year of their studies, student social workers have the opportunity to work on their own or with others to develop presentations relevant for professional practice. The final year research project gives students the opportunity to research an area of social work practice of interest to them. This involves conducting a literature review, then designing and carrying out their research, for which ethical approval must be granted. Students are supported through group workshops and on a one-to-one basis by regular meetings with an academic supervisor.

Added value
UEL is the principal social work training provider in East London. Our placements are situated around this region. Surveys show that graduates from our programme are well-placed to gain employment in professional social work posts.

**IS THIS THE PROGRAMME FOR ME?**

If you are interested in...

- how people develop and what factors influence their behaviour;
- working with people to improve their personal circumstances;
- understanding the role of legislation and social policy when working with people;
- using practical skills and interventions with service users;
- gaining excellent skills and knowledge to enable you to practise as a professional social worker.

If you enjoy...

- working with others to try to solve problems and make a difference;
- learning about how social workers can use their knowledge and skills to support service users;
- working as part of team and with other professionals.

If you want...

- to learn about psychological and sociological approaches to understanding the experience people have of living in our society and to work with them to achieve their potential for fulfilment.

**Your future career**

Social Work at UEL starts with the professional qualification BA (Hons) Social Work. After you have completed that, you will be required to continue your professional development as part of your professional registration. This will be through the Assessed and Supported Year in Employment and may also be through further post-qualifying awards including Masters level study. Through these programmes social workers can continue to develop academically and professionally in line with the framework agreed by social work’s professional body, The College of Social Work. We offer a wide range of post-qualifying programmes which go through and beyond Masters awards right up to doctorates in social work.

**How we support you**

Students joining the social work programme are offered an induction programme which takes place the week before classes begin. All students are allocated a personal tutor, whom they meet during induction week. The tutor supports students through their studies and links with the practice placements. Students are allocated to small tutor group seminars from year two where they meet their tutor fortnightly. The tutor visits the student in the practice placement and advises them in relation to the application of theory to practice. Students also receive additional support from module and seminar leaders and from the programme leader. First year students are supported to develop study skills, IT skills, library use, essay writing, skills
development and preparation for professional practice. Specialist support including financial advice, careers advice and learning support is also available from central university services.

Programme Aims and Learning Outcomes

What is this programme designed to achieve?

Aims

- Through delivering high-quality social work education, the programme aims to produce graduate social work students who at the point of completion of their social work degree meet all fifteen of the Health and Care Professions Council Standards of Proficiency and the associated College of Social Work Professional Capabilities Framework standards.
- For students to achieve a professional social work qualification which leads to eligibility to apply for professional registration as a social worker with the HCPC.
- To offer students an intellectually rewarding and stimulating three year undergraduate programme where theory and practice are integrated throughout both academic and practice modules.
- To deliver a coherent curriculum which is relevant to contemporary practice and related methods of assessment covering the Benchmark Statement for Social Work (QAA, 2008), the Standards of Proficiency (HCPC, 2012), linked to the Professional Capabilities Framework (The College of Social Work, 2012), the curriculum guides (The College of Social Work/Higher Education Academy, 2012) and the Standards of Education and Training (Health and Care Professions Council, 2012).
- To work in partnership with the Social Work Stakeholder Group, which includes service users and carers to ensure the programme meets stakeholder needs and promotes employability.

What will you learn?

On successful completion of this programme, students will have knowledge, skills and understanding in the following areas, all of which reflect the Standards of Proficiency (Health and Care Professions Council) and the Professional Capabilities Framework (The College of Social Work):

Knowledge

1. Demonstrate an understanding of the profession’s knowledge base in relation to: theory; skills; models, methods and interventions; legislation; current policy and research plus organisational contexts.
2. Legislation and how to practise within the legal and ethical boundaries of the profession.
3. Knowledge of safeguarding and when to exercise authority.
4. How to work in respectful partnership with service users and carers.
5. The professional requirements of the regulator, the Health and Care Professions Council and the professional body, The College of Social Work.
6. How to practise as an autonomous professional.
7. The impact of culture, identity and diversity on practice with the ability to reflect on your own values and identity.
8. Knowledge of the requirements in relation to information sharing and confidentiality.
9. Knowledge of communication resources.
10. Knowledge of theories, models and methods, legislation, policy, practice and the procedural frameworks within which social work takes place.
11. Knowledge of a range of research methodologies and understanding of how to use research to support understanding of the lives and experiences of people who need social work services.
12. Knowledge of health and safety requirements ensuring a safe practice environment.

Thinking skills

1. How to reflect on your own practice and engage in professional supervision.
2. Critical thinking, drawing on appropriate knowledge and skills with the ability to account for the quality of your own practice.

Subject-Based Practical skills

1. How to undertake risk assessments and recognise and respond to signs of abuse and neglect.
2. How to practise safely and effectively within your scope of practice, knowing when to seek advice.
3. Ability to use interventions drawing on a holistic approach to the identification of need.
4. Maintaining professional boundaries and recognising the need to manage your own workload.
5. Promoting social justice and practising in a non-discriminatory manner.
6. Effective interpersonal communication skills with the ability to communicate with people with varying communication needs.
7. Ability to maintain records and manage competing priorities.
8. Ability to engage in evidence-informed practice.
9. Ability to draw on a range of practice skills and knowledge.
10. Be able to quality assure the quality of your own practice.
11. Promotion of the best interests of service users and carers at all times.
12. Ability to work with others; sustaining respectful, professional relationships.

Skills for life and work (general skills)

On successful completion of this programme students will have the following skills and understanding:

1. Knowledge of fitness for practice requirements.
2. How to practise as an autonomous professional with the ability to assess and take action as required.
3. Ability to communicate in English to the standard equivalent to level 7 of the International English Language Testing System.
4. Ability to work cooperatively with professionals.
5. Ability to work in partnership with service users to promote change, growth and independence.
6. Computer literacy (word-processing, electronic communication, electronic databases,
Programme Structure

Introduction

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do, e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

3 equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme

4 equivalent in standard to the first year of a full-time undergraduate degree programme

5 equivalent in standard to the second year of a full-time undergraduate degree programme

6 equivalent in standard to the third year of a full-time undergraduate degree programme

7 equivalent in standard to a Masters degree

Credit rating

The overall credit-rating of this programme is 360 credits.

Typical duration

The typical duration of this programme is 3 years full-time.

How the teaching year is divided

The teaching year begins in September.
A typical student, in full-time attendance mode of study, will register for 120 credits in an academic year.

What you will study when

This programme is part of a modular degree scheme. A student registered in full-time attendance mode will take four 30 credit modules per year. An honours degree student will
complete modules totalling 120 credits at level four, modules totalling 120 credits at level five, and modules totalling 120 credits at level six.

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>UEL Module Code</th>
<th>TITLE</th>
<th>CREDITS</th>
<th>STATUS: SINGLE HONOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 SK4201</td>
<td>Professional Development: Readiness for Practice (skills module)</td>
<td>30</td>
<td>Core</td>
<td></td>
</tr>
<tr>
<td>4 SK4202</td>
<td>Introduction to Social Work Theory</td>
<td>30</td>
<td>Core</td>
<td></td>
</tr>
<tr>
<td>4 SK4203</td>
<td>Human Growth and Development with Communication Skills</td>
<td>30</td>
<td>Core</td>
<td></td>
</tr>
<tr>
<td>4 SK4204</td>
<td>Social Contexts and Social Policy</td>
<td>30</td>
<td>Core</td>
<td></td>
</tr>
<tr>
<td>5 SK5201</td>
<td>Initial Professional Practice Placement</td>
<td>30</td>
<td>Core</td>
<td></td>
</tr>
<tr>
<td>5 SK5202</td>
<td>Social Work Law</td>
<td>30</td>
<td>Core</td>
<td></td>
</tr>
<tr>
<td>5 SK5203</td>
<td>Practice Skills Development: Substance Misuse and Mental Health</td>
<td>30</td>
<td>Core</td>
<td></td>
</tr>
<tr>
<td>5 SK5204</td>
<td>Research Methods for Social Work</td>
<td>30</td>
<td>Core</td>
<td></td>
</tr>
<tr>
<td>6 SK6201</td>
<td>Final Professional Practice Placement</td>
<td>30</td>
<td>Core</td>
<td></td>
</tr>
<tr>
<td>6 SK6202</td>
<td>Advanced Theory: Analysis and Application</td>
<td>30</td>
<td>Core</td>
<td></td>
</tr>
<tr>
<td>6 SK6203</td>
<td>Social Work with Children and Families</td>
<td>30</td>
<td>Option</td>
<td></td>
</tr>
<tr>
<td>6 SK6204</td>
<td>Social Work with Adults</td>
<td>30</td>
<td>Option</td>
<td></td>
</tr>
<tr>
<td>6 SK6205</td>
<td>Dissertation</td>
<td>30</td>
<td>Core</td>
<td></td>
</tr>
</tbody>
</table>
Modules are defined as:

Core          Must be taken

Option        Select from a range of identified modules within the subject area

The following are the core and optional requirements

The CORE requirements are as follows:

Level 4:       SK 4201, SK 4202, SK 4203, SK 4204
Level 5:       SK 5201, SK 5202, SK 5203, SK 5204
Level 6:       SK 6201, SK 6202, SK 6205 + ONE OPTION

The only options are at Level 6: EITHER SK 6203 or SK 6204

NB As this programme is a professional qualification there is no pass compensation on any module, core or option.

**Requirements for gaining an award**

In order to gain an honours degree you will need to obtain 360 credits including:

- a minimum of 120 credits at level four or higher;
- a minimum of 120 credits at level five or higher;
- a minimum of 120 credits at level six or higher.

In order to gain an ordinary degree you will need to obtain a minimum of 300 credits including:

- a minimum of 120 credits at level four or higher;
- a minimum of 120 credits at level five or higher;
- a minimum of 60 credits at level six or higher.

In order to gain a Diploma of Higher Education you will need to obtain at least 240 credits including a minimum of 120 credits at level four or higher and 120 credits at level five or higher.
In order to gain a Certificate of Higher Education you will need to obtain 120 credits at level four or higher.

In order to gain an Associate Certificate you will need to obtain a minimum of 20 credits at level four or higher.

**Degree Classification**

Where a student is eligible for an Honours degree by passing a valid combination of module to comprise an award and has gained the minimum of 240 UEL credits at level 5 or level 6 on the current enrolment for the programme, including a minimum of 120 UEL credits at level 6, the award classification is determined by calculating:

\[
\text{Degree Classification} = 0.8 \times \text{The arithmetic mean of the best 90 credits at level 6} + 0.2 \times \text{The arithmetic mean of the next best 90 credits at levels 5 and/or 6}
\]

and applying the mark obtained as a percentage, with all decimals points rounded up to the nearest whole number, to the following classification:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% - 100%</td>
<td>First Class Honours</td>
</tr>
<tr>
<td>60% - 69%</td>
<td>Second Class Honours, First Division</td>
</tr>
<tr>
<td>50% - 59%</td>
<td>Second Class Honours, Second Division</td>
</tr>
<tr>
<td>40% - 49%</td>
<td>Third Class Honours</td>
</tr>
<tr>
<td>0% - 39%</td>
<td>Not passed</td>
</tr>
</tbody>
</table>

**Teaching, Learning and Assessment**

**Teaching and learning**

**Knowledge is developed through**

- lectures, seminars, reading, discussion, workshops, young child observation, professional observation and social work practice;
- practice theory research seminars, workshops, assessed preparation for practice, practice placements, small-scale primary research, service user perspectives, direct observation of practice, professional supervision;
- lectures and seminars in law and social policy, critical analysis.

**Thinking skills are developed through**

- a focus in group tutorial sessions to academic thinking and writing;
- consideration in seminars of the lecture content and reading material, identification of themes and links to practice;
- making links in fortnightly practice tutorials between theory, practice and the use of self.
Subject-based Practical skills are developed through

- observation project (young child), practice placements including preparation for practice; analysis of practice theories; service user perspectives, small scale primary research;
- practice placements and links between practice and classroom learning;
- practice learning opportunities and use of supervision, mentoring relationships, classroom learning about supervision; computer skills.

Skills for life and work (general skills) are developed through

- workshops, seminars, other kinds of group work, practice learning opportunities and team work, theory lectures;
- training in developing an analytic style of writing and of practice;
- training in reflection on which students think about their own actions in the classroom and in the practice setting including in supervision.

Assessment

Knowledge is assessed by

- coursework;
- examinations.

Thinking skills are assessed by

- coursework;
- practice placement portfolios;
- examinations;
- project work.

Practical skills are assessed by

- practice placement portfolios;
- project work;
- mock interviews with service users.

Skills for life and work (general skills) are assessed by

- undertaking two practice placements;
- project work;
- IT exercises.

How we assure the Quality of this programme

Before this programme started

Before this programme started, the following was checked:
• there would be enough qualified staff to teach the programme;
• adequate resources would be in place;
• the overall aims and objectives were appropriate;
• the content of the programme met national benchmark requirements;
• the programme met any professional/statutory body requirements;
• the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

**How we monitor the quality of this programme**

The quality of this programme is monitored each year through evaluating:
• external examiner reports (considering quality and standards);
• statistical information (considering issues such as the pass rate);
• student feedback;
• service users’ and carers’ comments and views;
• employers’ views.
Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee. Once every six years an in-depth review of the whole field is undertaken by a panel which includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

**The role of the programme committee**

This programme has a programme committee comprising all relevant teaching staff, service users and carers, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

**The role of external examiners**

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

• to ensure the standard of the programme;
• to ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:
• approving exam papers/assignments;
• attending assessment boards;
• reviewing samples of student work and moderating marks;
• ensuring that regulations are followed;
• providing feedback through an annual report that enables us to make improvements for the future.

The external examiner reports for this programme are located on the UEL virtual learning environment (UELPlus or Moodle) on the School noticeboard under the section entitled ‘External Examiner Reports and Responses’. You can also view a list of the external examiners for the UEL School by clicking on the link below:
http://www.uel.ac.uk/qa/CurrentExternalExaminers.htm

Listening to the views of students

The following methods for gaining student feedback are used on this programme:

• module evaluations;
• student representation on programme committees (meeting 2 times a year);
• National Student Survey.

Students are notified of the action taken through:

• programme committees.

Listening to the views of others

The following methods are used for gaining the views of other interested parties:

• practice teacher workshops;
• stakeholders meeting with employers where students are placed;
• service users and carers either directly or indirectly involved;
• Practice Assessment Panel –practice learning assessment is moderated and the quality of placements is explored.

The North East London Regional Partnership meetings.

Further Information

Where you can find further information

Social work is located in the Cass School of Education and Communities where there is experience of teacher training education, youth and community work and early childhood studies. The UEL web site is at http://www.uel.ac.uk, and further information about this programme is available from:

• The UEL web site http://www.uel.ac.uk
• The programme handbook
• Module study guides
• UEL Manual of General Regulations http://www.uel.ac.uk/qa/
• UEL Quality Manual http://www.uel.ac.uk/qa/
• Regulations for the Academic Framework http://www.uel.ac.uk/academicframework/
- UEL Guide to Undergraduate Programmes
- The Health and Care Professions Council (HCPC) [http://www.hpc-uk.org/](http://www.hpc-uk.org/)