

PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

Course name	Course code <i>note PS</i>	Year
BA Social Work	U1L501303	2016-17

NOTE: Whilst the University will make every effort to offer the modules listed, changes may sometimes have to be made for reasons outside the University's control (e.g. illness of a member of staff) or because of low enrolment or sabbatical leave.

COURSE SUMMARY

S1	a	SCHOOL(S) OF STUDY	SWK	
<i>note S1c</i>	b	FACULTY or FACULTIES	SSF	
	c	JOINT COURSE? (ie owned/taught by more than one School)	YES	
			NO	X
	d	NAME OF COURSE DIRECTOR (Home School)	Dr Jane Dodsworth	
	e	NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only)		
S2	a	COURSE TITLE	BA Social Work	
	b	COURSE CODE	U1L501302	
<i>note S2c & S2d</i>	c	AWARD	BA (Hons)	
	d	EXIT AWARD(S) AND TITLE(S)	<p>Certificate Higher Education (120 credits) Diploma Higher Education (240 credits)</p> <p>(Exit awards do not confer eligibility to apply to the Health and Care Professions Council (HCPC) for registration as a social worker in England or the equivalent regulator in Scotland Wales or Northern Ireland).</p> <p>See also Section KIS 2.3 below</p>	
	e	FULL/PART-TIME (please specify)	Full	
	f	LOCATION (UEA Norwich, Distance Learning)	UEA Norwich	
	g	AVAILABLE FROM:	Sept 2013	

S3 <i>note S3a</i> <i>note S3b</i>	a	PROFESSIONAL AWARD (if any)	
	b	ACCREDITING/VALIDATING BODY (if relevant)	Health and Care Professions Council
		Website (URL)	www.hcpc-uk.org
		Date when accreditation/ validation may take place	2019 (Validated in 2014)
S4a <i>note S4a</i>	LEVEL	Sub-degree (e.g. Cert. Dip.)	
		Undergraduate	X
		Integrated Masters	
		Masters	
		Other postgraduate (please specify)	
S4b <i>note S4b</i>	FHEQ STATEMENT	Please detail how the programme meets the relevant qualification descriptor from the Framework for Higher Education Qualifications (FHEQ)	On completion of the BA (hons) in Social work students will have demonstrated the following at level 6: -a systematic understanding of key aspects of social work informed by an evidence based approach underpinned by current research - they will have developed techniques of analysis and assessment appropriate to, & relevant for, social work - they will have developed a conceptual understanding of the key theoretical, legal and practice issues underpinning social work which will enable them to devise & sustain argument, problem solve, use research to evidence their assessments & practice and manage their own learning effectively - they will assessed assignments, presentations, role play assessments, case studies, and placement assessment have achieved the qualities and transferable skills necessary for employment as a social worker in which they will be required to make decisions in complex and unpredictable circumstances

S5 <i>note S5a</i>	a	DURATION (years or months)	3 years								
<i>note S5b</i>	b	MODE OF ATTENDANCE (full-time, part-time, distance, other)	Full								
S6 <i>note S6</i>	PLACEMENT(S)/WORK-BASED LEARNING REQUIRED		<table border="1"> <tr> <td>YES</td> <td>X</td> <td>NO</td> <td></td> </tr> <tr> <td colspan="3">If YES, does this conform with the UEA's code of practice on placements?</td> <td>Yes</td> </tr> </table>	YES	X	NO		If YES, does this conform with the UEA's code of practice on placements?			Yes
YES	X	NO									
If YES, does this conform with the UEA's code of practice on placements?			Yes								
S7 <i>note S7</i>	RELEVANT SUBJECT BENCHMARK STATEMENT(S) and details of how the Programme Specification aligns with these		QAA Benchmark Statement for Social Work 2008.								
S8 <i>note S8</i>	ENTRY REQUIREMENTS		<p>A Level: BBB</p> <ul style="list-style-type: none"> •International Baccalaureate: 31 •Scottish Highers: BBBBB one Advanced Higher preferred •Scottish Advanced Highers: BBB (acceptable on its own or in combination with other qualifications) •Irish Leaving Certificate: BBBBBB •Access Course: Pass with Merit in 45 credits at level 3 •BTEC: DDM in a related subject •European Baccalaureate: 70% 								
S9	JACS Subject Level Code(s) Consult Planning Office										
S10	UCAS ADMISSION CODE / COURSE CODE Consult Planning Office										
S11 <i>note S11</i>	FURTHER INFORMATION (web link to further information)										
S12	COURSE HIGHLIGHTS (for publication in University Prospectus / Website /HEAR) Include succinct comments about employability, key skills and learning outcomes										

note S12

The BA Social Work degree programme provides the student with the opportunity to pursue a rewarding career in social work, working with a variety of people and social groups. Successful completion of the BA Social Work provides eligibility to apply for registration with the Health and Care Professions Council (HCPC) (or its equivalent in Scotland, Northern Ireland and Wales) to practice as a social worker, which is a protected title under the Health and Social Work Professions Order 2001.

Social workers promote the protection of children, wherever possible working in partnership with families and carers; they work with young people in care, care leavers, people with learning and physical disabilities, people with dementia, people with drug and alcohol addictions, and people with mental health problems.

Students are introduced to the range of social work theory, policy and practice, which is underpinned by a thorough understanding of the theoretical foundations of social work, alongside its roots in psychology and sociology. Students will learn about the social policy and legal context for social work, especially in areas relating to the statutory provision of child care, mental health and adult care. This course will provide students with the expertise to work with individuals, families, groups, fellow social workers and other professionals.

*****Please copy and paste the above table for additional (related) courses*****

AC1	COURSE MANAGEMENT INFORMATION				
AC1.1	REGULATORY FRAMEWORK				
	Undergraduate Regulations (including Integrated Masters)			X	
	Postgraduate Taught Regulations				
	Graduate Diplomas				
	PGCE				
AC1.2a	Is the course as a whole assessed on a pass/fail basis?	YES		NO	X
AC1.2b	Are any modules assessed on a pass/fail basis?	YES		NO	X
AC1.2c	If so, how many modules and what is the credit volume for each module?				

AC2 <i>note</i> AC2.1	YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS (For undergraduate or integrated masters courses only)				
	Please select only from the permitted options - see UG/PGT regulations				
Stage <i>Note AC2.2</i>	Level	Year of course	Weightings	Progression requirement	Exit Award <i>Note AC2.3</i>
Stage 1	Level 4	Year 1	0%	As per BIM regulations	
Stage 2	Level 5	Year 2	40%	As per BIM regulations	
Stage 3	Level 6	Year 3	60%	As per BIM regulations	

AC3	BOARD OF EXAMINERS
AC3.4	EXTERNAL EXAMINERS (see web link below for names, positions and institutions of External Examiners)
	(For Admin use only – to be added by LTS Web Administrator)

PS1 COURSE PROFILE *For updates to Programme Specifications, copy and paste course profile from eVision*

*note
PS1*

Course Profile for 2016/7

Course: Social Work (Ba) (U1L501303)
 School: Social Work
 Director: Dr Jane Dodsworth

Year 1U

Compulsory Modules (120 credits)

Module	Description	Assessment	Credits	Period	Sub-slot
SWK-4004Y	PREPARATION FOR PRACTICE	CW	30	YEAR	
SWK-4005Y	SOCIAL WORK IN CONTEXT	CW	30	YEAR	
SWK-4006Y	INTRODUCTION TO SOCIAL SCIENCES FOR SOCIAL WORK	CW	30	YEAR	
SWK-4007Y	EARLY CHILDHOOD DEVELOPMENT AND CHILD OBSERVATION	PR	30	YEAR	

Year 2U

Compulsory Modules (120 credits)

Module	Description	Assessment	Credits	Period	Sub-slot
SWK-5003Y	LEGAL AND SOCIAL POLICY CONTEXT OF SOCIAL WORK	WW	40	YEAR	
SWK-5004Y	WORKING WITH SERVICE USERS I	CA	40	YEAR	
SWK-5005Y	PROFESSIONAL THEORY AND PRACTICE	CW	40	YEAR	

Year 3U

Compulsory Modules (120 credits)					
Module	Description	Assessment	Credits	Period	Sub-slot
SWK-6002Y	PROFESSIONAL DEVELOPMENT	CA	40	YEAR	
SWK-6003Y	THE DISSERTATION	PR	40	YEAR	
SWK-6001B	WORKING WITH SERVICE USERS II	EX	40	SEM2	

PS2 MAPPING LEARNING OUTCOMES	<i>note PS2</i>
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<p>Mapping learning outcomes – please list learning outcomes and enter module code against assessment type</p> <p>YEAR 1 learning outcomes</p> <p><i>Demonstrate a foundation understanding of the knowledge, skills, and values of social work and the social sciences, and awareness of the significance to service users and others of the issue or context being studied.</i></p>	Assessment type				
	Essay	Course test	Exam	Project/ Dissertation/ Report	Assessment of practice

Describe how both psychology and sociology can contribute to understanding psychosocial development through the life course					
Describe how socio-economic inequalities and poverty can impact on psychosocial development	SWK 4006Y	SWK 4006Y			
Describe the range of ethnicities in contemporary Britain and the impact of culture on psychosocial development					
Describe the social processes that shape gender relations in contemporary society e.g. work and family life					
Understanding of the social, political, and organisational context of social work practice					
Awareness of the variety of social work roles, tasks and settings	SWK 4004Y & SWK 4005Y		SWK 4004Y & SWK 4005Y		SWK 4004Y & SWK 4005Y
Appreciation of the importance of service users' perspectives					SWK 4004Y & SWK 4005Y
Demonstrate a beginning knowledge of the Professional Capabilities Framework for social work					
Develop skills in interviewing, assessment, building and sustaining professional helping relationships, and professional writing skills	SWK4004Y				
To articulate an understanding of issues of safe practice in relation to people using services, their colleagues and themselves	SWK 4004Y				
Critically discuss the relative merits of different approaches to development and methodologies used in developmental research				SWK 4007Y	
Demonstrate an understanding of how physical, social, emotional, moral and cognitive skills develop through infancy and early childhood, and how these lay the foundations for later development					
Demonstrate the ability to apply developmental theory critically to the observation of an individual child in a particular social and cultural setting.					

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type	Assessment type				
	Essay	Course test	Exam	Project/ Dissertation/ Report	Assessment of practice
YEAR 2 learning outcomes <i>Demonstrate the application and understanding of knowledge and values within practice settings, and the ability to critically review own practice in the light of this understanding.</i>					
Demonstrate understanding of case situations using psychological models for understanding human growth and behaviour	SWK 5005Y				
Demonstrate understanding of models for understanding personality development and knowledge of growth and change throughout the life cycle					
Demonstrate understanding of the principal legislation that governs social work policy and practice and apply this to hypothetical and real life situations		SWK 5003Y			
Demonstrate an understanding of legal processes and procedures in both civil and criminal contexts, and means of challenging public law decisions					
Demonstrate awareness of key themes, models and approaches in current welfare policy	SWK 5003Y				
Develop a conceptual and practical understanding of anti-oppressive and anti-discriminatory practice	SWK 5005Y				SWK 5005Y

Application and analysis of theory and practice relating to a service user group	SWK 5004Y				SWK 5004Y
Demonstration of progression in the development of competence in practice skills against the HCPC Standards of Proficiency and the Professional Capabilities Framework					SWK 5004Y
Other: please give details					

PS2 MAPPING LEARNING OUTCOMES - continued

note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type	Assessment type				
	Essay	Course test	Exam	Project/ Dissertation/ Report	Assessment of practice
YEAR 3 learning outcomes <i>Demonstrate the ability to work with minimal supervision in undertaking more complex assessments and interventions with service users, and critically review and evaluate this work in the light of relevant theory and research</i>					
Demonstrate the ability to critically analyse practice in the light of relevant theory, current issues in social policy and the organisational context	SWK 6002Y				SWK 6002Y
Demonstration of competence in practice skills against the HCPC Standards of Proficiency and the Professional Capabilities Framework					
Undertake a piece of independent research (literature review) in which knowledge, understanding, originality of thought, ability to analyse, evaluate and apply subject-specific theories and concepts are demonstrated				SWK 6003Y	
Demonstrate understanding of effective practice with service users in the light of research, theory, relevant policies and statutory responsibilities			SWK 6001B		
Other: please give details					

PS3 PROGRAMME COHERENCE AND FEEDBACK CYCLES*note
PS3***PS3.1 learning progression**

How will progression in terms of skills, knowledge and understanding be reflected in the programme between modules in any one year and across the years as students progress through their course of study?

*note
PS3.1*

Student achievement on the BA in Social Work at UEA is focused on externally set criteria for the award of a professional qualification as set out in the requirements of the Health and Care Professions Council (HCPC) Standards of Conduct Performance and Ethics and the Standards of Proficiency, and the College of Social Work Professional Capabilities Framework.

A central aim of social work education is for students to integrate knowledge, skills, and values in equal measure. In addition to developing academic understanding and critical thinking skills, the course is designed around practice and practice-based issues, which are integrated through all three years. Beginning in Year 1 students are required to demonstrate understanding, and the implications of, the HCPC Standards of Conduct Performance and Ethics. There are three practice placements (6 days observational in Year 1, and 70 and 100 days direct practice in years 2 and 3 respectively, plus 30 Skills Development Days which are provided in partnership with employers and service users and carers to address specific aspects of practice, such as welfare rights, housing and homelessness, dealing with challenging behaviours, making use of supervision, communicating with children, working with dementia etc.

Teaching strategies use case studies and role plays to make the links between theory, practice, and values. Within 'academic' assignments, students are assessed for the quality of their literacy and presentational skills, which are key qualities required of a social worker.

Progression is shown through achieving each of the Year-level learning outcomes. Year 1 provides a foundation in the resources required for Year 2, to be applied to practice settings during the Level 1 assessed practice placement. Students are introduced to the social sciences as applicable to social work, child development, the role of social workers in contemporary society and the service-user's perspectives of social work; develop an understanding of the issues relating to health and safety and how to practice safely within their scope of practice; begin to explore communication skills; and the basis and application of social work values. At this level (4) students will be expected to be able to demonstrate knowledge of the underlying concepts & principles associated with social work & be able to evaluate, present & communicate relevant data.

Years 2 and 3 build on this foundation by applying it to social work practice with generic teaching and workshops on social work skills, diversity and anti-oppressive practice, human growth and behaviour, the legal and social policy frameworks for social work; and reading and using research. There is also specialist teaching on social work with children and families, mental health, disability and older people. By the end of year 2 students will be able to demonstrate level 5 skills including knowledge & critical understanding of their subject area & an ability to apply the underlying principles & concepts in an employment context.

Year 3 modules are designed to enable students to develop and consolidate their practice and critical thinking skills to the level required of a newly qualified social worker as set out in the Standards of Proficiency and the Professional Capabilities Framework.

On placement, students take an increased level of responsibility for their learning, with support and supervision undertaking more complex tasks and interventions on placement. In the Dissertation module students research and write on a topic, using secondary data, on an aspect of social work policy and practice of their choice. For Working with Service Users, students choose to write on two out of four service user groups for their final examination. By the end of year third year students will be able to demonstrate level 6 skills in that they will have a systemic understanding of the key aspects of social work & an ability to deploy established techniques of analysis & enquiry. At this stage they will be able to demonstrate the transferability of their skills to employment.

Further developmental needs are taken forward into the Assessed and Supported Year in Employment.

Key features of the programme:

- All modules are 'core' and must be passed (there are no 'optional' modules)
- Each year of study represents a distinct level of progress, which must be passed to proceed to the next level
- Several modules within the programme consist of discrete units which are not separately assessed
- Formative assessment is built into each module including practice placements
- As this is a professional course, student engagement and attendance is monitored, and action taken, in the event of absences from teaching
- Students are assessed throughout the course for suitability for professional practice.
- Students are expected to take ownership of their learning by developing a Professional Development Plan, incorporating a year-end review of progress, and their practice learning profile, which is prepared by the student and discussed with their Advisor..

PS3.2 feedback cycle

Please explain how assessments and feedback / feed forward support the coherence of the programme. Comment on number and types of assessment, both formative and summative; the types and format of feedback students will receive; and their sequencing. How will assessments and feedback impact on subsequent modules?

*note
PS3.2*

Assessment Strategy

The assessment strategy for the BA Social Work was re-designed in 2012 – 13 in response to the changes required for the New Academic Model (NAM, now known as the Bachelor's and Integrated Masters Regulations (BIM) at UEA, which coincided with preparatory work for the introduction of the revised professional standards for social work, the Professional Capabilities Framework in 2013. The NAM/BIM are predicated on the concept of programme rather than module level outcomes, which corresponds to the requirements of the PCF for holistic professional development, which moves away from the 'competency'-based approach of the former National Occupational Standards.

The combination of formative and summative assessment is designed to support students in their professional development through the acquisition and application of both generalist/transferable and specialist/sector specific knowledge, skills, and values. Central to the programme, and hence to the assessment strategy, is the concept of reflective practice, whereby formal knowledge ('knowing what') is developed and assessed alongside the social work value base and critical understanding ('knowing why), and performative knowledge and skills ('knowing how'). The overall aim is for graduates of the programme to become competent, confident, and ethical practitioners.

Learning and assessment on the programme are intended to provide a synoptic approach to professional development, with the aim of encouraging students to 'think like a social worker,' rather than focus on the achievement of discrete modules. Eight of the ten modules that make up the programme carry 40 credits each, and the other two the remaining 20 credits each. This use of synoptic assessment across the programme is supported by a range of formative assessment tasks, which span the programme and contribute to the related summative assessment.

All three years contain an assessment based on practice, and all three of these carry a complementary piece of academic work to enable the student to demonstrate the integration described above. All modules must be passed to pass the programme as a whole.

Year 1

Formative assessment

(a) Assessment of general academic ability/understanding and learning needs: a formal essay to be submitted in year 1 of Semester 1 enables students to demonstrate and receive feedback on the academic expectations at UEA, and for advisers to 'benchmark' their advisees beginning academic ability and identify learning needs.

(b) Introduction to the Social Sciences: 250-word pieces of writing submitted through Blackboard throughout the semester.

(c) Social Work in Context: a mini-essay (500 – 1000 words in semester 1; a 2000 word essay in semester 2. A group presentation during the Autumn semester

(d) Preparation for Practice: writing in a reflective journal and opportunities to practice and receive feedback on selected excerpts.

A group presentation during Semester 2.

A recorded role play and case recording with service user feedback given on the role play.

(e) Early Child Development and Child Observation: a written piece of work that is a brief version of the summative assessment. Quizzes (including a 'knowledge check' quiz on Blackboard to be completed before the end of the semester. Spring semester: students present written observations in seminars where they will be constructively critiqued.

All modules use case studies, which give opportunity for small group work and discussion/feedback on understanding of key issues/concepts arising from the teaching.

Summative Assessment

The formative work feeds forward into the summative assessments:

Introduction to the Social Sciences – Class Test at the end of Semester 1 and an essay in Semester 2

Preparation for Practice – Reflective Essay, Shadowing Placement. Social work skills essay written as a reflective commentary on the DVD recording of the student role play.

Social Work in Context- oral presentation and an essay.

Early Childhood Development – 5000 word project based partly on the teaching and partly on the Child Observation exercise.

Year 2:

Formative Assessment

Professional Theory and Practice - Online quiz; small group discussions and feedback in seminars for human growth and behaviour unit. In the working with diversity unit there is a short peer-assessed assignment (1500 words).

Legal and Social Policy Context of Social Work: Mini Essay (Social Work and Society); Mock Law Test (Social Work Law). In-class exercises, discussion and feedback.

Working with Service Users I – writing Records of Practice Analysis with discussion and feedback in supervision with practice educator on placement; Case Discussion groups (4) on 'days back' with individual case presentations and peer/lecturer feedback; submission of essay plan for case study to module lecturers.

Summative Assessment

Legal and Social Policy Context of Social Work - essay and invigilated Class Test.

Professional Theory and Practice – Essay on human growth and behaviour unit

Working with Service Users I – Case Study (based on placement work; Placement Report).

Year 3:

Formative Assessment

Professional Development: writing Records of Practice Analysis with discussion and feedback in supervision with practice educator on placement; Case Discussion groups (3) on 'days back' with individual case presentations and peer/lecturer feedback; submission of essay plan for case study to module lecturers.

Dissertation: Semester 1 - three dissertation workshops (students presenting ideas/progress and gaining verbal feedback); semester 2: two individual supervision sessions, with verbal feedback on a 1000 word (max) excerpt from the dissertation.

Working with Service Users: Student led exam preparation workshops at which the module leader gives verbal feedback.

Summative Assessment:

Professional Development: Case Study (based on placement work; Placement Report).

Dissertation: Dissertation Proposal/Plan 1500 words (20% of mark, with written and verbal feed-forwards into the main work:

Dissertation 6500 words (80% of mark).

Working with Service Users: Examination

PS4	EXAMINATIONS		<i>note PS4</i>
	Written	Practical (e.g. OSCES and OSPES)	
How many modules will include an exam element?	2		
How many hours of exams are there in Stage 1?	0		
How many hours of exams are there in Stage 2?	2		
How many hours of exams are there in Stage 3?	2		
How many hours does the programme (as a whole) include?	4		

PS5	EQUALITY & WIDENING PARTICIPATION		<i>note PS5</i>
PS5.1	How do the admissions criteria specifically for this course ensure equality of opportunity for all applicants?		
	<p>Applications are invited from people with a wide range of entrance qualifications, including BTEC, Open University, and Access to Higher Education courses, thus ensuring that a significant proportion of students on the programme are from non-traditional academic backgrounds. Within the social work workforce as whole, males are underrepresented and we welcome applications from suitably experienced or qualified men. We welcome applicants from outside the United Kingdom subject to achievement of minimum English proficiency standards as specified in the admissions information. We have a well-established adviser system and this is an essential component of our support for all students but particularly those from minority and under-represented groups. Students are actively encouraged to make use of University support services including the Dean of Students Learning Enhancement and welfare advice services.</p>		
PS5.2	What steps have been taken to ensure an inclusive curriculum?		
	<p>The curriculum is based on the values of social work, particularly the use of a relationship-centred model of practice, coupled with the principles of adult learning theory and the importance of self-determination. Students are encouraged to critically reflect on both knowledge and personal experience, and time is given both formally in teaching sessions, and less formally in the adviser system, for students to engage in a process of personal and professional growth.</p> <p>Service users and carers are an integral part of the programme and ensure that students are able to relate the teaching to real-life, lived experience of people who use social work and social care services.</p>		
PS5.3	In what ways do learning and teaching and assessment methods ensure inclusivity, reasonable adjustment and equality of opportunity?		
	<p>Lecturers on the programme use a wide range of teaching methods, including considerable use of small group work, case studies, and video/audio, as well as lecture-style presentations. Blackboard is used extensively to support teaching and learning, by posting lecture slides, additional reading, formative assessment, and links to other resources. Summative and formative assessment methods are equally diverse, and include direct observations of students' practice, written and verbal reflective skills, group and individual presentations, essay, and examinations.</p>		

	The adviser system, and the verbal and written feedback on assessments, is used to encourage students to self-refer to Dean of Students for Learning Enhancement or the assessment of specific educational needs (e.g. dyslexia screening). Results of specific educational need assessments are forwarded to teaching staff and advisers so that adjustments can be made to teaching and assessment methods and materials.
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PS6	EMPLOYABILITY	<i>note PS6</i>
	How is employability embedded into the delivery of the course?	
	<p>Students on the programme are given a folder at the outset to begin planning their professional development. Regular meetings with advisers are timetabled in, within which students can discuss the progress they are making and identify their ongoing learning needs. Students prepare an end of year 'transcript' of their professional development which is discussed with the adviser at an end of year meeting.</p> <p>Teaching throughout the programme draws on current research and knowledge related to social work practice, and many teaching sessions are presented by currently practising professionals as guest speakers/workshop facilitators. Integral to the programme are the three practice placements – and eight day shadowing experience in semester 2 of year 1, the Level 1 (70 day) practice placement, the Level 2 (100 day) practice placement, and the 30 Skills Development Days which are distributed throughout the programme.</p> <p>Students on placement return to University for one (Level 1) and three (Level 2) teaching days, which are used to help them share and consolidate knowledge, skills and values gained on placement and to introduce additional, practice-based teaching, for example on welfare rights, advanced interviewing skills, adult and child safeguarding, etc.</p> <p>The School Employability Officer organises employability events in years 2 and 3, in partnership with employer representatives, including local authority Adult and Children's Social Services, the NHS, CAF/CASS, as well as from the private and voluntary not-for-profit sectors who increasingly require qualified social workers within the workforce.</p>	

KEY INFORMATION SET (KIS) DATA

KIS	KEY INFORMATION SET data (undergraduate courses only)							<i>Note KIS</i>
KIS1	Quantitative KIS data							<i>Note KIS1</i>
		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	
1.1	Percentage of assessment by written exams		0	17	33			
1.2	Percentage of assessment by practical exams		0	0	0			
1.3	Percentage of assessment by coursework		100	83	67			
1.4	Percentage of time in scheduled learning and teaching activities		18	25	18			
1.5	Percentage of time in guided independent study		76	35	32			
1.6	Percentage of time on placements		6	40	50			
KIS2	Professional Accreditation							<i>Note KIS2</i>
2.1	Name of accrediting body (if applicable)							
	<p>Health and Care Professions Council External Examiners :</p> <p>It is a requirement of the Health and Care Professions Council that at least one of the External Examiners for the programme should be from the Register of Social Workers in England</p>							
2.2	Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.							
	<p>Successful completion of the BA in Social Work at UEA provides eligibility to apply for registration with the Health and Care Professions Council (HCPC) (or its equivalent in Scotland, Northern Ireland and Wales) to practice as a social worker. It is a legal requirement that anyone who wishes to practice using a title protected by the Health and Social Work Professions Order 2001 is on the HCPC Register. For more information, please see the HCPC website at: www.hcpc-uk.org.</p>							
2.3	Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.							
	<p>All modules must be passed to complete the programme. Students who do not complete the programme will not be awarded the BA (Hons). Social Work and will not be eligible to apply for registration as a social worker with the HCPC. In the event that aegrotat degree is awarded it will not confer eligibility to apply for registration with the Health and Care Professions Council (HCPC) (or its equivalent in Scotland, Northern Ireland and Wales) to practice as a social worker.</p>							

UP1 Programme Specification Update Record						
Faculty	SSF		School		SWK	
Academic Year	2014/5	2015/6	2016/17	2017/8	2018/9	2019/0
Degree Award (e.g. BSc/MA)	BA					
Course Title(s)	Social Work					
Course Code(s)	U1L501303					
Has the KIS data been changed?	Yes/No	yes				
Course Director sign off	Name	Dr Jane Dodsworth				
	Date	March 2016				

IM1 IMPLEMENTATION ACTIONS – ADMIN USE ONLY		
ACTION	DATE	Name
Course Profile updated in Evison (LTS Team Leader)		
Programme Specification placed in shared drive folder (LTS Team Leader)		
Web link to External Examiner information added (LTS Web Administrator)		
Programme Specification uploaded onto website (LTS Web Administrator)		
Planning Office informed of upload of Programme Specification onto website (copy of this page to cams.records@uea.ac.uk) (LTS Web Administrator)		
Programme Specification Code (LTS Team Leader) (SCH/YEAR/Level/Sequence)	Eg MTH14UG001	
Full route code(s) covered by this Programme Specification (LTS Team Leader)		

PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

Course name	Course code <i>note PS</i>	Year
BA Social Work	U1L501302	2015-16

NOTE: Whilst the University will make every effort to offer the modules listed, changes may sometimes have to be made for reasons outside the University's control (e.g. illness of a member of staff) or because of low enrolment or sabbatical leave.

COURSE SUMMARY

S1	a	SCHOOL(S) OF STUDY	SWK	
<i>note S1c</i>	b	FACULTY or FACULTIES	SSF	
	c	JOINT COURSE? (ie owned/taught by more than one School)	YES	
			NO	X
	d	NAME OF COURSE DIRECTOR (Home School)	Dr Jane Dodsworth	
	e	NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only)		
S2	a	COURSE TITLE	BA Social Work	
	b	COURSE CODE	U1L501302	
<i>note S2c & S2d</i>	c	AWARD	BA (Hons)	
	d	EXIT AWARD(S) AND TITLE(S)	Certificate Higher Education (120 credits) Diploma Higher Education (240 credits) (Exit awards do not confer eligibility to apply to the Health and Care Professions Council (HCPC) for registration as a social worker in England or the equivalent regulator in Scotland Wales or Northern Ireland). See also Section KIS 2.3 below	
	e	FULL/PART-TIME (please specify)	Full	
	f	LOCATION (UEA Norwich, Distance Learning)	UEA Norwich	
	g	AVAILABLE FROM:	Sept 2013	

S3 <i>note S3a</i> <i>note S3b</i>	a	PROFESSIONAL AWARD (if any)	
	b	ACCREDITING/VALIDATING BODY (if relevant)	Health and Care Professions Council
		Website (URL)	www.hcpc-uk.org
		Date when accreditation/ validation may take place	2019 (Validated in 2014)
S4a <i>note S4a</i>	LEVEL	Sub-degree (e.g. Cert. Dip.)	
		Undergraduate	X
		Integrated Masters	
		Masters	
		Other postgraduate (please specify)	
S4b <i>note S4b</i>	FHEQ STATEMENT	Please detail how the programme meets the relevant qualification descriptor from the Framework for Higher Education Qualifications (FHEQ)	On completion of the BA (hons) in Social work students will have demonstrated the following at level 6: -a systematic understanding of key aspects of social work informed by an evidence based approach underpinned by current research - they will have developed techniques of analysis and assessment appropriate to, & relevant for, social work - they will have developed a conceptual understanding of the key theoretical, legal and practice issues underpinning social work which will enable them to devise & sustain argument, problem solve, use research to evidence their assessments & practice and manage their own learning effectively - they will assessed assignments, presentations, role play assessments, case studies, and placement assessment have achieved the qualities and transferable skills necessary for employment as a social worker in which they will be required to make decisions in complex and unpredictable circumstances

S5 <i>note S5a</i>	a	DURATION (years or months)	3 years								
<i>note S5b</i>	b	MODE OF ATTENDANCE (full-time, part-time, distance, other)	Full								
S6 <i>note S6</i>	PLACEMENT(S)/WORK-BASED LEARNING REQUIRED		<table border="1"> <tr> <td>YES</td> <td>X</td> <td>NO</td> <td></td> </tr> <tr> <td colspan="3">If YES, does this conform with the UEA's code of practice on placements?</td> <td>Yes</td> </tr> </table>	YES	X	NO		If YES, does this conform with the UEA's code of practice on placements?			Yes
YES	X	NO									
If YES, does this conform with the UEA's code of practice on placements?			Yes								
S7 <i>note S7</i>	RELEVANT SUBJECT BENCHMARK STATEMENT(S) and details of how the Programme Specification aligns with these		QAA Benchmark Statement for Social Work 2008.								
S8 <i>note S8</i>	ENTRY REQUIREMENTS		<p>A Level: BBB</p> <ul style="list-style-type: none"> •International Baccalaureate: 31 •Scottish Highers: BBBB one Advanced Higher preferred •Scottish Advanced Highers: BBB (acceptable on its own or in combination with other qualifications) •Irish Leaving Certificate: BBBB •Access Course: Pass with Merit in 45 credits at level 3 •BTEC: DDM in a related subject •European Baccalaureate: 70% 								
S9	JACS Subject Level Code(s) Consult Planning Office										
S10	UCAS ADMISSION CODE / COURSE CODE Consult Planning Office										
S11 <i>note S11</i>	FURTHER INFORMATION (web link to further information)										
S12	COURSE HIGHLIGHTS (for publication in University Prospectus / Website /HEAR) Include succinct comments about employability, key skills and learning outcomes										

note S12

The BA Social Work degree programme provides the student with the opportunity to pursue a rewarding career in social work, working with a variety of people and social groups. Successful completion of the BA Social Work provides eligibility to apply for registration with the Health and Care Professions Council (HCPC) (or its equivalent in Scotland, Northern Ireland and Wales) to practice as a social worker, which is a protected title under the Health and Social Work Professions Order 2001.

Social workers promote the protection of children, wherever possible working in partnership with families and carers; they work with young people in care, care leavers, people with learning and physical disabilities, people with dementia, people with drug and alcohol addictions, and people with mental health problems.

Students are introduced to the range of social work theory, policy and practice, which is underpinned by a thorough understanding of the theoretical foundations of social work, alongside its roots in psychology and sociology. Students will learn about the social policy and legal context for social work, especially in areas relating to the statutory provision of child care, mental health and adult care. This course will provide students with the expertise to work with individuals, families, groups, fellow social workers and other professionals.

*****Please copy and paste the above table for additional (related) courses*****

AC1	COURSE MANAGEMENT INFORMATION				
AC1.1	REGULATORY FRAMEWORK				
	Undergraduate Regulations (including Integrated Masters)			X	
	Postgraduate Taught Regulations				
	Graduate Diplomas				
	PGCE				
AC1.2a	Is the course as a whole assessed on a pass/fail basis?	YES		NO	X
AC1.2b	Are any modules assessed on a pass/fail basis?	YES		NO	X
AC1.2c	If so, how many modules and what is the credit volume for each module?				

AC2 <i>note</i> AC2.1	YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS (For undergraduate or integrated masters courses only)				
Please select only from the permitted options - see UG/PGT regulations					
Stage <i>Note AC2.2</i>	Level	Year of course	Weightings	Progression requirement	Exit Award <i>Note AC2.3</i>
Stage 1	Level 4	Year 1	0%	As per BIM regulations	
Stage 2	Level 5	Year 2	40%	As per BIM regulations	
Stage 3	Level 6	Year 3	60%	As per BIM regulations	

AC3	BOARD OF EXAMINERS
AC3.4	EXTERNAL EXAMINERS (see web link below for names, positions and institutions of External Examiners)
	(For Admin use only – to be added by LTS Web Administrator)

PS1 COURSE PROFILE For updates to Programme Specifications, copy and paste course profile from eVision
note
PS1
Course Profile for 2015/6

Course: Social Work (Ba) (U1L501303)
 School: Social Work
 Director: Dr Jane Dodsworth

Year 1U
Compulsory Modules (120 credits)

Module	Description	Assessment	Credits	Period	Sub-slot
<u>SWK-4004Y</u>	PREPARATION FOR PRACTICE	CW	30	YEAR	
<u>SWK-4005Y</u>	SOCIAL WORK IN CONTEXT	CW	30	YEAR	
<u>SWK-4006Y</u>	INTRODUCTION TO SOCIAL SCIENCES FOR SOCIAL WORK	CW	30	YEAR	
<u>SWK-4007Y</u>	EARLY CHILDHOOD DEVELOPMENT AND CHILD OBSERVATION	PR	30	YEAR	

Year 2U
Compulsory Modules (120 credits)

Module	Description	Assessment	Credits	Period	Sub-slot
<u>SWK-5003Y</u>	LEGAL AND SOCIAL POLICY CONTEXT OF SOCIAL WORK	WW	40	YEAR	
<u>SWK-5004Y</u>	WORKING WITH SERVICE USERS I	CA	40	YEAR	
<u>SWK-5005Y</u>	PROFESSIONAL THEORY AND PRACTICE	CW	40	YEAR	

Year 3U

Compulsory Modules (120 credits)

Module	Description	Assessment	Credits	Period	Sub-slot
<u>SWK-6002Y</u>	PROFESSIONAL DEVELOPMENT	CA	40	YEAR	
<u>SWK-6003Y</u>	THE DISSERTATION	PR	40	YEAR	
<u>SWK-6001B</u>	WORKING WITH SERVICE USERS II	EX	40	SEM2	

PS2 MAPPING LEARNING OUTCOMESnote
PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type	Assessment type				
	Essay	Course test	Exam	Project/ Dissertation/ Report	Assessment of practice
YEAR 1 learning outcomes					
<i>Demonstrate a foundation understanding of the knowledge, skills, and values of social work and the social sciences, and awareness of the significance to service users and others of the issue or context being studied.</i>					
Describe how both psychology and sociology can contribute to understanding psychosocial development through the life course	SWK 4001Y	SWK 4001Y			
Describe how socio-economic inequalities and poverty can impact on psychosocial development					
Describe the range of ethnicities in contemporary Britain and the impact of culture on psychosocial development					

Describe the social processes that shape gender relations in contemporary society e.g. work and family life					
Understanding of the social, political, and organisational context of social work practice	SWK 4004Y & SWK 4005Y		SWK 4004Y & SWK 4005Y		SWK 4004Y & SWK 4005Y
Awareness of the variety of social work roles, tasks and settings					
Appreciation of the importance of service users' perspectives					
Demonstrate a beginning knowledge of the Professional Capabilities Framework for social work					SWK 4004Y & SWK 4005Y
To articulate an understanding of issues of safe practice in relation to people using services, their colleagues and themselves					
Critically discuss the relative merits of different approaches to development and methodologies used in developmental research				SWK 4003Y	
Demonstrate an understanding of how physical, social, emotional, moral and cognitive skills develop through infancy and early childhood, and how these lay the foundations for later development					
Demonstrate the ability to apply developmental theory critically to the observation of an individual child in a particular social and cultural setting.					

Mapping learning outcomes – please list learning outcomes and enter module code against assessment	Assessment type
---	------------------------

type YEAR 2 learning outcomes <i>Demonstrate the application and understanding of knowledge and values within practice settings, and the ability to critically review own practice in the light of this understanding.</i>	Essay	Course test	Exam	Project/ Dissertation/ Report	Assessment of practice
Demonstrate understanding of case situations using psychological models for understanding human growth and behaviour	SWK 5002Y				
Demonstrate understanding of models for understanding personality development and knowledge of growth and change throughout the life cycle					
Demonstrate understanding of the principal legislation that governs social work policy and practice and apply this to hypothetical and real life situations		SWK 5003Y			
Demonstrate an understanding of legal processes and procedures in both civil and criminal contexts, and means of challenging public law decisions					
Demonstrate awareness of key themes, models and approaches in current welfare policy	SWK 5003Y				
Develop skills in interviewing, assessment, building and sustaining professional helping relationships, and professional writing skills					SWK 5002Y SWK 5004Y
Develop a conceptual and practical understanding of anti-oppressive and anti-discriminatory practice	SWK 5002Y				SWK 5002Y

Application and analysis of theory and practice relating to a service user group	SWK 5004Y				SWK 5004Y
Demonstration of progression in the development of competence in practice skills against the HCPC Standards of Proficiency and the Professional Capabilities Framework					SWK 5004Y
Other: please give details					

PS2 MAPPING LEARNING OUTCOMES - continued

note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type	Assessment type				
	Essay	Course test	Exam	Project/ Dissertation/ Report	Assessment of practice
YEAR 3 learning outcomes <i>Demonstrate the ability to work with minimal supervision in undertaking more complex assessments and interventions with service users, and critically review and evaluate this work in the light of relevant theory and research</i>					
Demonstrate the ability to critically analyse practice in the light of relevant theory, current issues in social policy and the organisational context	SWK 6002Y				SWK 6002Y
Demonstration of competence in practice skills against the HCPC Standards of Proficiency and the Professional Capabilities Framework					
Undertake a piece of independent research (literature review) in which knowledge, understanding, originality of thought, ability to analyse, evaluate and apply subject-specific theories and concepts are demonstrated				SWK 6003Y	
Demonstrate understanding of effective practice with service users in the light of research, theory, relevant policies and statutory responsibilities			SWK 6001B		
Other: please give details					

PS3 PROGRAMME COHERENCE AND FEEDBACK CYCLES*note PS3***PS3.1 learning progression**

How will progression in terms of skills, knowledge and understanding be reflected in the programme between modules in any one year and across the years as students progress through their course of study?

*note
PS3.1*

Student achievement on the BA in Social Work at UEA is focused on externally set criteria for the award of a professional qualification as set out in the requirements of the Health and Care Professions Council (HCPC) Standards of Conduct Performance and Ethics and the Standards of Proficiency, and the College of Social Work Professional Capabilities Framework.

A central aim of social work education is for students to integrate knowledge, skills, and values in equal measure. In addition to developing academic understanding and critical thinking skills, the course is designed around practice and practice-based issues, which are integrated through all three years. Beginning in Year 1 students are required to demonstrate understanding, and the implications of, the HCPC Standards of Conduct Performance and Ethics. There are three practice placements (6 days observational in Year 1, and 70 and 100 days direct practice in years 2 and 3 respectively, plus 30 Skills Development Days which are provided in partnership with employers and service users and carers to address specific aspects of practice, such as welfare rights, housing and homelessness, dealing with challenging behaviours, making use of supervision, communicating with children, working with dementia etc.

Teaching strategies use case studies and role plays to make the links between theory, practice, and values. Within 'academic' assignments, students are assessed for the quality of their literacy and presentational skills, which are key qualities required of a social worker.

Progression is shown through achieving each of the Year-level learning outcomes. Year 1 provides a foundation in the resources required for Year 2, to be applied to practice settings during the Level 1 assessed practice placement. Students are introduced to the social sciences as applicable to social work, child development, the role of social workers in contemporary society and the service-user's perspectives of social work; develop an understanding of the issues relating to health and safety and how to practice safely within their scope of practice; begin to explore communication skills; and the basis and application of social work values. At this level (4) students will be expected to be able to demonstrate knowledge of the underlying concepts & principles associated with social work & be able to evaluate, present & communicate relevant data.

Years 2 and 3 build on this foundation by applying it to social work practice with generic teaching and workshops on social work skills, diversity and anti-oppressive practice, human growth and behaviour, the legal and social policy frameworks for social work; and reading and using research. There is also specialist teaching on social work with children and families, mental health, disability and older people. By the end of year 2 students will be able to demonstrate level 5 skills including knowledge & critical understanding of their subject area & an ability to apply the underlying principles & concepts in an employment context.

Year 3 modules are designed to enable students to develop and consolidate their

practice and critical thinking skills to the level required of a newly qualified social worker as set out in the Standards of Proficiency and the Professional Capabilities Framework.

On placement, students take an increased level of responsibility for their learning, with support and supervision undertaking more complex tasks and interventions on placement. In the Dissertation module students research and write on a topic, using secondary data, on an aspect of social work policy and practice of their choice. For Working with Service Users, students choose to write on two out of four service user groups for their final examination. By the end of year third year students will be able to demonstrate level 6 skills in that they will have a systemic understanding of the key aspects of social work & an ability to deploy established techniques of analysis & enquiry. At this stage they will be able to demonstrate the transferability of their skills to employment.

Further developmental needs are taken forward into the Assessed and Supported Year in Employment.

Key features of the programme:

- All modules are 'core' and must be passed (there are no 'optional' modules)
- Each year of study represents a distinct level of progress, which must be passed to proceed to the next level
- Several modules within the programme consist of discrete units which are not separately assessed
- Formative assessment is built into each module including practice placements
- As this is a professional course, student engagement and attendance is monitored, and action taken, in the event of absences from teaching
- Students are assessed throughout the course for suitability for professional practice.
- Students are expected to take ownership of their learning by developing a Professional Development Plan, incorporating a year-end review of progress, and their practice learning profile, which is prepared by the student and discussed with their Advisor..

PS3.2 feedback cycle

Please explain how assessments and feedback / feed forward support the coherence of the programme. Comment on number and types of assessment, both formative and summative; the types and format of feedback students will receive; and their sequencing. How will assessments and feedback impact on subsequent modules?

*note
PS3.2*

Assessment Strategy

The assessment strategy for the BA Social Work was re-designed in 2012 – 13 in response to the changes required for the New Academic Model (NAM, now known as the Bachelor's and Integrated Masters Regulations (BIM) at UEA, which coincided with preparatory work for the introduction of the revised professional standards for social work, the Professional Capabilities Framework in 2013. The NAM/BIM are predicated on the concept of programme rather than module level outcomes, which corresponds to the requirements of the PCF for holistic professional development, which moves away from the 'competency'-based approach of the former National Occupational Standards.

The combination of formative and summative assessment is designed to support students in their professional development through the acquisition and application of both generalist/transferable and specialist/sector specific knowledge, skills, and values. Central to the programme, and hence to the assessment strategy, is the concept of reflective practice, whereby formal knowledge ('knowing what') is developed and assessed alongside the social work value base and critical understanding ('knowing why'), and performative knowledge and skills ('knowing how'). The overall aim is for graduates of the programme to become competent, confident, and ethical practitioners.

Learning and assessment on the programme are intended to provide a synoptic approach to professional development, with the aim of encouraging students to 'think like a social worker,' rather than focus on the achievement of discrete modules. Eight of the ten modules that make up the programme carry 40 credits each, and the other two the remaining 20 credits each. This use of synoptic assessment across the programme is supported by a range of formative assessment tasks, which span the programme and contribute to the related summative assessment..

All three years contain an assessment based on practice, and all three of these carry a complementary piece of academic work to enable the student to demonstrate the integration described above. All modules must be passed to pass the programme as a whole.

Year 1

Formative assessment

(a) Assessment of general academic ability/understanding and learning needs: a formal essay to be submitted in year 1 of Semester 1 enables students to demonstrate and receive feedback on the academic expectations at UEA, and for advisers to 'benchmark' their advisees beginning academic ability and identify learning needs.

(b) Introduction to the Social Sciences: 250-word pieces of writing submitted through Blackboard throughout the semester.

(c) Social Work in Context: a mini-essay (500 – 1000 words in semester 1; a 2000 word essay in semester 2. A group presentation during the Autumn semester

(d) Preparation for Practice: writing in a reflective journal and opportunities to practice and receive feedback on selected excerpts.

A group presentation during Semester 2.

(e) Early Child Development and Child Observation: a written piece of work that is a brief version of the summative assessment. Quizzes (including a 'knowledge check' quiz on Blackboard to be completed before the end of the semester. Spring semester: students present written observations in seminars where they will be constructively critiqued.

All modules use case studies, which give opportunity for small group work and discussion/feedback on understanding of key issues/concepts arising from the teaching.

Summative Assessment

The formative work feeds forward into the summative assessments:

Introduction to the Social Sciences – Class Test at the end of Semester 1 and an essay in Semester 2

Preparation for Practice – Reflective Essay, Shadowing Placement,

Social Work in Context- Examination

Early Childhood Development – 5000 word project based partly on the teaching and partly on the Child Observation exercise.

Year 2:

Formative Assessment

Human Growth and Behaviour: Online quiz; small group discussions and feedback in seminars.

Legal and Social Policy Context of Social Work: Mini Essay (Social Work and Society); Mock Law Test (Social Work Law). In-class exercises, discussion and feedback.

Professional Theory and Practice 1 – practising interview skills; mock video interview ahead of the assessed video interview.

Professional Theory and Practice 2 – writing Records of Practice Analysis with discussion and feedback in supervision with practice educator on placement; Case Discussion groups (4) on 'days back' with individual case presentations and peer/lecturer feedback; submission of essay plan for case study to module lecturers.

Summative Assessment

Human Growth and Behaviour – essay

Legal and Social Policy Context of Social Work - essay and invigilated Class Test.

Professional Theory and Practice 1 – assessed role play; reflective essay; case recording.

Professional Theory and Practice 2 – Case Study (based on placement work; Placement Report).

Year 3:

Formative Assessment

Professional Development: writing Records of Practice Analysis with discussion and feedback in supervision with practice educator on placement; Case Discussion groups (3) on 'days back' with individual case presentations and peer/lecturer feedback; submission of essay plan for case study to module lecturers.

Dissertation: Semester 1 - three dissertation workshops (students presenting ideas/progress and gaining verbal feedback); semester 2: two individual supervision sessions, with verbal feedback on a 1000 word (max) excerpt from the dissertation.

Working with Service Users: Student led exam preparation workshops at which the module leader gives verbal feedback.

Summative Assessment:

Professional Development: Case Study (based on placement work; Placement Report).

Dissertation: Dissertation Proposal/Plan 1500 words (20% of mark, with written and verbal feed-forward into the main work:

Dissertation 6500 words (80% of mark).

Working with Service Users: Examination

PS4	EXAMINATIONS		<i>note PS4</i>
	Written	Practical (e.g. OSCES and OSPES)	
How many modules will include an exam element?	2		
How many hours of exams are there in Stage 1?	1		
How many hours of exams are there in Stage 2?	0		
How many hours of exams are there in Stage 3?	2		
How many hours does the programme (as a whole) include?			

PS5	EQUALITY & WIDENING PARTICIPATION		<i>note PS5</i>
PS5.1	How do the admissions criteria specifically for this course ensure equality of opportunity for all applicants?		
	<p>Applications are invited from people with a wide range of entrance qualifications, including BTEC, Open University, and Access to Higher Education courses, thus ensuring that a significant proportion of students on the programme are from non-traditional academic backgrounds. Within the social work workforce as whole, males are underrepresented and we welcome applications from suitably experienced or qualified men. We welcome applicants from outside the United Kingdom subject to achievement of minimum English proficiency standards as specified in the admissions information. We have a well established adviser system and this is an essential component of our support for all students but particularly those from minority and under-represented groups. Students are actively encouraged to make use of University support services including the Dean of Students Learning Enhancement and welfare advice services.</p>		
PS5.2	What steps have been taken to ensure an inclusive curriculum?		
	<p>The curriculum is based on the values of social work, particularly the use of a relationship-centred model of practice, coupled with the principles of adult learning theory and the importance of self-determination. Students are encouraged to critically reflect on both knowledge and personal experience, and time is given both formally in teaching sessions, and less formally in the adviser system, for students to engage in a process of personal and professional growth.</p> <p>Service users and carers are an integral part of the programme and ensure that students are able to relate the teaching to real-life, lived experience of people who use social work and social care services.</p>		
PS5.3	In what ways do learning and teaching and assessment methods ensure inclusivity, reasonable adjustment and equality of opportunity?		
	<p>Lecturers on the programme use a wide range of teaching methods, including considerable use of small group work, case studies, and video/audio, as well as lecture-style presentations. Blackboard is used extensively to support teaching and learning, by posting lecture slides, additional reading, formative assessment, and links to other resources. Summative and formative assessment methods are equally diverse, and include direct observations of students' practice, written and verbal reflective skills, group and individual presentations, essay, and examinations.</p>		

The adviser system, and the verbal and written feedback on assessments, is used to encourage students to self-refer to Dean of Students for Learning Enhancement or the assessment of specific educational needs (e.g. dyslexia screening). Results of specific educational need assessments are forwarded to teaching staff and advisers so that adjustments can be made to teaching and assessment methods and materials.

PS6	EMPLOYABILITY	<i>note PS6</i>
	<p>How is employability embedded into the delivery of the course?</p> <p>Students on the programme are given a folder at the outset to begin planning their professional development. Regular meetings with advisers are timetabled in, within which students can discuss the progress they are making and identify their ongoing learning needs. Students prepare an end of year 'transcript' of their professional development which is discussed with the adviser at an end of year meeting.</p> <p>Teaching throughout the programme draws on current research and knowledge related to social work practice, and many teaching sessions are presented by currently practising professionals as guest speakers/workshop facilitators. Integral to the programme are the three practice placements – and eight day shadowing experience in semester 2 of year 1, the Level 1 (70 day) practice placement, the Level 2 (100 day) practice placement, and the 30 Skills Development Days which are distributed throughout the programme.</p> <p>Students on placement return to University for one (Level 1) and three (Level 2) teaching days, which are used to help them share and consolidate knowledge, skills and values gained on placement and to introduce additional, practice-based teaching, for example on welfare rights, advanced interviewing skills, adult and child safeguarding, etc.</p> <p>The School Employability Officer organises employability events in years 2 and 3, in partnership with employer representatives, including local authority Adult and Children's Social Services, the NHS, CAF/CASS, as well as from the private and voluntary not-for-profit sectors who increasingly require qualified social workers within the workforce.</p>	

KEY INFORMATION SET (KIS) DATA

KIS	KEY INFORMATION SET data (undergraduate courses only)							<i>Note KIS</i>
KIS1	Quantitative KIS data							<i>Note KIS1</i>
		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	
1.1	Percentage of assessment by written exams		33	25	33			
1.2	Percentage of assessment by practical exams		0	0	0			
1.3	Percentage of assessment by coursework		67	75	67			
1.4	Percentage of time in scheduled learning and teaching activities		18	24	18			
1.5	Percentage of time in guided independent study		76	35	32			
1.6	Percentage of time on placements		6	41	50			
KIS2	Professional Accreditation							<i>Note KIS2</i>
2.1	Name of accrediting body (if applicable)							
	<p>Health and Care Professions Council External Examiners :</p> <p>It is a requirement of the Health and Care Professions Council that at least one of the External Examiners for the programme should be from the Register of Social Workers in England</p>							
2.2	Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.							
	<p>Successful completion of the BA in Social Work at UEA provides eligibility to apply for registration with the Health and Care Professions Council (HCPC) (or its equivalent in Scotland, Northern Ireland and Wales) to practice as a social worker. It is a legal requirement that anyone who wishes to practice using a title protected by the Health and Social Work Professions Order 2001 is on the HCPC Register. For more information, please see the HCPC website at: www.hcpc-uk.org.</p>							
2.3	Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.							
	<p>All modules must be passed to complete the programme. Students who do not complete the programme will not be awarded the BA (Hons). Social Work and will not be eligible to apply for registration as a social worker with the HCPC. In the event that aegrotat degree is awarded it will not confer eligibility to apply for registration with the Health and Care Professions Council (HCPC) (or its equivalent in Scotland, Northern Ireland and Wales) to practice as a social worker.</p>							

UP1 Programme Specification Update Record						
Faculty	SSF		School		SWK	
Academic Year	2014/5	2015/6	2016/7	2017/8	2018/9	2019/0
Degree Award (e.g. BSc/MA)		BA				
Course Title(s)		Social Work				
Course Code(s)		U1L501302				
Has the KIS data been changed?	Yes/No	NO				
Course Director sign off	Name	Dr Jane Dodsworth				
	Date	February 2015				

IM1 IMPLEMENTATION ACTIONS – ADMIN USE ONLY		
ACTION	DATE	Name
Course Profile updated in Evision (LTS Team Leader)		
Programme Specification placed in shared drive folder (LTS Team Leader)		
Web link to External Examiner information added (LTS Web Administrator)		
Programme Specification uploaded onto website (LTS Web Administrator)		
Planning Office informed of upload of Programme Specification onto website (copy of this page to cams.records@uea.ac.uk) (LTS Web Administrator)		
Programme Specification Code (LTS Team Leader) (SCH/YEAR/Level/Sequence)	Eg MTH14UG001	
Full route code(s) covered by this Programme Specification (LTS Team Leader)		

PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

Course name	Course code <i>note PS</i>	Year
BA Social Work	U1L501302	2014-15

NOTE: Whilst the University will make every effort to offer the modules listed, changes may sometimes have to be made for reasons outside the University's control (e.g. illness of a member of staff) or because of low enrolment or sabbatical leave.

COURSE SUMMARY

S1	a	SCHOOL(S) OF STUDY	SWK	
	b	FACULTY or FACULTIES	SSF	
	<i>note S1c</i>	c	JOINT COURSE? (ie owned/taught by more than one School)	YES
				NO
	d	NAME OF COURSE DIRECTOR (Home School)	Dr Jane Dodsworth	
e	NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only)			
S2	a	COURSE TITLE	BA Social Work	
	b	COURSE CODE	U1L501302	
<i>note S2c & S2d</i>	c	AWARD	BA (Hons)	
	d	EXIT AWARD(S) AND TITLE(S)	Certificate Higher Education (120 credits) Diploma Higher Education (240 credits)	
			(Exit awards do not confer eligibility to apply to the Health and Care Professions Council (HCPC) for registration as a social worker in England or the equivalent regulator in Scotland Wales or Northern Ireland). See also Section KIS 2.3 below	
e	FULL/PART-TIME (please specify)	Full		
f	LOCATION (UEA Norwich, Distance Learning)	UEA Norwich		
g	AVAILABLE FROM:	Sept 2013		
S3 <i>note S3a</i> <i>note S3b</i>	a	PROFESSIONAL AWARD (if any)		
	b	ACCREDITING/VALIDATING BODY (if relevant)	Health and Care Professions Council	
		Website (URL)	www.hcpc-uk.org	
		Date when accreditation/validation may take place	2019 (Validated in 2014)	
S4a <i>note S4a</i>	LEVEL	Sub-degree (e.g. Cert. Dip.)		
		Undergraduate	X	
		Integrated Masters		
		Masters		
		Other postgraduate (please specify)		
S4b <i>note</i>	FHEQ STATEMENT	Please detail how the programme meets the	On completion of the BA (hons) in Social	

S4b		relevant qualification descriptor from the Framework for Higher Education Qualifications (FHEQ)	<p>work students will have demonstrated the following at level 6:</p> <ul style="list-style-type: none"> -a systematic understanding of key aspects of social work informed by an evidence based approach underpinned by current research - they will have developed techniques of analysis and assessment appropriate to, & relevant for, social work - they will have developed a conceptual understanding of the key theoretical, legal and practice issues underpinning social work which will enable them to devise & sustain argument, problem solve, use research to evidence their assessments & practice and manage their own learning effectively - they will assessed assignments, presentations, role play assessments, case studies, and placement assessment have achieved the qualities and transferable skills necessary for employment as a social worker in which they will be required to make decisions in complex and unpredictable circumstances 			
S5 <i>note S5a</i>	a	DURATION (years or months)	3 years			
<i>note S5b</i>	b	MODE OF ATTENDANCE (full-time, part-time, distance, other)	Full			
S6 <i>note S6</i>	PLACEMENT(S)/WORK-BASED LEARNING REQUIRED		YES	X	NO	
			If YES, does this conform with the UEA's code of practice on placements?		Yes	
S7 <i>note S7</i>	RELEVANT SUBJECT BENCHMARK STATEMENT(S) and details of how the Programme Specification aligns with these		QAA Benchmark Statement for Social Work 2008.			
S8 <i>note S8</i>	ENTRY REQUIREMENTS		<p>A Level: BBB</p> <ul style="list-style-type: none"> •International Baccalaureate: 31 •Scottish Highers: BBBBB one Advanced Higher preferred •Scottish Advanced Highers: BBB (acceptable on its own or in combination with other qualifications) •Irish Leaving Certificate: BBBBBB •Access Course: Pass with Merit in 45 credits at level 3 •BTEC: DDM in a related subject 			

		•European Baccalaureate: 70%
S9	JACS Subject Level Code(s) Consult Planning Office	
S10	UCAS ADMISSION CODE / COURSE CODE Consult Planning Office	
S11 <i>note</i> S11	FURTHER INFORMATION (web link to further information)	
S12	COURSE HIGHLIGHTS (for publication in University Prospectus / Website /HEAR) Include succinct comments about employability, key skills and learning outcomes	
<i>note</i> S12	<p>The BA Social Work degree programme provides the student with the opportunity to pursue a rewarding career in social work, working with a variety of people and social groups. Successful completion of the BA Social Work provides eligibility to apply for registration with the Health and Care Professions Council (HCPC) (or its equivalent in Scotland, Northern Ireland and Wales) to practice as a social worker, which is a protected title under the Health and Social Work Professions Order 2001. Social workers promote the protection of children, wherever possible working in partnership with families and carers; they work with young people in care, care leavers, people with learning and physical disabilities, people with dementia, people with drug and alcohol addictions, and people with mental health problems.</p> <p>Students are introduced to the range of social work theory, policy and practice, which is underpinned by a thorough understanding of the theoretical foundations of social work, alongside its roots in psychology and sociology. Students will learn about the social policy and legal context for social work, especially in areas relating to the statutory provision of child care, mental health and adult care. This course will provide students with the expertise to work with individuals, families, groups, fellow social workers and other professionals.</p>	

****Please copy and paste the above table for additional (related) courses****

AC1	COURSE MANAGEMENT INFORMATION				
AC1.1	REGULATORY FRAMEWORK				
	Undergraduate Regulations (including Integrated Masters)				X
	Postgraduate Taught Regulations				
	Graduate Diplomas				
	PGCE				
AC1.2a	Is the course as a whole assessed on a pass/fail basis?	YES		NO	X
AC1.2b	Are any modules assessed on a pass/fail basis?	YES		NO	X
AC1.2c	If so, how many modules and what is the credit volume for each module?				

AC2 <i>note</i> AC2.1	YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS (For undergraduate or integrated masters courses only)				
	Please select only from the permitted options - see UG/PGT regulations				
Stage <i>Note AC2.2</i>	Level	Year of course	Weightings	Progression requirement	Exit Award <i>Note AC2.3</i>
Stage 1	Level 4	Year 1	0%	Pass all modules	
Stage 2	Level 5	Year 2	40%	Pass all modules	
Stage 3	Level 6	Year 3	60%	Pass all modules	

AC3	BOARD OF EXAMINERS
AC3.4	EXTERNAL EXAMINERS (see web link below for names, positions and institutions of External Examiners)
	(For Admin use only – to be added by LTS Web Administrator)

PS1 COURSE PROFILE *For updates to Programme Specifications, copy and paste course profile from eVision*

note PS1

Course: Social Work (Ba) (U1L501302)

School: Social Work

Director: Dr Jane Dodsworth

Year 1U

Compulsory Modules (120 credits)

Module	Description	Assessment	Credits	Period	Sub-slot
SWK-4001Y	INTRODUCTION TO SOCIAL SCIENCES FOR SOCIAL WORK	CW	40	YEAR	
SWK-4002Y	PREPARATION FOR PRACTICE AND SOCIAL WORK IN CONTEXT	EX	40	YEAR	
SWK-4003Y	EARLY CHILDHOOD DEVELOPMENT AND CHILD OBSERVATION	PR	40	YEAR	

Year 2U

Compulsory Modules (120 credits)

Module	Description	Assessment	Credits	Period	Sub-slot
SWK-5001A	HUMAN GROWTH AND BEHAVIOUR	CW	20	SEM1	
SWK-5002A	PROFESSIONAL THEORY AND PRACTICE I	CW	20	SEM1	
SWK-5004Y	PROFESSIONAL THEORY AND PRACTICE II	CA	40	YEAR	
SWK-5003Y	LEGAL AND SOCIAL POLICY CONTEXT OF SOCIAL WORK	CW	40	YEAR	

Year 3U

Compulsory Modules (120 credits)

Module	Description	Assessment	Credits	Period	Sub-slot
SWK-6002Y	PROFESSIONAL DEVELOPMENT	CA	40	YEAR	
SWK-6003Y	THE DISSERTATION	PR	40	YEAR	
SWK-6001B	WORKING WITH SERVICE USERS	EX	40	SEM	

PS2 MAPPING LEARNING OUTCOMES

note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 1 learning outcomes <i>Demonstrate a foundation understanding of the knowledge, skills, and values of social work and the social sciences, and awareness of the significance to service users and others of the issue or context being studied.</i>	Assessment type					
	Essay	Course test	Exam	Project/ Dissertation/ Report	Assessment of practice	
Describe how both psychology and sociology can contribute to understanding psychosocial development through the life course	SWK 4001Y	SWK 4001Y				
Describe how socio-economic inequalities and poverty can impact on psychosocial development						
Describe the range of ethnicities in contemporary Britain and the impact of culture on psychosocial development						
Describe the social processes that shape gender relations in contemporary society e.g. work and family life						
Understanding of the social, political, and organisational context of social work practice	SWK 4002Y		SWK 4002Y		SWK 4002Y	
Awareness of the variety of social work roles, tasks and settings						
Appreciation of the importance of service users' perspectives						SWK 4002Y
Demonstrate a beginning knowledge of the Professional Capabilities Framework for social work						

To articulate an understanding of issues of safe practice in relation to people using services, their colleagues and themselves					
Critically discuss the relative merits of different approaches to development and methodologies used in developmental research Demonstrate an understanding of how physical, social, emotional, moral and cognitive skills develop through infancy and early childhood, and how these lay the foundations for later development				SWK 4003Y	
Demonstrate the ability to apply developmental theory critically to the observation of an individual child in a particular social and cultural setting.					

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 2 learning outcomes <i>Demonstrate the application and understanding of knowledge and values within practice settings, and the ability to critically review own practice in the light of this understanding.</i>	Assessment type				
	Essay	Course test	Exam	Project/ Dissertation/ Report	Assessment of practice
Demonstrate understanding of case situations using psychological models for understanding human growth and behaviour	SWK 5002A				
Demonstrate understanding of models for understanding personality development and knowledge of growth and change throughout the life cycle					

Demonstrate understanding of the principal legislation that governs social work policy and practice and apply this to hypothetical and real life situations		SWK 5003Y			
Demonstrate an understanding of legal processes and procedures in both civil and criminal contexts, and means of challenging public law decisions					
Demonstrate awareness of key themes, models and approaches in current welfare policy	SWK 5003Y				
Develop skills in interviewing, assessment, building and sustaining professional helping relationships, and professional writing skills					SWK 5002A SWK 5004Y
Develop a conceptual and practical understanding of anti-oppressive and anti-discriminatory practice	SWK 5002A				SWK 5002A
Application and analysis of theory and practice relating to a service user group	SWK 5004Y				SWK 5004Y
Demonstration of progression in the development of competence in practice skills against the HCPC Standards of Proficiency and the Professional Capabilities Framework					SWK 5004Y
Other: please give details					

PS2 MAPPING LEARNING OUTCOMES - continued

note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type	Assessment type				
	Essay	Course test	Exam	Project/ Dissertation/ Report	Assessment of practice
YEAR 3 learning outcomes <i>Demonstrate the ability to work with minimal supervision in undertaking more complex assessments and interventions with service users, and critically review and evaluate this work in the light of relevant theory and research</i>					
Demonstrate the ability to critically analyse practice in the light of relevant theory, current issues in social policy and the organisational context	SWK 6002Y				SWK 6002Y
Demonstration of competence in practice skills against the HCPC Standards of Proficiency and the Professional Capabilities Framework					
Undertake a piece of independent research (literature review) in which knowledge, understanding, originality of thought, ability to analyse, evaluate and apply subject-specific theories and concepts are demonstrated				SWK 6003Y	
Demonstrate understanding of effective practice with service users in the light of research, theory, relevant policies and statutory responsibilities			SWK 6001B		
Other: please give details					

PS3 PROGRAMME COHERENCE AND FEEDBACK CYCLES*note PS3***PS3.1 learning progression**

How will progression in terms of skills, knowledge and understanding be reflected in the programme between modules in any one year and across the years as students progress through their course of study?

*note
PS3.1*

Student achievement on the BA in Social Work at UEA is focused on externally set criteria for the award of a professional qualification as set out in the requirements of the Health and Care Professions Council (HCPC) Standards of Conduct Performance and Ethics and the Standards of Proficiency, and the College of Social Work Professional Capabilities Framework.

A central aim of social work education is for students to integrate knowledge, skills, and values in equal measure. In addition to developing academic understanding and critical thinking skills, the course is designed around practice and practice-based issues, which are integrated through all three years. Beginning in Year 1 students are required to demonstrate understanding, and the implications of, the HCPC Standards of Conduct Performance and Ethics. There are three practice placements (6 days observational in Year 1, and 70 and 100 days direct practice in years 2 and 3 respectively, plus 30 Skills Development Days which are provided in partnership with employers and service users and carers to address specific aspects of practice, such as welfare rights, housing and homelessness, dealing with challenging behaviours, making use of supervision, communicating with children, working with dementia etc.

Teaching strategies use case studies and role plays to make the links between theory, practice, and values. Within 'academic' assignments, students are assessed for the quality of their literacy and presentational skills, which are key qualities required of a social worker.

Progression is shown through achieving each of the Year-level learning outcomes. Year 1 provides a foundation in the resources required for Year 2, to be applied to practice settings during the Level 1 assessed practice placement. Students are introduced to the social sciences as applicable to social work, child development, the role of social workers in contemporary society and the service-user's perspectives of social work; develop an understanding of the issues relating to health and safety and how to practice safely within their scope of practice; begin to explore communication skills; and the basis and application of social work values. At this level (4) students will be expected to be able to demonstrate knowledge of the underlying concepts & principles associated with social work & be able to evaluate, present & communicate relevant data.

Years 2 and 3 build on this foundation by applying it to social work practice with generic teaching and workshops on social work skills, diversity and anti-oppressive practice, human growth and behaviour, the legal and social policy frameworks for social work; and reading and using research. There is also specialist teaching on social work with children and families, mental health, disability and older people. By the end of year 2 students will be able to demonstrate level 5 skills including knowledge & critical understanding of their subject area & an ability to apply the underlying principles & concepts in an employment context.

Year 3 modules are designed to enable students to develop and consolidate their

practice and critical thinking skills to the level required of a newly qualified social worker as set out in the Standards of Proficiency and the Professional Capabilities Framework.

On placement, students take an increased level of responsibility for their learning, with support and supervision undertaking more complex tasks and interventions on placement. In the Dissertation module students research and write on a topic, using secondary data, on an aspect of social work policy and practice of their choice. For Working with Service Users, students choose to write on two out of four service user groups for their final examination. By the end of year third year students will be able to demonstrate level 6 skills in that they will have a systemic understanding of the key aspects of social work & an ability to deploy established techniques of analysis & enquiry. At this stage they will be able to demonstrate the transferability of their skills to employment.

Further developmental needs are taken forward into the Assessed and Supported Year in Employment.

Key features of the programme:

- All modules are 'core' and must be passed (there are no 'optional' modules)
- Each year of study represents a distinct level of progress, which must be passed to proceed to the next level
- Several modules within the programme consist of discrete units which are not separately assessed
- Formative assessment is built into each module including practice placements
- As this is a professional course, student engagement and attendance is monitored, and action taken, in the event of absences from teaching
- Students are assessed throughout the course for suitability for professional practice.
- Students are expected to take ownership of their learning by developing a Professional Development Plan, incorporating a year-end review of progress, and their practice learning profile, which is prepared by the student and discussed with their Advisor..

PS3.2 feedback cycle

Please explain how assessments and feedback / feed forward support the coherence of the programme. Comment on number and types of assessment, both formative and summative; the types and format of feedback students will receive; and their sequencing. How will assessments and feedback impact on subsequent modules?

*note
PS3.2*

Assessment Strategy

The assessment strategy for the BA Social Work was re-designed in 2012 – 13 in response to the changes required for the New Academic Model (NAM, now known as the Bachelor's and Integrated Masters Regulations (BIM) at UEA, which coincided with preparatory work for the introduction of the revised professional standards for social work, the Professional Capabilities Framework in 2013. The NAM/BIM are predicated on the concept of programme rather than module level outcomes, which corresponds to the requirements of the PCF for holistic professional development, which moves away from the 'competency'-based approach of the former National Occupational Standards.

The combination of formative and summative assessment is designed to support students in their professional development through the acquisition and application of both generalist/transferable and specialist/sector specific knowledge, skills, and values. Central to the programme, and hence to the assessment strategy, is the concept of reflective practice, whereby formal knowledge ('knowing what') is developed and assessed alongside the social work value base and critical understanding ('knowing why'), and performative knowledge and skills ('knowing how'). The overall aim is for graduates of the programme to become competent, confident, and ethical practitioners.

Learning and assessment on the programme are intended to provide a synoptic approach to professional development, with the aim of encouraging students to 'think like a social worker,' rather than focus on the achievement of discrete modules. Eight of the ten modules that make up the programme carry 40 credits each, and the other two the remaining 20 credits each. This use of synoptic assessment across the programme is supported by a range of formative assessment tasks, which span the programme and contribute to the related summative assessment..

All three years contain an assessment based on practice, and all three of these carry a complementary piece of academic work to enable the student to demonstrate the integration described above. All modules must be passed to pass the programme as a whole.

Year 1

Formative assessment

(a) Assessment of general academic ability/understanding and learning needs: a formal essay to be submitted in year 1 of Semester 1 enables students to demonstrate and receive feedback on the academic expectations at UEA, and for advisers to 'benchmark' their advisees beginning academic ability and identify learning needs.

(b) Introduction to the Social Sciences: 250-word pieces of writing submitted through Blackboard throughout the semester.

(c) Social Work in Context: a mini-essay (500 – 1000 words in semester 1; a 2000 word essay in semester 2. A group presentation during the Autumn semester

(d) Preparation for Practice: writing in a reflective journal and opportunities to practice and receive feedback on selected excerpts.

A group presentation during Semester 2.

(e) Early Child Development and Child Observation: a written piece of work that is a brief version of the summative assessment. Quizzes (including a 'knowledge check' quiz on Blackboard to be completed before the end of the semester. Spring semester: students present written observations in seminars where they will be constructively critiqued.

All modules use case studies, which give opportunity for small group work and discussion/feedback on understanding of key issues/concepts arising from the teaching.

Summative Assessment

The formative work feeds forward into the summative assessments:

Introduction to the Social Sciences – Class Test at the end of Semester 1 and an essay in Semester 2

Preparation for Practice – Reflective Essay, Shadowing Placement,

Social Work in Context- Examination

Early Childhood Development – 5000 word project based partly on the teaching and partly on the Child Observation exercise.

Year 2:**Formative Assessment**

Human Growth and Behaviour: Online quiz; small group discussions and feedback in seminars.

Legal and Social Policy Context of Social Work: Mini Essay (Social Work and Society); Mock Law Test (Social Work Law). In-class exercises, discussion and feedback.

Professional Theory and Practice 1 – practising interview skills; mock video interview ahead of the assessed video interview.

Professional Theory and Practice 2 – writing Records of Practice Analysis with discussion and feedback in supervision with practice educator on placement; Case Discussion groups (4) on 'days back' with individual case presentations and peer/lecturer feedback; submission of essay plan for case study to module lecturers.

Summative Assessment

Human Growth and Behaviour – essay

Legal and Social Policy Context of Social Work - essay and invigilated Class Test.

Professional Theory and Practice 1 – assessed role play; reflective essay; case recording.

Professional Theory and Practice 2 – Case Study (based on placement work; Placement Report).

Year 3:**Formative Assessment**

Professional Development: writing Records of Practice Analysis with discussion and feedback in supervision with practice educator on placement; Case Discussion groups (3) on 'days back' with individual case presentations and peer/lecturer feedback; submission of essay plan for case study to module lecturers.

Dissertation: Semester 1 - three dissertation workshops (students presenting ideas/progress and gaining verbal feedback); semester 2: two individual supervision sessions, with verbal feedback on a 1000 word (max) excerpt from the dissertation.

Working with Service Users: Student led exam preparation workshops at which the module leader gives verbal feedback.

Summative Assessment:

Professional Development: Case Study (based on placement work; Placement Report).

Dissertation: Dissertation Proposal/Plan 1500 words (20% of mark, with written and verbal feed-forward into the main work:

Dissertation 6500 words (80% of mark).

Working with Service Users: Examination

PS4	EXAMINATIONS		<i>note PS4</i>
	Written	Practical (e.g. OSCES and OSPES)	
How many modules will include an exam element?	2		
How many hours of exams are there in Stage 1?	1		
How many hours of exams are there in Stage 2?	0		
How many hours of exams are there in Stage 3?	2		
How many hours does the programme (as a whole) include?			

PS5	EQUALITY & WIDENING PARTICIPATION		<i>note PS5</i>
PS5.1	How do the admissions criteria specifically for this course ensure equality of opportunity for all applicants?		
	<p>Applications are invited from people with a wide range of entrance qualifications, including BTEC, Open University, and Access to Higher Education courses, thus ensuring that a significant proportion of students on the programme are from non-traditional academic backgrounds. Within the social work workforce as whole, males are underrepresented and we welcome applications from suitably experienced or qualified men. We welcome applicants from outside the United Kingdom subject to achievement of minimum English proficiency standards as specified in the admissions information. We have a well established adviser system and this is an essential component of our support for all students but particularly those from minority and under-represented groups. Students are actively encouraged to make use of University support services including the Dean of Students Learning Enhancement and welfare advice services.</p>		
PS5.2	What steps have been taken to ensure an inclusive curriculum?		
	<p>The curriculum is based on the values of social work, particularly the use of a relationship-centred model of practice, coupled with the principles of adult learning theory and the importance of self-determination. Students are encouraged to critically reflect on both knowledge and personal experience, and time is given both formally in teaching sessions, and less formally in the adviser system, for students to engage in a process of personal and professional growth.</p> <p>Service users and carers are an integral part of the programme and ensure that students are able to relate the teaching to real-life, lived experience of people who use social work and social care services.</p>		
PS5.3	In what ways do learning and teaching and assessment methods ensure inclusivity, reasonable adjustment and equality of opportunity?		
	<p>Lecturers on the programme use a wide range of teaching methods, including considerable use of small group work, case studies, and video/audio, as well as lecture-style presentations. Blackboard is used extensively to support teaching and learning, by posting lecture slides, additional reading, formative assessment, and links to other resources. Summative and formative assessment methods are equally diverse, and include direct observations of students' practice, written and verbal reflective skills, group and individual presentations, essay, and examinations.</p>		

The adviser system, and the verbal and written feedback on assessments, is used to encourage students to self-refer to Dean of Students for Learning Enhancement or the assessment of specific educational needs (e.g. dyslexia screening). Results of specific educational need assessments are forwarded to teaching staff and advisers so that adjustments can be made to teaching and assessment methods and materials.

PS6	EMPLOYABILITY	<i>note PS6</i>
	<p>How is employability embedded into the delivery of the course?</p> <p>Students on the programme are given a folder at the outset to begin planning their professional development. Regular meetings with advisers are timetabled in, within which students can discuss the progress they are making and identify their ongoing learning needs. Students prepare an end of year 'transcript' of their professional development which is discussed with the adviser at an end of year meeting.</p> <p>Teaching throughout the programme draws on current research and knowledge related to social work practice, and many teaching sessions are presented by currently practising professionals as guest speakers/workshop facilitators. Integral to the programme are the three practice placements – and eight day shadowing experience in semester 2 of year 1, the Level 1 (70 day) practice placement, the Level 2 (100 day) practice placement, and the 30 Skills Development Days which are distributed throughout the programme.</p> <p>Students on placement return to University for one (Level 1) and three (Level 2) teaching days, which are used to help them share and consolidate knowledge, skills and values gained on placement and to introduce additional, practice-based teaching, for example on welfare rights, advanced interviewing skills, adult and child safeguarding, etc.</p> <p>The School Employability Officer organises employability events in years 2 and 3, in partnership with employer representatives, including local authority Adult and Children's Social Services, the NHS, CAF/CASS, as well as from the private and voluntary not-for-profit sectors who increasingly require qualified social workers within the workforce.</p>	

KEY INFORMATION SET (KIS) DATA

KIS	KEY INFORMATION SET data (undergraduate courses only)							<i>Note KIS</i>
KIS1	Quantitative KIS data							<i>Note KIS1</i>
		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	
1.1	Percentage of assessment by written exams		33	25	33			
1.2	Percentage of assessment by practical exams		0	0	0			
1.3	Percentage of assessment by coursework		67	75	67			
1.4	Percentage of time in scheduled learning and teaching activities		18	24	18			
1.5	Percentage of time in guided independent study		76	35	32			
1.6	Percentage of time on placements		6	41	50			
KIS2	Professional Accreditation							<i>Note KIS2</i>
2.1	Name of accrediting body (if applicable)							
	<p>Health and Care Professions Council External Examiners :</p> <p>It is a requirement of the Health and Care Professions Council that at least one of the External Examiners for the programme should be from the Register of Social Workers in England</p>							
2.2	Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.							
	<p>Successful completion of the BA in Social Work at UEA provides eligibility to apply for registration with the Health and Care Professions Council (HCPC) (or its equivalent in Scotland, Northern Ireland and Wales) to practice as a social worker. It is a legal requirement that anyone who wishes to practice using a title protected by the Health and Social Work Professions Order 2001 is on the HCPC Register. For more information, please see the HCPC website at: www.hcpc-uk.org.</p>							
2.3	Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.							
	<p>All modules must be passed to complete the programme. Students who do not complete the programme will not be awarded the BA (Hons). Social Work and will not be eligible to apply for registration as a social worker with the HCPC. In the event that aegrotat degree is awarded it will not confer eligibility to apply for registration with the Health and Care Professions Council (HCPC) (or its equivalent in Scotland, Northern Ireland and Wales) to practice as a social worker.</p>							

UP1 Programme Specification Update Record						
Faculty	SSF		School		SWK	
Academic Year	2014/5	2015/6	2016/7	2017/8	2018/9	2019/0
Degree Award (e.g. BSc/MA)		BA				
Course Title(s)		Social Work				
Course Code(s)		U1L501302				
Has the KIS data been changed?	Yes/No	No				
Course Director sign off	Name	Dr Jane Dodsworth				
	Date	February 2015				

IM1 IMPLEMENTATION ACTIONS – ADMIN USE ONLY		
ACTION	DATE	Name
Course Profile updated in Evision (LTS Team Leader)		
Programme Specification placed in shared drive folder (LTS Team Leader)		
Web link to External Examiner information added (LTS Web Administrator)		
Programme Specification uploaded onto website (LTS Web Administrator)		
Planning Office informed of upload of Programme Specification onto website (copy of this page to cams.records@uea.ac.uk) (LTS Web Administrator)		
Programme Specification Code (LTS Team Leader) (SCH/YEAR/Level/Sequence)	Eg MTH14UG001	
Full route code(s) covered by this Programme Specification (LTS Team Leader)		