



LTC14D127

Title: *SSF LTQC Minor Course Approvals*
Author: Heather Reynolds
Date: 15.1.15
Circulation: Learning and Teaching Committee – 28 January 2015
Agenda: LTC14A003
Version: Final Version
Status: Open

Issue

To receive minor changes course proposal for **MA Social Work, BA Social Work, BSc (Hons) Social Psychology with YA, BSc (Hons) Cognitive Psychology with YA** from the Faculty of Social Sciences Learning, Teaching and Quality Committee.

Recommendation

None.

Resource Implications

None.

Risk Implications

None.

Equality and Diversity

None.

Timing of decisions

SSF LTQC approved 14.1.15

Further Information

Contact details: Heather Reynolds, Learning and Teaching Coordinator, telephone 01603 592517, email: h.reynolds@uea.ac.uk, for any queries/further information relating to this document.

Background

N/A

Discussion

N/A

Attachments

Minor Changes Course Proposals



LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL FORM

(taught programmes only)

for **NEW COURSES** and
MINOR AMENDMENTS
 with **NO RESOURCE IMPLICATIONS**

Please refer to the course proposal Procedure and Guidance CP-2013 to complete this or any other course proposal form: to ensure the correct form is being used; for information on early considerations and timescales; for general guidance on the course approval process; and for notes on completing the form.

Course Title(s)	new course? <i>note 1</i>		If no, please give existing course code
MA Social Work	Y	N	T1L501201
School(s) of study & Faculty			
School of Social Work (SSF)			
Proposer & proposer's school			
Jeanette Cossar (SWK)			
Proposed start date (of new course or of changes)			<i>note 2</i>
September 2015			
I can confirm that this proposal meets the criteria for using the Minor Changes Course Proposal Form <i>note 3</i>			Y N

This form is in 5 parts:

- Part 1 Summary and Rationale
- Part 2 Impact Assessment
- Part 3 Academic Case including Programme Specification
- Part 4 Key Information Set (KIS) data
- Part 5 Approvals and Notification

The initiator is responsible for completing **parts 1-4**

UEA LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL

Part 1 SUMMARY AND RATIONALE

Course One				
S1	a	SCHOOL(S) OF STUDY	SWK	
SSF	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)	Christine Cocker		
	e	NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only)	N/A	
S2 <i>note S2a</i>	a	COURSE TITLE	MA Social Work	
<i>note S2b</i>	b	COURSE CODE	T1L501201	
<i>note S2c & S2d</i>	c	AWARD	MA	
	d	EXIT AWARD(S) AND TITLE(S)	MA Social Work Certificate in Welfare Studies (60 credits). Diploma in Welfare Studies (120 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).	
	e	FULL/PART-TIME (please specify)	Full Time	
	f	LOCATION (UEA Norwich, UEA London, Distance Learning)	UEA Norwich	
	g	AVAILABLE FROM:	September 2015	
S3 <i>note S3a</i> <i>note S3b</i>	a	PROFESSIONAL AWARD (if any)	HCPC Accreditation	
		ACCREDITING/VALIDATING BODY (if relevant)	HCPC	
	b	Website (URL)	www.hcpc-uk.org.uk	
		Date when accreditation/validation may take place	Last Validation was 2014.	
S4 <i>note S4</i>	LEVEL	Sub-degree (e.g. Cert. Dip.)		
		Undergraduate	X	

		Integrated Masters									
		Masters									
		Other postgraduate (please specify)									
S5 note S5a	a	DURATION (years or months)	24 months.								
note S5b	b	MODE OF ATTENDANCE (full-time, part-time, distance, other)	Full Time								
S6 note S6	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 note S7	RELEVANT SUBJECT BENCHMARK STATEMENT(S)		http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Social-work.pdf								
S8 note S8	ENTRY REQUIREMENTS		<p>Degree Subject: Any Subject •Degree Classification: 2.1 or equivalent</p> <p>Applicants should have, or be in the final year of, a first degree from a recognised higher education institution. Applicants who have not yet been awarded a degree may be offered a place conditional on their attaining the above degree classification.</p> <p>Professional experience of applicants is taken into account where relevant and applications are actively encouraged from those who want to return to academic study.</p> <p>Our admissions policy is in line with guidance from The College of Social Work.</p>								
S9	JACS Subject Level Code(s) To be completed by the Planning Office following approval of the Business Case		L508								
S10	UCAS ADMISSION CODE / COURSE CODE To be completed by the Planning Office following approval of the Business Case		L508								
S11 note S11	FURTHER INFORMATION available via...		www.uea.ac.uk/study/postgraduate/taught-degree/detail/ma-social-work								
S12	COURSE HIGHLIGHTS (for publication in University Prospectus / Website / other publicity) NB Please include employability prospects/career possibilities										
note S12	<p>The School of Social Work at UEA provides you with the opportunity to study a high quality, well regarded Master's degree in an outstanding learning environment. The School was recently ranked as a top ten institute for social work teaching in the 2014 Guardian University Guide and 2015 Guardian University Guide, and we have earned an international reputation as one of the top education and research centres for social work in the United Kingdom.</p> <p>The MA Social Work provides a practically focused advanced syllabus for those wishing to become qualified social workers. The course is taught by our expert academics, who promote a supportive, academically rigorous and stimulating learning environment. We emphasise the use of reflective practice in our teaching,</p>										

	<p>encouraging you to develop your skills and expertise as a Social Worker by engaging with real life case studies and scenarios.</p> <p>We combine this with excellent placement opportunities, so you can apply theoretical learning in a professional setting. Placement learning is central to our teaching, and students studying the MA Social Work will spend 170 days in direct practice-based learning, with an additional 30 skills-related days spent in a professional environment. Successful completion of the MA 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.</p> <p>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.</p> <p>Our graduates go on to become first rate practitioners, successful senior managers and respected academics.</p>
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****Please copy and paste the above table for additional (related) courses****

S13	RATIONALE FOR PROPOSAL
<i>note S13</i>	<p>Please explain why you are proposing this/these new course(s) or these course amendments, and why this proposal is being offered at this time. See guidance notes for further indication of what to include in this section.</p>
	<p>Several of our modules incorporate units of teaching which have evolved over time. Within the School we have undertaken a review of the credit ratings of each module across the course and are proposing some minor changes which:</p> <ul style="list-style-type: none"> - Ensure the credit ratings accurately reflect how the course has evolved and the number of student effort hours per module (LEGAL AND SOCIAL POLICY CONTEXT OF SOCIAL WORK module– dropping from 40 credits to 30 credits) - Combine two modules (one of which was worth 10 credits) into a larger module which provides a better balance in the course and more accurately reflects the effort put into the learning and assessment tasks. - Renames modules to better reflect the content and progression across the course. <p>NB The course content is not changing substantially and these changes have no implications for our professional accreditation by the HCPC. There will be no impact on placements, assessments or timetabling</p>

UEA LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL

Part 2 BUSINESS CASE

note BC

BC1	ACADEMIC AND RECRUITMENT STRATEGY	Consult with HOS, Faculty Dean, PLN, ARM (including Admissions)
	NOT REQUIRED	

BC2 <i>note BC2</i>	MARKET RESEARCH	Consult with Market Research team
	NOT REQUIRED	

BC3 <i>note BC3</i>	MARKET DEMAND AND RECRUITMENT	Consult with Careers and Employability team
	NOT REQUIRED	

BC4 <i>note BC4</i>	STUDENT NUMBERS AND TUITION FEES	Consult with HOS, PLN, Faculty Dean, FFM
	NOT REQUIRED	

BC5	IMPACT	
BC5.1 <i>note BC5.1</i>	EQUALITY AND DIVERSITY	Consult with Equality & Diversity Manager and Widening Participation team
a	Does the course and/or School cover a subject area(s) which traditionally attract(s) a very specific or narrow student profile?	YES X NO
b	If yes, what steps will be taken to attract non-traditional students to the course/School? (Aspects to consider include: age, disability, ethnicity (home and international), gender, sexual orientation, religion and belief, and socio-economic group.)	
	SWK traditionally attracts more female applicants than male. Efforts are made through marketing materials and activities and through interviews to attract more male applicants.	
c	Will students undertake placements/ come into direct contact with vulnerable groups as part of their study? If so, will a CRB be required?	
	Yes, a DBS check is required.	

BC 5.2 <i>note</i> BC5.2	CURRENT STUDENTS AND/OR APPLICANTS		
a	Have School SSLCs been consulted regarding this proposal? If YES, what has been their input/response?	YES	X
		NO	
	The SSLC incorporates discussion generally of the balance of teaching across the course and the timing of specific items of teaching. The specific proposals were not discussed.		
b	Will any current students or applicants be affected by this proposal?	YES	X
		NO (go to 5.3)	
c	Evidence of consultation of current students and written consent obtained Please briefly describe what consultation has taken place and what responses there have been. Is there full support from all members of the relevant student cohort(s)?		
		The course director met with the second year cohort of students, who are supportive of the proposed changes, commenting that the course would be 'better balanced'. The first year cohort have been consulted by email and no comments have been received thus far.	
d	Informing applicants What arrangements have been made (for informing applicants who may be affected by any change(s)? Written notification, including advice about any alternative options that may be given, must be sent to applicants holding unconditional/ conditional firm or conditional insurance offers.		
		Applicants will not be affected by the changes. All our modules are compulsory.	
BC5.3 <i>note</i> BC5.3	ACADEMIC STAFF	Consult with HOS, Dean of Faculty	
	What is the impact / what are the resource implications of the proposal on academic staff?		
a	Please give an indicative number of <u>additional</u> teaching hours required within the school to deliver the new course/changes to the course in any one year		
b	Is a new discipline or specialism being introduced that requires a new appointment?	YES	
		NO	X
c	Are new appointments required to meet any additional hours?	YES	
		NO	X
d	If yes to either b or c above, how many of what type (eg Teaching and Scholarship, Teaching and Research) and at what level?		
	N/A		
e	What is the source of funding for new academic staff?		
	N/A		
f	Are there any implications outside the sponsoring School/s e.g. service teaching, by other Schools of Studies?		
	N/A		

g	Are any other teaching adjustments required? For example, will new modules be introduced, other modules withdrawn or combined?		
	N/A		
BC5.4 <i>note</i> BC5.4	COURSE RATIONALISATION	Consult with HOS, Dean of relevant Faculties, PLN	
a	DO ANY SIMILAR COURSES ALREADY EXIST AT UEA?	YES	
		NO	X
	If YES, please specify Course name, UCAS Code(s) / Course codes		
b	IS/ARE ANY COURSE(S) TO BE CLOSED TO NEW APPLICANTS AS PART OF THIS PROPOSAL?	YES	
		NO	X
	If YES, please specify Course name, UCAS Code(s) / Course codes and date from which course(s) is to be withdrawn?		
c	Please give an indicative number of teaching hours <u>released</u> within the school in any one year by the closure of the courses listed above		

BC6	PHYSICAL RESOURCES
	NOT REQUIRED

BC7 <i>note</i> BC7	IMPACT / RESOURCE IMPLICATIONS FOR OTHER UNIVERSITY SERVICES
	NOT REQUIRED

BC8	ADDITIONAL COMMENTS
	NOT REQUIRED

BC9	PROPOSER'S RESPONSE TO COMMENTS IN BC7 & BC8 ABOVE
	NOT REQUIRED

UEA LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL

Part 3 ACADEMIC CASE (including Programme Specification)

AC1		COURSE MANAGEMENT INFORMATION			
AC1.1	REGULATORY FRAMEWORK (please tick all that apply)				
	Undergraduate Regulations (including Integrated Masters)				
	Postgraduate Taught Regulations				X
	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		YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS (For undergraduate or integrated masters courses only)			
note AC2.1		Please select only from the permitted options - see UG/PGT regulations			
Stage	Level	Year of course	Weightings	Progression requirement	Exit Award
Note AC2.2					Note AC2.3
Stage 1	Level 4				
Stage 2	Level 5				
Stage 3	Level 6				

AC3		BOARD OF EXAMINERS			
AC3.1	Is there an existing Board of Examiners?	YES	X	NO	
AC3.2a	If YES, which existing board will be responsible for the course?	SWK-MSW			
AC3.2b	If NO, please enter details for new board of examiners				
	Are any new external examiner(s) required?	YES		NO	X
AC3.3b	If yes, how many?				

PS		PROGRAMME SPECIFICATION			

note PS This part of the form will serve a dual purpose. Please read the guidance note carefully before completing

PLEASE ATTACH AN UPDATED PROGRAMME SPECIFICATION WITH TRACKED CHANGES SHOWING AMENDMENTS TO THE COURSE

AC4	MODULE OUTLINES FOR EXISTING COMPULSORY MODULES
	NOT REQUIRED

AC5	MINOR CHANGES TO EXISTING MODULES
	NOT REQUIRED

AC6	NEW MODULES
	NOT REQUIRED

AC 7 <i>note AC7</i>	DEFINED CHOICE
	NOT REQUIRED

AC8 <i>note AC8</i>	JOINT COURSES					
	Is the proposed course is a joint course?	<table border="1"> <tr> <td>YES</td> <td></td> </tr> <tr> <td>NO</td> <td>X</td> </tr> </table>	YES		NO	X
YES						
NO	X					
	If YES, how will the student experience be managed?					

AC9	COMMENTS/FEEDBACK FROM EXTERNAL PROFESSIONALS/ BODIES					
	Is this course accredited or validated by a Professional, Statutory or Regulatory Body (PSRB)?	<table border="1"> <tr> <td>YES</td> <td>X</td> </tr> <tr> <td>NO</td> <td></td> </tr> </table>	YES	X	NO	
YES	X					
NO						
	If NO, go to AC10					
<i>note AC9</i>	If YES, please provide a summary of Professional, Statutory or Regulatory Body (PSRB) approval, if appropriate. Append any relevant documents as Appendix 3					

	<p>The changes proposed do not constitute a major change and would not therefore require any approval from the HCPC.</p>
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AC10	COMMENTS ON ACADEMIC CASE AND PROGRAMME SPECIFICATION	
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR		
<i>note AC10</i>	<p>Please circulate Parts 1, 3 & 4 to the following for their additional comments (if any). Comments to be returned to proposer within 10 working days.</p> <p>NB these comments should focus on the <i>ACADEMIC CONTENT</i> of the proposal</p>	
Date of circulation:		
AC10.1	Careers Manager (CCEN)	
None received		
AC10.2	Learning & Teaching Service (LTS) Manager (UG or PGT, as appropriate)	
<p>LTS Hub Manager Becky Fitt requested the following clarifications be made to the Programme Spec:</p> <ul style="list-style-type: none"> • SWK-M51Y Legal and Social Policy Context of Social Work is on the system as 40 credits, but on your course profile on p7 as 30 credits, which is correct? (need to total 180 credits) • Need to articulate in the text that there will be no impact on placements, assessments or timetabling • Need to insert new course profile in with Track Changes • P12 What does the bullet point mean that says 'Several modules within the programme consist of discrete units which are not separately assessed' • P13 in the first paragraph, just make sense of the sentence 'The NAM/BIM are predicated <u>on the and</u> discussion/feedbacketc 		
AC10.2	Equality & Diversity Manager (PPE)	
None received		

AC11	PROPOSER'S RESPONSE TO COMMENTS IN AC9 & AC10 ABOVE	
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<i>note</i> AC11	<p>Clarifications made within documents:</p> <ul style="list-style-type: none">• SWK-M51Y Legal and Social Policy Context of Social Work is on the system as 40 credits, but on your course profile on p7 as 30 credits, which is correct? (need to total 180 credits) Rationale noted in section S13 above• Need to articulate in the text that there will be no impact on placements, assessments or timetabling In section S13 above• Need to insert new course profile in with Track Changes Prog Spec p7 detailed CC(5) comment total profile• P12 What does the bullet point mean that says 'Several modules within the programme consist of discrete units which are not separately assessed' This has been reworded in track changes• P13 in the first paragraph, just make sense of the sentence 'The NAM/BIM are predicated <u>on the and</u> discussion/feedbacketc' This has been reworded in track changes
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MINOR CHANGES COURSE PROPOSAL**Part 4 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 1	Year 2	Year 3	Year 4	Year 5
1.1	Percentage of assessment by written exams					
1.2	Percentage of assessment by practical exams					
1.3	Percentage of assessment by coursework					
1.4	Percentage of time in scheduled learning and teaching activities					
1.5	Percentage of time in guided independent study					
1.6	Percentage of time on placements					
KIS2	Professional Accreditation	<i>Note KIS2</i>				
2.1	Name of accrediting body (if applicable)					
2.2	Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.					
2.3	Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.					

MINOR CHANGES COURSE PROPOSAL**Part 5 APPROVALS AND NOTIFICATION****APPROVALS***Note AP*

THIS SECTION WILL BE COORDINATED BY THE SECRETARY TO YOUR FACULTY TEACHING AND LEARNING QUALITY COMMITTEE (FLTQC)				
AP1	APPROVAL OF THE BUSINESS CASE			
	APPROVAL/SIGNATURES	Name	Signature/ evidence of approval	Date
AP1.1	School Director of Learning, Teaching and Quality	Jane Dodsworth	Jane Dodsworth	15.1.15
AP1.2	Head of School (on behalf of School Board)	Gillian Schofield	Gillian Schofield	15.1.15
AP1.3	Dean of Faculty (on behalf of Faculty Executive)	Jacqueline Collier	Jacqueline Collier	15.1.15
AP1.4	LTC (if relevant)			
AP1.5	Council (if relevant)			
AP1.6	Reasons for approval being withheld (and by whom)			

AP2	APPROVAL OF THE ACADEMIC CASE			
AP2.1	Head of School	Name	Signature	Date
	Approved:	Gillian Schofield	Gillian Schofield	15.1.15
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

AP2.2	Faculty Associate Dean (for Faculty LTQC)	Name	Signature	Date
	Approved:	Ratula Chakraborty	Ratula Chakraborty	14.1.15
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
AP2.3	PVC Academic (for LTC)	Name	Signature	Date
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
Where applicable:				
AP2.4	Secretary to Council	Name	Signature	Date
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

MINOR CHANGES COURSE PROPOSAL

<i>Note N1</i>				
NOTIFICATION OF APPROVAL				
This section should be completed by Faculty FLTQC Secretary once a course proposal has been approved. Its purpose is to ensure that relevant Offices are informed of the approval of course proposals (new courses and course amendments), in accordance with the procedures for course approval.				
FACULTY			SCHOOL	
NEW COURSE?	Y	N	If NO, please enter existing course code	
DEGREE AWARD (e.g. BSc/MA)				
TITLE OF PROGRAMME				
START DATE			LENGTH OF COURSE	
Course Approved by:		Name of Committee Chair	Date of approval	
Faculty Learning and Teaching Quality Committee (FLTQC)				
Learning and Teaching Committee (LTC)				
RELEVANT OFFICE INFORMED? *insert date				
Planning Office	Admissions and Marketing	Learning and Teaching Service	Union of UEA Students	

*	*	*	*
sis.records@uea.ac.uk	arm.operations@uea.ac.uk	Email the LTS coordinator responsible for the course	union.academic@uea.ac.uk

<i>Note</i> <i>N1</i>		IMPLEMENTATION ACTIONS	
COURSE NAME		NEW ROUTE CODE	
ACTION		DATE	
COURSE INFORMATION LIVE IN ADMISSIONS			
PROGRAMME SPECIFICATION UPLOADED ONTO WEBSITE			
COURSE PROFILE UPLOADED ONTO SITS			
COURSE CLOSURES COMMENCED (where appropriate)			



PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

Course name	Course code <i>note PS</i>	Year
MA Social Work	T1L501201	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	Social Work
<i>note S1c</i>	b	FACULTY or FACULTIES	SSF
	c	JOINT COURSE? (ie owned/taught by more than one School)	NO
	d	NAME OF COURSE DIRECTOR (Home School)	Christine Cocker
	e	NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only)	N/A
S2	a	COURSE TITLE	MA Social Work
	b	COURSE CODE	T1L501201
<i>note S2c & S2d</i>	c	AWARD	MA Social Work
	d	EXIT AWARD(S) AND TITLE(S)	MA Social Work Certificate in Welfare Studies (60 credits). Diploma in Welfare Studies (120 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).
	e	FULL/PART-TIME (please specify)	Full time
	f	LOCATION (UEA Norwich, Distance Learning)	UEA Norwich
	g	AVAILABLE FROM:	September 2015
S3 <i>note S3a</i> <i>note S3b</i>	a	PROFESSIONAL AWARD (if any)	Qualified Social Work status for those registered with the HCPC with an MA Social Work
	b	ACCREDITING/VALIDATING BODY (if relevant)	Health and Care Professions Council (HCPC) The College of Social Work (TCSW)
		Website (URL)	www.hcpc-uk.org.uk/ http://www.tcsw.org.uk/home/
		Date when accreditation/validation may take place	Last completed on 4 th and 5 th March 2014. Is valid for 5 years. 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
S4a <i>note S4a</i>	LEVEL	Sub-degree (e.g. Cert. Dip.)	
		Undergraduate	

		Integrated Masters								
		Masters	MA Social Work							
		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)	<p>Qualifications leading to the award of MA Social Work are made at level 7 of the QAA Framework. At the end of the course students will have:</p> <ul style="list-style-type: none"> • A systematic understanding of knowledge relevant to social work, a critical awareness of current social work problems and new developments that are at the forefront of the discipline; • Demonstrate originality in the application of knowledge, including how research techniques and approaches are applied to create and interpret knowledge in social work • A comprehensive understanding of an area of social work practice that the student has researched and investigated in order to complete a Masters dissertation 							
S5 <i>note S5a</i>	a	DURATION (years or months)	24 months							
<i>note S5b</i>	b	MODE OF ATTENDANCE (full-time, part-time, distance, other)	Full time							
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. Students undertake 170 days in placements: 70 in year 1 and 100 in year 2.</td> </tr> </table>	YES	X	NO		If YES, does this conform with the UEA's code of practice on placements?			Yes. Students undertake 170 days in placements: 70 in year 1 and 100 in year 2.
YES	X	NO								
If YES, does this conform with the UEA's code of practice on placements?			Yes. Students undertake 170 days in placements: 70 in year 1 and 100 in year 2.							
S7 <i>note S7</i>	RELEVANT SUBJECT BENCHMARK STATEMENT(S) and details of how the Programme Specification aligns with these	The course outcomes relate to the QAA Benchmark Statement for Social Work, (updated in 2008), QAA Descriptors for Masters Programmes, the requirements of the Health and Care Professions Council, the Professional Capabilities Framework issued by the College of Social Work. Together these require the integrated study of subject-specific knowledge, skills and values and the								

		critical application of research knowledge to underpin action, reflection and evaluation. Programme outcomes derive from: <ol style="list-style-type: none"> 1. the acquisition and application of knowledge of social processes and their impact on the practice of social work. 2. the study, application of and reflection upon ethical principles and social work values 3. becoming accountable, reflective and self-critical 4. the understanding of social work theory and practice 5. the development of core skills in problem solving, communication and personal and professional developments.
S8 <i>note</i> S8	ENTRY REQUIREMENTS	<p>Degree Subject: Any Subject •Degree Classification: 2.1 or equivalent</p> <p>Applicants should have, or be in the final year of, a first degree from a recognised higher education institution. Applicants who have not yet been awarded a degree may be offered a place conditional on their attaining the above degree classification.</p> <p>Professional experience of applicants is taken into account where relevant and applications are actively encouraged from those who want to return to academic study.</p> <p>Our admissions policy is in line with guidance from The College of Social Work</p>
S9	JACS Subject Level Code(s) Consult Planning Office	L508
S10	UCAS ADMISSION CODE / COURSE CODE Consult Planning Office	L508
S11 <i>note</i> S11	FURTHER INFORMATION (web link to further information)	www.uea.ac.uk/study/postgraduate/taught-degree/detail/ma-social-work
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 School of Social Work at UEA provides you with the opportunity to study a high quality, well regarded Master's degree in an outstanding learning environment. The School was recently ranked as a top ten institute for social work teaching in the 2014 Guardian University Guide and 2015 Guardian University Guide, and we have earned an international reputation as one of the top education and research centres for social work in the United Kingdom.</p> <p>The MA Social Work provides a practically focused advanced syllabus for those wishing to become qualified social workers. The course is taught by our expert</p>	

academics, who promote a supportive, academically rigorous and stimulating learning environment. We emphasise the use of reflective practice in our teaching, encouraging you to develop your skills and expertise as a Social Worker by engaging with real life case studies and scenarios.

We combine this with excellent placement opportunities, so you can apply theoretical learning in a professional setting. Placement learning is central to our teaching, and students studying the MA Social Work will spend 170 days in direct practice-based learning, with an additional 30 skills-related days spent in a professional environment. Successful completion of the MA 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.

Our graduates go on to become first rate practitioners, successful senior managers and respected academics.

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

AC1	COURSE MANAGEMENT INFORMATION				
AC1.1	REGULATORY FRAMEWORK				
	Undergraduate Regulations (including Integrated Masters)				
	Postgraduate Taught Regulations			X	
	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 AC2.1</i>	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 0	Level 3				
Stage 1	Level 4				
Stage 2	Level 5				
Year Abroad / in Industry					
Stage 3	Level 6				
Stage M	Level 7				

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 (Ma) (T1L501201)
 School: Social Work
 Director: Ms Christine Cocker

Year 1U

Core Modules (90 credits)

Module	Description	Assessment	Credits	Period	Sub-slot
<u>SWK-M385</u>	PROFESSIONAL THEORY AND PRACTICE I	CW	20	SEM1	U
<u>YSWK-M49Y</u>	HUMAN GROWTH AND BEHAVIOUR	CW	10	SEM1	
<u>SWK-M42Y</u>	PROFESSIONAL THEORY AND PRACTICE II	CA	30	YEAR	U
<u>SWK-M51Y</u>	LEGAL AND SOCIAL POLICY CONTEXT OF SOCIAL WORK	WW	30	YEAR	

Commented [JC(1): Change of module title to Professional Theory and Practice, change of duration to year long, change of credit rating to 30 credits, expanded module will incorporate M49Y

Commented [JC(2): Module no longer offered, teaching content incorporated into expanded module above

Commented [JC(3): Rename module Working with Service Users I

Commented [CC(4): changes for 40 credits to 30 credits to reflect the credit ratings accurately reflect how the course has evolved and the number of student effort hours per module, as well as ensuring the total number of credits studied per year is 90 credits only

Year 2U

Core Modules (90 credits)

Module	Description	Assessment	Credits	Period	Sub-slot
<u>SWK-M41X</u>	DISSERTATION	DS	30	YEAR	U
<u>SWK-M400</u>	WORKING WITH SERVICE USERS	CW	20	SEM2	U
<u>SWK-M50Y</u>	PROFESSIONAL DEVELOPMENT	CA	40	YEAR	U

Commented [JC(5): Change of module title to Working with Service Users II

Commented [CC(6): New course profile will be as follows

Year one (90 credits)
 Professional theory and practice year 30 credits
 Working with Service Users I year 30 credits
 Legal and Social Policy Context of Social Work year 30 credits

Year 2 (90 credits)
 Dissertation year 30 credits
 Working with Service Users II year 20 credits
 Professional Development year 40 credits

PS2 MAPPING LEARNING OUTCOMES*note PS2*

Year 1 learning outcomes	Essay	Course test	Case Study	Assessment of practice	Other	Other
	Demonstrate a beginning competence to practice as a social worker in line with the Health Care Professionals Council (HCPC) Standards of Proficiency and the College of Social Work's Professional Capabilities Framework, and be able to reflect upon this experience, to identify future learning needs.	SWK – M385 X essay linked with role play				SWK – M385 X
Develop an awareness of key academic requirements at Masters level, particularly in terms of analysis and writing skills	SWK – M385 X essay linked with role play				SWK – M385 X	As above
Develop skills in interviewing, assessment, building and sustaining professional helping relationships	SWK – M385 X essay linked with role play				SWK – M385 X	As above
Develop an understanding of how personal experiences and feelings can affect one's work	SWK – M385 X essay linked with role play				SWK – M385 X	As above
Be able to reflect on issues of power and disadvantage in the helper/helped relationship	SWK – M385 X essay linked with role play				SWK – M385 X	As above
Develop a conceptual and practical understanding of anti-oppressive and anti-discriminatory practice as a fundamental perspective for the academic work and practice placements to be undertaken throughout the course	SWK – M385 X essay linked with role play				SWK – M385 X	As above
Learn how to use psychological models for understanding human growth and development to help understand case situations	SWK-M49Y					
For students to be critically aware and understand the principal legislation that governs social work policy and practice.		SWK-M51Y X				

Commented [JC(7)]: Will become part of new expanded module

Development of key skills in locating, selecting and applying legal material.		SWK-M51Y X				
A systematic understanding of legal processes and procedures in both civil and criminal contexts, and means of challenging public law decisions.		SWK-M51Y X				
An ability to comprehensively and critically apply legal knowledge to hypothetical and real life situations.		SWK-M51Y X				
Will help students critically address a range of fundamental questions about the place and nature of social work in modern society – What is it for? Who is it for? How does it fit in with other welfare services?	SWK-M51Y X					
Will expect students to master key sociological, political and policy themes underlying and shaping contemporary social work practice (samples are 'poverty' and 'need', 'the welfare state' and 'the mixed economy of welfare', participation', 'social class')	SWK-M51Y X					
Will expect students to demonstrate a systematic understanding of a variety of conceptual models for analysing issues in contemporary social policy	SWK-M51Y X					
Will expect students to identify and comprehensively critique various sources of information about social policy matters – government documents, academic papers, text books, research reports, and the internet.	SWK-M51Y X					
An understanding of key themes and approaches in social work with children and families, and with adults in a range of practice settings, in both the statutory and independent sectors.			SWK-M42Y X	SWK-M42Y X		
The recognition of professional dilemmas for social work and the development of strategies to deal with them, particularly through skills in negotiation, risk management and partnership working			SWK-M42Y X	SWK-M42Y X		
An understanding of the origins, experience and management of mental disorder, and of different types of physical and mental impairment.			SWK-M42Y X	SWK-M42Y X		
Progression in the development of competence in practice against the Professional Capabilities Framework.			SWK-M42Y X	SWK-M42Y X		

PS2 MAPPING LEARNING OUTCOMES - continued*note PS2*

Year 2 learning outcomes	Essay	Project/ Dissertation/ Report	Case Study	Assessment of practice	Other	Other
	To be able to critically reflect on theory and practice	SWK – M50Y x		SWK – M50Y x	SWK – M50Y x	
To develop understanding and resilience in organisational settings	SWK – M50Y x		SWK – M50Y x	SWK – M50Y x		
To acquire skills and knowledge at a qualifying level for professional practice	SWK – M50Y x		SWK – M50Y x	SWK – M50Y x		
Foster observational skills and apply developmental theory in practice	SWK – M50Y x		SWK – M50Y x	SWK – M50Y x		
To obtain a systematic understanding of knowledge and a critical understanding of research, theory, policy and practice to individual case situations in social work practice with children and families, adults, people with disabilities and mental health.	SWK M400Y X					
To teach a disciplined style of writing in respect of a substantial exploration of a topic relevant to social work practice and theory		SWK-M41X X				
To enable each student to expand their knowledge and understanding of a specific topic relevant to social work practice and theory.		SWK-M41X X				

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 MA 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 demonstrating advanced and comprehensive academic understanding and critical thinking skills, the course is designed around practice and practice-based issues, which are integrated through both years of the MA. Beginning in Year 1 students are required to demonstrate a systematic understanding and knowledge, and the implications of, the HCPC Standards of Conduct Performance and Ethics.

There are two direct practice placements of 70 days practice in year 1, and 100 days direct practice in year 2, with 5 days observational practice in Year 1, prior to the first direct practice placement. Additionally, 30 Skills Development Days 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 comprehensive foundation in the resources required that are then applied to practice settings during the Level 1 assessed practice placement. Students are introduced to the social sciences and social work theories 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; explore communication skills; social work values; and become familiar with the law and social policy that directly impacts on the social work role and gives social workers their mandate for practice. Additionally the first year applies this learning to social work practice with teaching and workshops on social work skills, diversity and anti oppressive practice, human growth and behaviour, and reading and using research. There is also specialist teaching on social work with children and families, mental health, disability and older people.

Year 2 modules are designed to enable students to develop their critical awareness and knowledge and consolidate their practice and critical thinking skills to the level required of a Masters student and of a newly qualified social worker as

set out in the Standards of Proficiency and the Professional Capabilities Framework. Masters students also are expected to produce a dissertation in their second year which evidences their academic skills and mastery of knowledge about a particular topic of their choice that is related to social work.

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. 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 specialist units. **Assessment is via the placement and a written assignment which draws upon all the units of teaching.**
- 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 undertaking 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 MA 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.

Year 1:

Formative Assessment

- Professional Theory and Practice I: practising interview skills; mock video, interview ahead of the assessed video interview;
- 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 II: 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

The formative work feeds forward into the summative assessments for each module:

- Professional Theory and Practice I: Readiness to Practice Assignment (role play and reflective essay – 50%);
- Human Growth and Behaviour (Essay – 50%)
- Legal and Social Policy Context of Social Work: Social Work and Society Essay – (50%); Social Work Law Class Test (50%)
- Professional Theory and Practice II: Case Study based on placement work (Pass/Fail); Practice Educator's Report (Pass/Fail)

NB All assessed work in each module needs to be passed in order to progress into year 2.

Year 2:

Formative Assessment

- Professional Development: Writing Records of Practice Analysis with

Commented [JC(8)]: Similar patterns of assessment for new expanded module would incorporate HBG into new expanded Professional Theory and Practice module

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.

- Working with Service Users: Use of case study material within workshop sessions to explore relevant issues for practice - module leader gives verbal feedback.
- Masters Dissertation: students receive support and feedback from a member of staff on their dissertation plan and on some chapter drafts and outlines.

Summative Assessment:

- Professional Development: Case Study - based on placement work (Pass/Fail); Practice Educator's Placement Report (Pass/Fail)
- Working with Service Users: Client Group Essay (100%)
- Dissertation: 9000 words (100%)

PS4 EXAMINATIONS		<i>note PS4</i>
	Written	Practical (e.g. OSCES and OSPES)
How many modules will include an exam element?	0	
How many hours of exams are there in Stage 0? (if applicable)	0	
How many hours of exams are there in Stage 1?	0	
How many hours of exams are there in Stage 2?	0	
How many hours of exams are there in Stage 3?	0	
How many hours of exams are there in Stage 4? (if applicable)	0	
How many hours of exams are there in Stage 5? (if applicable)	0	
How many hours does the programme (as a whole) include?	0	

PS5 EQUALITY & WIDENING PARTICIPATION		<i>note PS5</i>
PS5.1	<p>How do the admissions criteria specifically for this course ensure equality of opportunity for all applicants?</p> <p>Applications are invited from people with a wide range of previous degree level qualifications. Applicants must achieve a 2:1 in their undergraduate degree. Applicants previous degrees are from a range of different universities, including Russell Group, the 'Plate Glass' 1960s universities and the post 1992 new Universities.</p> <p>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	<p>What steps have been taken to ensure an inclusive curriculum?</p> <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 and essay.</p> <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.</p>

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 both years, 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	
1.2	Percentage of assessment by practical exams	
1.3	Percentage of assessment by coursework	
1.4	Percentage of time in scheduled learning and teaching activities	
1.5	Percentage of time in guided independent study	
1.6	Percentage of time on placements	
KIS2	Professional Accreditation	<i>Note KIS2</i>
2.1	Name of accrediting body (if applicable)	
	Health and Care Professions Council	
2.2	Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.	
	Successful completion of the MA 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 .	
2.3	Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.	
	All modules must be passed to complete the programme. Students who do not complete the programme will not be awarded the MA Social Work and will not be eligible to apply for registration as a social worker with the HCPC. In the event that an 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.	

UP1 Programme Specification Update Record						
Faculty	SSF		School		Social Work	
Academic Year	2014/5	2015/6	2016/7	2017/8	2018/9	2019/0
Degree Award (e.g. BSc/MA)		MA				
Course Title(s)		MA Social Work				
Course Code(s)		T1L501201				
Has the KIS data been changed?	Yes/No	Yes				
Course Director sign off	Name	Christine Cocker				
	Date	27.9.14				

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)		



LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL FORM

(taught programmes only)

for **NEW COURSES** and
MINOR AMENDMENTS
 with **NO RESOURCE IMPLICATIONS**

Please refer to the course proposal Procedure and Guidance CP-2013 to complete this or any other course proposal form: to ensure the correct form is being used; for information on early considerations and timescales; for general guidance on the course approval process; and for notes on completing the form.

Course Title(s)	new course? <i>note 1</i>		If no, please give existing course code
BA Social Work	Y	N	U1L501302
School(s) of study & Faculty			
School of Social Work (SSF)			
Proposer & proposer's school			
Jeanette Cossar (SWK)			
Proposed start date (of new course or of changes)			<i>note 2</i>
September 2015			
I can confirm that this proposal meets the criteria for using the Minor Changes Course Proposal Form <i>note 3</i>			Y N

This form is in 5 parts:

- Part 1 Summary and Rationale
- Part 2 Impact Assessment
- Part 3 Academic Case including Programme Specification
- Part 4 Key Information Set (KIS) data
- Part 5 Approvals and Notification

The initiator is responsible for completing **parts 1-4**

UEA LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL

Part 1 SUMMARY AND RATIONALE

Course One				
S1	a	SCHOOL(S) OF STUDY	SWK	
SSF	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)	Mrs Jane Dodsworth		
	e	NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only)	N/A	
S2 <i>note S2a</i>	a	COURSE TITLE	BA Social Work	
<i>note S2b</i>	b	COURSE CODE	U1L501302	
<i>note S2c & S2d</i>	c	AWARD	BA	
	d	EXIT AWARD(S) AND TITLE(S)	As per BIM regulations.	
	e	FULL/PART-TIME (please specify)	Full Time	
	f	LOCATION (UEA Norwich, UEA London, Distance Learning)	UEA Norwich	
	g	AVAILABLE FROM:	September 2015	
S3 <i>note S3a</i>	a	PROFESSIONAL AWARD (if any)	HCPC Accreditation	
		ACCREDITING/VALIDATING BODY (if relevant)	HCPC	
<i>note S3b</i>	b	Website (URL)	www.hcpc-uk.org.uk	
		Date when accreditation/validation may take place	Last Validation was 2014.	
S4 <i>note S4</i>	LEVE L	Sub-degree (e.g. Cert. Dip.)		
		Undergraduate	X	
		Integrated Masters		
		Masters		
		Other postgraduate (please specify)		

S5 note S5a	a	DURATION (years or months)	3 Years.		
note S5b	b	MODE OF ATTENDANCE (full-time, part-time, distance, other)	Full Time		
S6 note S6	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 note S7	RELEVANT SUBJECT BENCHMARK STATEMENT(S)		http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Social-work.pdf		
S8 note S8	ENTRY REQUIREMENTS		<ul style="list-style-type: none"> • Qualification: BA (Hons) • A Level: BBB • 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% <p>Admissions policy is in line with guidance from The College of Social Work. Further information can be found here.</p>		
S9	JACS Subject Level Code(s) To be completed by the Planning Office following approval of the Business Case		L200		
S10	UCAS ADMISSION CODE / COURSE CODE To be completed by the Planning Office following approval of the Business Case				
S11 note S11	FURTHER INFORMATION available via...				
S12	COURSE HIGHLIGHTS (for publication in University Prospectus / Website / other publicity) NB Please include employability prospects/career possibilities				
note S12	<p>The BA Social Work degree programme, accredited by the Health and Care Professions Council, will introduce you to the range of social work theory, policy and practice. On completing your degree you will be eligible to apply to the Health and Care Professions Council to register as a Social Worker.</p> <p>By studying with us you will gain a thorough understanding of the theoretical foundations of social work, alongside its roots in psychology and sociology. You 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 allow you to establish and develop the necessary expertise that will enable you to work with individuals, families, groups, fellow social workers and other professionals.</p> <p>This degree programme provides you with the expertise and experience to pursue a rewarding career in social work, working with a variety of people and social groups. These include working with children to promote their protection, young people in</p>				

	care, care leavers, children with disabilities, foster carers or adopters, people with dementia, people with drug and alcohol addictions, or people with mental health problems. By the end of your degree you will have acquired the knowledge and skills to start work as a confident and competent social worker.
--	--

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

S13	RATIONALE FOR PROPOSAL
<i>note S13</i>	Please explain why you are proposing this/these new course(s) or these course amendments, and why this proposal is being offered at this time. See guidance notes for further indication of what to include in this section.
	<p>Several of our modules incorporate units of teaching which have evolved over time. Within the School we have undertaken a review of the credit ratings of each module across the course and are proposing some minor changes which:</p> <ul style="list-style-type: none"> - Ensure the credit ratings accurately reflect how the course has evolved and the number of student effort hours per module. - Split a large module in the first year into two modules which more accurately reflect the effort put into the learning and assessment tasks. - Combine two modules in the second year to more accurately reflect the student effort put into learning and assessment tasks. - Renames modules to better reflect the content and progression across the course. - Responds to student feedback about the relative workload across the first and second year of the degree <p>NB The course content is not changing substantially and these changes have no implications for our professional accreditation by the HCPC.</p>

UEA LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL

Part 2 BUSINESS CASE

note BC

BC1	ACADEMIC AND RECRUITMENT STRATEGY	Consult with HOS, Faculty Dean, PLN, ARM (including Admissions)
	NOT REQUIRED	

BC2 <i>note BC2</i>	MARKET RESEARCH	Consult with Market Research team
	NOT REQUIRED	

BC3 <i>note BC3</i>	MARKET DEMAND AND RECRUITMENT	Consult with Careers and Employability team
	NOT REQUIRED	

BC4 <i>note BC4</i>	STUDENT NUMBERS AND TUITION FEES	Consult with HOS, PLN, Faculty Dean, FFM
	NOT REQUIRED	

BC5	IMPACT	
BC5.1 <i>note BC5.1</i>	EQUALITY AND DIVERSITY	Consult with Equality & Diversity Manager and Widening Participation team
a	Does the course and/or School cover a subject area(s) which traditionally attract(s) a very specific or narrow student profile?	YES X NO
b	If yes, what steps will be taken to attract non-traditional students to the course/School? (Aspects to consider include: age, disability, ethnicity (home and international), gender, sexual orientation, religion and belief, and socio-economic group.)	
	SWK traditionally attracts more female applicants than male. Efforts are made through marketing materials and activities and through interviews to attract more male applicants.	
c	Will students undertake placements/ come into direct contact with vulnerable groups as part of their study? If so, will a CRB be required?	
	Yes, a DBS check is required.	

BC 5.2 <i>note</i> BC5.2	CURRENT STUDENTS AND/OR APPLICANTS		
a	Have School SSLCs been consulted regarding this proposal? If YES, what has been their input/response?	YES	X
		NO	
	Students brought up the issue a particular unit of teaching which they felt would be better placed elsewhere in the course. The proposed amendments incorporate this change.		
b	Will any current students or applicants be affected by this proposal?	YES	X
		NO (go to 5.3)	
c	Evidence of consultation of current students and written consent obtained Please briefly describe what consultation has taken place and what responses there have been. Is there full support from all members of the relevant student cohort(s)?		
		The course director or teaching director has met with each cohort of students. All are in support of the proposal.	
d	Informing applicants What arrangements have been made (for informing applicants who may be affected by any change(s)? Written notification, including advice about any alternative options that may be given, must be sent to applicants holding unconditional/ conditional firm or conditional insurance offers.		
		Applicants will not be affected by the changes. All our modules are compulsory.	
BC5.3 <i>note</i> BC5.3	ACADEMIC STAFF	Consult with HOS, Dean of Faculty	
	What is the impact / what are the resource implications of the proposal on academic staff?		
a	Please give an indicative number of <u>additional</u> teaching hours required within the school to deliver the new course/changes to the course in any one year		
b	Is a new discipline or specialism being introduced that requires a new appointment?	YES	
		NO	X
c	Are new appointments required to meet any additional hours?	YES	
		NO	X
d	If yes to either b or c above, how many of what type (eg Teaching and Scholarship, Teaching and Research) and at what level?		
	N/A		
e	What is the source of funding for new academic staff?		
	N/A		
f	Are there any implications outside the sponsoring School/s e.g. service teaching, by other Schools of Studies?		
	N/A		

g	Are any other teaching adjustments required? For example, will new modules be introduced, other modules withdrawn or combined?		
	N/A		
BC5.4 <i>note</i> BC5.4	COURSE RATIONALISATION	Consult with HOS, Dean of relevant Faculties, PLN	
a	DO ANY SIMILAR COURSES ALREADY EXIST AT UEA?	YES	
		NO	X
	If YES, please specify Course name, UCAS Code(s) / Course codes		
b	IS/ARE ANY COURSE(S) TO BE CLOSED TO NEW APPLICANTS AS PART OF THIS PROPOSAL?	YES	
		NO	X
	If YES, please specify Course name, UCAS Code(s) / Course codes and date from which course(s) is to be withdrawn?		
c	Please give an indicative number of teaching hours <u>released</u> within the school in any one year by the closure of the courses listed above		

BC6	PHYSICAL RESOURCES
	NOT REQUIRED

BC7 <i>note</i> BC7	IMPACT / RESOURCE IMPLICATIONS FOR OTHER UNIVERSITY SERVICES
	NOT REQUIRED

BC8	ADDITIONAL COMMENTS
	NOT REQUIRED

BC9	PROPOSER'S RESPONSE TO COMMENTS IN BC7 & BC8 ABOVE
	NOT REQUIRED

UEA LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL

Part 3 ACADEMIC CASE (including Programme Specification)

AC1		COURSE MANAGEMENT INFORMATION			
AC1.1	REGULATORY FRAMEWORK (please tick all that apply)				
	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		YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS (For undergraduate or integrated masters courses only)			
note AC2.1		Please select only from the permitted options - see UG/PGT regulations			
Stage	Level	Year of course	Weightings	Progression requirement	Exit Award
Note AC2.2					Note AC2.3
Stage 1	Level 4	1	0%	As per BIM regulations	Cert He
Stage 2	Level 5	2	40%	As per BIM regulations	Dipl HE
Stage 3	Level 6	3	60%	As per BIM regulations	

AC3		BOARD OF EXAMINERS			
AC3.1	Is there an existing Board of Examiners?	YES	X	NO	
AC3.2a	If YES, which existing board will be responsible for the course?	SWK-USW			
AC3.2b	If NO, please enter details for new board of examiners				
	Are any new external examiner(s) required?	YES		NO	X
AC3.3b	If yes, how many?				

PS	PROGRAMME SPECIFICATION
<i>note PS</i>	This part of the form will serve a dual purpose. Please read the guidance note carefully before completing
PLEASE ATTACH AN UPDATED PROGRAMME SPECIFICATION WITH TRACKED CHANGES SHOWING AMENDMENTS TO THE COURSE	

AC4	MODULE OUTLINES FOR EXISTING COMPULSORY MODULES
	NOT REQUIRED

AC5	MINOR CHANGES TO EXISTING MODULES
	NOT REQUIRED

AC6	NEW MODULES
	NOT REQUIRED

AC 7 <i>note AC7</i>	DEFINED CHOICE
	NOT REQUIRED

AC8 <i>note AC8</i>	JOINT COURSES	
	Is the proposed course is a joint course?	YES NO
		X
	If YES, how will the student experience be managed?	

AC9	COMMENTS/FEEDBACK FROM EXTERNAL PROFESSIONALS/ BODIES	
	Is this course accredited or validated by a Professional, Statutory or Regulatory Body (PSRB)?	YES NO
		X
	If NO, go to AC10	

<i>note</i> AC9	If YES, please provide a summary of Professional, Statutory or Regulatory Body (PSRB) approval, if appropriate. Append any relevant documents as Appendix 3
	The changes proposed do not constitute a major change and would not therefore require any approval from the HCPC.

AC10	COMMENTS ON ACADEMIC CASE AND PROGRAMME SPECIFICATION
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR	
<i>note</i> AC10	Please circulate Parts 1, 3 & 4 to the following for their additional comments (if any). Comments to be returned to proposer within 10 working days. NB these comments should focus on the <i>ACADEMIC CONTENT</i> of the proposal
Date of circulation:	3/12/14
AC10.1	Careers Manager (CCEN)
No comments received	
AC10.2	Learning & Teaching Service (LTS) Manager (UG or PGT, as appropriate)
I have looked through the proposals and they seem to be streamlining the academic provision. I have no comments. Best wishes Michele Michele Pavey Learning and Teaching Manager Learning and Teaching Service Arts Hub, Arts Building University of East Anglia Norwich Research Park Norwich NR4 7TJ	
AC10.2	Equality & Diversity Manager (PPE)
No comments received	

AC11	PROPOSER'S RESPONSE TO COMMENTS IN AC9 & AC10 ABOVE
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<i>note</i> AC11	
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MINOR CHANGES COURSE PROPOSAL**Part 4 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 1	Year 2	Year 3	Year 4	Year 5
1.1	Percentage of assessment by written exams					
1.2	Percentage of assessment by practical exams					
1.3	Percentage of assessment by coursework					
1.4	Percentage of time in scheduled learning and teaching activities					
1.5	Percentage of time in guided independent study					
1.6	Percentage of time on placements					
KIS2	Professional Accreditation					<i>Note KIS2</i>
2.1	Name of accrediting body (if applicable)					
	Health and Care Professions Council					
2.2	Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.					
	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 .					
2.3	Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.					
	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.					

MINOR CHANGES COURSE PROPOSAL

Part 5 APPROVALS AND NOTIFICATION

APPROVALS

Note AP

THIS SECTION WILL BE COORDINATED BY THE SECRETARY TO YOUR FACULTY TEACHING AND LEARNING QUALITY COMMITTEE (FLTQC)				
AP1	APPROVAL OF THE BUSINESS CASE			
	APPROVAL/SIGNATURES	Name	Signature/ evidence of approval	Date
AP1.1	School Director of Learning, Teaching and Quality	Jane Dodsworth	Jane Dodsworth	15.1.15
AP1.2	Head of School (on behalf of School Board)	Gillian Schofield	Gillian Schofield	15.1.15
AP1.3	Dean of Faculty (on behalf of Faculty Executive)	Jacqueline Collier	Jacqueline Collier	15.1.15
AP1.4	LTC (if relevant)			
AP1.5	Council (if relevant)			
AP1.6	Reasons for approval being withheld (and by whom)			

AP2	APPROVAL OF THE ACADEMIC CASE			
AP2.1	Head of School	Name	Signature	Date
	Approved:	Gillian Schofield	Gillian Schofield	15.1.15
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

AP2.2	Faculty Associate Dean (for Faculty LTQC)	Name	Signature	Date
	Approved:	Ratula Chakraborty	Ratula Chakraborty	14.1.15
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
AP2.3	PVC Academic (for LTC)	Name	Signature	Date
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
Where applicable:				
AP2.4	Secretary to Council	Name	Signature	Date
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

MINOR CHANGES COURSE PROPOSAL

<i>Note N1</i>				
NOTIFICATION OF APPROVAL				
This section should be completed by Faculty FLTQC Secretary once a course proposal has been approved. Its purpose is to ensure that relevant Offices are informed of the approval of course proposals (new courses and course amendments), in accordance with the procedures for course approval.				
FACULTY				SCHOOL
NEW COURSE?	Y	N	If NO, please enter existing course code	
DEGREE AWARD (e.g. BSc/MA)				
TITLE OF PROGRAMME				
START DATE			LENGTH OF COURSE	
Course Approved by:		Name of Committee Chair		Date of approval
Faculty Learning and Teaching Quality Committee (FLTQC)				
Learning and Teaching Committee (LTC)				
RELEVANT OFFICE INFORMED? *insert date				
Planning Office	Admissions and Marketing		Learning and Teaching Service	Union of UEA Students

*	*	*	*
sis.records@uea.ac.uk	arm.operations@uea.ac.uk	Email the LTS coordinator responsible for the course	union.academic@uea.ac.uk

<i>Note</i> <i>N1</i>		IMPLEMENTATION ACTIONS	
COURSE NAME		NEW ROUTE CODE	
ACTION		DATE	
COURSE INFORMATION LIVE IN ADMISSIONS			
PROGRAMME SPECIFICATION UPLOADED ONTO WEBSITE			
COURSE PROFILE UPLOADED ONTO SITS			
COURSE CLOSURES COMMENCED (where appropriate)			



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
<i>note S1c</i>	b	FACULTY or FACULTIES	SSF
	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 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 data-bbox="643 1424 719 1480">YES</td> <td data-bbox="719 1424 842 1480">X</td> <td data-bbox="842 1424 951 1480">NO</td> <td data-bbox="951 1424 1059 1480"></td> </tr> <tr> <td colspan="3" data-bbox="643 1480 951 1559"> If YES, does this conform with the UEA's code of practice on placements? </td> <td data-bbox="951 1480 1059 1559"> 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		A Level: BBB •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								

		<ul style="list-style-type: none"> •Access Course: Pass with Merit in 45 credits at level 3 •BTEC: DDM in a related subject •European Bacalaureate: 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	
<i>note S12</i>	<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 AC2.1</i>	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 <i>For updates to Programme Specifications, copy and paste course profile from eVision</i>	<i>note PS1</i>
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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	

Commented [RG(9)]: To be changed to 30 credits

Commented [RG(10)]: The intention is for this module to be split into Preparation for Practice module and Social Work in Context module. Both worth 30 credits

Commented [RG(11)]: To be changed to 30 credits

Year 2U**Compulsory Modules (120 credits)**

Module	Description	Assessment	Credits	Period	Sub-slot
SWK-5001A	HUMAN GROWTH AND BEHAVIOUR	CW	20	SEM1	I
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	

Commented [RG(12)]: Module no longer being offered.

Commented [RG(13)]: Renamed Professional Theory and Practice and now worth 40 credits and changed over changed to year long

Commented [RG(14)]: Renamed to Working with Service Users I

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	

Commented [RG(15)]: Renamed to Working with Service Users II

PS2 MAPPING LEARNING OUTCOMES

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 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 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						

Commented [JD(16)]: 4002Y will become two modules. The learning outcomes will remain the same, but will be distributed across the two new modules.

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 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 5001Y				
Demonstrate understanding of models for understanding personality development and knowledge of growth and change throughout the life cycle					

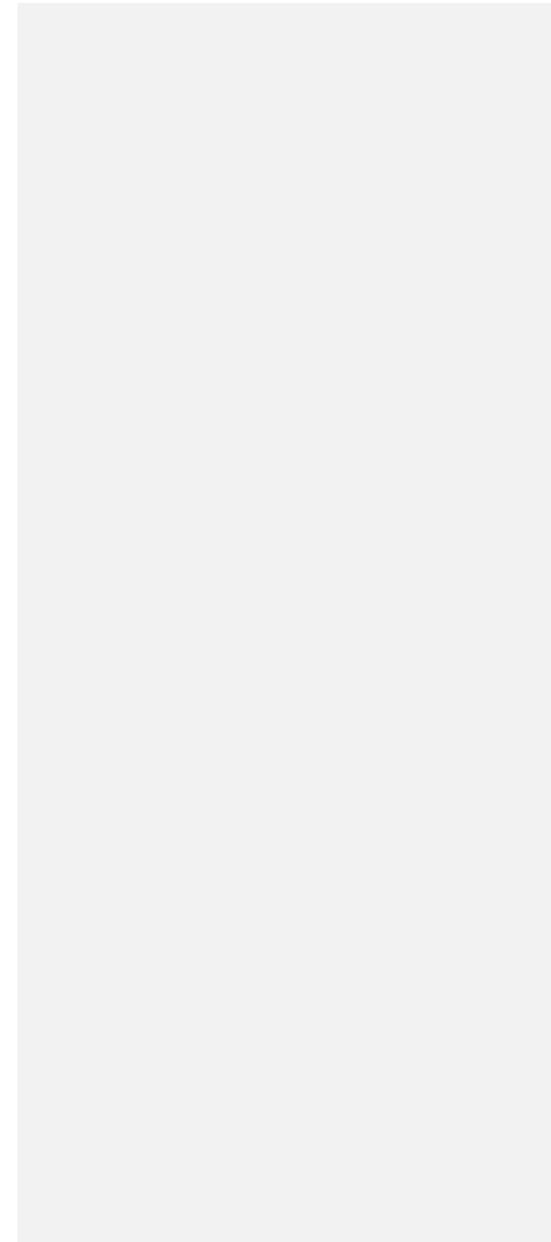
Commented [JD(17)]: Learning outcomes for the current module 5002Y will be incorporated into the new larger module Professional Theory and Practice

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.

<p>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.</p> <p>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.</p> <p>Key features of the programme:</p> <ul style="list-style-type: none"> • 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.. 	
<p>PS3.2 feedback cycle</p>	
<p>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?</p>	<p><i>note</i> <i>PS3.2</i></p>

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/transferrable 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	<p>How do the admissions criteria specifically for this course ensure equality of opportunity for all applicants?</p> <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	<p>What steps have been taken to ensure an inclusive curriculum?</p> <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	<p>In what ways do learning and teaching and assessment methods ensure inclusivity, reasonable adjustment and equality of opportunity?</p> <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	
1.2	Percentage of assessment by practical exams	
1.3	Percentage of assessment by coursework	
1.4	Percentage of time in scheduled learning and teaching activities	
1.5	Percentage of time in guided independent study	
1.6	Percentage of time on placements	
KIS2	Professional Accreditation	<i>Note KIS2</i>
2.1	Name of accrediting body (if applicable)	
	Health and Care Professions Council External Examiners: 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	
2.2	Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.	
	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 .	
2.3	Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.	
	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.	

Commented [RG(18)]: Awaiting this from planning

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					
Course Director sign off	Name					
	Date					

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)		



LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL FORM

(taught programmes only)

for **NEW COURSES** and
MINOR AMENDMENTS
 with **NO RESOURCE IMPLICATIONS**

Please refer to the course proposal Procedure and Guidance CP-2013 to complete this or any other course proposal form: to ensure the correct form is being used; for information on early considerations and timescales; for general guidance on the course approval process; and for notes on completing the form.

Course Title(s)	new course? <i>note 1</i>	If no, please give existing course code
BSc (Hons) Social Psychology with a Year Abroad BSc (Hons) Cognitive Psychology with a Year Abroad		U1C800302
School(s) of study & Faculty		
School of Psychology		
Proposer & proposer's school		
Neil Cooper, School of Psychology		
Proposed start date (of new course or of changes)		<i>note 2</i>
September 2015		
I can confirm that this proposal meets the criteria for using the Minor Changes Course Proposal Form <i>note 3</i>		Y
This form is appropriate as we are proposing 2 'new' courses arising from the separation of pathways within an existing course and both courses will involve a change of name of degree.		

This form is in 5 parts:

- Part 1** **Summary and Rationale**
- Part 2** **Impact Assessment**
- Part 3** **Academic Case including Programme Specification**
- Part 4** **Key Information Set (KIS) data**
- Part 5** **Approvals and Notification**

Form CP2-2013

Form Approved by LTC 30.01.2013

The initiator is responsible for completing parts 1-4

UEA LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL

Part 1 SUMMARY AND RATIONALE

Course One			
S1	a	SCHOOL(S) OF STUDY	Psychology
<i>note S1c</i>	b	FACULTY or FACULTIES	Social Science
	c	JOINT COURSE? (i.e. owned/taught by more than one School)	NO
	d	NAME OF COURSE DIRECTOR (Home School)	Dr. Vicky Scaife
	e	NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only)	
S2 <i>note S2a</i>	a	COURSE TITLE	BSc (Hons) Social Psychology with a Year Abroad BSc (Hons) Cognitive Psychology with a Year Abroad
<i>note S2b</i>	b	COURSE CODE	
<i>note S2c & S2d</i>	c	AWARD	BSc (Hons)
	d	EXIT AWARD(S) AND TITLE(S)	Dip or Cert HE
	e	FULL/PART-TIME (please specify)	FT
	f	LOCATION (UEA Norwich, UEA London, Distance Learning)	UEA Norwich
	g	AVAILABLE FROM:	September 2015
S3 <i>note S3a</i>	a	PROFESSIONAL AWARD (if any)	The Psychology programme is accredited by the British Psychological Society (BPS) and confers eligibility for Graduate Basis for Registration (GBR) with the society, provided that the degree is successfully completed with the minimum of Second Class Honours.
	b	ACCREDITING/VALIDATING BODY (if relevant)	British Psychological Society (BPS)
		Website (URL)	http://www.bps.org.uk/
		Date when accreditation/validation may take place	Currently validated – no change in content or delivery.
S4 <i>note S4</i>	LEVEL	Sub-degree (e.g. Cert. Dip.)	
		Undergraduate	6

		Integrated Masters	
		Masters	
		Other postgraduate (please specify)	
S5 note S5a	a	DURATION (years or months)	4 years
S5b note S5b	b	MODE OF ATTENDANCE (full-time, part-time, distance, other)	Full time
S6 note S6	PLACEMENT(S)/WORK-BASED LEARNING REQUIRED		YES <input type="checkbox"/> NO <input type="checkbox"/> X <input checked="" type="checkbox"/>
			If YES, does this conform with the UEA's code of practice on placements?
S7 note S7	RELEVANT SUBJECT BENCHMARK STATEMENT(S)		Psychology
S8 note S8	ENTRY REQUIREMENTS		ABB (typical offer)
S9	JACS Subject Level Code(s) To be completed by the Planning Office following approval of the Business Case		
S10	UCAS ADMISSION CODE / COURSE CODE To be completed by the Planning Office following approval of the Business Case		
S11 note S11	FURTHER INFORMATION		
S12 note S12	COURSE HIGHLIGHTS (for publication in University Prospectus / Website / other publicity) NB Please include employability prospects/career possibilities		
	<p>There will be no change to the current marketing except that we are now offering the new additional named routes with a Year Abroad option.</p> <p>The following is slightly amended from the current marketing materials.</p> <p>The BSc Psychology, BSc Cognitive Psychology and the BSc Social Psychology are all accredited by the <u>British Psychological Society</u>.</p> <p>Approval has already been granted by LTC for the School to run BSc Cognitive Psychology and the BSc Social Psychology as pathways to the BSc Psychology.</p> <p>We are now seeking approval to run Year Abroad variants for these courses. There is already a BSc Psychology with a Year Abroad. The proposal is in order to bring our other named pathways into line. The change will allow the following two pathways to be offered.</p> <p>BSc Cognitive Psychology with a Year Abroad</p> <p>BSc Social Psychology with a Year Abroad</p> <p>The BSc Psychology adopts a psychological perspective which is enriched by interdisciplinary influences. This approach reflects the growing consensus that human behaviour is best understood as the interaction of nature and nurture, biology and culture, genes and environment. The identity of the programme parallels the emergence of psychology as a robust scientific enterprise, and an applied endeavour within the context of an increasingly psychologically literate public. The BSc Cognitive Psychology allows you to</p>		

	<p>focus upon the cognitive neuroscience subfield of psychology, with an emphasis on laboratory methods, and advanced options which explore attention and perception, language, thinking and decision making. The BSc Social Psychology is also underpinned by core psychology areas, but shaped to social aspects through optional choices which focus on how people interact and relate to their social environment.</p> <p>All programmes share a central core of psychology, introducing a range of theoretical ideas and research evidence from fields such as developmental psychology, social psychology, cognitive psychology, biological psychology and the study of personality and individual differences. We encourage the bridging of conventional disciplinary boundaries to promote explanation of complex processes in contemporary life. We expect our students to develop their own psychological understanding by assimilating ideas from the diverse behavioural and social theories which structure the subject of psychology. We also encourage students to comprehend how psychological theories throw light on real world experience and activities, and explore how psychological scholarship and research can be used in practical situations.</p> <p>Teaching, Assessment and Feedback</p> <p>Teaching methods are designed to provide an in-depth knowledge of Psychology, as well as developing the analytical, presentation, teamwork and communication skills sought by employers. The School employs a range of interesting and innovative teaching approaches and a careful balance of assessment methods including personal research projects and examination.</p> <p>The academic year consists of two 12-week semesters. A typical BSc Psychology module has two lectures and about one seminar per week. While lectures are attended by all students, seminars are held in smaller groups where you can interact more directly with the tutor and address any problems which have arisen. We stress the role of personal tutors who will take an active interest in your development.</p> <p>Career Opportunities</p> <p>Our Careers Service works in partnership with the School to plan and deliver a comprehensive programme covering career management, employer and industry focused events and one-to-one guidance.</p> <p>Building links with employers, industry and start-up enterprises is central to our work, enabling us to provide students with a wealth of internship, voluntary, mentoring, graduate and job opportunities. We encourage enterprise, innovation and aspiration throughout your time at UEA.</p> <p>Our psychology students develop a unique range of skills relating to communication, data handling, critical analysis and people skills which make them highly employable in a range of careers. School activities provide opportunities for career development embedded in the course and additional extracurricular activities.</p>
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****Please copy and paste the above table for additional (related) courses****

S13	RATIONALE FOR PROPOSAL
<i>note S13</i>	Please explain why you are proposing this/these new course(s) or these course amendments, and why this proposal is being offered at this time. See guidance notes for further indication of what to include in this section.

The degree programme **BSc. Psychology** has been accredited by the BPS for over five years, and had a successful BPS review to confirm accreditation for a further 5 years in 2013.

Potential applicants are faced with a range of provision in competitor universities which highlight specific areas of psychology which are available to study. This is typically through emphasising routes through a psychology degree with a year abroad. The existence of our single honours programme means that the specific pathways through our programme which relate to certain subdisciplinary areas of interest are not immediately visible at the applicant stage.

The addition of a year abroad option for the two named pathways makes the potential of shaping specific degrees evident and enables us to market a range of provision in line with competitors but with no additional resource implications.

There is no change to the course structure or content. Students applying for the either the Cognitive or Social with a year abroad will undertake the current programme but between years two and three of the course will be able to embark upon a year abroad, as current BSc Psychology students are able to do. See Appendix 1

As with the development of the BSc Psychology with the Year Abroad students will be directed to US and European institutions working through current contacts within the School and the Study Abroad Office.

We are not entering into any reciprocal arrangements which involve taking any students from potential host institutions, but we will continue to receive visiting students (as we have for many years).

As with the BSc Psychology with a Year Abroad the students will have a specific UEA adviser during their year abroad who will act as the single point of contact within the School during this period. This adviser will be the Year Abroad Coordinator for the School, and a role outline has been developed to indicate their remit for promoting mobility within the School; coordinating with the Study Abroad Office for spaces needed/available at partner institutions annually and approve allocations recommended by the Study Abroad Office. The coordinator will also attend preparatory meetings coordinated by the Study Abroad Office when possible; meet with inward partner visitors and make external partner visits when possible; and to consult with mobile students regarding their module selections during the period

UEA LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL

Part 2 BUSINESS CASE

note BC

BC1	ACADEMIC AND RECRUITMENT STRATEGY	Consult with HOS, Faculty Dean, PLN, ARM (including Admissions)
	NOT REQUIRED	

BC2 <i>note BC2</i>	MARKET RESEARCH	Consult with Market Research team
	NOT REQUIRED	

BC3 <i>note BC3</i>	MARKET DEMAND AND RECRUITMENT	Consult with Careers and Employability team
	NOT REQUIRED	

BC4 <i>note BC4</i>	STUDENT NUMBERS AND TUITION FEES	Consult with HOS, PLN, Faculty Dean, FFM
	NOT REQUIRED	

BC5	IMPACT					
BC5.1 <i>note BC5.1</i>	EQUALITY AND DIVERSITY	Consult with Equality & Diversity Manager and Widening Participation team				
A	Does the course and/or School cover a subject area(s) which traditionally attract(s) a very specific or narrow student profile?	<table border="1"> <tr> <td>YES</td> <td></td> </tr> <tr> <td>NO</td> <td>X</td> </tr> </table>	YES		NO	X
YES						
NO	X					
B	If yes, what steps will be taken to attract non-traditional students to the course/School? (Aspects to consider include: age, disability, ethnicity (home and international), gender, sexual orientation, religion and belief, and socio-economic group.)					
	Psychology traditionally attracts more female than male students and a number of mature students. The proposed additional degree names with a year abroad will not impact on this typical profile, but will make the programme more attractive in our outreach and marketing activities.					
C	Will students undertake placements/ come into direct contact with vulnerable groups as part of their study? If so, will a CRB be required?					
	NO					

BC 5.2 <i>note</i> <i>BC5.2</i>	CURRENT STUDENTS AND/OR APPLICANTS		
a	Have School SSLCs been consulted regarding this proposal? If YES, what has been their input/response?	YES	
		NO	X
	The proposed changes have been developed in response to admission demands and will not impact upon current students.		
b	Will any current students or applicants be affected by this proposal?	YES	
		NO (go to 5.3)	X
c	Evidence of consultation of current students and written consent obtained Please briefly describe what consultation has taken place and what responses there have been. Is there full support from all members of the relevant student cohort(s)?		
		The proposals for the BSc Social and BSc Cognitive Psychology were discussed at the SSLC 19.11.14 and the Year Abroad option was assumed to be part of this provision. It was minuted that student reps were very supportive of this development.	
d	Informing applicants What arrangements have been made (for informing applicants who may be affected by any change(s)? Written notification, including advice about any alternative options that may be given, must be sent to applicants holding unconditional/ conditional firm or conditional insurance offers.		
		If the programme is approved the Admissions team will contact all applicants to this degree informing them of the additional opportunity to take a named pathway with a year abroad. Applicants will then be given the opportunity to discuss this further with the Psychology Admission Tutor (Dr. Charlie Seger) or the Course Director (Dr. Vicky Scaife). Students could also transfer onto the named pathway once they are on the programme as the relevant modules which frame the pathway are relevant only in the 3 rd year of study.	
BC5.3 <i>note</i> <i>BC5.3</i>	ACADEMIC STAFF	Consult with HOS, Dean of Faculty	
	What is the impact / what are the resource implications of the proposal on academic staff?		
a	Please give an indicative number of <u>additional</u> teaching hours required within the school to deliver the new course/changes to the course in any one year		None
b	Is a new discipline or specialism being introduced that requires a new appointment?	YES	
		NO	X
c	Are new appointments required to meet any additional hours?	YES	
		NO	X
d	If yes to either b or c above, how many of what type (e.g. Teaching and Scholarship, Teaching and Research) and at what level?		
e	What is the source of funding for new academic staff?		

	N/A					
f	Are there any implications outside the sponsoring School/s e.g. service teaching, by other Schools of Studies?					
	NO					
g	Are any other teaching adjustments required? For example, will new modules be introduced, other modules withdrawn or combined?					
	NO					
BC5.4 <i>note</i> BC5.4	COURSE RATIONALISATION	Consult with HOS, Dean of relevant Faculties, PLN				
a	DO ANY SIMILAR COURSES ALREADY EXIST AT UEA?	<table border="1"> <tr> <td>YES</td> <td></td> </tr> <tr> <td>NO</td> <td>X</td> </tr> </table>	YES		NO	X
YES						
NO	X					
	If YES, please specify Course name, UCAS Code(s) / Course codes					
b	IS/ARE ANY COURSE(S) TO BE CLOSED TO NEW APPLICANTS AS PART OF THIS PROPOSAL?	<table border="1"> <tr> <td>YES</td> <td></td> </tr> <tr> <td>NO</td> <td>X</td> </tr> </table>	YES		NO	X
YES						
NO	X					
	If YES, please specify Course name, UCAS Code(s) / Course codes and date from which course(s) is to be withdrawn?					
c	Please give an indicative number of teaching hours <u>released</u> within the school in any one year by the closure of the courses listed above	N/A				

BC6	PHYSICAL RESOURCES
	NOT REQUIRED

BC7 <i>note</i> BC7	IMPACT / RESOURCE IMPLICATIONS FOR OTHER UNIVERSITY SERVICES
	NOT REQUIRED

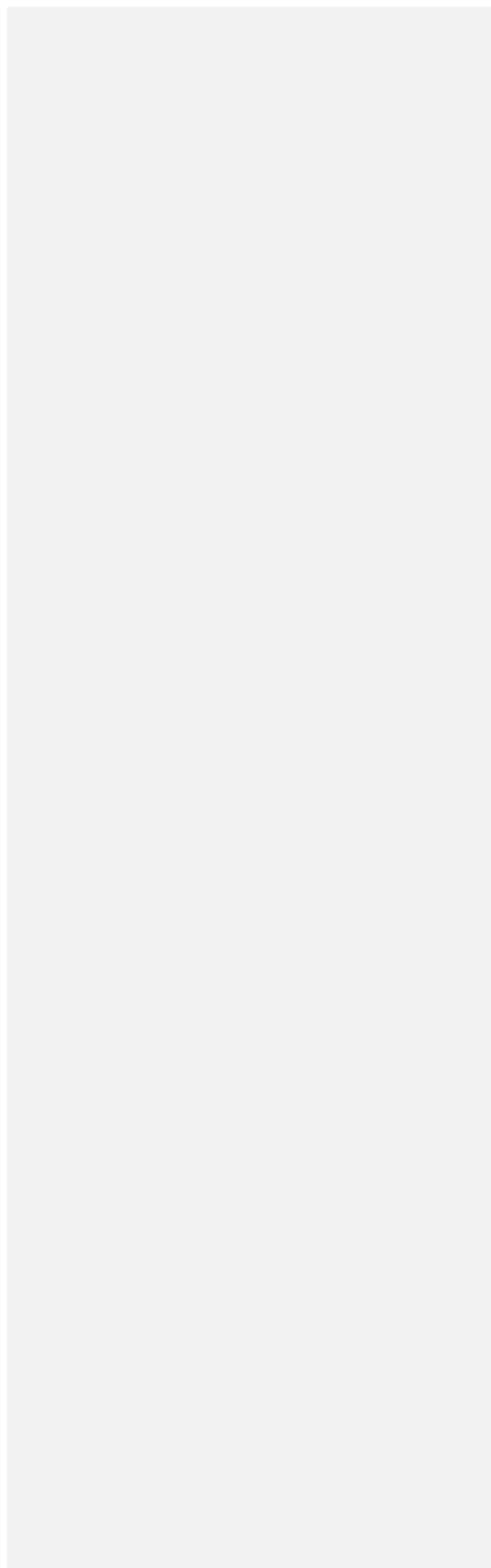
BC8	ADDITIONAL COMMENTS
	NOT REQUIRED

BC9	PROPOSER'S RESPONSE TO COMMENTS IN BC7 & BC8 ABOVE
	NOT REQUIRED

MINOR CHANGES COURSE PROPOSAL**Part 3 ACADEMIC CASE (including Programme Specification)**

AC1		COURSE MANAGEMENT INFORMATION			
AC1.1		REGULATORY FRAMEWORK (please tick all that apply)			
		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	X	NO	
		If so, how many modules and what is the credit volume for each module?			
AC1.2c	The Year Abroad Module is assessed on a pass/fail basis.				

AC2 note 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	Level	Year of course	Weightings	Progression requirement	Exit Award
<i>Note AC2.2</i>					<i>Note AC2.3</i>
Stage 1	Level 4	1	0	Standard UG Regs	Cert (Level 4 complete)
Stage 2	Level 5	2	40	Standard UG Regs	Dip (Level 5 complete)
Year Abroad		3	N/A	Pass	Dip (Level 5 complete)
Stage 3	Level 6	3	60	Standard UG Regs	BSc Hons
<p>In accordance the BIM regulations Students embarking on the BSc Social Psychology with a Year Abroad programme, or BSc Cognitive Psychology with a Year Abroad programme, will have the following progression criteria applied:</p> <p>1st Year – Minimum aggregate mark of 55% pass all modules at the first attempt</p> <p>2nd year Pass all modules at the first attempt and have a minimum aggregate mark of 55%</p> <p>There will also be extenuating circumstances which may be taken into account.</p>					



AC3	BOARD OF EXAMINERS				
AC3.1	Is there an existing Board of Examiners?	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
AC3.2a	If YES, which existing board will be responsible for the course?	PSY-BSc			
AC3.2b	If NO, please enter details for new board of examiners				
	Are any new external examiner(s) required?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
AC3.3b	If yes, how many?				

PS	PROGRAMME SPECIFICATION
<i>note PS</i>	This part of the form will serve a dual purpose. Please read the guidance note carefully before completing
	PLEASE ATTACH AN UPDATED PROGRAMME SPECIFICATION WITH TRACKED CHANGES SHOWING AMENDMENTS TO THE COURSE There are NO changes to the current programme specification. I have appended a diagram indicating how the two new pathways work in relation to our current provision. See appendix 1.

AC4	MODULE OUTLINES FOR EXISTING COMPULSORY MODULES
	NOT REQUIRED

AC5	MINOR CHANGES TO EXISTING MODULES
	NOT REQUIRED

AC6	NEW MODULES
	NOT REQUIRED

AC 7 <i>note AC7</i>	DEFINED CHOICE
	NOT REQUIRED

AC8 <i>note</i> <i>AC8</i>	JOINT COURSES					
	Is the proposed course is a joint course?	<table border="1"> <tr> <td style="background-color: #cccccc;">YES</td> <td></td> </tr> <tr> <td style="background-color: #cccccc;">NO</td> <td>X</td> </tr> </table>	YES		NO	X
YES						
NO	X					
	If YES, how will the student experience be managed?					

AC9	COMMENTS/FEEDBACK FROM EXTERNAL PROFESSIONALS/ BODIES					
	Is this course accredited or validated by a Professional, Statutory or Regulatory Body (PSRB)?	<table border="1"> <tr> <td style="background-color: #cccccc;">YES</td> <td>X</td> </tr> <tr> <td style="background-color: #cccccc;">NO</td> <td></td> </tr> </table>	YES	X	NO	
YES	X					
NO						
	If NO, go to AC10					
<i>note</i> <i>AC9</i>	If YES, please provide a summary of Professional, Statutory or Regulatory Body (PSRB) approval, if appropriate. Append any relevant documents as Appendix 3					
	<p>As there is NO CHANGE to the programme content and delivery there is no need to seek BPS approval.</p> <p>This has been confirmed through communication with the BPS Regarding the initial BSc Psychology with Year Abroad Proposal:</p>					

AC10	COMMENTS ON ACADEMIC CASE AND PROGRAMME SPECIFICATION
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR	
<i>note</i> AC10	Please circulate Parts 1, 3 & 4 to the following for their additional comments (if any). Comments to be returned to proposer within 10 working days. NB these comments should focus on the ACADEMIC CONTENT of the proposal
Date of circulation:	15/12/14
AC10.1	Careers Manager (CCEN)
<p><i>Obviously the nature of the minor changes don't adversely impact the careers support for the Psychology students on the course, so we continue to support the course / academic content.</i></p> <p><i>One key point we'd highlight though is - whilst there is strong support from employers for the benefit of a year abroad, without some form of management and considered careers support during the process it is possible that a year abroad can have an adverse career impact on students. The time spent abroad, and the summer that follows it, can be a very key formative for career decisions and acquisition of experience. Depending on students desired next steps, they may have to act quickly when starting their final year, and if they come back needing to acclimatise / start thinking about career steps, they may be disadvantaged.</i></p> <p><i>So we would encourage specific consideration for support to students before they leave, whilst they are abroad, and when they return. Within UEA there are models, both current and under development, for courses like American Students where this issue has been recognised and is being acted upon. We'd be happy to work with the school to help develop this kind of support programme.</i></p>	
AC10.2	Learning & Teaching Service (LTS) Manager (UG or PGT, as appropriate)
<p>I haven't added it to the attached form but the only comment I have is in AC1.2b the Year Abroad is a p/f 'module' so should n't that be indicated in that section?</p> <p>I am assuming that the Study Abroad Office have already been contacted about these new routes and the fact that they have a year abroad element. They need to be aware of all the subject offerings with a YA element.</p> <p>Best wishes</p> <p>Michele</p> <p>Michele Pavey Learning and Teaching Manager Learning and Teaching Service Arts Hub, Arts Building University of East Anglia Norwich Research Park Norwich NR4 7TJ</p>	
AC10.2	Equality & Diversity Manager (PPE)

Commented [RG(19)]: Document has subsequently been changed to reflect this.

Commented [RG(20)]: Study Abroad Office have been asked for comments on the proposal

No Comments Received	
AC10.3	Study Abroad (ARM)
It is anticipated that module parity will be available through several current linkages, and the Study Abroad Office will be happy to assist the School in exploring and expanding partnership options if desired.	
Anne-Marie Bruner-Tracey, Study Abroad Manager 23 Dec 2014	

AC11	PROPOSER'S RESPONSE TO COMMENTS IN AC9 & AC10 ABOVE
<i>note</i> AC11	

MINOR CHANGES COURSE PROPOSAL**Part 4 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 1	Year 2	Year 3	Year 4	Year 5
1.1	Percentage of assessment by written exams	20	25	15		
1.2	Percentage of assessment by practical exams	0	0	0		
1.3	Percentage of assessment by coursework	80	75	85		
1.4	Percentage of time in scheduled learning and teaching activities	22	30	16		
1.5	Percentage of time in guided independent study	78	70	84		
1.6	Percentage of time on placements	0	0	0		
KIS2	Professional Accreditation	<i>Note KIS2</i>				
2.1	Name of accrediting body (if applicable)					
	British Psychological Society					
2.2	Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.					
	The Psychology programme is accredited by the British Psychological Society (BPS) and confers eligibility for Graduate Basis for Registration (GBR) with the society, provided that the degree is successfully completed with the minimum of Second Class Honours. http://www.bps.org.uk/					
2.3	Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.					
	No – the core BPS modules are not optional. The degree structure demands that students take the relevant modules.					

MINOR CHANGES COURSE PROPOSAL**Part 5 APPROVALS AND NOTIFICATION****APPROVALS**

THIS SECTION WILL BE COORDINATED BY THE SECRETARY TO YOUR FACULTY TEACHING AND LEARNING QUALITY COMMITTEE (FLTQC)				
AP1 APPROVAL OF THE BUSINESS CASE				
	APPROVAL/SIGNATURES	Name	Signature/ evidence of approval	Date
AP1.1	School Director of Learning, Teaching and Quality	Neil Cooper	Neil Cooper	15.1.15
AP1.2	Head of School (on behalf of School Board)	Kenny Coventry	Kenny Coventry	15.1.15
AP1.3	Dean of Faculty (on behalf of Faculty Executive)	Jacqueline Collier		
AP1.4	LTC (if relevant)			
AP1.5	Council (if relevant)			
AP1.6	Reasons for approval being withheld (and by whom)			

AP2 APPROVAL OF THE ACADEMIC CASE				
AP2.1	Head of School	Name	Signature	Date
	Approved:	Kenny Coventry	Kenny Coventry	15.1.15
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
AP2.2	Faculty Associate Dean (for Faculty LTQC)	Name	Signature	Date

	Approved:	Ratula Chakraborty	Ratula Chakraborty	15.1.15
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
AP2.3	PVC Academic (for LTC)	Name	Signature	Date
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
Where applicable:				
AP2.4	Secretary to Council	Name	Signature	Date
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

MINOR CHANGES COURSE PROPOSAL

<i>Note N1</i>					NOTIFICATION OF APPROVAL				
This section should be completed by Faculty FLTQC Secretary once a course proposal has been approved. Its purpose is to ensure that relevant Offices are informed of the approval of course proposals (new courses and course amendments), in accordance with the procedures for course approval.									
FACULTY						SCHOOL			
NEW COURSE?		Y	N	If NO, please enter existing course code					
DEGREE AWARD (e.g. BSc/MA)									
TITLE OF PROGRAMME									
START DATE						LENGTH OF COURSE			
Course Approved by:			Name of Committee Chair			Date of approval			
Faculty Learning and Teaching Quality Committee (FLTQC)									
Learning and Teaching Committee (LTC)									
RELEVANT OFFICE INFORMED? *insert date									
Planning Office		Admissions and Marketing		Learning and Teaching Service		Union of UEA Students			

<i>Note N1</i>		IMPLEMENTATION ACTIONS	
COURSE NAME		NEW ROUTE CODE	
ACTION		DATE	
COURSE INFORMATION LIVE IN ADMISSIONS			
PROGRAMME SPECIFICATION UPLOADED ONTO WEBSITE			
COURSE PROFILE UPLOADED ONTO SITS			
COURSE CLOSURES COMMENCED (where appropriate)			

APPENDIX 1.

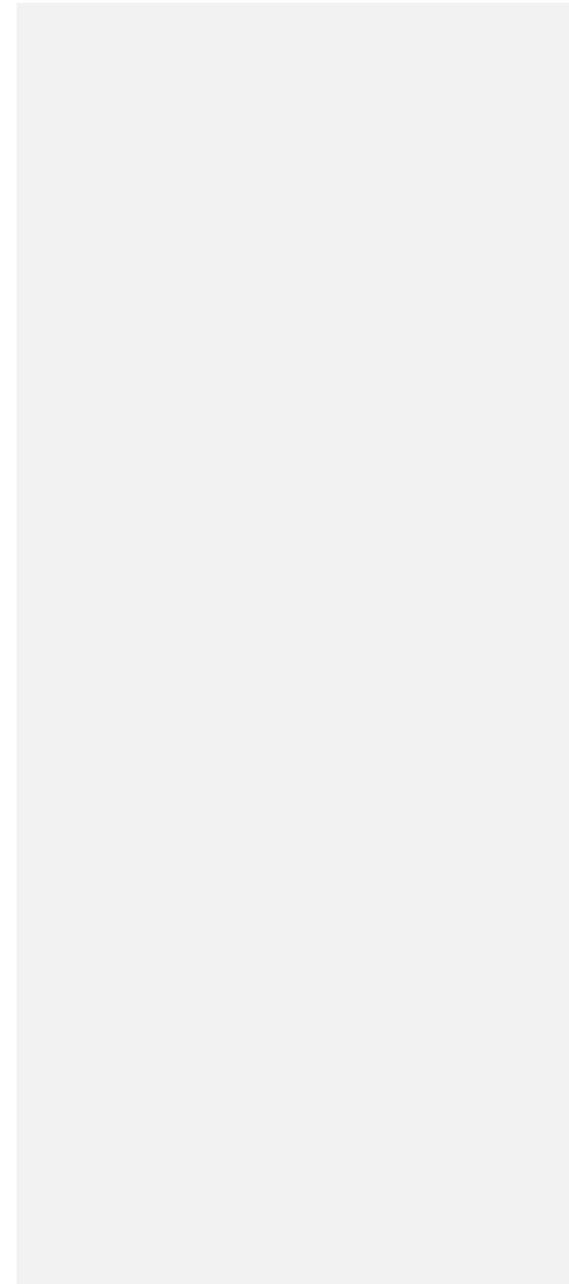
CURRENT UEA BSc PSYCHOLOGY , BSc COGNITIVE PSYCHOLOGY, BSc SOCIAL PSYCHOLOGY

Year 1		Year 2		Year 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
RDA I (40)		RDAll (40)		Research Project (40) Cognitive or Social Psychology	
Self & Society (40)		Psychology: Social, Development, Concepts and History (30) <ul style="list-style-type: none"> • Theme 1 Developmental Psych • Theme 3 Social Psychology • Theme 3 CHiPs 	Psychology: Cognition, biology, and Individual Differences (30) <ul style="list-style-type: none"> • Theme 1 Cognitive Psychology • Theme 2 Biological Psychology • Theme 2 Individual differences 	CORE Social & Affective Neuroscience (20) Psychology of Risk (20)	The Brain (20) Psychology of Language (20)
Development, Personality, Brain & Cognition (40)		Introduction to Mental Health OR Crime and Punishment		CORE Social Cognition and Social Identity Psychosocial Perspectives on the Family (20) Forensic Psychology (20)	Attachment and Care Giving (20) Psychology of Subs Use (20) Clinical Psychology (20)
				Level 6 BSc PSYCHOLOGY = 120 credits (40 + 80 optional) BSc COGNITIVE PSYCHOLOGY, (40 project, 20 Social Neuroscience, and 40 from Brain, Risk or Language) = Minimum 100 credit Cog	

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BSc SOCIAL PSYCHOLOGY (40 project, 20 Social Cognition, and 40 from Family, Relationship or Substance Use) = Minimum 100 credits Social



UEA BSc PSYCHOLOGY WITH YEAR ABROAD (CURRENT), PROPOSED BSc COGNITIVE PSYCHOLOGY WITH YEAR ABROAD, PROPOSED BSc SOCIAL PSYCHOLOGY WITH YEAR ABROAD

Year 1		Year 2		Year 3	Year 3	
Semester 1	Semester 2	Semester 1	Semester 2		Semester 1	Semester 2
RDA I (40)		RDAII (40)		YEAR ABROAD	Research Project (40) Cognitive or Social Psychology	
Self & Society (40)		Psychology: Social, Development, Concepts and History (30)	Psychology: Cognition, biology, and Individual Differences (30)		CORE Social & Affective Neuroscience (20)	The Brain (20)
Development, Personality, Brain & Cognition (40)		<ul style="list-style-type: none"> • Theme 1 Developmental Psych • Theme 3 Social Psychology • Theme 3 CHiPs 	<ul style="list-style-type: none"> • Theme 1 Cognitive Psychology • Theme 2 Biological Psychology • Theme 2 Individual differences 	YEAR ABROAD	Psychology of Language (20)	
		Introduction to Mental Health OR Crime and Punishment		YEAR ABROAD	Attachment and Care Giving (20)	
					Psychology of Subs Use (20)	
					Forensic Psychology (20)	
					Clinical Psychology (20)	
					Level 6	
					BSc PSYCHOLOGY = 120 credits (40 + 80 optional)	
					BSc COGNITIVE PSYCHOLOGY, (40 project, 20 Social Neuroscience, and 40 from Brain, Risk or Language) = Minimum 100 credit Cog	
					BSc SOCIAL PSYCHOLOGY (40 project, 20 Social Cognition, and 40 from Family, Relationship or Substance Use) = Minimum 100 credits Social	

