



# Programme Specification and Curriculum Map

Faculty of Arts and Science

BA (Hons) Social Work

2018

# Programme specification

*(Notes on how to complete this template are provide in Annexe 2)*

## 1. Overview/ factual information

|   |   |
|---|---|
| <b>Programme/award title(s)</b>   | BA (Hons) Social Work<br>Diploma of Higher Education in Social Studies<br>Certificate of Higher Education in Social Studies   |
| <b>Teaching Institution</b>   | Havering College of Further and Higher Education  |
| <b>Awarding Institution</b>   | The Open University (OU)  |
| <b>Date of first OU validation</b>  | March 2009  |
| <b>Date of latest OU (re)validation</b>   | March 2018  |
| <b>Next revalidation</b>  | 2023  |
| <b>Credit points for the award</b>  | 360   |
| <b>UCAS Code</b>  | L500  |
| <b>Programme start date</b>   | September 2018  |
| <b>Underpinning QAA subject benchmark(s)</b>  | Social Work (2016)  |
| <b>Other external and internal reference points used to inform programme outcomes</b> | Health and Care Professional Council - Standards of Proficiency for Social Workers (2012)<br><b>Health and Care Professional Council – Standards of education and Training (2017)</b><br>British Association of Social Workers – The code of ethics for Social Work (2014)<br>Department of Education – Knowledge and skills statement for approved child and family practitioners<br>Department of Education – Knowledge and skills statement for Social Workers in Adult services |
| <b>Professional/statutory recognition</b>   | Accredited by HCPC  |
| <b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face)</b>                    | 3 years Full-time   |
| <b>Duration of the programme for each mode of study</b>                               | 3 years   |
| <b>Dual accreditation (if applicable)</b>   | N/A   |
| <b>Date of production/revision of this specification</b>                              | January 2018  |

**Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.**

**More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the student’s handbook.**

**The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.**

#### 2.1 Educational aims and objectives

This programme aims to enable learners to develop the knowledge, skills and values necessary for professional Social Work practice. It will prepare students to work as part of the social care workforce, working increasingly in integrated teams across and within specialist settings, alongside professionals and in partnership with service users and carers. It encompasses the recommendations of the British Association of Social Workers, the Department of Education, the Health and Care Professional Council's standards of Proficiency for Social Workers and is underpinned by the requirements of the Professional Capabilities Framework.

All graduates of the programme will be able to demonstrate:

- An ability to critically analyse, extend and apply knowledge, concepts and theories to a range of practice situations.
- An ability to reflect critically on the impact of own values, beliefs and assumptions on a range of practice situations.
- An ability to use advanced interpersonal and communication skills in a range of practice situations.
- The ability to apply the social work Standards of Proficiency and Professional Capabilities Framework in an integrated way to a range of practice situations.

#### 2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

This programme is not part of a hierarchy of awards/programmes.

#### 2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place

N/A

#### 2.4 List of all exit awards

BA (Hons) Social Work  
Diploma of Higher Education in Social Studies  
Certificate of Higher Education in Social Studies

### 3. Programme structure and learning outcomes

| <b>Programme Structure - LEVEL 4</b>                   |                      |                         |                      |                                  |                         |
|--|----------------------|-------------------------|----------------------|----------------------------------|-------------------------|
| <b>Compulsory modules</b>                              | <b>Credit points</b> | <b>Optional modules</b> | <b>Credit points</b> | <b>Is module compensatable ?</b> | <b>Semester runs in</b> |
| Self, Identity and Values (Semester 1)                 | 20                   | N/A                     |                      | No                               | 1                       |
| Academic Study Skills (Semester 1)                     | 20                   |                         |                      | No                               | 1                       |
| Human Development across the life course (Semester 2)  | 20                   |                         |                      | No                               | 2                       |
| Theories and Methods for Practice (Semester 1)*        | 20                   |                         |                      | No                               | 2                       |
| Law for Social Workers (Semester 1 & 2)                | 20                   |                         |                      | No                               | 1&2                     |
| Skills for working with service users (Semester 1 & 2) | 20                   |                         |                      | No                               | 1&2                     |

Intended learning outcomes at Level 4 are listed below:

| <b><u>Learning Outcomes – LEVEL 4</u></b>  |   |
|--|---|
| <b>3A. Knowledge and understanding</b>   |   |
| <b>Learning outcomes:</b>  | <b>Learning and teaching strategy/ assessment methods</b>   |
| <p>A1 - Identify and explain a range of social science and social work theories and methods of practice.</p> <p>A2 - Identify and explain key aspects of social care legislation.</p> <p>A3 – Identify and reflect on own personal values in relation to the value base of social work.</p> <p>A4 – Identify and explain the Standards of Proficiency and Professional Capabilities Framework for social work.</p> | <p>Learning and teaching takes place via a range of methods which will include:</p> <ul style="list-style-type: none"> <li>• interactive lectures</li> <li>• small group work</li> <li>• practice learning opportunities</li> <li>• personal reflection</li> <li>• individual and group tutorials</li> </ul> <p>The strategy aims to extend knowledge and understanding at this Level of the programme and develop learners' independent enquiry. Learners will be supported to increasingly explain and reflect on personal values, theories and legislations; with focus on the PCF for social work. They will be expected to</p> |

| <b><u>Learning Outcomes – LEVEL 4</u></b>  |   |
|--|---|
| <b>3A. Knowledge and understanding</b>   |   |
|  | <p>share their learning with others through activities including presentations and group work. This will include:</p> <ul style="list-style-type: none"> <li>• essays</li> <li>• presentations</li> <li>• portfolios</li> <li>• simulated practice scenarios</li> </ul>   |
| <b>3B. Cognitive skills</b>  |   |
| <b>Learning outcomes:</b>  | <b>Learning and teaching strategy/ assessment methods</b>   |
| <p>B1 – Interpret, apply and evaluate a range of social science and social work theories to case scenarios.</p> <p>B2 – Apply social care legislation to case scenarios.</p> <p>B3 – Reflect on own use of interpersonal and communication skills.</p> | <p>Learning and teaching takes place via a range of methods which will include:</p> <ul style="list-style-type: none"> <li>• interactive lectures</li> <li>• small group work</li> <li>• case study discussion</li> <li>• personal reflection</li> <li>• individual and group tutorials</li> </ul> <p>The strategy aims to extend cognitive skills at this Level of the programme and develop learners' independent enquiry. Learners will be supported to increasingly interpret, apply, evaluate theories and legislation to case studies and reflect on the use of communication skills. They will be expected to share their learning with others through activities including presentations and group work. This will include:</p> <ul style="list-style-type: none"> <li>• essays</li> <li>• presentations</li> <li>• portfolios</li> <li>• simulated practice scenarios</li> </ul> |

| <b>3C. Practical and professional skills</b>   |   |
|--|---|
| <b>Learning outcomes:</b>  | <b>Learning and teaching strategy/ assessment methods</b>   |
| <p>C1 – Appropriately apply a range of social science and social work theories to case scenarios.</p> <p>C2 – Prioritise practice issues in relation to legal powers and duties in the context of case scenarios.</p> <p>C3 – Use a range of appropriate interpersonal and communication skills.</p> | <p>Learning and teaching takes place via a range of methods which will include:</p> <ul style="list-style-type: none"> <li>• interactive lectures</li> <li>• small group work</li> <li>• practice learning opportunities</li> <li>• personal reflection</li> <li>• individual and group tutorials</li> <li>• case study discussion</li> </ul> <p>The strategy aims to extend practical and professional skills required at this Level of the programme and develop learners' independent enquiry. Learners will be supported to increasingly apply theories and legislation to case studies and use interpersonal and communication skills in preparation for practice. They will be expected to share their learning with others through activities including presentations and group work. This will include:</p> <ul style="list-style-type: none"> <li>• essays</li> <li>• presentations</li> <li>• portfolios</li> <li>• simulated practice scenarios</li> </ul> |
| <b>3D. Key/transferable skills</b>   |   |
| <b>Learning outcomes:</b>  | <b>Learning and teaching strategy/ assessment methods</b>   |
| <p>D1 – Identify their current strengths and future learning needs.</p> <p>D2 - Identify and use a range of learning resources.</p>  | <p>Learning and teaching takes place via a range of methods which will include:</p> <ul style="list-style-type: none"> <li>• interactive lectures</li> <li>• small group work</li> <li>• practice learning opportunities</li> <li>• personal reflection</li> <li>• individual and group tutorials</li> </ul>  |

### 3D. Key/transferable skills

The strategy aims to extend key transferable skills at this Level of the programme and develop learners' independent enquiry. Learners will be supported to increasingly identify their strengths and use a range of learning resources in order to reflect and development as a learner and prepare for practice placement. This will include:

- essays
- presentations
- portfolios
- simulated practice scenarios

**Exit Award: Certificate of Higher Education in Social Studies 120 credits at Level 4**

### Programme Structure - LEVEL 5

| Compulsory modules                                   | Credit points | Optional modules | Credit points | Is module compensatable? | Semester runs in |
|--|---------------|------------------|---------------|--------------------------|------------------|
| Social Policy and Social Justice (Semester 2)        | 20            |                  |               | No                       | 2                |
| Using Research and Evidence in Practice (Semester 2) | 20            |                  |               | No                       | 2                |
| Practice with Adult Service Users (Semester 1)       | 20            |                  |               | No                       | 1                |
| Practice with Children and Families (Semester 1)     | 20            |                  |               | No                       | 1                |
| Practice Placement 1 (Semester 1 & 2)                | 40            |                  |               | No                       | 1&2              |

**Intended learning outcomes at Level 5 are listed below:**

**Learning Outcomes – LEVEL 5**

**3A. Knowledge and understanding**

| <b>Learning outcomes:</b>   | <b>Learning and teaching strategy/ assessment methods</b>  |
|---|--|
| <p>A5 – Demonstrate a detailed knowledge of concepts, theories, policy and legislation relevant to social work and an appreciation of the contexts within which they may be used in practice.</p> <p>A6 – Debate issues in relation to ethical issues and patterns of disadvantage.</p> | <p>Learning and teaching takes place via a range of methods which will include:</p> <ul style="list-style-type: none"><li>• interactive lectures</li><li>• small group work</li><li>• role plays</li><li>• debates</li><li>• practice learning opportunities</li><li>• personal reflection</li><li>• individual and group tutorials</li></ul> <p>The strategy aims to extend knowledge and understanding at this Level of the programme and develop learners' independent enquiry. Learners will be supported to increasingly demonstrate detailed knowledge of theories and policy that may be used in practice and debate ethical issues. They will be expected to share their learning with others through activities. This will include:</p> <ul style="list-style-type: none"><li>• essays</li><li>• reports</li><li>• presentations</li><li>• portfolios</li><li>• patchwork text</li><li>• simulated practice scenarios</li></ul> |



| <b>3B. Cognitive skills</b>   |   |
|---|---|
| <b>Learning outcomes:</b>   | <b>Learning and teaching strategy/ assessment methods</b>   |
| <p>B4 – Analyse, evaluate, synthesise and apply a range of social science and social work theories, legislation and research to practice situations.</p> <p>B5 – Reflect on their own practice and evaluate this in relation to the principles of anti-discriminatory/anti-oppressive practice.</p> | <p>Learning and teaching takes place via a range of methods which will include:</p> <ul style="list-style-type: none"> <li>• interactive lectures</li> <li>• small group work</li> <li>• role plays</li> <li>• debates</li> <li>• practice learning opportunities</li> <li>• personal reflection</li> <li>• individual and group tutorials</li> </ul> <p>The strategy aims to extend cognitive skills at this Level of the programme and develop learners' independent enquiry. Learners will be supported to analyse theories and legislations and apply this to practice. Reflection on own practice will also be an important part of this strategy. They will be expected to share their learning with others through activities. This will include:</p> <ul style="list-style-type: none"> <li>• essays</li> <li>• reports</li> <li>• presentations</li> <li>• portfolios</li> <li>• patchwork text</li> <li>• simulated practice scenarios</li> </ul> |

| <b>3C. Practical and professional skills</b>  |   |
|---|---|
| <b>Learning outcomes:</b>   | <b>Learning and teaching strategy/ assessment methods</b>   |
| <p>C4 – Demonstrate the appropriate application of knowledge, concepts, theories, legislation and research to practice situations.</p> <p>C5 – Demonstrate appropriate application of the Professional Capabilities Framework to practice situations.</p> | <p>Learning and teaching takes place via a range of methods which will include:</p> <ul style="list-style-type: none"> <li>• interactive lectures</li> <li>• small group work</li> <li>• role plays</li> <li>• debates</li> <li>• practice learning opportunities</li> <li>• personal reflection</li> <li>• individual and group tutorials</li> </ul> <p>The strategy aims to extend practical and professional skills at this Level of the programme and develop learners' independent enquiry. Learners will be supported and encouraged to demonstrate appropriate application of knowledge to practice with reference to the PCF. They will be expected to share their learning with others through activities. This will include:</p> <ul style="list-style-type: none"> <li>• essays</li> <li>• reports</li> <li>• presentations</li> <li>• portfolios</li> <li>• patchwork text</li> <li>• simulated practice scenarios</li> </ul> |

| <b>3D. Key/transferable skills</b>  |   |
|---|---|
| <b>Learning outcomes:</b>   | <b>Learning and teaching strategy/ assessment methods</b>   |
| <p>D3 – Evaluate own strengths and areas for development and manage own learning in academic and practice settings with minimal direction</p> <p>D4 – Communicate appropriately with different audiences, utilising a range of methods and formats.</p> | <p>Learning and teaching takes place via a range of methods which will include:</p> <ul style="list-style-type: none"> <li>• interactive lectures</li> <li>• small group work</li> <li>• role plays</li> <li>• debates</li> <li>• practice learning opportunities</li> <li>• personal reflection</li> <li>• individual and group tutorials</li> </ul> <p>The strategy aims to extend key transferable skills at this Level of the programme and develop learners' independent enquiry. Learners will be supported to increasingly identify their strengths and use a range of learning resources in order to reflect and development as a learner and prepare for practice placement. This will include:</p> <ul style="list-style-type: none"> <li>• essays</li> <li>• presentations</li> <li>• portfolios</li> <li>• patchwork text</li> <li>• reports</li> </ul> |

**Exit Award: Diploma of Higher Education in Social Studies 240 credits (120 at Level 4, 120 at Level 5)**

| <b><u>Programme Structure - LEVEL 6</u></b>                   |                      |                         |                      |                                 |                         |
|---|----------------------|-------------------------|----------------------|---------------------------------|-------------------------|
| <b>Compulsory modules</b>                                     | <b>Credit points</b> | <b>Optional modules</b> | <b>Credit points</b> | <b>Is module compensatable?</b> | <b>Semester runs in</b> |
| Research in Action (Semester 1 & 2)                           | 45                   |                         |                      | No                              | 1&2                     |
| Specialist Issues, Innovation and Leadership (Semester 1 & 2) | 30                   |                         |                      | No                              | 1&2                     |
| Practice Placement 2 (Semester 1 & 2)                         | 45                   |                         |                      | No                              | 1&2                     |

**Intended learning outcomes at Level 6 are listed below:**

| <b><u>Learning Outcomes – LEVEL 6</u></b>  |   |
|--|---|
| <b>3A. Knowledge and understanding</b>   |   |
| <b>Learning outcomes:</b>  | <b>Learning and teaching strategy/ assessment methods</b>   |
| <p>A7 – Critically analyse, extend and apply knowledge of concepts, theories, policy and legislation relevant to social work practice.</p> <p>A8 – Analyse and appropriately resolve complex ethical issues and conflicts in relation to a practice setting.</p> | <p>Learning and teaching takes place via a range of methods which will include:</p> <ul style="list-style-type: none"> <li>• interactive lectures</li> <li>• direct observations</li> <li>• role plays</li> <li>• debates</li> <li>• practice learning opportunities</li> <li>• personal reflection</li> <li>• individual and group tutorials</li> </ul> <p>The strategy aims to extend knowledge and understanding at this Level of the programme and develop learners' independent enquiry. Learners will be supported to critically analyse and extend knowledge of theories, legislation and policies relevant to practice including resolving of ethical issues. They will be expected to share their learning with others through activities. This will include:</p> <ul style="list-style-type: none"> <li>• essays</li> </ul> |

| <b><u>Learning Outcomes – LEVEL 6</u></b>   |  |
|---|--|
| <b>3A. Knowledge and understanding</b>  |  |
|   | <ul style="list-style-type: none"> <li>• reports</li> <li>• presentations</li> <li>• portfolios</li> <li>• practice reflection</li> </ul>  |
| <b>3B. Cognitive skills</b>   |  |
| <b>Learning outcomes:</b>   | <b>Learning and teaching strategy/ assessment methods</b>  |
| <p>B6 – Critically analyse, evaluate and synthesise a range of concepts, theory and research in relation to relevant practice issues.</p> <p>B7 – Reflect critically on the impact of own values, beliefs and assumptions on a range of practice situations</p> | <p>Learning and teaching takes place via a range of methods which will include:</p> <ul style="list-style-type: none"> <li>• interactive lectures</li> <li>• direct observations</li> <li>• role plays</li> <li>• debates</li> <li>• practice learning opportunities</li> <li>• personal reflection</li> <li>• individual and group tutorials</li> </ul> <p>The strategy aims to extend cognitive skills at this level of the programme and develop learners' independent enquiry. Learners will be supported to critically analyse and evaluate concepts, theory relevant to practice. Learners will also reflect on own values and beliefs for practice situations. They will be expected to share their learning with others through activities. This will include:</p> <ul style="list-style-type: none"> <li>• essays</li> <li>• reports</li> <li>• presentations</li> <li>• portfolios</li> <li>• practice reflection</li> </ul> |

### 3C. Practical and professional skills

| <b>Learning outcomes:</b>  | <b>Learning and teaching strategy/ assessment methods</b>   |
|--|---|
| <p>C6 – Appropriately select and apply theories and approaches to practice situations within legal and ethical frameworks in order to empower and promote the rights of service users.</p> <p>C7 – Apply the Professional Capabilities Framework in an integrated way in complex and sometimes unpredictable practice contexts</p> | <p>Learning and teaching takes place via a range of methods which will include:</p> <ul style="list-style-type: none"> <li>• interactive lectures</li> <li>• direct observations</li> <li>• role plays</li> <li>• debates</li> <li>• practice learning opportunities</li> <li>• personal reflection</li> <li>• individual and group tutorials</li> </ul> <p>The strategy aims to extend practice and professional skills at this level of the programme and develop learners' independent enquiry. Learners will be supported to apply theories to practice with consideration of legal, ethical and professional capabilities framework to promote and empower service users. They will be expected to share their learning with others through activities. This will include:</p> <ul style="list-style-type: none"> <li>• essays</li> <li>• reports</li> <li>• presentations</li> <li>• portfolios</li> <li>• practice reflection</li> </ul> |

| <b>3D. Key/transferable skills</b>   |  |
|--|--|
| <b>Learning outcomes:</b>  | <b>Learning and teaching strategy/ assessment methods</b>  |
| <p>D5 – With minimal direction, evaluate and take responsibility for own learning and areas for further professional development.</p> <p>D6 – Use advanced communication skills to advocate effectively with a range of different agencies and professionals on behalf of service users.</p> | <p>Learning and teaching takes place via a range of methods which will include:</p> <ul style="list-style-type: none"> <li>• interactive lectures</li> <li>• direct observations</li> <li>• role plays</li> <li>• debates</li> <li>• practice learning opportunities</li> <li>• personal reflection</li> <li>• individual and group tutorials</li> </ul> <p>The strategy aims to extend key transferable skills at this level of the programme and develop learners' independent enquiry. Learners will be able to take responsibility of own learning and professional development advocate for service users using a range of different agencies. They will be expected to share their learning with others through activities. This will include:</p> <ul style="list-style-type: none"> <li>• essays</li> <li>• reports</li> <li>• presentations</li> <li>• portfolios</li> <li>• practice reflection</li> </ul> |

**BA (Hons) Social Work 360 Credits at Level 6 (120 at Level 4, 240 at Level 5 and 360 at Level 6)**

#### 4. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive features such as:
  - where in the structure above a professional/placement year fits in and how it may affect progression
  - any restrictions regarding the availability of elective modules
- where in the programme structure students must make a choice of pathway/route

The programme is structured as outlined above. All students will also undertake an intensive 2 week induction programme that aims to promote a strong sense of both academic and professional standards expected from the programme.

Practice requirements: Social Work students are required to undertake 170 days of assessed practice and 30 days of skills development. The structure of the programme ensures that this requirement is met over the three years of the course as follows:

- Level 4 – 20 days skills development
- Level 5 – 5 days skills development, 70 days practice
- Level 6 – 5 days skills development, 100 days practice

Active engagement with service user and carers is paramount to the skills development aspect but also interwoven into all aspect of the course. This programme include services users and carer feedback in all aspect of designing the modules, which is advantageous to the development of the learners' practice skills

Students must successfully complete all practice requirements at each Level and may not proceed to the next Level without having done so.

Practice requirements of the programme will be graded Pass/Refer/Fail. Learners receiving a refer will, in most circumstances, be offered the opportunity to repeat the practice requirement. Learners repeating a practice requirement are required to repeat all assessed work associated with that practice requirement. A student, who fails any of the practice requirements, including assessment of the Readiness for Practice module, will be deemed to have failed the course and will not have the opportunity to repeat these modules.

#### 5. Support for students and their learning

Students have a range of support structures available to them dependent on their specific needs. These include:

- A study tutor – all students are allocated a study tutor whose role it is to offer academic and professional support throughout the time the student is on the programme.
- Academic skills support – a structured induction led by the academic team and supported by colleagues from other areas of the college (Learning Resources Centres, Quality and Standards and Learning Support) serves to underpin academic skills appropriate to Higher Education study. This is further supported by ongoing academic skills sessions focusing on specific issues during the modules of



the programme where the students are able to share ideas and knowledge and receive lecturer and peer support around specific academic skills.

- HE Learning Support Co-ordinator – a dedicated member of staff is employed to offer support to HE students with disabilities or learning support needs. Diagnostic assessment can be undertaken for specific learning difficulties; referrals made for other assessments that may be required; support provided with accessing DSA funding and finding appropriate support workers as required. Additional drop-in sessions are organised at key points in the academic year to enable students to access 1:1 support with their academic skills if required.
- ESOL support for HE students – although there are clear expectations that those entering the programme will have demonstrated that they have sound written and verbal communication skills there may be a need for some students to receive additional support in relation to English as an academic language.
- HE Development Worker – One part-time HE development adviser is employed to work specifically with HE students on the Quarles campus of the college. This member of staff is able to provide guidance and advice on a range of issues in relation to college policies and procedures, personal and financial issues. The student services team also work to develop and support StARS (Student Academic Representatives) in representing the views of their cohorts on programme and college-wide issues.
- Counsellor – if personal problems become such that personal tutors and student services advisors are no longer able to support individual students, the college employs a counsellor who students may either self-refer or be referred to for additional support.
- The college will offer and deliver mentor training to relevant individuals who have volunteered to mentor a student during their HE studies. Each mentor needs to be qualified to degree level in a relevant subject area and will be awarded a certificate in recognition of attendance and support. A mentor may be appointed from the student's place of work, or sector. This could be a colleague, supervisor or line manager and does not need to be someone working directly with the student although sometimes this might be useful. Judgments need to be made on individual cases, but the mentor needs to be a person the student feels they can discuss their anxieties with honestly and safely. Every student will be supported by a named mentor throughout their studies. The Mentoring Guide sets out expectations of the mentee and mentor roles.
- Placement Supervisor a suitably qualified member of staff where the student is carrying out their work programme. This staff member is to support the student with the work based element of their programme. The Placement Handbook sets out the Placement Supervisor's roles and responsibilities.
- Personal development planning (PDP) is embedded throughout the programme. For example, tutorials are used to help students consider their learning needs and identify the support that may be needed to support those needs.

## 6. Criteria for admission

All students admitted should meet the following criteria:

- Qualifications equivalent to 240 UCAS points at Level 3; or another equivalent qualification such as an Access to Higher Education Diploma (with a minimum of 45 credits at Level 3 of which 30 are gained at Merit or Distinction), or courses bearing Higher Education credits.

- Level 2 Maths qualification.
- Level 2 English qualification.
- The ability to use basic IT facilities.
- Have no issues in relation to health or character that would deem them unsuitable to undertake social work training.

The meeting of the admissions criteria will be determined by the HCPC Standards of education and training guide (SETs) and through a selection process and that involves the following stages:

- Application form via UCAS for full time applicants or direct application to the College for part time applicants
- Verification of qualifications
- Self-declaration in relation to health and character
- Assessment day involving academic staff, service users and practitioners and including:
  - Written test
  - Group work exercise
  - Individual interview

All offers will be subject to a satisfactory Disclosure and Barring Service check.

All offers made are for entry to Level 4. Successful applicants may apply for Accreditation of Prior Learning/Prior Experiential Learning (APL/APEL) and should discuss this with the Programme Manager responsible for admissions at the earliest opportunity before commencement of the course. All claims for AP(E)L will be considered in line with current College regulations.

Applicants who are not successful in gaining a place on the Social Work programme may be suitable for alternative programmes within the College, for example; the Access to Higher Education Health Professions course available in this faculty or the BA In Health and Social Care. Advice and guidance will be provided as required by the Threshold Services team.

#### 7. Language of study

English

#### 8. Information about non-OU standard assessment regulations (including PSRB requirements)

The college works within Assessment Regulations (September 2017) that have been written by the Open University (CICP).

9. Methods for evaluating and improving the quality and standards of teaching and learning.

The college has well-developed mechanisms for receiving and evaluating standards of teaching and learning. These include:

1. Course Board of Studies meetings with student representatives.
2. Focus groups with student cohorts from HE programmes.
3. A college student survey focusing on curriculum, academic faculty and college issues.
4. End of module evaluation questionnaires managed centrally.
5. Teaching and Learning observations.
6. College and programme information from the National Student Survey.
7. External Examiner visits and reports.
8. Student meetings with an Academic Reviewer from the Open University (OU).
9. An Annual Programme Evaluation Report written by the Programme Manager, is scrutinised by students at the Course Board of Studies meeting in October, January and April of each academic year. All reports are scrutinised at college level by the HE Quality Department and Higher Education Strategy and Operations Group (HESOG).
10. Staff appraisals.

10. Changes made to the programme since last (re)validation

Changes have been made in line with the updated

Annexe 1: Curriculum map, Programme Structure

Annexe 2: Notes on completing the OU programme specification template

## Annexe 1 - Curriculum map

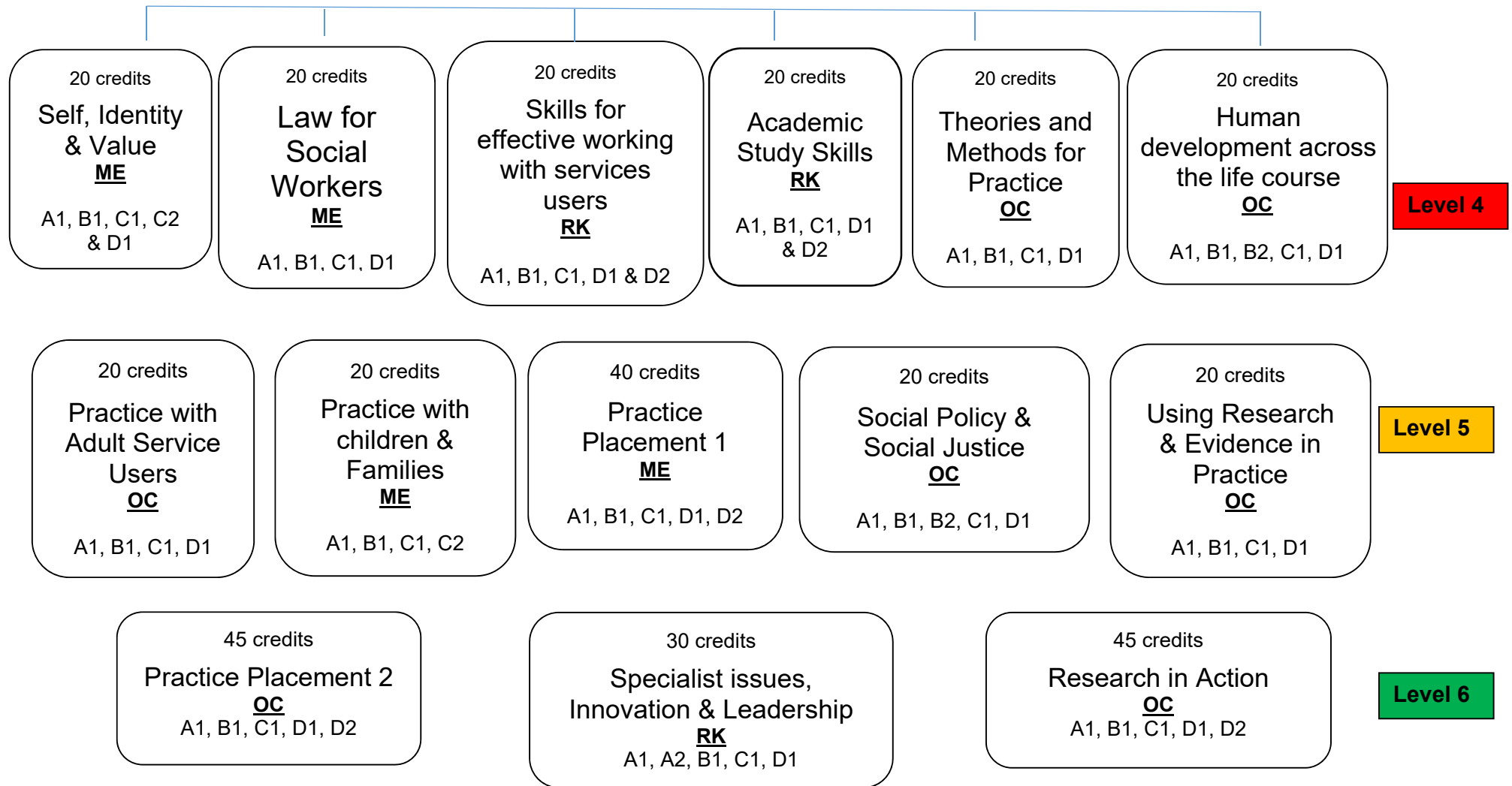
This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

| Level | Study module/unit                               | Programme outcomes |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|-------|---|--------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
|       |   | A1                 | A2 | A3 | A4 | A5 | A6 | A7 | A8 | B1 | B2 | B3 | B4 | B5 | B6 | B7 | C1 | C2 | C3 | C4 | C5 | C6 | C7 | D1 | D2 | D3 | D4 | D5 | D6 |
| 1     | Academic Study Skills                           |                    |    |    | ✓  |    |    |    |    |    | ✓  |    |    |    |    |    |    | ✓  |    |    |    |    | ✓  | ✓  |    |    |    |    |    |
|       | Theories and Methods for Practice               | ✓                  |    |    |    |    |    |    | ✓  |    |    |    |    |    |    |    | ✓  |    |    |    |    |    |    | ✓  |    |    |    |    |    |
|       | Self, Identity and Values                       |                    |    | ✓  | ✓  |    |    |    | ✓  |    |    |    |    |    |    |    | ✓  |    |    |    |    |    |    | ✓  |    |    |    |    |    |
|       | Human Development across the life course        | ✓                  |    |    |    |    |    |    | ✓  |    |    |    |    |    |    |    | ✓  |    |    |    |    |    |    | ✓  |    |    |    |    |    |
|       | Theories and Methods for Practice               | ✓                  |    |    |    |    |    |    | ✓  |    |    |    |    |    |    |    | ✓  |    |    |    |    |    |    | ✓  |    |    |    |    |    |
|       | Law for Social Workers                          |                    | ✓  |    |    |    |    |    |    |    | ✓  |    |    |    |    |    |    | ✓  |    |    |    |    |    |    | ✓  |    |    |    |    |
|       | Skills for effective working with service users | ✓                  |    |    | ✓  |    |    |    |    | ✓  |    |    |    |    |    |    | ✓  |    | ✓  |    |    |    |    | ✓  | ✓  |    |    |    |    |

| Level | Study module/unit                       | Programme outcomes |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|-------|---|--------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
|       |   | A1                 | A2 | A3 | A4 | A5 | A6 | A7 | A8 | B1 | B2 | B3 | B4 | B5 | B6 | B7 | C1 | C2 | C3 | C4 | C5 | C6 | C7 | D1 | D2 | D3 | D4 | D5 | D6 |
| 2     | Practice with Adult Service Users       |                    |    |    |    | ✓  |    |    |    |    |    | ✓  |    |    |    |    |    |    | ✓  |    |    |    |    |    |    |    | ✓  |    |    |
|       | Practice with Children and Families     |                    |    |    |    | ✓  |    |    |    |    |    | ✓  |    |    |    |    |    |    | ✓  |    |    |    |    |    |    |    | ✓  |    |    |
|       | Practice Placement 1                    |                    |    |    |    | ✓  | ✓  |    |    |    |    | ✓  | ✓  |    |    |    |    |    | ✓  | ✓  |    |    |    |    |    | ✓  | ✓  |    |    |
|       | Social Policy and Social Justice        |                    |    |    |    | ✓  | ✓  |    |    |    |    | ✓  |    |    |    |    |    |    | ✓  |    |    |    |    |    |    | ✓  |    |    |    |
|       | Using Research and Evidence in Practice |                    |    |    |    | ✓  |    |    |    |    |    | ✓  |    |    |    |    |    |    | ✓  |    |    |    |    |    |    | ✓  |    |    |    |

| Level | Study module/unit                          | Programme outcomes |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
|-------|--|--------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|
|       |  | A1                 | A2 | A3 | A4 | A5 | A6 | A7 | A8 | B1 | B2 | B3 | B4 | B5 | B6 | B7 | C1 | C2 | C3 | C4 | C5 | C6 | C7 | D1 | D2 | D3 | D4 | D5 | D6 |   |
| 3     | Research in Action                         |                    |    |    |    |    |    | ✓  |    |    |    |    |    |    | ✓  |    |    |    |    |    |    | ✓  |    |    |    |    |    |    | ✓  |   |
|       | Specialist Issues, Innovation & Leadership |                    |    |    |    |    |    | ✓  | ✓  |    |    |    |    |    | ✓  |    |    |    |    |    |    | ✓  | ✓  |    |    |    |    |    |    | ✓ |
|       | Practice Placement 2                       |                    |    |    |    |    |    | ✓  |    |    |    |    |    |    |    | ✓  |    |    |    |    |    |    | ✓  |    |    |    |    |    | ✓  | ✓ |

## Programme Structure (Module Learning Outcome) – Diagram



## Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.