

Staffordshire University

**Institute of Social Work and Applied
Social Studies**

Programme Specification

(updated June 2004)

Staffordshire University

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Social Studies**

Programme Specification

for

BA (Hons) Social Work

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Award Information

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|----------|------------------------------|--|
| 1 | Awarding Institution | Staffordshire University |
| 2 | Teaching Institution | Staffordshire University |
| 3 | Accredited by | General Social Care Council |
| 4 | Final Award | BA (Hons) Social Work |
| 5 | UCAS code | L500 |
| 6 | Relevant Benchmarking | General Social Care Council National Occupational Standards for Social Work 2002 (NOS)
The National Framework for Higher Education Qualifications in England, Wales and Northern Ireland (Nov. 2000)
QAA Benchmarks (2002) for Social Work and Social Policy |
| 7 | Date of Production | 30th June 2003 |

8 Aims and Outcomes of the Award

This programme is set within the university modular system of awards. However, the educational requirements of the professional body – the General Social Care Council (GSCC) - for a minimum of two hundred days of assessed learning in practice means that semesters will, at times, be extended. The award is subject to all university policies and procedures – see the university website www.staffs.ac.uk. -apart from those regulations that are award specific, (see this programme specification page 19).

8.1. The aims of the award are:

- (a) to provide a programme of practice and academic learning that ensures that students have every opportunity to meet the GSCC National Occupational Standards for Social Work (NOS) required of the newly qualified social worker.

These are defined as:

Key Role 1: Prepare for and work with individuals, families, carers, groups and communities to assess their needs and circumstances;

Key Role 2: Plan, carry out, review and evaluate social work practice, with individuals, families, carers, groups, communities and other professions;

Key Role 3: Support individuals to represent their needs, views and circumstances;

Key Role 4: Manage risk to individuals, families, carers, groups, communities, self and colleagues;

Key Role 5: Manage and be accountable, with supervision and support, for your own social work practice within your organisation;

Key Role 6: Demonstrate professional competence in social work practice.

- (b) to enable students to critically examine social work in its social and political context and address the debates within Britain and Europe about the role of statutory and independent social work provision vis-a-vis the responsibilities of individuals and communities;
- (c) to provide the practice learning opportunities that will ensure that effective social work practice is informed by the underpinning knowledge for social work;
- (d) to enable students to explore their personal value systems in relation to social work, in a way that is enabling of change in an atmosphere of confidence and trust;
- (e) to provide the knowledge and skills development (including computer skills to ECDL 1 level) that will prepare students to work in social work settings: statutory; independent sector; health; education and other settings;
- (f) to provide students with quality personal and academic support and guidance to encourage and facilitate their academic, personal and professional development;

- (g) to draw upon all the benchmarking, where relevant to this programme, in order to ensure that quality standards are achieved and maintained;
- (h) to work with service users, partner agencies, and the GSCC to ensure that academic and practice learning continues to offer the knowledge and skills learning that meet the expectations of prospective employers;
- (i) to actively encourage and enable as wide a range of students as possible to engage with the programme, including mature, disabled, disadvantaged, second career and returners-to-education students, thereby ensuring a real commitment to widening participation. The university has an APL policy.

The unifying theme of the learning in practice in social work agencies and the learning for practice in the university is a commitment to ensuring that the BA (Hons) Social Work is informed by an analysis of structural inequality and that social problems are perceived as products of structural features, thus avoiding a view which assumes a 'pathology' invested in individuals, families and communities. Thus a commitment to equal opportunities and celebrating diversity is a primary requirement for staff, students, service users, partner agencies and others involved with this programme.

8.2 Learning Outcomes for the award.

Preamble

The learning outcomes for the award are set out below, drawing principally upon the National Framework for Higher Education Qualifications in England Wales and Northern Ireland (2000) which has informed Staffordshire University's own framework of eight common learning outcomes and up to two award specific learning outcomes for each award. The award specific outcomes contain the National Occupational Standards for social work, as laid down by the GSCC. The QAA Benchmarks for Social Work and Social Policy inform the content of the Award's modules.

On completion of this award, students will be able to demonstrate the following:

- 1) **Knowledge & Understanding**
To demonstrate a critical understanding of the underpinning knowledge and values required by the GSCC and QAA benchmarks for the contemporary practice of social work in England and Wales;
- 2) **Learning**
To demonstrate the ability to reflect critically upon professional, personal and social value systems in relation to the practice of social work, with particular reference to professional codes of ethics, and to understand the uncertainty, ambiguity and limits of knowledge in relation to social work;

- 3) **Enquiry**
To demonstrate the ability to evaluate the relevance to social work practice of a range of research findings and core underpinning knowledge;
- 4) **Analysis**
To demonstrate the ability to analyse key concepts in social work, and to understand their relevance to social work practice in contemporary society.
- 5) **Problem Solving**
To demonstrate an ability to develop informed responses to a range of problems raised in academic and practice settings;
- 6) **Communication**
To demonstrate effective communication skills in both academic and practice settings, using written, oral and non-verbal communication skills;
- 7) **Application**
To demonstrate the ability to apply competently and critically the established techniques in social work practice, and to challenge oppressive and discriminatory practice within the social work professional commitment to equal opportunities and to valuing diversity in a multi-cultural and multi faith society;
- 8) **Reflection**
To demonstrate an ability (i) to explore critically the application of key underpinning knowledge and values to students' social work practice; and (ii) to manage their own learning, exercise personal responsibility, and demonstrate the learning ability, qualities and transferable skills necessary for employment and further training as a social worker;

Award specific outcome.

- 9) **Competence to practise**
To demonstrate competence in the GSCC key role requirements for practice in readiness for beginning a social work career; including a level of competence in I.T. skills which will prepare students to gain the European Computer Driving Licence 1 qualification.

8.3 Common Outcomes at Certificate Level

On successful completion of the certificate, a student will have demonstrated:

1. **Knowledge and understanding**
Knowledge of the theories concepts and principles of social work;
2. **Learning**
Knowledge of, understanding of, and commitment to the value base for social work; the ability to work with students from another discipline to meet common goals;

3. Enquiry
Ability to evaluate and interpret qualitative and quantitative data in the field of social work at a beginning level;
4. Analysis
Ability to evaluate and interpret the core concepts and principles of social work;
5. Problem solving
The ability to evaluate the appropriateness of different approaches to solving problems in social work at a beginning level;
6. Communication
The ability to communicate the results of study/work accurately, reliably and with structured and coherent arguments, and to demonstrate a growing competence in active listening and interviewing skills;
7. Application
Knowledge and skill at a beginning level of the practice of social work;
8. Reflection
Qualities and transferable skills necessary for further study that requires the exercise of some personal responsibility; the ability to learn from the experience of shadowing an experienced social worker;

Award Specific outcome at Certificate Level

9. Competence in GSCC Key Roles
Successful completion of a 'Readiness for Practice' assessment to demonstrate knowledge and skill at a beginning level of practice together with an understanding of the experiences of people who may use social work services including competence in I.T. skills up to ECDL standard and successful completion of Staffordshire University's Essential Computer Applications module;

Successful completion of the Certificate Level means that the student will have met all the requirements of the Framework for the Higher Education Qualification for the Award of a Certificate in Higher Education.

8.4 Common Outcomes at Intermediate Level

On successful completion of the intermediate level, a student will have demonstrated

1. Knowledge and understanding
Knowledge and critical understanding of the well-established concepts and principles of social work; knowledge and critical understanding of human development through the lifespan, with an emphasis on children and vulnerable groups;

2. Learning
Understand the limits of their knowledge and how this influences the analysis and interpretations based on that knowledge;
3. Enquiry
Knowledge of the main methods of enquiry in the field of social work;
4. Analysis
Ability to use a range of established techniques to initiate and undertake critical analysis of information;
5. Problem solving
The ability to evaluate the appropriateness of different approaches to solving problems in social work with service users and colleagues and the ability to propose solutions or interventions that arise from such analysis;
6. Communication
The ability to communicate effectively – conveying information and developing argument – in a variety of ways to other professionals, to people who use social work services, to specialist and non-specialist audiences;
7. Application
Ability to apply concepts and principles outside the context in which they were first studied, e.g. to transfer learning from academic modules to practice learning settings;
8. Reflection
Qualities and transferable skills necessary for further training (or employment) including the development of existing skills and acquisition of new competencies that will require the exercise of personal responsibility and decision-making and will enable students to assume significant responsibility within organisations;

Award specific outcome at Intermediate Level.

9. Competence in GSCC Key Roles
Successful achievement of intermediate assessment in an agency setting.

Successful completion of the Intermediate Level means that the student will have met all the requirements for the Framework for the Higher Education Qualification for the Award of a Diploma in Higher Education.

8.5 Common Outcomes at Honours Level.

On successful completion of the Honours Level, a student will have demonstrated:

1. Knowledge and understanding
Systematic understanding of key aspects of social work including acquisition of coherent and detailed knowledge at least some of which is at or informed by, the forefront of defined aspects of social work;

2. Learning
An understanding of the uncertainty, ambiguity and limits of knowledge for social work;
3. Enquiry
Accurate deployment of established techniques of analysis and enquiry and the ability to carry out projects within the field of social work;
4. Analysis
Ability to describe and comment upon current research, or equivalent advanced scholarship in social work and to critically evaluate argument, assumptions, abstract concepts and data (that may be incomplete) and to make judgements;
5. Problem solving
Ability to develop appropriate questions to achieve a solution – or identify a range of solutions – to a problem and use decision-making in complex and unpredictable contexts;
6. Communication
Ability to communicate and analyse information, ideas, problems and solutions to both specialist and non-specialist audiences;
7. Application
the application of methods and techniques they have learned to review, consolidate, extend and apply their knowledge and understanding and devise and sustain arguments, using ideas and techniques some of which are at the forefront of social work;
8. Reflection
Ability to manage their own learning, exercise initiative, personal responsibility and demonstrate the learning ability, qualities and transferable skills necessary for employment or further training of a professional or equivalent nature;

Award specific outcomes at Honours Level.

9. Competence in GSCC Key Roles
National Occupational Standards – fully achieved, including competence in I.T. Skills up to ECDL1 standard evidenced by their obtaining this qualification

Successful completion of the Honours Level means that the student will have met all the requirements for the Framework for the Higher Education Qualification for the Award of an Honours Degree.

9. GSCC Requirements of the underpinning knowledge for Social Work

The General Social Care Council requires that a student in her/his specific area of practice, must understand, critically analyse, evaluate and apply the knowledge for social work.

For ease of access in this programme specification a summary of the indicative content of each module is given at each level see section 13.

The indicative content of the teaching and learning for this award has been mapped against the GSCC knowledge and skills requirements. This mapping can be viewed in the document entitled 'Programme Specification BA Honours Social Work, Additional Information'. This document is available by request to the Admissions Tutor, and will be placed on the university website www.staffs.ac.uk as an addendum to this programme specification.

10 Learning Teaching and Assessment Strategy

- 10.1** The overarching principle for all learning, teaching and assessment on this Award is the fulfilment of the requirements laid down by the GSCC for newly qualified social workers. These requirements are principally (i) the assessment of the underpinning knowledge and (ii) the assessment of the skills needed to demonstrate competence in the six key roles of the National Occupational Standards for Social Work.
- 10.2** The framework for learning, teaching and assessment is the Staffordshire University '8 + 2' typology which sets down eight generic learning outcomes for all awards, with up to two award specific outcomes. For the BA (Hons) in Social Work the award specific outcome is the successful achievement of competence in the GSCC six key roles for qualifying social workers including the achievement of the European Computer Driving Licence 1. The teaching learning and assessment strategy of the Award will pay due attention therefore to all these learning outcomes to ensure that appropriateness and fitness for purpose is achieved throughout.
- 10.3** A further facet of the strategy is the inclusion of service users in the teaching learning and assessment of social work students, as required by the GSCC, both to enrich student's learning and to ensure that learning teaching and assessment is 'grounded' in service user experience.
- 10.4** One fundamental pedagogic principle underlying the learning and teaching strategy for the Award is the recognition that students on the Award are adult learners who will expect, and will be expected, to take responsibility for their own learning and professional development. It is the responsibility of academic and practice-based staff to create an active learning environment and to whet students' appetites for learning and enquiry with encouragement and enthusiasm, but ultimately it is the student's task to take responsibility for their learning, and for developing the best use of their study time.

- 10.5** That being said, there is a particular responsibility laid upon academic and practice-based staff to ensure that every effort is made to remove barriers to student's learning. This includes a commitment to producing SENDA-friendly materials and learning opportunities, and to maintaining a level of meaningful constructive personal tutoring and supervision support to all students to help them achieve their full potential academically and professionally.
- 10.6** The dual nature of the learning on the Award – i.e. the academic and professional practice dimensions – means that assessment strategy must reflect both dimensions. There will be equal emphasis therefore upon academic and practice-based assessment in this Award, as required by the GSCC in stipulating that there must be 200 academic learning and 200 practice-based learning days on the Award.
- 10.7** E-Learning. The Award's learning and teaching strategy has an E-learning component which is designed to maximise the student's ability to access and evaluate electronic resources relevant to social work practice, and to utilise electronic information skills at ECDL 1 standard.
- 10.8** The range of learning and teaching approaches adopted on this Award include:
- a. Whole group sessions where key themes and topics will be introduced to the student group as a whole;
 - b. Small group sessions where students will be encouraged to explore issues at greater depth;
 - c. An experiential approach is adopted in some modules, particularly where there is a focus on skills needing to be developed;
 - d. Peer group working designed to help students learn to work together and present material collaboratively;
 - e. Service user involvement to enrich and deepen the student's awareness and appreciation of the issues being discussed;
 - f. Guest lecturers to bring specific expertise into student's learning opportunities;
 - g. Workshops to develop and consolidate I.T. skills up to ECDL 1 standard;
 - h. Practice-based learning
This involves a 15 day 'Preparation for Practice' period at Level One – an 88 day practice-learning opportunity in an appropriate agency at Intermediate and a 112 day practice-learning opportunity in an appropriate agency at Honours Level.

- g. Problem Based Leader (PBL)
Students participate in a 5 day PBL session with nursing students to help develop their inter professional skills and awareness
- h. The development of a Professional Development Profile throughout all three levels of the Award to help students develop their reflective practice abilities in preparation for their professional career.
- i. Independent Learning and Guided Study – where students manage their own learning, with guidance from academic tutors.

10.9 The range of approaches to summative assessment on the Award is intended to reflect the range of learning outcomes and the professional requirements laid down by the GSCC. It is also designed to ensure that students have a range of appropriate assessment opportunities to demonstrate their academic and practice-based competence. The assessment methods include;

- a. a social work dissertation at Level Three to demonstrate the student's ability to reflect critically and comprehensively on their practice and how it is informed by critical underpinning knowledge and relevant research.
- b. a written assignments where students are expected to demonstrate their ability critically to analyse and discuss key social work concepts and underpinning knowledge.
- c. Case studies where students can apply knowledge and learning to given scenarios to demonstrate their ability to develop 'informed practice'.
- d. Individual presentations where students can demonstrate their ability to communicate effectively to others.
- e. I.T projects where students can demonstrate a developing competence in I.T. skills up to ECDL 1 standard;
- f. Simulated role plays where students can practise in a safe environment the skills needed for professional social work.
- g. Practice learning opportunities where students can work in agency settings to develop the skills needed for competence in the six key roles for professional social work.
- h. Analysis of Practice – at Intermediate and Honours levels – to enable students to demonstrate the links between underpinning knowledge and social work practice.

- i. Direct Observation of Practice x 3 by an experienced practitioner where a student must demonstrate good quality communication skills with service users in an agency setting at Intermediate and Honours Level.
- j. A Record of Competence assessed by an experienced and qualified practice assessor where a student must demonstrate competence in all six key roles in the GSCC National Occupational Standards for Social Work.

10.10 Formative Assessment Strategy

To encourage student success in their summative assessments, the Award has a formative assessment strategy which is designed to give feedback and encouragement to students before they complete their formally assessed work. The details of the formative assessment are given in the module handbook.

10.11 Word length strategy for assessments on the Award

The standard word length for the BA (Hons) Social Work is 2,500 words per 15 credits. This word length will be sustained across all levels. Professional and pedagogic considerations have persuaded the Award team not to increase word length requirement at Intermediate and Honours Level for the following reasons:-

- a. At Intermediate and Honours levels we are looking for an increasing level of sophistication in argument and discussion that does not necessarily require a greater word length.
- b. Professional requirements means that social work students need to develop succinctness in their writing skills even when dealing with complex arguments.
- c. The opportunity for a more extended discursive argument is enshrined in the dissertation at Honours Level. At this stage we would argue that an increased word length is justified by the nature of the academic task. For this module alone, therefore we have set a separate word length of 7,500 words. Students will be given appropriate advice about how to complete a dissertation of this length.
- d. Finally, consideration has been given to the overall word length required from students at each level to ensure that they are not over-loaded by quantity at the cost of quality of their work.

10.12 Written Assessment Overview

The word length requirements using this formula reveal the following pattern:

<u>Certificate Level</u>		<u>Word Length required</u>	
<u>Module</u>	<u>Credits</u>	<u>Semester 1</u>	<u>Semester 2</u>
Values, Theory and Process	30	2,500	2,500
Social Policy	15		2,500
Social Context	15	2,500	
Law	30	2,000	2,000
C/Skills	30	I.T. class tests	2,500 - Assessed Live Interview Problem Based Learning Presentation
	Total	<hr/>	<hr/>
<hr/> <hr/>		7,000 + I.T. class tests	9,500
			<u>16,500</u>

<u>Intermediate Level</u>		<u>Word Length required</u>	
<u>Module</u>	<u>Credits</u>	<u>Semester 1</u>	<u>Semester 2</u>
Community Care	30	5,000	
Children & Families	30	5,000	
Life Span Development	30	5,000	
Practice Learning	30		5,000
	Total	<hr/>	<hr/>
		15,000	5,000
			<u>20,000</u>

<u>Honours Level</u>		<u>Word Length required</u>		
<u>Module</u>	<u>Credits</u>	<u>Semester 1</u>	<u>Semester 2</u>	<u>Assessment Details</u>
Dissertation	30		7,500	Dissertation
Working in Organisations	15	2,500		Assignment
Using Research	15	2,500		Assignment
Practice Learning	60		10,000	Analysis of Practice
Total		5,000	17,500	22,500

10.13 Assessment of written and oral skills

- a. Written skills Although of fundamental importance to all modules, they will be formally assessed in the following modules:

<u>Certificate Level</u>	Values	Assignment	Semester 1
	Social Policy	Assignment	Semester 2
<u>Intermediate Level</u>	Practice Learning		Semester 2
<u>Honours Level</u>	Dissertation		Semester 2

- b. Oral Skills will be formally assessed at each level in the following modules;

<u>Certificate Level</u>	Communication Skills
<u>Intermediate Level</u>	Direct Observation of Practice
<u>Honours Level</u>	Direct Observation of Practice

11. ASSESSMENT OVERVIEW GRID

	Certificate Level					Intermediate Level					Honours Level				
	Core Skills	Law	Social Context	Social Policy	Values		C/C	Life Span	C & F	Pract. Lrng		Diss.	W in Orgs	Using Research	Pract. Lrng
Knowledge and Understanding QAA benchmarks 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5	•	•	•	•	•		•	•	•	•		•	•	•	•
Learning QAA benchmarks 4.2	•	•	•	•	•		•	•	•	•		•	•	•	•
Enquiry QAA benchmarks 4.2		•	•				•		•	•		•	•	•	•
Analysis QAA benchmarks 3.2.1, 3.2.2.2, 3.2.2.3	•	•			•		•		•	•			•	•	•

Problem Solving QAA benchmarks 3.2.2.1, 3.2.2.2, 3.2.2.4, 4.2	•	•					•			•			•	•
Communication QAA benchmarks 3.2.1, 3.2.2.4, 3.2.3, 3.2.4, 3.2.5	•								•	•				
Application QAA benchmarks 3.1.2, 3.1.5, 3.2.2.4, 3.2.4, 3.2.5, 4.2	•						•	•	•	•		•	•	•
Reflection QAA benchmarks 4.2	•					•				•			•	•
NOS QAA benchmarks 3.1.1 → 3.1.5 3.2.1 → 3.2.2.4 3.2.3 → 3.2.5 4.2										•				•

12. Award Structure and award specific requirements

The BA (Hons) Social Work is offered full-time over three years.

Should potential students wish to seek the Accreditation of prior Learning (APL) or to study for this award part-time she/he should discuss this with the Award Leader and/or Admissions Tutor. The University has standardised procedures for APL requests.

This Award is within the University modular system apart from the programme specific regulation that requires students to successfully complete all modules at one level before progressing to the next level of the award.

Students must successfully complete all modules at all levels to qualify for the award of BA (Hons) in Social Work.

There is a resit period during the summer vacation for students to retake failed assessments. Failure of a resubmitted assessment will constitute failure of the year. Subject to Award board decision a student may be permitted to retake assessments, modules and/or a complete year. Representatives from social work partner agencies will be involved in this decision-making. Full details of the university assessment regulations and these award specific regulations will be available in the student handbook for the award and on the university web site.

The General Social Care Council requires that all social work students be subject to a Criminal Records Bureau 'Enhanced Disclosure' check of criminal, health and education records. Students will have been informed at interview of the programme requirements for Criminal Convictions checks with the Criminal Records Bureau and the health checks required by the GSCC.

12.1 Award Structure - BA (Hons) Social Work

Certificate Level

Semester 1	Communication Skills for Social Work	Social Context of Social Work 15 credits	Social Work, Values, Theories and Process	Law for Social Work
Semester 2		Social Policy For Social Work 15 credits		

Intermediate Level

Semester 1	Lifespan Development for Social Work 30 credits	Social Work with Children, young People and Families 30 credits	Social Work: Community Care with Adults 30 credits	
Semester 2				Practice learning - 88 days at 7 hours each day 30 credits

Honours Level

Semester 1	Using Research For Social Work Practice 15 credits	Social Work: Working in Organisations 15 credits	Social Work Dissertation 30 credits	Practice Learning – 112 days at 7 hours each day 60 credits
Semester 2				

NB

A student who exits from the Award at the end of Level 1 and has successfully completed all assessments will be awarded a Certificate in Higher Education and may be offered the opportunity to transfer to another award in the Institute.

A student who exits from the Award at the end of Level 2 and has successfully completed all assessments will be awarded a Diploma in Higher Education and may be offered the opportunity to transfer to another Award in the Institute.

13. Award Content

All modules at all levels are core and compulsory. Full details of module teaching, learning and assessment strategies may be found in the module descriptors – available on the web site or by request to the admissions tutors.

13.1 Certificate Level modules

- 1 Social Work Values, Theories and Process – 2 semesters
- 2 Communication Skills for Social Work – 2 semesters
- 3 The Social Context of Social Work – 1 semester
- 4 Social Policy for Social Work – 1 semester
- 5 Law for Social Work – 2 semesters
- 6 Study Skills
- 7 Induction

Certificate Level students should expect to attend the university for 14 hours each week. This may vary slightly depending on learning strategies and module length. Study skills is taught in the initial six weeks.

13.1 (a) Indicative Content – Certificate Level modules

1. Social Work Values, Theory and Process
Provides opportunities to develop knowledge and skills in:
 - the impact of social inequality and oppressive social relations;
 - valuing diversity;
 - the social work role and responsibilities;
 - the nature of relationships between justice, care and control in social welfare;
 - the role of theory in social work interventions;
 - the different dimensions of professional values and their implications;
 - models and methods of assessment.

2. Communication Skills for Social Work
Provides opportunities to develop communication skills in order to assess suitability to progress to Level 2 of the award. Students will be expected to achieve a sound knowledge of this area of work with an ability to communicate appropriately and to exercise personal responsibility for their present and future professional learning and development, (FHEQ Certificate Level).
Service users will be involved in the role play and the 15 days preparation for practice. Specific topics to be addressed on the module include:
 - active listening, interviewing and communication skills;
 - skills to recognise and celebrate diversity;
 - working with families;
 - court room skills;
 - developing reflective practitioner skills;
 - strategies for coping with stress and handling violence and aggression;
 - simulated practice skills; introduction to group work skills.
 - essential computer applications;

3. The Social Context of Social Work
Provides an introduction to the social construction of social problems:
 - Poverty, housing, crime, deviance, drug and substance use, inequalities in health, educational disadvantage, urban and rural degeneration and difficulties faced by families and kinship networks including elders.
 - Social problems as they impact upon the lives of users of social work services.
 - How structural inequality and social differentiation influence 'life chances' and individual experience, biography and history.
 - The nature of sociological enquiry

4. Social Policy for Social Work
Provides an introduction to social welfare and current policy debates in the UK:
 - current debates in social policy;
 - theoretical perspectives/modes of welfare;
 - poverty, inequality and social exclusion;
 - community regeneration;
 - family policy;
 - new Labour and New Public Management;
 - best value;
 - housing and homelessness;

5. Law for Social Work
Provides an introduction to all the major areas of law:
 - the relationship between the law and social work practice;
 - the role of law in promoting social work values;
 - the legal mandates for social work practice with children and families, and with adults, arising from ill health, mental distress, disability, old age or involvement with the criminal justice system;
 - an outline of housing rights, welfare rights, the rights of asylum seekers and refugees and the legal framework for the management of debt;
 - human rights legislation.

13.2. Intermediate Level modules

- 1 Social Work with Children and Families
- 2 Social Work: Community Care with Adults
- 3 Lifespan Development for Social Work
- 4 Practice Learning – 88 days
- 5 University 'call-back' days

At Intermediate Level students should expect to attend the university for 18 hours each week in semester 1. In semester 2 students will be in a practice learning setting for 88 days x 7 hours, i.e. a standard working day for four days each week. The fifth day will be used for a variety of learning activities in the university: (1) continuing the teaching of the social work practice modules; (2) theory to practice – students

bringing work materials to group discussion; (3) study days for completion of practice learning requirements.

13.2 (a) Indicative Content Intermediate Level modules

1. Social Work with Children, Young People and Families
Presents a range of issues providing students with a knowledge and understanding of:
 - the relationship between the law and social work practice;
 - theories of abuse and protection and prevention;
 - child care policy;
 - the relevance and application of research findings to practice;
 - the needs of looked after children;
 - the needs of disabled children;
 - the adoption process;
 - the role of local education authorities in child protection and family support;
 - social work practice with young offenders;
 - work with families within a framework which is non-oppressive and which values diversity – personal, cultural, multi-faith.

2. Social Work: Community Care with Adults
Presents a range of issues providing students with a knowledge and understanding of:
 - the historical and policy context of community care;
 - models and theories of ageing, disability, mental health and multiple oppression, and their implications for practice;
 - working with diversity in community care: personal, cultural, religious and spiritual
 - the impact of social factors on patterns of need and vulnerability;
 - the impact of professional interventions;
 - the concerns of service users;
 - care management, including assessment and care planning;
 - inter-disciplinary working;
 - rights, civil liberties and capacity for consent and decision-making;
 - strategies for involving and empowering service users;
 - understanding and working with risk.
 - the abuse of vulnerable adults, and the social work role in adult protection.

3. Lifespan Development for Social Work
Presents a range of issues providing students with a knowledge and understanding of:
 - learning, interactionist and psychodynamic theories.
 - inheritance – mechanisms of inheritance; gene context interaction; hormonal influences on development.
 - early years – pre-birth, neonatal and early life; physical, cognitive and social development. play, gender learning.

- middle years and adolescence – growth; cognitive development; social development.
- adulthood and middle life – social development; cognitive development; gender issues; life tasks.
- older age – physical development; ageism; social development; cognitive development; gender issues; death.
- valuing diversity – personal, cultural, religious and spiritual, multi-faith perspectives.

4. Practice Learning Level 2

Practice learning for social work in a social work, social care, health, offenders and/or education agency in the statutory and/or independent sectors of social work provision.

This eighty-eight day period of practice learning will enable students to demonstrate knowledge, critical understanding and application of the knowledge, concepts and principles for social work. Practice learning and assessment will focus on the National Occupational Standards for Social Work (2002).

13.3 Honours Level modules

1. Practice learning;
2. Using research for social work practice
3. Social Work: working in organisations
4. Dissertation (Social Work)

At Honours Level students should expect to attend for practice and university learning for 5 days each week. Practice learning is 112 days x 7 hours i.e. a standard working day, for four days each week. The fifth day of each week will be used for a variety of learning activities in the university: (1) research methods and research support; (2) working in organisations and inter-disciplinary working; and (3) critical evaluation of theory for social work and the practice of social work.

13.3(a) Indicative Content Honours Level modules

1. Practice Learning Honours Level

Practice learning for social work in a social work, social care, health, offenders and/or education agency in the statutory and/or independent sectors of social work provision.

This period of practice learning will enable students to demonstrate a systematic understanding of key aspects of social work knowledge and practice. This will include acquisition of knowledge, at least some of which is at or informed by, the forefront of practice interventions and research in social work practice. Practice learning and assessment will focus on the National Occupational Standards for Social Work (2002).

2. Using Research for Social Work Practice

This module provides an introduction to research in the social work context, enabling students to develop awareness of research skills and methods, and the ability to understand, analyse, interpret and make practice-linked applications of research findings, as a means of developing evidence based and critical practice. The module focuses on:

- the role of research in the social work context
- research and social work values, research ethics
- research design – methods and their uses in the social work context;
- reviewing the literature on topics and practice related issues;
- identifying and understanding the different types of data, research evidence and
- literature sources, and their purposes;
- conducting a critical analysis and weighing up competing perspectives and research evidence on an issue;
- developing a sustained argument, synthesising data, research evidence and different perspectives on an issue;
- developing skills of using research and theory in evidence-based practice;
- understanding quantitative and qualitative methods and their applications to research with people, texts and records;
- understanding quantitative and qualitative analysis;
- dissertation and report writing skills.

3. Social Work Dissertation

This module involves the application of the skills and knowledge gained through the ‘Using Research for Social Work Practice’ module to an independent piece of work on a topic chosen by the student, undertaken through a survey of literature and/or secondary data. The content includes:

- the application of social welfare and research ethics;
- defining a research problem;
- designing and organising a research strategy to address a specified research problem;
- the application of techniques for surveying existing literature, knowledge and research evidence on a topic of interest - using literature, Internet and secondary sources;
- analysis of secondary data, both qualitative and quantitative;
- evaluating previous research in the light of central theoretical and methodological issues in Social Work;
- the application of ensuing knowledge to policy and practice in Social Work;
- dissertation and report writing.

4. Social Work: Working in Organisations

This module provides subject knowledge and understanding in the following key areas :-

- the organisational location of social work and social care services including geographical, functional (fieldwork services, residential services, day care services) and organisational forms;

- relationships with other health and care sector agencies in statutory, private and voluntary sectors (including mechanisms for dealing with multi-disciplinary and multi-agency services - pooled budgets, joint finance, lead bodies, commissioning);
- the roles of professional practitioners and managerial staff within organisational and agency contexts;
- organisational and team structures and processes within organisations;
- health and safety issues;
- mechanisms for organisational accountability for service delivery (Care Standards and Inspection, SSI and Audit Commission, supervision, workload and caseload management). Forms of accountability – to professional codes, personal conviction, accountability to service users and to agency);
- communication and information technologies in organisations, including the Data Protection Act, 1998.

14. Admission to the award

14.1 Requirements

All applications (UCAS/SWAS and independent) will receive an initial screening by the Admissions tutor and decisions will be made on the basis of the information on the application form as to whether a person may be called for interview or not.

Applicants to the programme who are successful at this initial screening: must be eighteen years or over on the 1st September of the intended year of entry to the programme; must hold GCSE (or equivalent) at 'C' grade in Maths and English language – key skills level 3. must be fluent in written and spoken English; will be interviewed and their personal and intellectual qualities assessed with regard to their readiness for social work training; will be required to complete a written test at interview

Service users and employers will be involved in the interview and selection process.

For mature students i.e. over 21 years of age who may not hold the above formal qualifications numerical tests will also constitute part of the selection process.

For those candidates under the age of 21, s/he must have attained Maths and English at grade 'C' GCSE standard or the equivalent key skills standard. S/he must have also two subjects at advanced GCE or equivalent.

The Special Educational Needs and Disabilities Act 2001 (SENDA) informs this programme of study for the BA (Hons) Social Work. Applicants may or may not choose to declare a disability when applying to the programme. However potential applicants who have a disability are strongly advised to contact the University Student Support Services for advice and support prior to the interview. Where appropriate and requested a disabled student will receive support during every aspect of the interview.

15. Further Information.

Further Information is available in:

- 1 The BA (Hons) Award Handbook – issued to all students
- 2 The General Social Care Council website www.gsccl.org.uk
- 3 The Programme Specification Addendum document (available on request)

Further information about this award may be obtained from programme staff:

Award Leader: Bernard Moss 01782 294866

Admissions Tutor: Nevil Wyatt 01782 294735

Admissions Administrator: Julie Rimington 01782 295720

BA Honours Social Work

Programme Specification

Consultation process

This programme specification has been developed in consultation with the following:

Current partners in the Diploma in Social Work and partners in the development and delivery of the BA (Honours) Social Work:

Staffordshire Social Services Department, Staff Development Centre;

City of Stoke-on-Trent Social Services Department, Staff Development Centre.

The current cohort of Level 2 Diploma in Social Work **students**.

Practice Teachers via the practice Teachers Support Group for the Diploma in Social Work.

Service user groups, this is work in progress.

The **academic staff** of the Institute of Social Work and Applied Social Studies, Law School, Staffordshire University.