Keele University

Programme Specification: Undergraduate

For students starting in Academic Year 2017/2018

1. Course Summary

Names of programme(s) and award title(s)	BA (Hons) Social Work
Award type	Single Honours
Mode of study	Full time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 6
Duration	3 years
Location of study	Keele University – main campus
Accreditation (if applicable)	The BA (Hons) Social Work programme is approved by the Health and Care Professions Council (HCPC) and endorsed by The College of Social Work (TCSW) – for further details see section 12
Regulator	Higher Education Funding Council for England (HEFCE)
Tuition Fees	**UK students:** Fee for 2017/18 is £9,250* Students who are eligible to pay tuition fees at the International rate are not currently eligible for this programme.
Additional Costs	Refer to section 18

How this information might change: Please read the important information at http://www.keele.ac.uk/student-agreement/. *This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.*

2. What is a Single Honours programme?

The Single Honours programme described in this document takes into account the professional nature of the programme and allows you to focus exclusively on Social Work.

3. Overview of the Programme

The principle philosophy of the programme is to create a community of learners that are committed to developing a reflexive approach to their own personal and professional development.

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* These fees are regulated by Government. We reserve the right to increase fees in subsequent years of study in response to changes in government policy and/or changes to the law. If permitted by such change in policy or law, we may increase your fees by an inflationary amount or such other measure as required by government policy or the law. Please refer to the accompanying Student Terms & Conditions. Further information on fees can be found at http://www.keele.ac.uk/studentfunding/tuitionfees/

Based on scholarship, professionalism and ethical practice, the programme will enable participants to critically examine a wide range of contemporary social work issues and those that relate more directly to their own practice as social workers.

The aims of the programme therefore are to develop the students' capacity for systematic understanding of key aspects of their field; an ability to deploy accurately established techniques of analysis and enquiry within the discipline of social work; to achieve a level of conceptual understanding that enables them to devise and sustain arguments, and /or solve problems and to describe and comment upon particular aspects of current research, or equivalent advanced scholarship in social work.

The programme will also aim to ensure that students develop an appreciation of the uncertainty, ambiguity and limits of knowledge and research and the ability to manage their own learning and make use of scholarly reviews and primary learning materials appropriate to social work.

4. Aims of the Programme

The broad aims of the programme are to:

- provide an educational experience which ensures that all students are able to address and critically engage with the formal knowledge base underpinning Social Work practice
- provide the basic professional training in Social Work to meet the requirements for Standards of Proficiency (SOPs) set by the Health and Care Professions Council (HCPC)
- develop the knowledge, skills and values required for effective anti-discriminatory practice in a diverse society
- develop students' personal and intellectual qualities so that they are able to respond effectively to changes in society and Social Work practice
- prepare students for employment and lay the foundations for continuing professional development

More specifically, all Social Worker students will learn and be assessed on: the law as it relates to Social Work; partnership working; communication skills; assessment, planning, intervention and review; human growth and development; understanding and application of Social Work values

5. What you will learn

By the end of the programme students will have met the requirements for Social Work training in relation to:

The Health and Care Professions Council (HCPC) Standards of Proficiency (SOPs)

- Be able to practise safely and effectively within their scope of practice (SOP 1)
- Be able to practise within the legal and ethical boundaries of their profession (SOP 2)
- Be able to maintain fitness to practise (SOP 3)
- Be able to practise as an autonomous professional, exercising their own professional judgement (SOP 4)
- Be aware of the impact of culture, equality and diversity on practice (SOP 5)
- Be able to practise in a non-discriminatory manner (SOP 6)
- Be able to maintain confidentiality (SOP 7)
- Be able to communicate effectively (SOP 8)
- Be able to work appropriately with others (SOP 9)
- Be able to maintain records appropriately (SOP 10)
- Be able to reflect on and review practice (SOP 11)
- Be able to assure the quality of their practice (SOP 12)
- Understand the key concepts of the knowledge base relevant to their profession (SOP 13)
- Be able to draw on appropriate knowledge and skills to inform practice (SOP 14)
- Be able to establish and maintain a safe practice environment (SOP 15)

Professional Capability Framework (PCF)

- Professionalism: Social Workers are members of an internationally recognised profession, a title protected in law.
- Values and Ethics: Apply Social Work ethical principles and values to guide professional practice.
- Diversity: Recognise diversity and apply anti-discriminatory and anti-oppressive principles.
- Rights, Justice and Economic Wellbeing - Advance human rights and promote social justice and economic well-being.
- Knowledge: Apply knowledge of social sciences, law and Social Work practice theory.
- Critical reflection and Analysis – Apply critical reflection and analysis to inform and provide rationale for professional decision making.
- Intervention and Skills: Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse.
- Contexts and organisations: Engage with, inform and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter- professional partnerships and settings.
- Professional Leadership: Take responsibility for the professional learning and development of others though supervision, mentoring, assessing, research, teaching, leadership and management.

In meeting the above students will need to demonstrate through all assessable work and practice that they:

- Identify and question their own values and prejudices and their implications for practice;
- Respect and value uniqueness and diversity and recognise and build on strengths;
- Promote people's rights to choice, privacy, confidentiality and protection, while recognising and addressing the complexities of competing rights and demands;
- Assist people to increase control of and improve the quality of their lives, whilst recognising that control of behaviour will be required at times in order to protect children and adults from harm;
- Identify, analyse and take action to counter discrimination, racism, disadvantage, inequality and injustice, using strategies appropriate to role and context;
- Practice in a manner that is professional, that does not stigmatise or disadvantage individuals, groups, or communities.

The QAA benchmark statement for Social Work in relation to:

a. Social Work services and service users
b. The service delivery context
c. Values and Ethics
d. Social Work Theory
e. The nature of Social Work practice
f. Transferable skills: communication, information technology and numerical skills; Problem solving skills; Communication skills; Skills in working with others; Skills in personal and professional development

Service Users and Carers

Service users and carers are an integral part of the Keele Social Work Programmes. The Keele Service User and Carer Group participate in selection days, have representation on the Partnership Consultative Committee and provide direct input into the Programme. Meetings are convened between service users and carers and the academic member of staff responsible for service user and carer development to plan and evaluate service user input into the programme. Service user and carer feedback is also sought when students are undertaking practice learning.

Keele Graduate attributes

Engagement with this programme will enable you to develop your intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Our educational programme and learning

environment is designed to help you to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in after your studies are completed.

Further information about the Keele Graduate Attributes can be found here: http://www.keele.ac.uk/journey/

6. How is the Programme taught?

Learning and teaching methods used on the programme vary according to the subject matter and level of the module. They include the following:

- **Lectures** - to convey summaries of key issues and introduce or review material

- **Group exercises and discussions** - provide opportunities for students to express their own opinions, discuss their own knowledge and experience and to engage in the exploration and application of ideas and knowledge

- **Social work skill development -** usually involves the main group being sub-divided into pairs or small groups to undertake small-scale role plays or exercises to discuss particular ideas or development of professional skills

- **Independent study** - Time is allocated to directed study, for example when a tutor indicates required reading and to independent study, i.e. where students decide for themselves the pattern and focus of their study

- **Guest and specialist lectures and workshops** - provide direct input about current practice or particular issues of relevance to Social Work practice

- **Skills Workshops** – 30 days of the programme are devoted to skills workshops that provide students with the opportunity to develop and rehearse a substantial repertoire of basic and advanced underpinning skills. Skills workshops are organised and delivered by registered social workers, practice educators and people who use services

- **Practice Placement** - 170 days of the programme are devoted to supervised practice in a range of social work and health and social care agencies, where students learn and are assessed through observation, rehearsal and performance. Supervision on practice placements provides the opportunity to learn from discussion, reflection and guidance from experienced practitioners and practice educators

- **E-Learning** – Keele Learning Environment (KLE) is used to provide every member of staff and each student with a personal teaching and learning workspace that can be accessed through the Internet

- **Student-led Seminars** – Where students contribute to or lead a discussion on key topics or make a presentation on a specific Social Work issue

Apart from these formal activities, students are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with their Personal Tutors or module lecturers on a one-to-one basis.

These learning and teaching methods enable students to achieve the learning outcomes of the programme in a variety of ways.

We strive to be creative in using a range of learning and teaching methods which offer a variety of opportunities to engage with the curriculum. The experiential techniques of discussion and problem solving provide opportunities for those students with extensive practical experience to use and recognise the value of their existing knowledge. All students are assigned a personal tutor whose primary duty is to provide pastoral support and academic guidance, take regular tutor group meetings and make placement visits.

7. Teaching Staff

Our core teaching staff comprises members of academic staff on the Social Work Programme all of whom are professionally qualified and experienced Social Workers. The majority of the Social Work staff team is research

active and collectively has produced a wide range of published material, including training packs, textbooks, journal papers and monographs.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

8. What is the Structure of the Programme?

The academic year runs from September to June and is divided into two semesters. The number of weeks of teaching will vary from course to course, but you can generally expect to attend scheduled teaching sessions between the end of September and mid-December, and from mid-January to the end of April.

Our degree courses are organised into modules. Each module is usually a self-contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. An outline of the structure of the programme is provided in the tables below.

All modules are core on this programme and you are not able to replace any of the modules with electives

Year 1 (Level 4)

Year 1 (Level 4) introduces students to the general principles of social work and aims to enable students to acquire **basic** knowledge and skills in relation to: the context of social work; social work values and ethics; anti-oppressive practice; social work roles and responsibilities; issues of power and discrimination; interpersonal communication; human growth and development; the legal system; social work with adults; and social work with children and families. The experience of service users and carers will be integral to all modules and will be further developed at Levels 5 and 6.

Compulsory Core modules	Credits	Compulsory Core modules	Credits
Personal and Professional Development (Skills Development including skills portfolio in year 2)	0	Inequality and Discrimination	10
Human Growth and Development	10	Personal and Professional Development (preparation for practice)	20
Key concepts in the social sciences	10	Area of practice: introduction to social work with adults (Law, policy and practice)	20
Foundations of social work	20	Area of Practice: introduction to social work with children and families (Law, policy and practice)	20
Introduction to legal processes	10		

Year 2 (Level 5)

Year 2 (Level 5) aims **to further develop** social work knowledge, values, skills and practice in relation to: social work theory and methods; the application of social knowledge; anti-oppressive practice; social work with adults; and social work with children and families. The focus on inter-professional learning begun in the area of practice modules at Level 4 is continued at Level 5. During Semester 1, students complete 70 days of practice learning in a social work setting, returning to the University for the second semester.

Compulsory Core modules	Credits	Compulsory Core modules	Credits
Personal and Professional Development (1 week preparation for practice and 70 days practice learning)	45	Social work theory and methods (i)	15

| | | Area of practice: social work with adults (Law; Disability; Mental Health; Inter-professional working; Risk) | 30 |
| | | Area of practice: social work with children and families (Law; Disability; Mental Health; Inter-professional working; Risk) | 30 |

Year 3 (Level 6)

Year 3 (Level 6) aims to **develop analytical, research and evaluation skills** in relation to: social work theory and methods; research methods and evaluation; project work; social work practice; anti-oppressive practice. At the end of Semester 1, and throughout Semester 2, students undertake a further, 100 days practice learning. By the end of Level 6, students are expected to have achieved and demonstrated competence to practice as a social worker.

Compulsory Core modules	Credits	Compulsory Core modules	Credits
Social work theory and methods (ii)	15	Personal and Professional Development (3), 100 days placement	60
Social Work Research (30 credits)	30		
Applying Social Work Knowledge and Research	15		

Note: 30 days of skills workshops and the provision of 3 days shadowing of a practitioner in the field are in addition to the above.

For further information on the content of modules currently offered please visit:
www.keele.ac.uk/recordsandexams/az

Learning Outcomes

The table below sets out what students learn in each year of the Programme, the modules in which that learning takes place, and the main ways in which students are assessed on their learning.

YEAR 1 (Level 4)		
Level Outcome *Level 4 - Readiness for Practice Capabilities*	**Module in which this is delivered**	**Principal forms of assessment (of the Level Outcome) used**
PCF 1 Professionalism:-	Area of Practice working with Adults (1) Area of Practice Children and Families (1) Foundations in Social Work Introduction to Legal Processes Personal and Professional Development (Skills)	Essays, Case Studies, Projects, Group presentations, Seminar exercises, Skills Portfolio and Examinations (seen and unseen)
PCF 2 Values and Ethics: Apply social work ethical principles and values to guide professional practice	Human Growth and Development Foundations of Social Work Introduction to Legal Processes Area of Practice working with	Essays, Case Studies, Projects, Group presentations, Seminar exercises and Examinations (seen and unseen)

	Adults (1)	
	Inequalities and Disadvantage	
	Area of Practice Children and Families (1)	
PCF 3 Diversity: Recognise diversity and apply anti-discriminatory and anti- oppressive principles in practice	Foundations of Social Work Human Growth and Development Key Concepts Introduction to Legal Processes Area of Practice working with Adults (1) Inequality and Disadvantage Personal and Professional Development (Skills) Area of Practice Children and Families (1)	Essays, Case Studies, Projects, Group presentations, Seminar exercises, Skills Portfolio and Examinations (seen and unseen)
PCF 4 Rights, Justice and Economic Wellbeing: Advance human rights and promote social justice and economic well-being	Human Growth and Development Introduction to Legal Processes Area of Practice working with Adults (1) Inequality and Disadvantage Area of Practice Children and Families (1)	Essays, Case Studies, Projects, Group presentations, Seminar exercises and Examinations (seen and unseen)
PCF 5 Knowledge: Apply knowledge of social sciences, law and social work practice theory	Human Growth and Development Key Concepts Introduction to Legal Processes Area of Practice working with Adults (1) Area of Practice working with Children and Families (1)	Essays, Case Studies, Projects, Group presentations, Seminar exercises and Examinations (seen and unseen)
PCF 6 Critical Reflection and Analysis: Apply critical reflection and analysis to inform and provide a rationale for professional decision-making	Key Concepts Introduction to Legal Processes Area of Practice working with Adults (1) Personal and Professional Development (Skills) Area of Practice Children and Families (1)	Essays, Case Studies, Projects, Group presentations, Seminar exercises, Skills Portfolio and Examinations (seen and unseen)
PCF 7 Intervention and Skills: Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and	Area of Practice working with Adults (1) Foundations of Social Work Key Concepts	Essays, Case Studies, Projects, Group presentations, Seminar exercises, Skills Portfolio and Examinations (seen and unseen)

	abuse	Introduction to Legal Processes Personal and Professional Development (Skills) Area of Practice working with Children and Families (1)	

PCF 8 Contexts and organisations: Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional partnerships and settings	Foundations of Social Work Introduction to Legal Processes Area of Practice working with Adults (1) Personal and Professional Development (Skills) Area of Practice working with Children and Families (1)	Essays, Case Studies, Projects, Group presentations, Seminar exercises, Skills Portfolio and Examinations (seen and unseen)
PCF 9 Professional Leadership: Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management	Foundations of Social Work Personal and Professional Development	Essays, Case Studies, Projects, Group presentations, Seminar exercises, Skills Portfolio and Examinations (seen and unseen)

YEAR 2 (Level 5)		
Level Outcome *Level 5 Semester One – End of First Placement Level Capabilities and Semester Two Teaching*	**Module in which this is delivered**	**Principal forms of assessment (of the Level Outcome) used**
PCF 1 Professionalism :- Identify and behave as a professional social worker, committed to professional development	Personal and Professional Development (2) 70 day Practice Learning Area of Practice working with Children and Families (2) Area of Practice working with Adults (2)	Successful completion of 70 days placement and practice portfolio Essays, Case Studies, Projects, Group presentations, Seminar exercises and Examinations (seen and unseen)
PCF 2 Values and Ethics: Apply social work ethical principles and values to guide professional practice	Personal and Professional Development (2) 70 day Practice Learning Area of Practice working with Children and Families (2) Area of Practice working with Adults (2)	Successful completion of 70 days placement and practice portfolio Essays, Case Studies, Projects, Group presentations, Seminar exercises and Examinations (seen and unseen)
PCF 3 Diversity: Recognise diversity and apply anti-discriminatory and anti- oppressive principles in	Personal and Professional Development (2) 70 day Practice	Successful completion of 70 days placement and practice portfolio

practice	Learning	
	Area of Practice working with Children and Families (2)	
	Area of Practice working with Adults (2)	Essays, Case Studies, Projects, Group presentations, Seminar exercises and Examinations (seen and unseen)
PCF 4 Rights, Justice and Economic Wellbeing: Advance human rights and promote social justice and economic well-being	Personal and Professional Development (2) 70 day Practice Learning	Successful completion of 70 days placement and practice portfolio
	Area of Practice working with Children and Families (2)	
	Area of Practice working with Adults (2)	Essays, Case Studies, Projects, Group presentations, Seminar exercises and Examinations (seen and unseen)
PCF 5 Knowledge: Apply knowledge of social sciences, law and social work practice theory	Personal and Professional Development (2) 70 day Practice Learning	Successful completion of 70 days placement and practice portfolio
	Social Work Theory and Methods (1)	
	Area of Practice working with Children and Families (2)	
	Area of Practice working with Adults (2)	Essays, Case Studies, Projects, Group presentations, Seminar exercises and Examinations (seen and unseen)
PCF 6 Critical reflection and Analysis – Apply critical reflection and analysis to inform and provide a rationale for professional decision-making	Personal and Professional Development (2) 70 day Practice Learning	Successful completion of 70 days placement and practice portfolio
	Social Work Theory and Methods (1)	
	Area of Practice working with Adults (2)	Essays, Case Studies, Projects, Group presentations, Seminar exercises and Examinations (seen and unseen)
PCF 7 Intervention and Skills: Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse	Personal and Professional Development (2) 70 day Practice Learning	Successful completion of 70 days placement and practice portfolio
	Social Work Theory and Methods (1)	
	Area of Practice working with Adults (2)	
	Area of Practice working with Children and Families (2)	Essays, Case Studies, Projects, Group presentations, Seminar exercises and Examinations (seen and unseen)
PCF 8 Contexts and organisations: Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks	Personal and Professional Development (2) 70 day Practice Learning	Successful completion of 70 days placement and practice portfolio
	Social Work Theory and Methods	

and contribute to the development of services and organisations. Operate effectively within multi-agency and inter- professional partnerships and settings	(1) Area of Practice working with Adults (2) Area of Practice working with Children and Families (2)	Essays, Case Studies, Projects, Group presentations, Seminar exercises and Examinations (seen and unseen)
PCF 9 Professional Leadership: Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management	Personal and Professional Development (2) 70 day Practice Learning Area of Practice working with Adults (2)	Successful completion of 70 days placement and practice portfolio Essays, Case Studies, Projects, Group presentations, Seminar exercises and Examinations (seen and unseen)

YEAR 3 (Level 6)		
Level Outcome *Level 6 – Qualifying Social Worker Level Capabilities*	**Module in which this is delivered**	**Principal forms of assessment (of the Level Outcome) used**
PCF 1 Professionalism:-	Personal and Professional Development including 100 day placement	Essays, Case Studies, Projects, Group presentations, Research proposal, Seminar exercises and Portfolio
PCF 2 Value and Ethics: Apply social work ethical principles and values to guide professional practice	Personal and Professional Development including 100 day placement	Essays, Case Studies, Projects, Group presentations, Research proposal, Seminar exercises and Portfolio
PCF 3 Diversity: Recognise diversity and apply anti-discriminatory and anti- oppressive principles in practice	Social Work Research Personal and Professional Development including 100 day placement	Essays, Case Studies, Projects, Group presentations, Research proposal, Seminar exercises and Portfolio
PCF 4 Rights, Justice and Economic Wellbeing: Advance human rights and promote social justice and economic well-being	Social Work Research Personal and Professional Development including 100 day placement	Essays, Case Studies, Projects, Group presentations, Research proposal, Seminar exercises and Portfolio
PCF 5 Knowledge: Apply knowledge of social sciences, law and social work practice theory	Applying Social Work Knowledge and Research Social Work Research Social Work Theory and Methods (2) Personal and Professional Development	Essays, Case Studies, Projects, Group presentations, Research proposal, Seminar exercises and Portfolio
PCF 6 Critical reflection and Analysis – Apply critical reflection and analysis to inform and provide a rationale for professional decision-	Applying Social Work Knowledge and Research Social Work Research	Essays, Case Studies, Projects, Group presentations, Research proposal, Seminar exercises and Portfolio

	Social Work Theory and Methods (2) Personal and Professional Development	
PCF 7 Intervention and Skills: Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse	Social Work Theory and Methods (2) Personal and Professional Development	Essays, Case Studies, Projects, Group presentations, Research proposal, Seminar exercises and Portfolio
PCF 8 Contexts and organisations: Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter- professional partnerships and settings	Social Work Research Social Work Theory and Methods (2) Personal and Professional Development	Essays, Case Studies, Projects, Group presentations, Research proposal, Seminar exercises and Portfolio
PCF 9 Professional Leadership: Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management	Personal and Professional Development	Essays, Case Studies, Projects, Group presentations, Research proposal, Seminar exercises and Portfolio

9. Final and intermediate awards

Credits required for each level of academic award are as follows:

Honours Degree	360 credits	You will require at least 120 credits at levels 4, 5 and 6. All modules are compulsory and students are not able to replace any of the modules with electives.
Diploma in Higher Education	240 credits	You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher
Certificate in Higher Education	120 credits	You will require at least 120 credits at level 4 or higher

Please note that neither the Diploma nor the Certificate intermediate awards would enable students to apply to the Health and Care Professions Council for registration with the protected title of 'Social Worker'

10. How is the Programme assessed?

The wide variety of assessment methods used within Social Work at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used within Social Work:

- **Examinations** in different formats test students' knowledge of educational theories and the findings of

educational research and their ability to apply that knowledge to a range of educational and social problems. Examinations may be 'seen', where the essay questions are seen in advance of the examination, or 'unseen' where questions are drawn from module themes but the students do not know the questions in advance of the examination

- **Essays** also test the quality and application of subject knowledge. In addition they allow students to demonstrate their ability to carry out basic bibliographic research and to communicate their ideas effectively in writing in an appropriate scholarly style using the Harvard system of referencing

- **Reviews** of other scholars' work or policy initiatives test students' ability to identify and summarise the key points of a text and to evaluate the quality of arguments and the evidence used to support them

- **Research design projects** test students' knowledge of different research methodologies and the limits and provisional nature of educational knowledge. They also enable students to demonstrate their ability to formulate research questions and to answer them using an appropriate strategy and to report the findings of their research

- **Oral presentations and reports** assess students' subject knowledge and understanding. They also test their ability to manage their learning and work effectively to communicate what they know orally and visually, and to reflect on these processes as part of their own personal development

- **Portfolios** may consist of a range of different pieces of work but routinely include a requirement that students provide some evidence of critical reflection on the development of their own learning

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

When undertaking practice learning, students receive ongoing feedback and support from a suitably qualified practice educator and/or work-based supervisor. The practice educator provides a written report at the end of each practice learning opportunity, evaluating the work the student has undertaken and makes recommendations for future learning needs.

11. Contact Time and Expected Workload

This contact time measure is intended to provide you with an indication of the type of activity you are likely to undertake during this programme. The data is compiled based on module choices and learning patterns of students on similar programmes in previous years. Every effort is made to ensure this data is a realistic representation of what you are likely to experience, but changes to programmes, teaching methods and assessment methods mean this data is representative and not specific.

Undergraduate courses at Keele contain an element of module choice; therefore, individual students will experience a different mix of contact time and assessment types dependent upon their own individual choice of modules. The figures below are an example of activities that a student may expect on your chosen course by year/stage of study. Contact time includes scheduled activities such as: lecture, seminar, tutorial, project supervision, demonstration, practical classes and labs, supervised time in labs/workshop, fieldwork and external visits. The figures are based on 1,200 hours of student effort each year for full-time students.

Activity	Year 1 (Level 4)	Year 2 (Level 5)	Year 3 (Level 6)
Scheduled learning and teaching activities	26%	12%	12%
Guided independent Study	72%	55%	46%
Placements	2%	33%	42%

12. Accreditation

The BA (Hons) Social Work programme is approved by the Health and Care Professions Council (HCPC) and endorsed by The College of Social Work (TCSW).

The Health and Care Professions Council (HCPC) provides guidance for Social Work students on conduct and ethics. See the following link: HCPC Guidance on conduct and ethics for students

The Professional Capabilities Framework (PCF) is an overarching professional standards framework, developed by the Social Work Reform Board, which sets out consistent expectations of social workers at every stage in their career. Link: Professional Capabilities Framework (PCF)

13. Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: http://www.keele.ac.uk/student-agreement/

A separate 'Fitness to practise for Professional Training' process applies to Social Work students [full policy available in student handbooks] as well as University Fitness to Practise Regulations: http://www.keele.ac.uk/regulations/regulation18/

14. What are the typical admission requirements for the programme?

Subject	A-level	Subjects not included	International Baccalaureate	BTEC	Access to Higher Education Diploma	GCSE requirements
Social Work (Single Honours)	BBB - BBC	General Studies and Critical Thinking	32 points	DMM	Obtain Access to Higher Education Diploma with 30 Level 3 credits at Distinction	Maths or Science @ C (or 4), English Language @ C (or 4). Functional Skills at level 2 accepted as an alternative

Applicants who are not currently undertaking any formal study or who have been out of formal education for more than 3 years and are not qualified to A-level or BTEC standard may be offered entry to the University's Foundation Year Programme.

Applicants for whom English is not a first language must provide evidence of a recognised qualification in English language. The minimum score for entry to the Programme is Academic IELTS 6.0 or equivalent.

Please note: All non-native English speaking students are required to undertake a diagnostic English language assessment on arrival at Keele, to determine whether English language support may help them succeed with their studies. An English language module may be compulsory for some students during their first year at Keele.

Accreditation of Prior Learning (APL) is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here: http://www.keele.ac.uk/qa/accreditationofpriorlearning/

Our selection process is as follows:

- **Paper Selection:** Application forms are read by a member of academic staff and the following considered: personal statement; academic qualifications (or projections); previous experience / work history; and references.
- **Selection Day:** Candidates whose application forms meet the screening criteria are invited to a Selection Day. All candidates are required to complete a written declaration of their suitability to undertake Social Work training in relation to the following: health status; previous criminal convictions,

including cautions; disciplinary record; and if self or member of household are subject to a Child Protection Plan. During the day candidates will undertake a written task, a group discussion, and an interview panel comprising a member of the academic staff, a social work practitioner and a service user. Based on performance in the written task, group discussion and the interview, one of the following decisions is then made: offer a conditional place; request further information (such as further references, more information in relation to health); no place offered. Candidates must demonstrate their ability in all aspects of the selection process to be offered a place. Some candidates may be advised during the day that they do not need to complete all of the selection processes if their performance in the written task is not of a high enough standard. Candidates are advised of the outcome of the selection day process via UCAS within a month from the date of attending interview at Keele.

15. How are students supported on the programme?

Each student is allocated a personal tutor. The personal tutor's responsibilities are:

- To provide individual tutorials for advice and guidance. In the early stages of the programme, these will be at specific, scheduled times. However, subsequent to this, personal tutorials are arranged by appointment with your tutor. The easiest way to do this is via Email.
- To co-ordinate group tutorials. These provide opportunities for sharing and reviewing learning and where appropriate, identifying and dealing with areas of concern.
- In Years 2 and 3 of the BA (Hons) Social Work tutors undertake placement meetings. There will usually be two 'three-way' meetings (i.e. involving tutor, student and practice teacher) - one prior to commencement of the placement and one at the mid-way stage. The tutor's role is to facilitate learning and he or she is not responsible for overseeing the practice teacher.
- To oversee the student's learning and take appropriate steps to maximise opportunities for learning and help to remove barriers to learning.
- To direct the student to other sources of help or support when needed.
- To provide references for the student when he/she is seeking employment.
- Additional help with University level study skills is available from the Student Support and Development Services.

16. Learning Resources

The learning resources available to students on the Programme include:

- An extensive collection of materials in the University Library, which contains books, journals, case reports and government publications. Much of this material is also accessible online to Keele students from anywhere in the world with a University username and password.
- The Keele Learning Environment (KLE) is used by Keele to provide every member of staff and student with a personal web-based teaching and learning workspace. It gives students access to information, activities and resources associated with the modules they are studying. These might include, for example, lecture notes and slide sets, pictures and other material together with interactive features such as discussion groups.
- The service has been developed to include a 'portfolio' for each student where they can store work that might be useful in 'showcasing' their achievements and where they can develop and record Personal Development Plans (PDP).
- A dedicated skills lab is available for students to practice their social work skills in a safe and supported environment. Recording facilities enable students to use their practice sessions for personal reflection and development.

17. Other learning opportunities

Placements

Keele Social Work programmes ensure that all students' undertake 170 days of practice learning. The University ensures that all students will experience working in at least two practice settings and that at least one of these will be in a service where they will gain experience of statutory interventions.

Prior to the commencement of the first period of assessed practice, students will undertake a period of preparation. During this time, students will be required to complete a written profile of their own learning needs whilst on placement (taking account of their own backgrounds and previous experiences) and to begin to compile a file of information (including agency equal opportunities policies and other codes of practice) relating to their placement setting and service user group. The profile will be used in the formal pre-placement meeting between the student, University tutor and practice educator, to help draw up the placement agreement. Before embarking on practice learning students must demonstrate 'fitness to practise' for training and our course procedures enable this to take place at an interim examination board at the end of Semester 1, Level 4.

18. Additional costs

Social Work Programme Costs

DBS (Disclosure and Barring Service) checks: In addition to meeting academic requirements, all offers are conditional on candidates obtaining a satisfactory, enhanced disclosure and barring service check. This procedure is carried out before the start of the course and will incur a charge of £44 (the current cost of a DBS disclosure).

Placement Travel Costs

You will be required to undertake a minimum of 170 days of practice-based learning, split as follows: Year 2 (Stage 1) – 70 days, Year 3 (Stage 2) – 100 days.

Your personal learning needs will be considered in the process of placement allocation. Furthermore, your geographical location, if you are living off-campus will be, if possible, taken into account in allocating your placements. With the exception of the special needs of disabled students, we are not able to take into account any other particular personal circumstances. Whilst efforts are made to limit student travel it is not possible to guarantee that placements will be in particular locations, and students may be required to travel some distance for their placements. We can request placements up to 50 miles away, but this upper limit is in exceptional circumstances.

In the unlikely event of having to relocate to undertake a placement, students continue to fund their own university/ private accommodation whilst accessing additional accommodation for less local placements.

Students who are in receipt of the social work bursary currently receive an element worked into the bursary each year towards the cost of travel to and from placement (currently £862.50 per annum). Many agencies also pay work-based travel expenses but this can vary between agencies both in the statutory and private, voluntary and independent sector, as can the actual rate of reimbursement. Agencies are under no obligation to pay mileage for work-based travel during placements.

If you are not allocated one of our bursary places then you may still be eligible to receive the fixed contribution towards your placement travel expenses as long as all of the normal eligibility and residency criteria are met. More information on the NHS Business Services Social Work Bursary is available via the following link: http://www.nhsbsa.nhs.uk/Students/825.aspx

If a student is required to undertake a repeat placement for any reason, the same costs above apply. In addition, a further DBS Disclosure may be required and the cost of this is borne by the student.

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation.

We do not anticipate any further additional costs for this undergraduate programme.

19. Quality management and enhancement

The BA (Hons) Social Work is monitored and evaluated as part of School and University requirements. In addition, Practice Learning Portfolios are monitored and evaluated by a Practice Assessment Panel, comprising experienced Social Workers, practice educators and Social Work academics.

A Social Work Programmes Partnership Consultative Committee, comprising representatives from local social services departments, voluntary agencies and service-user representatives supports the BA (Hons) Social Work. The committee meets three times per year (January, June and October) and provides ongoing advice with respect to professional issues and undertakes a number of specific tasks including: contribution to the quality mechanisms of programmes; curriculum design and review; recruitment and selection processes; skills workshops; practice assessment panels and recall days; supporting arrangements for senior practitioners to participate in student selection procedures and participating and providing feedback on the development of practice learning opportunities.

Staff regularly review their teaching in line with new professional requirements and research development. For example:

- All modules are planned and discussed in programme board meetings and module proposal forms are submitted for confirmation to the Programme Director. These are considered at the School's Scrutiny Sub-Group before tabling at the Learning and Teaching Committee to ensure that they meet professional standards and university requirements.
- All modules are evaluated each time they run using feedback forms from students. These are passed through the School monitoring procedure which includes review by the Social Work Programme Director, annual module reports completed by the tutor responsible for individual modules and discussed at the annual team away day.
- These processes are subject to scrutiny by the School's Learning and Teaching (SLTC) Committee to which the Social Work programme board reports on a regular basis. The Staff Student Liaison Committee also reports to the SLTC.

Meetings between elected student representatives (StARs) from each year group and the Year Tutor/staff take place each semester. There are regular informal meetings between staff and all students, as well as ad hoc meetings when requested for particular issues and concerns. StARs from all cohorts are also invited to participate in Social Work programme board meetings.

Assessments are scrutinised and regulated using a variety of mechanisms, in accordance with School and University policy.

- A number of strategies to ensure consistency and fairness are used by the programme staff:
    - All work is submitted anonymously (excepting the practice learning portfolio and dissertation).
    - All work at all levels is subject to moderation or double marking. At all levels double marking is used to moderate a sample within University recommendations.
    - Extra-time and computer allowance for students with particular learning needs (Learning Support)
    - Extenuating circumstances may be considered by the Programme Director and Personal Tutor who will then report of the Examination Board. In keeping with University policy we do not ordinarily award extensions to agreed hand in dates unless there are extenuating circumstances which are in line with University policy http://www.keele.ac.uk/ec/

Feedback on all assessments is given to students via TURNITIN: written feedback for assignments; verbal/written feedback for exams should students wish it; verbal or written feedback for formative assessments.

The quality and standards of learning in Social Work are subject to a continuous process of monitoring, review and enhancement.

- • The Learning and Teaching Committee of the School of Social Science and Public Policy is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.

- • Individual modules and the Social Work Programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year and as part of the University's Curriculum Annual Review and Development (CARD) process.

- • The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Internal Quality Audit (IQA) process.

Student evaluation of, and feedback on, the quality of learning on every Social Work module takes place every year using a variety of different methods:

- • The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of the Curriculum Annual Review and Development (CARD) process.

- • Findings related to the Social Work Programmes from the annual National Student Survey (NSS), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.

- • Feedback received from representatives of students in all three years of the Social Work Programme is considered and acted on at regular meetings of the Programmes Staff/Student Liaison Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- • Approving examination questions

- • Confirming all marks which contribute to a student's degree

- • Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:
http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/

20. The principles of programme design

The Social Work Programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

a. UK Quality Code for Higher Education, Quality Assurance Agency: http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code

b. QAA Subject Benchmark Statement: Social Work (2008)
http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Social-work.pdf

c. Keele University Regulations and Guidance for Students and Staff: http://www.keele.ac.uk/regulations

21. Document Version History

Version history	Date	Notes
Date first created	October 2016	
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