

## Programme Specification: Undergraduate

### Academic Year 2021/22

#### 1. Course Summary

<b>Names of programme and award title(s)</b>	BA (Hons) Social Work Exit Award BA (Hons) Social Welfare
<b>Award type</b>	Single Honours
<b>Mode of study</b>	Full-time
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Level 6
<b>Normal length of the programme</b>	3 years
<b>Maximum period of registration</b>	The normal length as specified above plus 3 years
<b>Location of study</b>	Keele Campus
<b>Accreditation (if applicable)</b>	The BA (Hons) Social Work programme is approved by Social Work England. For further details see the section on Accreditation.
<b>Regulator</b>	Office for Students (OfS)
<b>Tuition Fees</b>	<p><b>UK students:</b></p> <p>Fee for 2021/22 is £9,250*</p> <p><b>International/EU students:</b></p> <p>Fee for 2021/22 is £19,800**</p>

**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.

\* 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/>

\*\* We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

#### 2. What is a Single Honours programme?

The Single Honours programme described in this document allows you to focus exclusively on this subject. It will enable you to gain, and be able to demonstrate, a distinctive range of graduate attributes.

#### 3. Overview of the Programme

The principal 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.

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 of the Professional Standards set by Social Work England;
- 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 Work 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 who complete all three years and graduate with a BA (Hons) Social Work will have met the requirements for Social Work training in relation to:

- Promote the rights, strengths and wellbeing of people, families and communities. (PS 1)
- Establish and maintain the trust and confidence of people. (PS 2)
- Be accountable for the quality of my practice and the decisions I make. (PS 3)
- Maintain my continuing professional development. (PS 4)
- Act safely, respectfully and with professional integrity. (PS 5)
- Promote ethical practice and report concerns. (PS 6)

### The British Association of Social Workers (BASW) Professional Capability Framework (PCF)

#### PCF - Entry Level Capabilities

The capabilities should be read in conjunction with the level descriptor - the details of the capability statement at each level are intended to be used diagnostically to help identify strengths and areas for development, rather than as a list of areas for which evidence must be produced. The nine domains are interactive - they work together to describe the knowledge, skills and values that social workers need to practise effectively.

#### Transferable / Key Skills / Employability Skills

Upon successful completion of the programme, the Social Work graduate will have acquired:

- Information technology skills
- Written communication skills
- Verbal and non-verbal communication skills
- Team working skills
- Problem solving skills
- Negotiation skills
- Research skills
- Learning to learn skills

#### 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** - in which the lecturer provides students with a framework for reading and independent study, and summaries of current social work knowledge; there may be occasional use of audio or video presentations. Some lectures may feature guest speakers, particularly with those with experience of professional social work practice or the experience of using social work services.
- **Guest and specialist workshops** - provide extended opportunities for students to develop their knowledge of current practice or particular issues of relevance to Social Work practice.
- **Interactive learning** - which comprises activities such as group exercises, role play and simulation exercises, and discussions. These various forms of interactive learning provide opportunities for students to express their own opinions, discuss their own knowledge and experience, to engage in the exploration and application of ideas and knowledge, the development of professional skills and to interact with the lecturer.
- **Independent study** - based on directed reading from text books, research monographs, academic journals; official government publications; professional guidance and various types of media.
- **Skills Workshops** - 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 members of the academic staff, 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.
- **Dissertation** - in the final year provides students with the opportunity to undertake a piece of independent research, supervised and supported by a member of academic staff, through which students are enabled to integrate academic knowledge about social work with and understanding of professional practice.
- **E-Learning** - using the Keele Learning Environment (KLE). The KLE is an online learning environment used to give students easy access to a wide range of resources and research tools, and as a platform for online discussions, quizzes, announcements and blogs.

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. For example:

- Lectures and independent study allow students to gain a systematic understanding of social work ideals and how they may be used to analyse a variety of contemporary social problems;
- Tutorials provide opportunities for students to ask questions about, and suggest answers to, social work problems in a responsible way, and to present their own ideas to members of staff and other students using an appropriate medium of communication;
- Interactive lectures, seminars, tutorials and web-based activities encourage students to reflect on their own learning and take responsibility for its development by addressing areas of difficulty, perhaps by discussing them with their fellow students or by getting additional help from a member of staff;
- Undertaking a research dissertation with the support of an experienced and active researcher allows students to formulate relevant research questions and devise a feasible and ethically sound strategy for investigating them;
- Skills workshops allow students to develop and rehearse a substantial repertoire of basic and advanced social work skills;
- Placements allow students to develop their professional skills as social workers through guided and supervised practice.

## 7. Teaching Staff

The teaching staff on the Social Work Undergraduate Programme comprises senior lecturers, permanent and temporary lecturers and teaching fellows. A number of the staff have or are working towards doctorates. Core members of academic staff on the Social Work Programme are professionally qualified, experienced Social Workers and registered with Social Work England.

The academic staff, except teaching fellows, are active researchers, with publications in academic refereed journals, research monographs and books.

The staff group has extensive experience of teaching at undergraduate and postgraduate level. Members of staff hold accredited or recognised teaching qualifications and several are fellows or associates of the Higher Education Academy, or working towards membership.

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 programme to programme, 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 compulsory on this programme and you are not able to replace any of the modules with electives.

For further information on the content of modules currently offered please visit:

<https://www.keele.ac.uk/recordsandexams/modulecatalogue/>

Year	Compulsory	Optional		Electives	
		Min	Max	Min	Max
Level 4	120	0	0	0	0
Level 5	120	0	0	0	0
Level 6	120	0	0	0	0

### Module Lists

#### Level 4

Compulsory modules	Module Code	Credits	Period
Introduction to Legal Processes	SWK-10002	10	Semester 1
Human Growth and Development	SWK-10004	10	Semester 1
Inequality and Disadvantage	SWK-10007	10	Semester 1
Foundations of Social Work	SWK-10010	20	Semester 1
Personal and Professional Development (1)	SWK-10005	20	Semester 2
Key Concepts from the Social Sciences	SWK-10006	10	Semester 2
Area of Practice (1): Working with Children and Families	SWK-10008	20	Semester 2
Area of Practice (1): Working with Adults	SWK-10009	20	Semester 2

#### Level 5

Compulsory modules	Module Code	Credits	Period
Personal and Professional Development (2)	SWK-20004	45	Semester 1-2
Area of Practice (2): Working with Children and Families	SWK-20001	30	Semester 2
Area of Practice (2): Working with Adults	SWK-20002	30	Semester 2
Social Work Theory and Methods (1)	SWK-20003	15	Semester 2

#### Level 6

Compulsory modules	Module Code	Credits	Period
Social Work Theory and methods: critical approaches	SWK-30028	30	Semester 1
Evaluating evidence based social work	SWK-30030	30	Semester 1
Personal and Professional Development (3)	SWK-30004	60	Semester 2

## Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

### 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.

#### Level 4 - Readiness for Practice Capabilities

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
PCF 1 Professionalism: Identify and behave as a professional social worker, committed to professional development	Foundations of Social Work - SWK-10010 Personal and Professional Development (1) - SWK-10005 Area of Practice (1): Working with Children and Families - SWK-10008 Area of Practice (1): Working with Adults - SWK-10009 Introduction to Legal Processes - SWK-10002
PCF 2 Values and Ethics: Apply social work ethical principles and values to guide professional practice	Area of Practice (1): Working with Adults - SWK-10009 Area of Practice (1): Working with Children and Families - SWK-10008 Foundations of Social Work - SWK-10010 Inequality and Disadvantage - SWK-10007 Human Growth and Development - SWK-10004 Introduction to Legal Processes - SWK-10002 Personal and Professional Development (1) - SWK-10005
PCF 3 Diversity and Equality: Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice	Area of Practice (1): Working with Adults - SWK-10009 Area of Practice (1): Working with Children and Families - SWK-10008 Key Concepts from the Social Sciences - SWK-10006 Personal and Professional Development (1) - SWK-10005 Foundations of Social Work - SWK-10010 Human Growth and Development - SWK-10004 Introduction to Legal Processes - SWK-10002 Inequality and Disadvantage - SWK-10007
PCF 4 Rights, Justice and Economic Wellbeing: Advance human rights and promote social justice and economic well-being	Introduction to Legal Processes - SWK-10002 Human Growth and Development - SWK-10004 Inequality and Disadvantage - SWK-10007 Personal and Professional Development (1) - SWK-10005 Area of Practice (1): Working with Children and Families - SWK-10008 Area of Practice (1): Working with Adults - SWK-10009

<b>Subject Specific Skills</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
PCF 5 Knowledge: Develop and apply relevant knowledge from social work practice and research, social sciences, law, other professional and relevant fields, and from the experience of people who use services	Area of Practice (1): Working with Children and Families - SWK-10008 Area of Practice (1): Working with Adults - SWK-10009 Key Concepts from the Social Sciences - SWK-10006 Personal and Professional Development (1) - SWK-10005 Human Growth and Development - SWK-10004 Introduction to Legal Processes - SWK-10002
PCF 6 Critical Reflection and Analysis: Apply critical reflection and analysis to inform and provide a rationale for professional decision-making	Area of Practice (1): Working with Children and Families - SWK-10008 Key Concepts from the Social Sciences - SWK-10006 Personal and Professional Development (1) - SWK-10005 Area of Practice (1): Working with Adults - SWK-10009 Introduction to Legal Processes - SWK-10002
PCF 7 Skills and Interventions: Use judgement, knowledge and authority to intervene with individuals, families and communities to promote independence, provide support, prevent harm and enable progress	Area of Practice (1): Working with Children and Families - SWK-10008 Introduction to Legal Processes - SWK-10002 Foundations of Social Work - SWK-10010 Personal and Professional Development (1) - SWK-10005 Key Concepts from the Social Sciences - SWK-10006 Area of Practice (1): Working with Adults - SWK-10009
PCF 8 Contexts and organisations: Engage with, inform, and adapt to changing organisational contexts, and the social and policy environments that shape practice. Operate effectively within and contribute to the development of organisations and services, including multi-agency and inter-professional settings.	Introduction to Legal Processes - SWK-10002 Foundations of Social Work - SWK-10010 Personal and Professional Development (1) - SWK-10005 Area of Practice (1): Working with Children and Families - SWK-10008 Area of Practice (1): Working with Adults - SWK-10009
PCF 9 Professional Leadership: Promote the profession and good social work practice. Take responsibility for the professional learning and development of others. Develop personal influence and be part of the collective leadership and impact of the profession.	Foundations of Social Work - SWK-10010 Personal and Professional Development (1) - SWK-10005

## **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.

### **Level 5 Semester One - End of First Placement Level Capabilities and Semester Two Teaching**

<b>Subject Specific Skills</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
PCF 1 Professionalism: Identify and behave as a professional social worker, committed to professional development	Personal and Professional Development (2) - SWK-20004 Area of Practice (2): Working with Adults - SWK-20002 Area of Practice (2): Working with Children and Families - SWK-20001
PCF 2 Values and Ethics: Apply social work ethical principles and values to guide professional practice	Area of Practice (2): Working with Children and Families - SWK-20001 Personal and Professional Development (2) - SWK-20004 Area of Practice (2): Working with Adults - SWK-20002
PCF 3 Diversity and Equality: Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice	Area of Practice (2): Working with Adults - SWK-20002 Area of Practice (2): Working with Children and Families - SWK-20001 Personal and Professional Development (2) - SWK-20004
PCF 4 Rights, Justice and Economic Wellbeing: Advance human rights and promote social justice and economic well-being	Area of Practice (2): Working with Adults - SWK-20002 Area of Practice (2): Working with Children and Families - SWK-20001 Personal and Professional Development (2) - SWK-20004
PCF 5 Knowledge: Develop and apply relevant knowledge from social work practice and research, social sciences, law, other professional and relevant fields, and from the experience of people who use services	Area of Practice (2): Working with Children and Families - SWK-20001 Social Work Theory and Methods (1) - SWK-20003 Personal and Professional Development (2) - SWK-20004 Area of Practice (2): Working with Adults - SWK-20002
PCF 6 Critical reflection and Analysis: Apply critical reflection and analysis to inform and provide a rationale for professional decision-making	Area of Practice (2): Working with Adults - SWK-20002 Social Work Theory and Methods (1) - SWK-20003 Personal and Professional Development (2) - SWK-20004
PCF 7 Skills and Interventions: Use judgement, knowledge and authority to intervene with individuals, families and communities to promote independence, provide support, prevent harm and enable progress.	Area of Practice (2): Working with Adults - SWK-20002 Area of Practice (2): Working with Children and Families - SWK-20001 Personal and Professional Development (2) - SWK-20004 Social Work Theory and Methods (1) - SWK-20003
PCF 8 Contexts and organisations: Engage with, inform, and adapt to changing organisational contexts, and the social and policy environments that shape practice. Operate effectively within and contribute to the development of organisations and services, including multi-agency and inter-professional settings.	Personal and Professional Development (2) - SWK-20004 Area of Practice (2): Working with Adults - SWK-20002 Area of Practice (2): Working with Children and Families - SWK-20001 Social Work Theory and Methods (1) - SWK-20003
PCF 9 Professional Leadership: Promote the profession and good social work practice. Take responsibility for the professional learning and development of others. Develop personal influence and be part of the collective leadership and impact of the profession.	Area of Practice (2): Working with Adults - SWK-20002 Personal and Professional Development (2) - SWK-20004

## **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.

### **Level 6 End of last placement/completion of qualifying course - Level Capabilities**

<b>Subject Specific Skills</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
PCF 1 Professionalism: Identify and behave as a professional social worker, committed to professional development	Personal and Professional Development (3) - SWK-30004
PCF 2 Value and Ethics: Apply social work ethical principles and values to guide professional practice	Personal and Professional Development (3) - SWK-30004 Social Work Theory and methods: critical approaches - SWK-30028 Evaluating evidence based social work - SWK-30030
PCF 3 Diversity and Equality: Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice	Personal and Professional Development (3) - SWK-30004 Social Work Theory and methods: critical approaches - SWK-30028 Evaluating evidence based social work - SWK-30030
PCF 4 Rights, Justice and Economic Wellbeing: Advance human rights and promote social justice and economic well-being	Personal and Professional Development (3) - SWK-30004 Evaluating evidence based social work - SWK-30030
PCF 5 Knowledge: Develop and apply relevant knowledge from social work practice and research, social sciences, law, other professional and relevant fields, and from the experience of people who use services	Personal and Professional Development (3) - SWK-30004 Evaluating evidence based social work - SWK-30030 Social Work Theory and methods: critical approaches - SWK-30028
PCF 6 Critical reflection and Analysis: Apply critical reflection and analysis to inform and provide a rationale for professional decision-making	Evaluating evidence based social work - SWK-30030 Personal and Professional Development (3) - SWK-30004 Social Work Theory and methods: critical approaches - SWK-30028
PCF 7 Skills and Interventions: Use judgement, knowledge and authority to intervene with individuals, families and communities to promote independence, provide support, prevent harm and enable progress	Social Work Theory and methods: critical approaches - SWK-30028 Evaluating evidence based social work - SWK-30030 Personal and Professional Development (3) - SWK-30004
PCF 8 Contexts and organisations: Engage with, inform, and adapt to changing organisational contexts, and the social and policy environments that shape practice. Operate effectively within and contribute to the development of organisations and services, including multi-agency and inter-professional settings.	Evaluating evidence based social work - SWK-30030 Personal and Professional Development (3) - SWK-30004
PCF 9 Professional Leadership: Promote the profession and good social work practice. Take responsibility for the professional learning and development of others. Develop personal influence and be part of the collective leadership and impact of the profession.	Personal and Professional Development (3) - SWK-30004 Social Work Theory and methods: critical approaches - SWK-30028 Evaluating evidence based social work - SWK-30030

## 9. Final and intermediate awards

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



<b>Honours Degree in Social Work</b>	360 credits	You will require at least 120 credits at levels 4, 5 and 6 including successful completion of all placements. Graduates are eligible to apply for registration with Social Work England and on successful registration are entitled to practice Social Work in England.
<b>Honours Degree in Social Welfare</b>	360 credits	You will require at least 120 credits at levels 4, 5 and 6  If you are unable to achieve 120 credits at level 6 within the BA (Hons) Social Work Programme but achieve a minimum of 60 credits (equivalent) at Level 6 (Year 3), you will be offered an opportunity to study additional level 6 module/s (worth a maximum of 60 credits in total) as advised by the School.  Upon successful completion in such circumstances, and providing 360 credits have been achieved, the title of the award will be BA (Hons) Social Welfare.  Graduates in BA (Hons) Social Welfare will <b>not</b> be eligible for registration with Social Work England.
<b>Diploma in Higher Education</b>	240 credits	You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher  <i>NB:</i> the title of any such award will not include the title Social Work. This award does not confer eligibility to apply for registration with Social Work England and recipients are <b>not</b> entitled to practise Social Work.
<b>Certificate in Higher Education</b>	120 credits	You will require at least 120 credits at level 4 or higher  <i>NB:</i> the title of any such award will not include the title social work. This award does not confer eligibility to apply for registration with Social Work England and recipients are <b>not</b> entitled to practise Social Work.

## 10. How is the Programme Assessed?

The wide variety of assessment methods used on this programme 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 on your programme:

- **Examinations** in different formats test students' knowledge of psychosocial theories and social work processes, as well as their understanding of legal processes and specific legislation that relates to social work practice. 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 a recognised system of referencing.
- **Research design projects, data analysis and short research papers** 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, poster 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.
- **Practice reflections** tests students' abilities to apply relevant research, theory and knowledge to practice scenarios that they have experienced, make explicit links and develop skills in critical analysis.
- **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, 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 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.

Contact time includes scheduled activities such as: lecture, seminar, tutorial, project supervision, practical classes, workshops, practice placements and external visits.

### Activity

	Scheduled learning and teaching activities	Guided independent Study	Placements
Year 1 (Level 4)	24%	74%	2%
Year 2 (Level 5)	10%	58%	32%
Year 3 (Level 6)	10%	48%	42%

## 12. Accreditation

The BA (Hons) Social Work programme was approved by the Health and Care Professions Council (HCPC) and endorsed by The College of Social Work (TCSW) in May 2015. In 2019 the HCPC was replaced as regulator for the Social Work profession. Social Work England became the specialist regulator for all child, family and adult social workers in England in December 2019.

The Professional Capabilities Framework (PCF) is an overarching professional standards framework, updated in August 2018 by the British Association of Social Workers (BASW), which sets out consistent expectations of social workers at every stage in their career. Link: [Professional Capabilities Framework \(PCF\)](#)

## 13. University 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/>

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

The programme conforms to the requirements specified by the competent accrediting body for social work programmes, Social Work England (SWE). Details of these requirements can be found at: <https://www.socialworkengland.org.uk/standards/professional-standards/>

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/regulationB5/>

## 14. What are the typical admission requirements for the Programme?

See the relevant course page on the website for the admission requirements relevant to this programme: <https://www.keele.ac.uk/study/>

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. Due to Professional Body requirements the minimum score for entry to the Programme is Academic IELTS 7.0 (with no element below 6.5) 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.

Our selection process is as follows:

- **Initial 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 applications 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 educator) - one prior to commencement of the placement and one at the mid-way stage. The tutor's role is to facilitate learning and give advice on the student's academic contributions, including the analysis of practice. He or she is not responsible for overseeing the practice educator.
- 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 Student 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).

## 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. Additionally, students will undertake three days' shadowing social work professionals in their first year of study.

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 £47.20 (the current cost of an enhanced DBS disclosure).

## Placement Travel Costs

Students 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.

Students' personal learning needs will be considered in the process of placement allocation. Furthermore, students' geographical location, if they are living off-campus will be, if possible, taken into account in allocating 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. 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 students are not allocated one of our bursary places then they may still be eligible to receive the fixed contribution towards placement travel expenses as long as all of the normal eligibility and residency criteria are met.

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 costs for this programme.

## 19. Quality management and enhancement

The BA (Hons) Social Work programme 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.

West Midlands Social Work Teaching Partnership (WMSWTP) provides the majority of placements which give students the opportunity for supervised experience of social work practice. Keele University and WMSWTP jointly collaborate to assure the quality of practice learning.

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 Education 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 Programme Director Programmes, 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 Education Committee (SEC) to which the Social Work programme board reports on a regular basis. The Student Staff Voice Committee also reports to the SEC.

Meetings between elected Student Voice representatives 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. Student Voice representatives 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)

- Exceptional circumstances may be considered by the Director of Social Work Programmes 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 exceptional 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 this programme are subject to a continuous process of monitoring, review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the 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.
- 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 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 annual programme review.
- Findings related to the programme 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 programme is considered and acted on at regular meetings of the Student Staff Voice 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 BA (Hons) Social Work programme was approved by the Health and Care Professions Council (HCPC) in May 2015. *NB:* The HCPC was replaced in December 2019 by a new body, Social Work England, as the designated organisation in England that accredits social work programmes.

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 \(PCF\)](#)

The 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 for Higher Education: <http://www.qaa.ac.uk/quality-code>
- b. QAA Subject Benchmark Statement: Social Work (2019) <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements?indexCatalogue=document-search&searchQuery=social%20work&wordsMode=AllWords>
- c. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>
- d. The Social Work England Professional Standards: [https://www.socialworkengland.org.uk/media/1640/1227\\_socialworkengland\\_standards\\_prof\\_standards\\_final-aw.pdf](https://www.socialworkengland.org.uk/media/1640/1227_socialworkengland_standards_prof_standards_final-aw.pdf)
- e. The British Association of Social Workers (BASW) Professional Capability Framework (PCF): [BASW Professional Capabilities Framework](#)

## 21. Annex - Programme-specific regulations

### Programme Regulations: BA (Hons) Social Work

<b>Final Award and Award Titles</b>	<b>Honours Degree in Social Work</b>
<b>Intermediate Award(s)</b>	<b>Honours Degree in Social Welfare</b> <b>Diploma in Higher Education</b> <b>Certificate in Higher Education</b>
<b>Last modified</b>	January 2020
<b>Programme Specification</b>	<a href="https://www.keele.ac.uk/qa/programmespecifications">https://www.keele.ac.uk/qa/programmespecifications</a>

The University's Academic Regulations which can be found on the Keele University website (<https://www.keele.ac.uk/regulations/>)[1] apply to and regulate the programme, other than in instances where the specific programme regulations listed below over-ride them. These programme regulations list:

- *Exemptions* which are characterised by the omission of the relevant regulation.
- *Variations* which are characterised by the replacement of part of the regulation with alternative wording.
- *Additional Requirements* which set out what additional rules that apply to students in relation to this programme.

The following **exemptions, variations** and **additional requirements** to the University regulations have been checked by Academic Services and have been approved by the Faculty Education Committee.

BA (Hons) Social Work is validated by Social Work England (SWE), as a provider of Social Work education.

In addition to the University taught course regulations this course must comply with the requirements of the regulator and ensure that the following are met:

Professional Standards (SWE)  
Standards of Education and Training (SWE)  
Standards of Conduct, Performance and Ethics (SWE)  
Professional Capabilities Framework (British Association of Social Work)  
QAA Benchmark statements for Social Work (Quality Assurance Agency)

The curriculum design reflects and enhances the professional nature of social work education and the need to develop confident and critical practitioners who possess both generic social work skills and specialist knowledge of social work and social work practice.

University regulations can be found on the website, the below are those regulations which are required to differ from University regulations due to the professional nature of the course.

## 1. Admission to the course

### 1a Specific entrance requirements

In addition to the University's standard entrance requirements for a course at this level, as a provider of social work training the programme will only admit candidates who:

1. Satisfy the programme that they have the capability to meet the required standards by the end of their training and that they possess appropriate personal skills and intellectual qualities to be social workers.
2. All students will have achieved A-level grades BBB-BBC (or equivalent) and GCSE grade C/4 (or above) in English Language and Mathematics, or at least Functional Skills level 2 in English and Mathematics (this would normally be equivalent to grade C/4 in the GCSE examination in English and Mathematics).
3. Satisfy the programme that they can understand and make use of written material and are able to communicate clearly and accurately in spoken and written English. Where English is not the student's first language they must evidence English language skills at least IELTS 7.0.
4. All applicants must confirm prior to interview/offer that they have the ability to use basic IT facilities, including word processing, internet browsing and the use of email.
5. Students should be able to demonstrate a commitment to engaging with the demands of a social work course and/or

demonstrate relevant voluntary, personal or paid experience.

6. Shortlisted candidates will be invited to attend a group exercise/discussion of a topic relevant to social work. Candidates will also have to complete a written task and attend an individual interview, which will consider the applicant's attributes, motivation and suitability for social work. The interview follows an equal opportunities format in which all candidates are asked the same question. The programme ensures that representatives of stakeholders, particularly service users and employers, are involved in the selection process. Therefore in selecting candidates through interview, the programme ensures that all entrants:
  - i. Are literate and numerate;
  - ii. Express a commitment to the values of social work; and
  - iii. Have the potential to develop high-quality professional knowledge and skills that are essential to practice as a social worker.
7. Have completed satisfactory health checks and Disclosure & Barring Service (DBS) disclosures (enhanced level). Students who accept a place will be required to complete the Disclosure and Barring Enhanced Disclosure application form during their induction.
8. Candidates will be required to reimburse the University for the current DBS fee.

### **1b Advanced Standing**

There is no capacity for advanced standing for Social Work courses. No admission is possible beyond the normal point of commencement of the course

## **2. Assessment**

### **2a Modules with more than one form of assessment**

Condonement/compensation is not permitted in Social Work modules. Where modules contain more than one form of summative assessment they will be combined to obtain the overall module mark, with weighting as specified in the module outlines. All elements must however have been marked at 40% or above before being aggregated.

### **2b Assessment requirements**

Assessment requirements for each module are set out in the assessment booklets.

For the final award, students are required to successfully complete all modules.

### **2c Pre-requisites:**

1. Prior to the first period of practice learning (in year two) all students must undergo a period of skill based learning culminating in a readiness for practice assessment to ensure they are ready to undertake practice learning in a service delivery setting. This preparation must include the opportunity to develop a greater understanding of working with service users.
2. The programme may also require that the student be subject to a further Disclosure & Barring Service enhanced disclosure prior to any period of assessed practice. Students will also be asked to complete a Declaration of their Fitness to Practise at the commencement of year two.

## **3. Progression**

The BA (Hons) Social Work programme is designed to support and encourage incremental learning and to develop abilities in integrating theory and knowledge to practice in a coherent manner to support personal and professional development. In the first year (FHEQ Level 4) and second year (FHEQ Level 5) the learning and teaching approach provides the student with the basis for understanding and appreciating the complexity of social work. Year three (FHEQ Level 6) seeks to underpin emerging professional identity with increasing opportunity to develop individual responsibility and exercise independent and critical judgement. Students must successfully complete each year before progressing to the next one.

## **4. Final Award**

**4a** For the final award, students are required to complete and pass **ALL** modules and to have demonstrated social work practice to an appropriate level as defined by the Professional Capabilities Framework (BASW 2018). Successful completion of ALL elements of the award means that a student is eligible to apply for registration with the protected title of 'Social Worker'.

Students who do not gain 360 credits, including passing all placement modules are **not** able to join the professional register and cannot use the title Social Worker. Their award will **not** be in Social Work.

**4b** Where an award is made under Ordinance IV (Aegrotat award) that award will be an unclassified degree in Social Care. Aegrotat awards will not include the term 'Social Work'. Candidates who obtain an aegrotat degree will not be eligible to apply for registration with Social Work England or membership of the British Association of Social Workers.

## **5. Attendance requirements**

The programme expects full attendance from all students. As a SWE approved provider of social work training, the programme requires that all students spend a minimum of 1,200 hours in structured academic learning under the direction of an educator and spend at least 170 days gaining required experience and learning in practice settings.

Attendance and absence will be monitored as part of University policy and practice. Students who are unwell must complete a self-certificated absence form for up to five consecutive days' absence and thereafter, to provide a Doctor's certificate. In cases where programme staff consider that a student has been absent from a significant number of sessions, the student may, at the discretion of the Programme Lead, be required to complete additional work to demonstrate that their learning has not been detrimentally affected.

Persistent non-attendance may result in a referral to the Social Work Health and Conduct Committee and a written warning from the University which could ultimately lead to withdrawal from the programme.

## **6. Placements**

As a SWE approved provider of social work training the programme requires that all social work students spend 170 days gaining required experience and learning in practice settings. Each student will gain experience:

- In two practice settings
- Of statutory social work tasks involving the fulfilment of duties and obligations defined by relevant legislation
- Of providing services to at least two user groups (e.g. child care and mental health)

### **6a Disclosure and Barring**

As stated in 1a above students who accept a place will be required to complete the Disclosure and Barring Enhanced Disclosure application form during their induction.

Students may also be subject to a further Disclosure & Barring Service enhanced disclosure prior to any period of assessed practice learning. Practice learning agencies will require the student to produce their copy of their most recent DBS disclosure prior to the commencement of any practice learning placement.

### **6b Complaints in the practice setting**

Prior to commencing a period of practice learning, students will be provided with copies of the practice learning agency's complaints and grievance procedures and will be expected to follow these procedures in raising complaints or issues within the agency during their practice-learning placement.

### **6c Whistleblowing**

The university has a whistleblowing policy which can be found on the Keele website.

### **6d Demonstrating progress**

Students must demonstrate in an holistic assessment of their practice that they are making satisfactory progress in learning the skills of social work practice and integrating formal knowledge and theory into their practice (as defined by the Professional Capabilities Framework) (BASW 2018).

### **6e Fitness to Practice**

Students on professional courses are expected to operate within ethical guidelines laid down by their relevant professional association(s), as well as within University regulations. Students on social work training programmes are expected to abide by SWE's Code of Conduct.

The Programme expects all students to conduct themselves whilst on a practice learning placement in a professional manner. Behaviour or conduct which may be prejudicial to professional practice will be referred to the Social Work Health and Conduct Committee. Any conduct viewed to be unprofessional or dangerous may result in a practice learning placement being withdrawn and the student being suspended from the placement (subject to a right of appeal) while an investigation takes place.

The decision by an agency to suspend a student from a practice learning placement should, wherever possible, be taken in consultation with the Social Work Health and Conduct Committee. A recommendation by the Social Work Health and Conduct Committee to suspend the student from the University will be referred to the Faculty Fitness to Practise Committee pending further investigation.

Students who are making unsatisfactory progress in developing the knowledge and skills commensurate with the appropriate level as defined in the Professional Capabilities Framework may, after efforts have been made to address the concerns, be referred to an independent practice educator for an independent assessment of their practice and suitability for social work. The recommendation of the independent assessment will be made to the Health and Conduct Committee.

University disciplinary procedures will be carried out independently of those of any external body and University recommendations will not be prejudiced by the outcome of any external investigation.

A student who withdraws from a practice learning placement without the agreement of the agency and the Programme Lead will be viewed as having withdrawn from the Programme and their training will be terminated.

[1] References to University Regulations in this document apply to the content of the University's Regulatory Framework as set out on the University website here <https://www.keele.ac.uk/regulations/>.



## Version History

### This document

**Date Approved:** 25 March 2021

### Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
3	2020/21	KAREN ROSCOE		
2	2020/21	CLAIRE CARTWRIGHT		Please add
1	2020/21	KIM SARGEANT	04 February 2020	
2	2019/20	CLAIRE CARTWRIGHT		Please add
1	2019/20	EDWARD MCCAULEY	26 July 2019	