



Programme Specification

(please see the notes at the end of this document for a summary of uses of programme specifications)

Guidancenotes to assist in completing the specification are available at:

<http://www.bath.ac.uk/quality/documents/QA3-prog-spec-guidance.pdf>

Fields marked with * must be completed for the initial submission for Stage One approval to the Board of Studies and to the Academic Programmes Committee

| GENERAL INFORMATION | |
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| <i>Awarding Institution//Body</i> | University of Bath |
| <i>Teaching Institution*</i> | University of Bath |
| <i>Validated/Franchised/Licensed (if appropriate)</i> | |
| <i>Programme accredited by (including date of accreditation)*</i> | HCPC transitional approval 01/08/2012. |
| <i>Programme approved by (including date & minute number of Senate)</i> | Senate 18.2.98 Minute S10535 |
| <i>Final award</i> | BSc (Hons) Students leaving an undergraduate programme prematurely may be eligible for a Certificate of Higher Education (www.bath.ac.uk/quality/documents/certhe.pdf) or a Diploma of Higher Education (www.bath.ac.uk/quality/documents/diplhe.pdf) |
| Programme title* | Social Work and Applied Social Studies |
| <i>UCAS code (if applicable)</i> | L501 (3 year) |
| <i>Subject Benchmark Statement*</i> | Social Work |
| <i>Intended level of completed programme (in line with FHEQ e.g. 5, 6, 7,)*</i> | FHEQ 6 |
| <i>Duration of programme & mode of study*</i> | 3 years taught programme (including placements of 80 days in year 2, and 90 days in year 3) |
| <i>Date of Specification preparation/revision*</i> | January 2015 |
| <i>Applicable to cohorts (e.g.. for students commencing in September 2014 or 2014/15-2015/16)*</i> | Effective AY 2015/2016 |

Synopsis and academic coherence of programme*

The BSc in Social Work and Applied Social Studies (SWASS degree) is designed to enable students to understand, analyse, practice and evaluate the knowledge, the skills and the values of social work in its theoretical, organisational and professional contexts. The BSc (hons) Social

Work and Applied Social Studies degree is currently approved by the profession's regulatory body the Health and Care Professions Council (HCPC).

In the first year students study the common Department of Social and Policy Sciences first year units (with the exception of Academic and research skills I: introduction to qualitative methods (SP10059)). In addition to these units, SWASS students must take Community Needs Assessment, Groups and Teamwork (SP10145), Social Work and The Lifecourse 1 (SP10178) & 2 (SP10179), Introduction to Social Work (SP10019) and Readiness for Direct Practice (SP1XXXX). In this year students will receive a grounding in social policy, research methods, sociology and psychology before passing on to the compulsory units and placements in years 2 and 3.

All social work programmes are required to facilitate 170 days of placement learning, as stipulated by the Social Work Reform Board. Readiness for practice must also be assessed before progression to practice placements. This assessment will take place in the Readiness for Direct Practice Unit (SP2XXX). The SWASS degree has an 80 day placement in year 2 and a 90 day placement in year 3. A further 30 skills days need are incorporated into the programme and are delivered across all three years in a variety of Units. Teaching in years 2 and 3 is delivered through SWASS specific units covering the topics of social work with children and families, adults, and in mental health settings; critical reflection; social work theories and methods; discrimination and empowerment; working in a social care organisation and case study reflection. All Units on the SWASS degree are compulsory. Units in years 2 and 3 are closely tied to the practice placements. All placements are assessed as units for the degree. University based learning is thus congruent with its practice base in placement.

Educational aims of the programme*

1. To ensure that students meet both the Standards of Proficiency (SOP) set out by the Health and Care Professions Council (HCPC) and Professional Capabilities Framework (PCF) set out by the College of Social Work (TCSW) in relation to social work practice.
2. To provide students with the key concepts of the knowledge base relevant to the profession (SOP13; PCF 5) and an understanding of values, ethical and legal principles necessary (SOP 2; PCF 2) to equip them for a career in professional Social Work.
3. To develop students' competence in applying appropriate theoretical knowledge (SOP14) and practical skills to interventions (PCF 7) in professional Social Work practice.
4. To develop research skills with particular reference to those skills relating to investigation, assessment and critical analysis to assure the quality of their practice (SOP 12).
5. To develop critical reflection and analysis (PCF 6; SOP 11) problem-based learning skills and transferable skills to prepare students for professional Social Work or further study
6. To enhance the development of students' interpersonal skills – communication (SOP 8) and relationship building - in a context of the professional task of promoting and protecting individual and collective well-being
7. To develop the ability to integrate contextual, analytical, explanatory and practical understanding for professional social work practice.
8. To provide students with opportunities for collaborative learning, building skills in professional leadership (PCF 9).
9. To assist students in developing the skills required for autonomous, accountable and safe professional practice (PCF 1; SOP1; SOP 3; SOP4; SOP 15), as well as working within a team (SOP9) in a variety of contexts and organisations (PCF 8).
10. To equip students to understand and work within the context of the debate about social work as a contested profession and to learn how to use their professional expertise for the purposes of individual, collective and organisational change, promoting the rights, justice and economic wellbeing of all service users and carers (PCF 4).

11. To enable students to understand social work as a moral activity, and to develop skills in the use of ethical understanding in making decisions and resolving complex ethical dilemmas involving competing needs and potential for benefit or harm.
12. To enable students to understand the impact of culture, equality and diversity on practice (PCF 3; SOP 5) and the importance practicing in a non-discriminatory manner (SOP6).
13. To provide students with practical professional skills, including maintaining confidentiality (SOP 7) and effective record keeping (SOP10).

Intended learning outcomes * (including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate)

Knowledge & Understanding:

1. To advance human rights, and promote social justice and economic wellbeing (PCF 4). To recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice (PCF 3); be aware of the impact of culture, equality and diversity on practice (SOP5)
2. Knowledge of services, in their contemporary and historical contexts and the complex relationship between statutory, voluntary and private sectors within which they reside.
3. To be able to work appropriately with others (SOP9) by demonstrating knowledge of the purpose of partnership working and information sharing across professional disciplines and agencies and with service users and carers.
4. The significance of legislative and policy frameworks and the effects on social work practice to enable practise within the legal and ethical boundaries of the profession (SOP2).
5. To engage within, 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 (PCF 8).
6. To understand and apply ethical principles and values to guide professional practice (PCF2), recognising the moral concepts of rights, responsibilities, freedom, authority and power and the influence on the relationship between justice, care and control in the delivery of social work services.
7. To apply knowledge of human growth and development, psychological, social sciences, law and social work practice theory (PCF5). Knowledge of approaches to evidence and knowledge based practice.
8. Knowledge of theories about the impact of authority and power in the social work role.

Teaching learning and assessment methods used to enable outcomes to be achieved and demonstrated: Lectures, tutor-led seminars and tutorials, lectures and workshops facilitated by

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| | <p>external lecturers with specialist knowledge and skills, student-led seminars, IT practical sessions, practical workshops, problem-based learning scenarios and practice placements</p> <p><i>Assessment:</i> written unseen examinations, coursework, collaborative project reports, practical presentations, placement assessment reports, critical reflective essays.</p> |
| Intellectual Skills: | <ol style="list-style-type: none"> 1. To identify and behave as a professional social worker, committed to professional development (PCF1). 2. To develop skills in problem solving, utilising research and evaluation methodologies 3. To learn how to use research-based concepts and critical explanations from social work and allied theoretical disciplines 4. To develop skills in critical appraisal of relevant social research and evaluation methodologies, and of the concept of evidence for effective social work. 5. To utilise knowledge of practice and practice models in settings such as group-care, community development and fieldwork, in all sectors of service delivery. 6. To develop a range of skills for social work practice, their theoretical roots, the research evidence to support them and an ability to critically reflect upon their relevance for effectiveness in a range of intervention situations. 7. To apply critical reflection and analysis to inform and provide a rationale for professional decision-making (PCF 6). 8. Be able to critically reflect on and review their own practice (SOP11). 9. To communicate an argument 10. To evaluate others' arguments and research 11. To learn independently and be able to assess own learning needs (i.e. identify strengths and improve to weaknesses in methods of learning and studying), to be able to assure the quality of their practice (SOP12). 12. To synthesise information from a number of sources in order to gain a coherent understanding, 13. To utilise problem solving skills. 14. To analyse and evaluate innovative practices in social work practice 15. To explore a variety of relationships and environments relevant to learning and practising within a social work context. <p><i>Teaching learning and assessment methods used to enable outcomes to be achieved and demonstrated:</i> Lectures, tutor-led seminars and tutorials, lectures and workshops facilitated by external lecturers with specialist knowledge and skills, student-led seminars, IT practical sessions, practical workshops, problem-based learning scenarios and practice placements</p> |

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| | <p><i>Assessment:</i> written unseen examinations, coursework, practical presentations, collaborative project reports, placement assessment reports, case analysis essays.</p> |
| <p>Professional Practical Skills:</p> | <ol style="list-style-type: none"> 1. To understand the key concepts of the knowledge base relevant to social work (SOP13); to develop a wide range of skills, general and specific to social work, and learning how to use and transfer them to inform practice (SOP 14). 2. To develop skills in assessment, planning, intervention and review to enable the student to practise safely and effectively (SOP1). 3. To develop skills in partnership working across professional disciplines and with service users and carers. 4. To develop skills in managing problem-solving through gathering and analysing information, using information and other forms of knowledge in making decisions about appropriate social work interventions and evaluating their effectiveness. 5. To develop skills in communication across a range of intervention - with fellow professionals, carers and users of services - in written and verbal forms, and having a clear understanding of the principles and practice of inter-cultural communication, and confidentiality. 6. To be able to communicate effectively (SOP8) by developing skills of active and purposeful listening, checking understanding, responding appropriately, developing arguments and maintaining appropriate, accurate, clear and accessible records (SOP10). 7. Being able to facilitate effective communication within organisational time-scales. 8. To develop skills in using judgement and authority to intervene with individuals, families and communities to promote independence provide support and prevent harm, neglect and abuse (PCF 7). 9. To be able to practise in a non-discriminatory manner (SOP6); to identify individual and organisational discrimination and challenge it effectively and sensitively 10. To be able to practise as an autonomous professional, exercising their own professional judgement (SOP4) and maintain fitness to practise (SOP3); To take responsibility for personal and professional learning and development 11. To develop sensitivity to the values and interests of others 12. To reflect upon new technology and innovation within social sciences and to make decisions regarding legitimacy, reliability and effectiveness. 13. To effectively and efficiently apply principles of sociological/social policy analysis within a variety of environments. 14. To be able to establish and maintain a safe practice environment (SOP 15). |

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| | <p>15. Be able to maintain confidentiality (SOP7) 16. To take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management (PCF9).</p> <p><i>Teaching learning and assessment methods used to enable outcomes to be achieved and demonstrated:</i> Lectures, tutor-led seminars and tutorials, lectures and workshops facilitated by external lecturers with specialist knowledge and skills, student-led seminars, IT practical sessions, practical workshops, problem-based learning scenarios and practice placements</p> <p><i>Assessment:</i> written unseen examinations, coursework, practical presentations, collaborative project reports, placement assessment reports, case analysis essays.</p> |
| Transferable/Key Skills: | <ol style="list-style-type: none"> 1. To communicate effectively at all levels and using different means (i.e. written, verbal visual). 2. To construct a bibliography of varying complexity 3. To be able to utilise communication and IT skills and use number skills for statistical analysis 4. Lead others confidently and competently, and work effectively as part of a team 5. Use meetings effectively 6. Work effectively in organisations 7. Utilise problem solving skills in a variety of theoretical and practical situations 8. Manage time, prioritise workloads, and utilise long- and short-term planning skills and respond to changing demands. 9. Work independently and as part of a team to identify and achieve clear goals 10. To understand career opportunities and challenges ahead and begin to plan a career path <p><i>Teaching learning and assessment methods used to enable outcomes to be achieved and demonstrated:</i> Lectures, tutor-led seminars and tutorials, lectures and workshops facilitated by external lecturers with specialist knowledge and skills, student-led seminars, IT practical sessions, practical workshops, problem-based learning scenarios and practice placements</p> <p><i>Assessment:</i> written unseen examinations, coursework, practical presentations, collaborative project reports, placement assessment reports, case analysis dissertation</p> |
| <p>Structure and content of the programme (including potential stopping off points) (Append the relevant programme description (PD) form(s) and cross reference below)</p> | |
| <p>The degree is studied as a three-year full-time programme. The programme is University-based for the first year. There are two periods of assessed practice (placements), in the first semester in year 2 and the second semester in year 3. Study is undertaken at three levels and the programme is arranged on a semester basis (6 x 15 weeks). The programme is divided into study modules called units. Each unit has a credit value of 6 - 18, depending on the length of study and academic content, and according to subject and nature of learning. Each 6 credit</p> | |

module represents 100 hours of student learning made up of lectures, tutorials, seminars, practical classes and workshops. Each level has an equivalent of 60 credits.

The study units within the programme, the levels at which they are studied, the credit ratings of the units for the award of BSc (Hons) Social Work and Applied Social Studies are detailed in programme description.

Details of work placements / work-based learning / industrial training / study abroad requirements

The two practice placements are integral to the degree. Students have to pass each placement which is assessed by an extensive portfolio. The placements are an integral part of learning and teaching for the degree, enabling students to engage in the process of critical reflection upon the knowledge and skills they have developed in theory and to demonstrate their understanding and skills in the practice of social work. Students will be supervised and the final assessment of their practice on placement will be made by an experienced and qualified social worker.

Students will not be allowed to progress to the next year of study without passing their placement units.

Details of support available to students (e.g. induction programmes, programme information, resources)

University of Bath students attending programmes of study at the Claverton Campus are usually encouraged to stay in University halls of residence during their first year and will be supported in their transition into University life and study by Resident Tutors. These are postgraduate students or staff who live in the halls of residence and are responsible for the general welfare, health and safety and discipline of student residents.

All taught students will be allocated a Personal Tutor and postgraduate research students a supervisor who are responsible for monitoring and supporting the academic progress and general welfare of their students.

Staff in these roles will be able to respond to many of the questions and concerns raised by their students. However, there is also a range of specialist student support services that will offer both information and advice to support these staff working with their students, as well as take referrals to work more directly with the students. Students can also self-refer to these services.

These services can provide information, advice and support in relation to accommodation, emotional difficulties, assessment of needs and provision of support relating to disability, student funding, general welfare, academic problems, student discipline and complaints, careers, international students, spiritual matters, part time work, security and personal safety. The Students' Union can also provide advocacy for students. More information about these services can be accessed via: <http://www.bath.ac.uk/students/support/>.

There are also Medical and Dental Centres, and a Chaplaincy on campus that are very experienced in meeting the needs of a student population, as well as a University nursery and vacation sports schemes are sometimes available for older children during the school holidays.

Admissions criteria (including arrangements for APL/APEL)

Candidates must be able to satisfy the general admissions requirements of the University of Bath and Department of Social & Policy Sciences. This will include:

- GCSE Maths and English at grade C, or above, or an equivalent qualification.

Plus one of the following:

- Typical Offer for A'Level is now: ABB-BBB, in exceptional circumstances we may make a slightly lower offer. We consider all subjects
- BTEC/National Diploma at DDM
- Access to HE Diploma: Each application is treated on its merits, but as a guide we would expect a student to pass the Access to HE Diploma, with at least 36 credits achieved from units awarded at Merit or Distinction, including at least 24 credits achieved from units awarded at Distinction. Applicants must also achieve GCSE equivalence in English and maths, if equivalent qualifications have not already been achieved.
- CACHE Level 3 Diploma in Childcare and Education Grade A

In addition, shortlisted candidates will undergo selection by means of interview by a member of the academic staff and someone from an alliance agency – usually a social worker or service user. The criteria are linked to the College of Social Work's student entry level requirements:

1. Professionalism-

- Demonstrates an initial understanding of the role of the social worker
- Demonstrates motivation and commitment to qualify and practice as a social worker
- Identifies own potential strengths and weaknesses in relation to the role of social worker
- Demonstrates an initial understanding of the importance of personal resilience and adaptability in social work
- Demonstrates the ability to take responsibility for own learning and development.

2. Values and Ethics-

- Recognises the impact their own values and attitudes can have on relationships with others
- Understands the importance of seeking the perspectives and views of service users and carers
- Recognises that social workers will need to deal with conflict and use the authority invested in their role.

3. Diversity-

- Demonstrates an initial understanding of difference and diversity within society and the implications of this for social work practice
- Is receptive to the views of others.

4. Rights and Justice-

- Recognises the contribution of social work to promoting social justice, inclusion and equality
- Is receptive to the idea that there may be conflicts in the social work role between promoting rights and enforcing responsibilities.

5. Knowledge-

- Identify how own learning (formal, informal and experiential) contributes to understanding the social work role.

6. Critical Reflection-

- Demonstrates an ability to reflect on and analyse own experience (educational, personal, formal and informal)
- Demonstrates curiosity and critical thinking about social issue.

7. Intervention and Skills-

- Communicates clearly, accurately and appropriately to the level of training applied for, in verbal and written forms
- Demonstrates an ability to engage with people with empathy.

8. Context and Organisation

- Demonstrates understanding of importance of working as a member of a team and an organisation.

9. Professional Leadership-

- Recognises how own learning, behaviour and ideas can influence and benefit others.

- Applicants are also subject to a DBS check to demonstrate an absence of criminal convictions which would preclude them from practising in social work (see the Department of Social and Policy Sciences departmental website on admissions criteria for a full explanation of this process).
- Applicants must submit a health declaration which demonstrates an absence of health issues that might preclude them from practising in social work.

Summary of assessment and progression regulations

This programme is fully compliant with the University's New Framework for Assessment: Assessment Regulations (NFAAR). The NFAAR describes the rules for progression from one stage of the programme to the next (including supplementary assessment, and the extent of failure that can be condoned) as well as for the award of degrees. Students taking the programme will be assessed according to these rules; further information about the NFAAR is available at <http://www.bath.ac.uk/registry/nfa/index.htm>.

All units are Designated Essential Units (DEUs) and therefore must be passed. In addition, all individual elements of assessment for units must be passed.

NHS Bursaries.

Under new arrangements introduced in 2013/14 the number of NHS Bursaries has been capped nationally and by institution. The bursaries are paid to second and third year students. The NHS eligibility criteria for receiving a bursary are based on the following:

- Meeting the outcomes set out at entry level of the Professional Capabilities Framework (PCF) which is owned by the College of Social Work (TCSW) on behalf of the profession; and
- Experience of the sector e.g. work related, or user/carer experience; and/or
- Other work/life experience related to the sector or likely to be of value to the sector; and
- Passing the 'readiness to practise' threshold (prior to first placement) which is part of the PCF.

These criterion are listed on page 10 of 'The Social Work Bursary In the 2014 Academic Year' document issued by the Department of Health and can be found at the following link <http://www.nhsbsa.nhs.uk/Students.aspx>

Academic Criterion

- The selection process will be based on academic performance measured by a student's overall stage average ***at first attempt*** under the University's assessment regulations.
- Every element of every assessment in each unit will need to be passed in order to be considered. Students who have failed units cannot be considered for a bursary. Students with IMCs will be considered on a case by case basis.
- If two students have identical average scores then the highest mark in Readiness for Direct Practice will be used to determine selection.
- Students who do not receive the NHS bursary may be eligible for placement travel expenses.

Aegrotat award-There is no Aegrotat award permitted on this programme. Students are able to be transferred onto the BSc Applied Social Studies for consideration of an award.

Indicators of quality and standards (e.g. professional accreditation)

Indicators of Quality and Standards

(For more general information on each part of the framework, click on the link)

To assure continuing excellence in its quality and standards, the University of Bath has a quality management framework including:

1. A Quality Assurance Code of Practice, and associated regulations and policies: <http://www.bath.ac.uk/quality/cop/statements.html>
2. A learning, teaching and quality committee structure which monitors quality and standards and instigates action for enhancement. For further information:
Governance: <http://www.bath.ac.uk/quality/documents/QA03PSGuidQSGov.doc>
Review and Monitoring: <http://www.bath.ac.uk/quality/documents/QA03PSGuidQSRevMon.doc>
3. Staff development arrangements that assist staff in enhancing their own performance as educators, as researchers or as professional support services staff. Further information: <http://www.bath.ac.uk/quality/documents/QA03PSGuidQSASD.doc>

Students are involved in many of these processes. The emphasis here is upon the *informed* student voice - engaging with students as academic citizens to ensure they have opportunities to take an active part in shaping their own learning.

<http://www.bath.ac.uk/quality/documents/QA03PSGuidQSSStuVoice.doc>

A more detailed overview of the University's Quality Management framework is set out in this summary document:

<http://www.bath.ac.uk/quality/documents/approach-to-quality-management.pdf>

The University's management of its academic standards and quality is subject to external institutional review by the Quality Assurance Agency on a six year cycle. In its 2013 Institutional Review, the QAA confirmed that the University met its expectations for the management of standards, the quality of learning opportunities, and the enhancement of learning opportunities. The University was commended on its provision of information.

Professional bodies the Health and Care Professions Council (HCPC) and The College of Social Work (TCSW) require particular standards and content in our programmes so that students exit able to claim professional registration or recognition, enabling them to progress successfully in their subsequent careers. Current professional accreditations are reviewed periodically by the bodies concerned. They are shown against each relevant programme in the prospectus. The full list can be seen here: [QA8 Register of Accreditations](#).

Sources of other information

NOTES

Programme Specifications are **definitive, formal and concise** descriptions of programmes that are comprehensible to a general audience and are intended to support external accountability. The University has committed to using programme specifications in the following ways:

Approval, Amendment and Review of Programmes

The University uses programme specifications in programme approval, amendment and review processes to ensure that the aims and intended learning outcomes of programmes are clear, and that the learning outcomes can be achieved and demonstrated. Further guidance on the development of programme specifications is available from the Learning and Teaching Enhancement Office or from the LTEO website: <http://www.bath.ac.uk/quality/documents/QA3-prog-spec-guidance.pdf>

- **Programme approval:** Further information about the role of programme specifications in the process of programme approval is provided in [QA3](#) Approval of New Programmes of Study Annex A. A draft programme specification setting out the title, level, learning outcomes, diet of core and key optional units, and any partnership arrangements or professional accreditation is submitted as part of the documentation for first stage strategic approval to Board of Studies and Academic Programmes Committee. The draft programme proposal and specification should also be forwarded to the Registry at this stage. It is good practice to submit the draft document to the Faculty/School Learning, Teaching and Quality Committee after first stage strategic approval and before second stage final approval is sought so that feedback may guide development of the final documentation. The completed programme specification including the programme description, which should be fully differentiated in respect of any exit awards, is submitted to the Faculty/School Learning Teaching and Quality Committee and to the Programmes Approval and Partnerships Committee as part of the documentation for second stage (full) approval. Once final approval has been granted by Senate the programme specification should be published on the University website

- **Amendment of programmes:** When an intermediate or major amendment to a programme is made, an updated programme specification should be submitted as part of the approval process (see [QA4](#) Amendments to Programmes of Study para 6.4). Amended versions of the programme specification must be signed by the Dean of Faculty/School. Once approved, the revised programme specification should be published on the University website.
- **Degree Scheme Review:** The programme specification forms part of the evidence for the periodic review of the aims and learning outcomes of a programme of study (see [QA13](#) Degree Scheme Reviews).

Provision of Information to Students

Programme specifications are multi-stakeholder documents, which form one of the sources of programme information available to current and prospective students (For further information, see [QA44](#) Programme Handbooks and Programme Specifications, Section 5). Directors of Studies are responsible for ensuring that the programme specification is up to date and coherent with the detailed programme information provided in the prospectus and programme handbooks, and for ensuring that current programme specifications are published on the University website.

Programme descriptions should be appended to programme specifications and are intended to provide precise information for students and others on the stages of the programme, as required for the 'Structure and content of the programme' section of the main document. ([PD forms](#) for NFAAR for UG, PG, and non-NFA are available.)

August 2014