## *This document does not form part of the student contract*

**University of Huddersfield**

**Programme Specification**

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| **1.** | **Awarding institution** | University of Huddersfield |
| **2.** | **Teaching institution** | University of Huddersfield |
| **3.** | **School and Department** | School of Human and Health Sciences  Department of Behavioural & Social Sciences |
| **4.** | **Course accredited by** | Social Work England |
| **5.** | **Mode of Delivery** | Full-time taught course |
| **6.** | **Final Award** | MSci |
| **7.** | **Course Title** | Social Work |
| **8.** | **UCAS Code** | Not applicable |
| **9.** | **Subject benchmark statement** | QAA Social Work 2019 |
| **10.** | **Date of Programme Specification Approval** | March 2017 |

**11. Educational Aims of the Course**

**11.1** This course is designed to meet the needs of people who aspire to become registered social workers. The course is full time and learning will take place at University and in a range of practice placements. Successfully completing the course will lead to students being awarded an Integrated Master’s Degree in Social Work (MSci). The Degree is designed to prepare candidates to work in all social care settings (residential, field, day care, health and education) and differing sectors (statutory, voluntary, private and increasingly as self-employed) and in multi –disciplinary settings and work teams. This degree has been developed in close consultation with service users, carers and with employers and practitioners, by virtue of memorandum of understanding and cooperation. This partnership means that we can offer a course that is:

* Relevant to the needs of service users, carers and employers
* Challenging, dynamic and innovative for students
* Produces qualified Social Workers who are able to offer a better quality of service

**11.2** Teaching staff work closely with service users to develop challenging and thought provoking training materials; this ensures a richness of teaching and learning in crucial aspects of practice. There is a very strong research base in the department, with research staff actively involved in teaching and developments in the subject area.

**11.3** Social Workers practice in highly complex situations where they need to empower and protect individuals, families and communities, whilst working towards the principle of social justice. Social workers work with some of the most vulnerable people in our communities and wider society, often at times of great stress. Whilst on the course students will acquire the skills, knowledge and attitudes that will help them to become emotionally resilient, professional social workers, who can make a difference to people and their lives.

**11.4** The programme requires students, with support, to develop as autonomous, reflective practitioners and students will be encouraged to adopt an enquiring, questioning and creative approach to their studies. Students are expected to assume responsibility over the course of the Degree to identify their own learning needs and proactively make use of the available resources available to them within the University and on placement.

**11.5** During their studies students are required to demonstrate their practical application of skills and knowledge as well as an ability to deliver services that create positive opportunities for the individuals, families and communities they will be working with. Practice is an essential and integral part of this Degree. Students will undertake much of their learning in practice settings and they must demonstrate their capabilities in practice before being awarded the MSc Social Work.

**11.6** Social work is a profession that requires its workforce to be analytical, critical thinkers who can assimilate and synthesise a wide range of information to determine the best outcomes for vulnerable people. Studying to Masters level will ensure that the graduates of this programme are equipped with these skills. The course will stimulate interest in social care research through consideration at each level of study, of how a critical comprehension of research and research approaches can inform in-depth understandings of human situations and practitioner responses.

**12. Intended Learning Outcomes**

**12.1** Social Work England (SWE) require approved social work programmes to meet their Qualifying Education and Training Standards.. These set out the expectations of those providing qualifying training for social workers including the curriculum which must be taught and assessed. In addition, all students must meet Social Work England’s Professional Standards; these set out what a social worker in England must know, understand and be able to do after completing their social work education and training. These together with the Quality Assurance Agency (QAA) benchmark statements for social work (these statements set out what is required to achieve an academic award) prescribe what is required of a qualifying social worker who wishes to apply for professional registration with Social Work England and seek employment as a qualified social worker.

The Professional Capabilities Framework (PCF) is an overarching professional standards framework, originally developed by the Social Work Reform Board and now managed by the British Association of Social Workers (BASW). The PCF sets out expectations of social workers at each stage of their career, including at the point of admission to a pre-qualifying course and at the end of each required practice placement. As the PCF provides the back-drop to both initial social work education and post-qualifying development, the PCF will underpin the MSci and will provide a framework for assessment during recruitment to the course and for each of the practice placements.

The Chief Social Worker’s for England have set out clear expectations of what social workers should know and be able to do in their Knowledge and Skills Statements (KSS). The Knowledge and Skills Statements for Child and Family Practitioners and the Knowledge and Skills Statements for Social Workers in Adults Services will underpin the teaching and assessment on the course.

**Learning Outcomes:**

**12.2 *Knowledge***

The learning outcomes develop as the student progressed through their studies. At Foundation level the students will develop awareness and understanding; at Intermediate level the students develop their ability to apply and analyse knowledge and understanding; at Honours level students develop an ability to bring knowledge together, evaluate it and relate it to a wider context and at Masters level students develop the ability to demonstrate a systematic understanding of knowledge, much of which is at, or informed by, the forefront of professional social work practice.

In successfully completing the course students will gain critical understanding of knowledge in relation to:

1. Working with children and young people
2. Working with adults, including older people
3. Families across all age groups, ‘think family’
4. Working with children and adult transitions across services and agencies
5. Relationship stress and/or breakdown
6. Behavioural and/or parenting problems
7. Neglect, violence and abuse (of children and adults, including domestic violence)
8. Poverty
9. Mental distress and ill health
10. Substance misuse and addictions
11. Disability
12. Physical ill-health, dementia and dying/end of life
13. Immigration, especially for refugees and asylum-seekers
14. Risk assessment and risk management

**12.3 *Understanding***

In successfully completing the course students will gain a comprehensive understanding of:

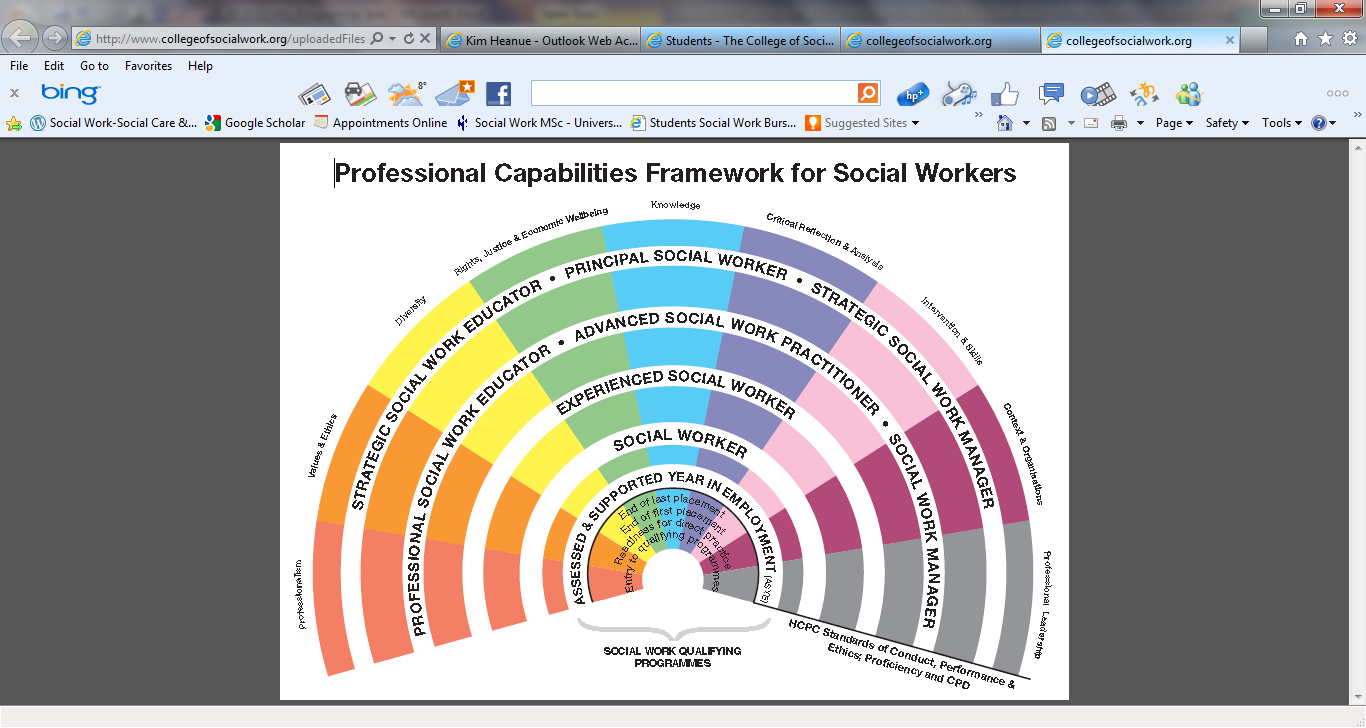
1. Professionalism: the ability to identify and behave as a professional social worker, committed to one’s own professional development
2. Values and Ethics: how to apply social work ethical principles and values to guide professional practice
3. Diversity: recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice
4. Rights, Justice and Economic Wellbeing: understand how to advance human rights and promote social justice and economic well-being
5. How to critically apply knowledge of social sciences, law and social work practice theory
6. How to systematically apply critical reflection and analysis to inform and provide a rationale for professional decision-making
7. How to Intervene using social work skills: students will understand how to use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse. Students will also understand how to evaluate these approaches
8. Contexts and organisations: How to engage with organisational frameworks and contribute to the development of services and organisations. Students will understand how to operate effectively within multi-agency and inter-professional partnerships and settings
9. Professional Leadership: Students will take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management

**12.4 *Skills and Other Attributes***

Social Workers are expected to act effectively within complex situations and circumstances using their initiative; throughout the course students will be supported to become independent learners and practitioners who are accountable, self-critical, reflective and emotionally intelligent and resilient. In successfully completing the course students will (amongst many other skills and attributes):

1. Be critically aware of the impact their own values may have on practice with different groups of service users and carers
2. Demonstrate a critical and systematic understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health; with the ability to evaluate the applicability of this knowledge in practice situations
3. Be able to critically reflect on and take account of the impact of inequality, disadvantage and discrimination on those who use social work services and their communities
4. Recognise the importance of evidence based practice in social work and the need to contribute to the debates on research as applied to practice situations
5. Demonstrate a capacity for logical, systematic, critical and reflective reasoning and apply the theories and techniques of reflective practice

**12.5 *Professional Practical Skills***

Successful students will demonstrate to an appropriate level all nine domains outlined in the Professional Capability Framework for Social Work:

By the end of the course students will have demonstrated that they can meet and apply to practice all nine of the domains at qualifying level:

1. Professionalism
2. Values & Ethics
3. Diversity
4. Rights, Justice & Economic Well-being
5. Knowledge
6. Critical Reflection & Analysis
7. Interventions & Skills
8. Contexts & Organisations
9. Professional Leadership

In addition by the end of the course students will also be able to demonstrate that they are able to understand and work to the Chief Social Workers’ Key Knowledge and Skills Statements (for Children and Family Social Work and Adult Social Work).

**12.6 *Transferable/Key Skills***

Social work is an applied subject and as such it involves the development of skills that are not only specific to social work but are of generic value. Successful graduates will have shown the qualities needed for employment in situations requiring the exercise of personal responsibility and decision making in complex and unpredictable circumstances, in particular through their ability to:

1. Communicate , using written, oral and ICT skills appropriately and sensitively
2. Use ideas and techniques to devise and sustain arguments, and/or solve problems
3. Manage their own learning
4. Work effectively in an organisation with a critical and responsible approach to policy and procedures, work co-operatively with others and manage their own time and resources effectively and accountably
5. Incorporate in their practice an awareness of their own values base, and sensitivity to the needs of those who do not share their social, cultural or religious background or who differ in terms of their race, age, ability, social class or sexual orientation
6. Recognise the importance of, and begin to demonstrate professional leadership
7. Recognise the value of, and contribute to supporting the learning and development of others

**12.7** Completing the social work qualification at Masters Level will mean that students will develop:

1. Knowledge and understanding about how social work as a discipline is constructed within changing historical, political and organisational contexts and the significance of other disciplines that contribute to social work knowledge
2. A critical understanding of how established techniques of research and enquiry within their own and others work are used to create and interpret knowledge in social work
3. The ability to critically apply research to professional situations
4. The ability to demonstrate originality in the application of social work knowledge in addressing complex problems
5. A comprehensive understanding of techniques applicable to their own research or advanced scholarship
6. The ability to use initiative and take responsibility for their own learning and continued professional development
7. The ability to communicate effectively with colleagues and professionals in a variety of media

**13. Course Structures and Requirements, Levels, Modules, Credits and Awards**

**13.1** The course consists of 15, 20, 30, 40 and 45 credit modules with students undertaking modules totalling 120 credits in year one and 120 credits in year 2. All modules are compulsory and are taken as follows:

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| **Year 1** |
| **Yearlong (September – June)**  HFS2001 Understanding Social Work – 40 credits (compulsory)  HFS2000 Introduction To Law & Social Policy – 40 credits (compulsory)  HFS1002 Social Science & Professional Practice – 20 credits (compulsory)  HFS2004 Working Together with Service Users & Carers – 20 credits (compulsory) |

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| **Year 2** |
| **Yearlong (September – June)**  HIS2006 Social Work Contexts & Organisations – 20 credits (compulsory)  HIC1000 Research Methods & Skills -20 credits (compulsory)  HIS2004 Assessing Community Needs & Developing Resources – 40 credits (compulsory)  HIS2005 Social Care Interventions – 40 credits (compulsory) |

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| --- | --- |
| **Year 3** | |
| **Term 1 (September – December)**  HHS2006 Think Family and Strength Approaches – 20 credits (compulsory)  HHS2007 Applied Law – 20 credits  (compulsory) | **Term 3 (March – July**)  HHS2008 First Practice Placement - 40 credits (compulsory)  From March – July students must be available to be on placement 5 days a week. |
| **Yearlong (September – March)**  HHS2004 Assessment & Care Planning – 40 credits(compulsory) | |

|  |  |
| --- | --- |
| **Year 4** | |
| **Yearlong (October – March)**  HMS4001 Final Practice Placement -60 credits (compulsory)  From October – March students must be available to be on placement 5 days a week. | **Term 3 (March– July)**  HMS2013 Leadership Skills – 30 credits (compulsory) |
| **Yearlong (September – May)**  HMS2014 Statutory Social Work Methods & Approaches - 30 credits(compulsory) | |

* 1. **Year One**

In the first year, students will undertake four compulsory yearlong modules at Foundation Level:

HFS2001 Understanding Social Work

HFS2000 Introduction to Law & Social Policy

HFS1002 Social Science & Professional Practice

HFS2004 Working Together with Service Users & Carers

**13.3** **Year Two**

In the second year, students will undertake four compulsory yearlong modules at Intermediate Level:

HIS2006 Social Work Contexts & Organisations – 20 credits

HIC1000 Research Methods & Skills -20 credits

HIS2004 Assessing Community Needs & Developing Resources – 40 credits

HIS2005 Social Care Interventions – 40 credits

**13.4**   **Year Three**

In the Thirds year, students will undertake four compulsory yearlong modules at Honours Level:

HHS2006 Think Family Approaches (semester 1)

HHS2007 Applied Law (semester 1)

HHS2004 Assessment & Care Planning (yearlong)

HHS2008 First Practice Placement (semester 2)

Starting dates for the placement in semester two are flexible; students will normally finish placement by the end June. Students will be on placement for five days a week until they have completed 70 working days.

**13.5**  **Year Four**

In the Third year, students will undertake three compulsory yearlong modules at Masters Level:

HMS4001 Final Placement (yearlong)

HMS2014 Statutory Social Work Methods & Approaches (yearlong)

HMS2013 Leadership Skills (semester 2)

**13.6 Progression requirements & exit points**

We expect and hope that when students enrol on the course that they will successfully complete it and be awarded the Integrated Masters in Social Work (MSci Social Work). However, we appreciate that for a small number of students this is not always possible as there may be particular reasons why they are unable to complete their study. In these cases the student may be able to leave the course with another award. None of the following awards provide the student with a professional qualification, in this instance a professional qualification in social work.

13.6.1 **Year 1:**

In order to progress into the second year of the course students should usually pass with a mark of at least 40% for all modules. In exceptional circumstances and with the approval of the CAB, students may trail one 20 credit module.

Students can exit with a Certificate of Higher Education Social Welfare upon successful completion of 120 credits. This is an academic award only and does not incorporate the professional qualification required to practice as a social worker.

**13.6.2** **Year 2:**

In order to progress into the third year of the course students should usually pass with a mark of at least 40% for all modules. In exceptional circumstances and with the approval of the CAB, students may trail one 20 credit module.

Students can exit with a Diploma of Higher Education Social Welfare upon successful completion of 240 credits. This is an academic award only and does not incorporate the professional qualification required to practice as a social worker.

**13.6.3 Year 3:**

In order to progress into the third year of the course students should usually pass with a mark of at least 40% for all modules. In exceptional circumstances and with the approval of the CAB, students may trail one 20 credit module, with the exception of HHS2008. The First Practice Placement Module, HHS2008 must be passed in order to progress to year Four.

To be able to progress to Year 4, students must achieve an average of 50% by the end of Year 3.

Students can exit with a BSc Social Welfare upon successful completion of 300 credits; this is an academic award only and does not incorporate the professional qualification required to practice as a social worker.

Students can exit with a BSc (Hons) Social Welfare upon successful completion of 360 credits; this is an academic award only and does not incorporate the professional qualification required to practice as a social worker.

**13.6.4** **Year 4:**

If a student does not pass or is unable to complete a final placement or wishes to exit the MSci programme during the final stages of the programme, the student may be eligible to transfer onto an individualised programme that leads to a Master’s degree, but does not lead to a professionally recognised qualification. In such circumstances options would be discussed between the student and the Course Leader in light of any University regulatory policies and guidelines.

**13.7** No modules can be condoned for the award of MSci Social Work. Students are required to pass all modules in years 1, 2, 3 & 4 and both placements to be awarded the Integrated Masters in Social Work (MSci).

**13.8 Degree Classification and calculation** – please refer to the latest guidelines available on the registry website

<http://www.hud.ac.uk/registry/regulationsandpolicies/awards/>

**13.9** Students are limited to two attempts only at passing and progressing through a first or final placement.

**13.10 Attendance**

Students are attending a professionally qualifying course; as such they are expected to attend all teaching modules and must complete the 170 working days of practice placement and 30 days of skills preparation in order to achieve the award of MSci under Professional Body Regulations. The course will monitor attendance in accordance with University regulations.

**13.11 Fitness to Practise**

**13.11.1** Students will have to demonstrate their fitness to practise as a future social worker throughout their academic and practical studies. It is essential, therefore, that during their studies a students’ health and behaviour does not give cause to doubt their Fitness to Practise. Examples of concerns can be found in the web links below.

**13.11.2** From December 2019, Social Work England have become the professional body who register social workers. SWE expect Universities to have a process throughout their programmes for dealing with concerns about profession-related conduct.

**13.11.3** The University fitness to practise process can be found on the following link:

[Fitness to Practise](https://www.hud.ac.uk/media/policydocuments/Fitness-to-Practise-Handbook.pdf)

**13.11.4** In reading the University Fitness to Practise Process, it is essential that student social workers take into account the following guidance from Social Work England:

<https://www.socialworkengland.org.uk/standards/professional-standards/>

<https://www.socialworkengland.org.uk/concerns/guidance-documents/fitness-to-practise-guide/>

This information is of equal importance to students at the point of qualifying and applying to SWE to register as a qualified social worker.

**14. Teaching, Learning and Assessment**

**14.1** Teaching, learning and assessment are designed to offer students a variety of learning and assessment opportunities that align with their module learning outcomes and offer realistic and effective preparation for progression in Social Work. They aim to be inclusive of diversity, to allow students to actively engage in learning and be successfully assessed in a variety of ways.

**14.2** Learning and teaching is delivered through tutorials, seminars, group work, practical experience, lectures and e-based learning. Student-centred learning is used where appropriate and its role generally increases throughout the course. Modules are designed to embed transferable skills and to allow students to progressively increase their knowledge and confidence. In line with the QAA guidance for Masters level programs students will be supported to develop the skills needed to exercise independent learning so that they are equipped for continuing professional development. Students will be given a degree of choice in learning delivery and assessment to encourage them to have greater engagement with and control over their learning. Learning will be structured to encourage independent and advanced scholarship. Throughout each level of study students will advance their understanding of research and research methods in order to develop a critical knowledge of how practice knowledge is created. Students will be required to synthesise ideas from theory, research and practice in order to show that they can make evidence-based decisions.

**14.3** Assessment aims to support learning and to measure achievement. Assessment methods are described in each module specification and module guide. All learning outcomes in a module are assessed and the mode of assessment is specified for each outcome. Assessment is a combination of coursework, practice/ competency based learning and class room based tests*.* The nature of the assessment varies from module to module, and mirrors the modes of communication expected of graduates in this field for example writing analytical essays, report writing, case studies, presentations, use of digital technologies, writing reports and oral presentations.

**14.4** **Practice Based Assessment**

**14.4.1** Competence to practice is a primary requirement for Social Work professional registration. Throughout the course students will have 30 days that help to prepare them for practice. This includes workshops that offer opportunities to develop knowledge and skills in key areas that underpin social work practice. In both years of the course students will undertake a period of assessed practice; in year one students will do a 70 day placement, in year two students will do a 100 day placement.

**14.4.2** In line with professional body guidance students will undertake 2 contrasting placements; that is to say that the placements will vary in terms of service user group and key responsibilities.

**14.4.3** Whilst on placement students will compile a practice portfolio. Students are supported whilst on placement by regular contact with tutors and through placement seminars. Students along with their practice educator share the responsibility for collecting evidence which demonstrates their capabilities across the Professional Capabilities Framework. Practice educators draw upon evidence from direct observations, supervision, and from written work in assessing students. Feedback from service users and colleagues offers further evidence of a students’ progress through placement.

**14.4.4** **Key terms for placement support:**

* **A Practice Educator** is a qualified and experienced worker whose primary role is to support, encourage and assess students in practice. A Practice Educator may be on site or off site.
* **A Workplace Supervisor** is a worker who has day-to-day responsibility for ensuring students have sufficient learning opportunities of an appropriate nature throughout their placement. The Workplace Supervisor provides guidance on practice matters and helps to inform the assessment. The Workplace Supervisor does not necessarily provide guidance on academic theory.

**14.4.5 Practice Modules - Assessment Process**

A student’s practice learning consists of two practice modules:

**Year Three:**

HHS2008 First Practice Placement

**Year Four:**

HMS4001 Final Practice Placement

HHS2008 is a prerequisite to HMS4001 so students must have passed the placement in year one in order to progress to year two. The practice placements are assessed through the Practice Educator’s Final Report which is supported by a written portfolio provided by the student which details their progress in achieving the 9 domains of the relevant level of the PCF and the Chief Social Workers’ Knowledge & Skills Statements for Social Work.

**14.4.6 Practice Assessment Panel (PAP)**

This Panel has been established to ensure quality assurance of practice assessment. It reports directly to the Social Work Course Assessment Board and the Chair of the Practice Assessment Panel is also a member of the Course Assessment Board. The PAP has a role of internal moderator. Members of the PAP will moderate a range of practice portfolios for both first and final practice. In addition The PAP should provide a robust mechanism for marking, moderation and review of practice learning, especially where there are difficulties or where a fail is recommended. The Practice Assessment Panel includes practice educator representatives, as well as representatives from those engaged in college-based teaching.

**14.5** Personal Development Planning (PDP) is defined as ‘a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, education and career development’ (QAA 2001) From September 2005 it has been a QAA requirement that all students have access to PDP. PDP enables the student to develop and awareness of their strengths and weaknesses, construct a record of achievement documenting the acquisition of knowledge, skills and competencies and reflect and act upon their personal, professional, academic and long term career goals. PDP is introduced to students at the commencement of the course and is supported through the personal tutor system. Learning opportunities are identified throughout the course and are linked to individual learning needs on placement. Students will be supported to produce a written PDP at the end of each year of the course which will ensure that they keep a clear record of their progress. Each year PDP is embedded into a module and the PDP forms part of the summative assessment; this ensures that students are prepared through teaching to complete this piece of work in a structured way that promotes refection and analysis of learning. PDP is linked to preparation for practice and through teaching students will be encouraged to formulate clear learning needs for their practice placement that are based on their PDP.PDP also provides a medium for creating an effective CV. Dedicated support is given at School level by the Careers Service to aid students in preparing for work. This portfolio of materials is then used in preparing for job applications and/or supporting continuous professional development.

**14.6** The School of Human and Health Sciences uses Turnitin® via the virtual learning environment (VLE) to help both students and staff ensure and protect the originality of work submitted for assessment.

**14.7** The predominant mode of delivery for the course combines structured and independent learning methods alongside time spent in practice. Students on the MSci Social Work are taught for many of their modules alongside students on the MSc Social Work. This reflects the fact that there is core knowledge that all social work students need in order to successfully meet the domains of the Professional Capability Framework and the SWE Professional Standards. As such successful completion of the course will mean that students possess the skills and experience necessary for social work practice.

**14.8** As with graduates of all Master's degrees, the MSci graduates should be capable of demonstrating a systematic understanding of knowledge, much of which is at, or informed by, the forefront of professional social work practice.

**14.9** Studying at Masters level for their professional social work qualification will equip graduates to continue their professional and academic study at a higher level, for example for a PhD or professional doctorate.

**15. Support for Students and their Learning**

**15.1 Support for students undertaking this course operates at University, School and Course level and complies with the 2010 Equality Act. It includes:**

**15.2 University Level**

**15.2.1** Central to the provision of student support are **Student Services**. The range of services they offer include:

## Wellbeing and Disability Services

* [Counselling](http://www.hud.ac.uk/wellbeing/studentcounselling/)
* [Back on Track](http://www.hud.ac.uk/wellbeing/back-on-track/)
* [Disability Services](http://www.hud.ac.uk/disability-services/)
* [Drop in (Counselling and Wellbeing)](http://www.hud.ac.uk/wellbeing/)
* [The Faith Centre](http://www.hud.ac.uk/faith-centre/)
* [Getting help](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/)
* [Group workshops and courses](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/groupworkshops/)
* [Hate Crime Reporting Centre](http://www.hud.ac.uk/wellbeing/hatecrimereporting/)
* Help for suspended students
* [Self help](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/selfhelp/)
* [Student parents](http://www.hud.ac.uk/wellbeing/studentparents/)
* [Student wellbeing](http://www.hud.ac.uk/wellbeing/)
* TogetherAll
* [Welfare support](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/studentwelfare/)
* [University Health Centre](http://www.universityhealthhuddersfield.co.uk/)

**Careers and Employability Service**

* Careers and Employability Service
* Jobshop

More information on the range of student services can be found on their website at: <http://www.hud.ac.uk/services/>

**15.2.2** **The Student Finance Office** provides:

* Information and guidance regarding possible sources of funding for all courses in the University
* Budgeting advice to discuss a variety of options and strategies in order to manage on a budget
* Facilities for the billing and payment of income to be collected by the University
* Debt advice via personal and confidential sessions is available from trained staff along with mediation and resolution

Further information can be found on their website at:

<http://www.hud.ac.uk/students/finance/>

**15.2.3** **Computing services** provide induction and ongoing support for all students. More information on the range of computing services can be found on their website at: <http://www.hud.ac.uk/students/it/>

**15.2.4 Library** **Services** provide induction and ongoing support for all students. More information on the range of library services can be found on their website at: <http://www.hud.ac.uk/library/>

* 1. **School Level**
     1. The School of Human and Health Sciences provides additional student support using a variety of approaches:

**15.3.2** **The Academic Skills Development Team (ASDT)** in the School of Human and Health Sciences provides support, development and encouragement for students at all levels with help on a range of academic skills areas. Further information on the services provided can be found on the School pages in VLE in Shum Quick Links

**15.3.3** The School has a **Student Hub** with **Student Support Officers.** The Student Hub provides a drop in service for all students in the School. They are based in Harold Wilson Building, Ground Floor, Room 24 and are open on Monday to Friday  from 8.30am to 4.00pm during term time.

The Student Hub offers the following services:

• Welfare Support

• Advice on extensions and ECs

• Print credit

• Signposting students and visitors to other services

• Binding

• International Student Support

• Independent Services

• Confidential Advice

• Booking for academic staff appointments.

No appointment is necessary for the Student Hub and they can be contacted on 01484 473092 or by email at: [hhsstudentsupport@hud.ac.uk](mailto:hhsstudentsupport@hud.ac.uk)

15.3.4 Finally the School has a Learning Technology Support Unit (LTSU). The LTSU is based in the

Ramsden building and provides support to students both in person and on-line in relation to queries regarding Brightspace and Turnitin

**15.4 Course Level**

At course level support is provided by:

* + 1. **Personal Academic Tutor**

The University has implemented a personal tutor system. This system aims to both improve the student experience of learning and teaching, and increase student retention and achievement rates. Specifically personal tutors:

* Provide a personal contact for the student within the University and the School
* Act as a liaison between the student and course leaders to seek any improvements required
* Offer guidance, assistance and support in managing the students’ academic experience
* Recognise when the problems presented are beyond the personal tutors’ competence and seek guidance and support for the student through the University and/or School referral processes
* Work with students to review and reflect upon their own progress and if necessary on ways to improve it
* Take part in supportive training events
  + 1. **Module Leader**

The module leader is responsible for teaching, learning and assessment of the modules within this course.

* + 1. **Course Leader**

The course leader is responsible for the entire quality assurance arrangements for the course.

* + 1. **Year Leader**

The year leader is responsible for a management of a particular year of a course.

**16. Criteria for Admission**

**16.1** The University of Huddersfield seeks and encourages applicants in order to widen participation, improve access and apply the principles of equal opportunities. We provide support for applicants who require additional assistance in order to select the right course of study and make a successful transition to studying at University. We encourage local, national and international applications. International applications are considered on an individual basis. Successful overseas applicants must meet communication and comprehension skills to international English Language Systems (IELTS) at a score of 7.0 with no lower than 6.5 in any single component.

<http://www.hud.ac.uk/international>

**16.2** Applicants will be able to apply for credit through both APL (e.g. having a qualification that may be applicable) and through APEL (i.e. skills and knowledge gained through work in social care). Applicants who feel they may have appropriate qualifications or experience which may justify a claim should speak in the first instance to the Admissions Tutor or Course Leader.

**16.3 The University’s general minimum entry requirements are specified in the ‘Regulations for Awards** which can be found on the Registry website as follows:

<http://www.hud.ac.uk/registry/regulationsandpolicies/awards/>

**16.4** Every person who applies for this course and meets the minimum entry requirement – regardless of any disability – will be given the same opportunity in the selection process. In line with our professional body requirements all candidates are selected through interview and throughout the interview must show an ability to communicate well in spoken English. General advice and information regarding disability and the support the University can give can be found by calling student services on 01484 472675 or visiting their website at:

<http://www.hud.ac.uk/student-services/>

**16.5** In addition this course, MSci leads to professional recognition with Social Work England

**16.6** However, the specific entry requirements and admission criteria for this course are detailed below:

**16.7** In line with professional body requirements, upon application to the MSci candidates must be

able to demonstrate that they are:

* School/College leavers who have reached 17.5 years on admission
* Able to demonstrate the potential to become confident, reflective and safe practitioners eligible for registration with SWE as a social worker who is able to uphold a positive image of the social work profession

And have:

* Obtained or predicted 120 UCAS tariff points from a combination of Level 3 qualifications including a grade B in an A level or a Distinction in a BTEC Subsidiary Diploma or;
* BBB at A Level
* DDM BTEC Level 3 Extended Diploma in Health and Social Care or;
* Pass Access to Higher Education Diploma with 30 Level 3 credits at Distinction and 15 Level 3 credits at Merit or;
* International Baccalaureate with an overall score of 31 points and must include English GCSE grade C or equivalents (can include IELTS for the English GCSE grade C equivalency) and normally Maths GCSE grade C or equivalent.

Plus:

* GCSE English Grade C or equivalent
* Normally GCSE Maths Grade C or equivalent. *Please note that some employers may require this at the point of application for employment.*
* Basic IT skills, including word processing, internet browsing and use of email

**16.8** The Criteria for selection of applicants for social work training is based on statements at entry level of the Professional Capabilities Framework.

**16.9** Candidates are shortlisted on the strength of their written applications. Candidates will need to show how they have used their previous experience (e.g. paid, voluntary, personal, educational) to help them develop some knowledge and understanding of the tasks, roles and responsibilities of social workers. We look for people who are able to work alongside others with sensitivity and understanding. We consider how prepared candidates are for studying at postgraduate level, their relevant experience and their understanding of what social work is.

**16.10** All shortlisted candidates will be offered an interview, where selection for the course takes place. Throughout the interview candidates must show an ability to communicate well in spoken and written English. Service users, carers and partner agencies are involved in the selection process. Interviews will include a group activity, a written test and a 1-1 activity.

**16.11** SWE requires that we consider the suitability of applicants, in relation to their conduct, health and character. All candidates must declare any physical or mental health condition that could affect their ability to carry out any role in a social care setting safely. s. If a candidate declares a physical or mental health condition, we may ask them to give us consent for a health report from their GP or other health professional who knows about their condition. Telling us about a health condition will not necessarily prevent candidates being offered a place on the course.

**16.12** Candidates must also tell us about their current disciplinary record and criminal offences. Prior to enrolling on the course all students will be subject to an enhanced disclosure with the Disclosure and Barring Service. Again, any disciplinary record and criminal offences will not necessarily preclude a candidate being offered a place on the course.

We will take account of:

1. Whether the offence is relevant to social work
2. The seriousness of the offence
3. The length of time since the offence
4. If there is a pattern of offending behaviour
5. If the person’s situation has changes since the offence
6. The circumstances surrounding the offence

Each person’s situation will be considered individually and anonymously by a panel of academic and professional colleagues within the School of Human and Health Sciences.

**16.13** All offers made are subject to candidates declaring any health issues and criminal convictions, (including those normally regarded as spent under the Rehabilitation of Offenders Act, 1974 (exceptions) Order 1975) and they must be willing for these to be discussed with placement agencies.

**16.14** In addition candidates will need to tell us if they are or have been subject to any enquiries by Social services in relation to Safeguarding Children or Vulnerable Adults.

**17. Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning**

**17.1** The methods for the validation and annual evaluation of courses, including those validated by external bodies, and for the review of teaching and research and of academic support services. are specified in the University’s ;Quality Assurance Procedures for Taught Courses which can be found on the Registry website as follows:

<http://www.hud.ac.uk/registry/qualityassurance/>

**17.2** The School is committed to comprehensive student engagement and works actively with the University of Huddersfield Student Union to support this through the student representative system see further information at:

<http://www.huddersfield.su/courserephub>

**17.3** Within the School students are represented at committee level from Student Panels to the School Board. The School also has a Student Council. Individual feedback on the quality and standards of teaching and learning is received through module and course.

**17.4** The University has a Diversity, Equality and Inclusivity Enhancement Committee (UEDIEC) and the School has a Diversity Champion, both of which supports and drives forward the curriculum development.

**17.5** An effective external examination system is managed by Registry and all reports are viewed at University, School and course levels. External examiner and student feedback, as well as all statistical data about the course, is reported through the course committee structure and scrutinised through the University wide annual evaluation process. In line with regulatory body requirements for social work, external examiners for the course must be appropriately experienced and social work qualified and be registered with the SWE.

**18. Regulation of Assessment**

**18.1** University awards are regulated by the ‘Regulations for Awards’ on the Registry website as follows:

<http://www.hud.ac.uk/registry/regulationsandpolicies/awards/>

and the ‘Students’ Handbook of Regulations’ on the Registry website as follows:

<http://www.hud.ac.uk/registry/regulationsandpolicies/studentregs/>

**18.2** The following points are relevant to the MSci Social Work:

* Full practice placement attendance is required
* In theory/practice modules there is no compensation between theory and practice; all practice elements must be passed
* Compensation between theoretical assessments is not permitted below 30%
* Students may compensate between the marks for different elements of assessment unless otherwise started in the module specification
* There is no condonement on this programme.

**19. Indicators of Quality and Standards**

**19.1** This programme specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the study module guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

**19.2** The judgment of the most recent (Aug-2010) Quality Assurance Agency Subject Review

states:

* Confidence can reasonably be placed in the soundness of the institution's present and likely future management of the academic standards of its awards
* Confidence can reasonably be placed in the soundness of the institution's present and likely future management of the quality of the learning opportunities available to students

**19.3** The outcome of the most recent institutional audit can be found at:

http://www.qaa.ac.uk/InstitutionReports/Reports/Pages/inst-audit-Huddersfield-

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| **Appendix 1:** | **Foundation Level Modules (MSW)** | | | | **Intermediate Level Modules (MSW)** | | | | | **Honours Level Modules Yr 3 MSW / Masters Level Modules Yr 1 MSc SW** | | | | | **Masters Level Modules – Yr 4 MSW / Yr 2 MSc SW** | | | |
| **Demonstration of Course Learning Outcomes mapped to modules**  **Knowledge (you will gain knowledge in)** | HFS1002 Social Science and Professional Practice  HFS1002 Social Science & professional Practice | HFS2004 Working Together with Service Users & Carers | HFS2000 Social Work Law & Social Policy | HFS2001 Understanding Social Work | | HHIS2006 Social Work Contexts & Organisations | HIC1000 Research Methods & Skills | HIS2004 Assessing Community Needs & Developing Resources | HIS2005 Social Care Interventions | HHS2004/HMS2017 Assessment & Care Planning | HHS2006/HMS2018 Think Family & Strengths Based Approaches | HHS2007/HMS2019 Applied Law | HHS2008/HMS2020First Practice Placement | HMS2001 Social Work Knowledge & Interventions (MSc only) | HMS2014 Statutory SW Methods & Approaches | HMS4001 Final Placement | HMS2000 Readiness to Practice (MSc Only) | HMS2013 Leadership Skills |
| Working with children & young people | x |  | x |  | |  |  |  | x | x | x | x | x | x | x | x |  |  |
| Working with Adults, including older people | x | x | x |  | |  |  |  | x | x | x | x | x | x | x | x | x |  |
| Families across all age groups, ‘think family’ |  | x | x |  | |  |  |  |  |  | x |  | x |  | x | x |  |  |
| Working with children and adult transitions across services and agencies | x |  | x |  | |  |  |  | x |  | x |  | x | x | x | x |  |  |
| Relationship stress and/or breakdown | x | x |  |  | |  |  |  |  | x | x | x |  | x | x |  |  |  |
| Behavioural and/or parenting problems | x | x | x |  | |  |  |  |  | x | x | x |  | x | x |  |  |  |
| Neglect Violence & Abuse (of children and adults) | x | x | x |  | |  |  |  |  | x | x | x |  | x | x |  |  |  |
| Poverty | x |  |  |  | |  |  |  |  |  | x |  |  |  | x |  |  |  |
| Mental distress and ill health | x | x |  |  | |  |  |  |  | x | x | x |  |  | x |  |  |  |
| Substance misuse and addictions |  |  |  |  | |  |  |  | x |  | x |  |  | x | x |  |  |  |
| Disability | x |  |  |  | |  |  |  | x |  | x |  |  |  | x |  |  |  |
| Physical ill-health, dementia and dying/end of life | x |  |  |  | |  |  |  | x |  | x |  |  | x | x |  |  |  |
| Immigration, especially for refuges and asylum-seekers | x | x |  |  | |  |  |  |  |  | x | x |  | x | x |  |  |  |
| Risk assessment and risk management |  |  |  | x | | x |  | x | x | x | x |  |  | x | x |  |  |  |

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|  | **Foundation Level Modules (MSW)** | | | | **Intermediate Level Modules (MSW)** | | | | | **Honours Level Modules Yr 3 MSW / Masters Level Modules Yr 1 MSc SW** | | | | | **Masters Level Modules – Yr 4 MSW / Yr 2 MSc SW** | | | |
| **Demonstration of Course Learning Outcomes mapped to modules**  **Understanding:** | HFS1002 Social Science and Professional Practice  HFS1002 Social Science & professional Practice | HFS2004 Working Together with Service Users & Carers | HFS2000 Social Work Law & Social Policy | HFS2001 Understanding Social Work | | HHIS2006 Social Work Contexts & Organisations | HIC1000 Research Methods & Skills | HIS2004 Assessing Community Needs & Developing Resources | HIS2005 Social Care Interventions | HHS2004/HMS2017 Assessment & Care Planning | HHS2006/HMS2018 Think Family & Strengths Based Approaches | HHS2007/HMS2019 Applied Law | HHS2008/HMS2020First Practice Placement | HMS2001 Social Work Knowledge & Interventions (MSc only) | HMS2014 Statutory SW Methods & Approaches | HMS4001 Final Placement | HMS2000 Readiness to Practice (MSc only) | HMS2013 Leadership Skills |
| Professionalism: the ability to identify and behave as a professional social worker, committed to one’s own professional development |  |  |  | x | | x |  |  |  |  |  |  | x |  |  | x | x | x |
| Values and Ethics: how to apply social work ethical principles and values to guide professional practice | x | x | x | x | |  |  |  | x | x |  | x | x |  |  | x | x |  |
| Diversity: recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice | x | x |  | x | |  |  |  |  |  | x |  | x |  | x | x | x |  |
| Rights, Justice and Economic Wellbeing: understand how to advance human rights and promote social justice and economic well-being | x | x | x | x | |  |  |  |  | x |  | x | x |  |  | x |  |  |
| How to critically apply knowledge of social sciences, law and social work practice theory | x |  | x |  | |  | x |  |  |  |  | x | x |  |  | x |  |  |
| How to systematically apply critical reflection and analysis to inform and provide a rationale for professional decision-making | x |  |  | x | |  | x |  | x | x | x | x | x | x | x | x | x | x |
|  | **Foundation Level Modules (MSW)** | | | | **Intermediate Level Modules (MSW)** | | | | | **Honours Level Modules Yr 3 MSW / Masters Level Modules Yr 1 MSc SW** | | | | | **Masters Level Modules – Yr 4 MSW / Yr 2 MSc SW** | | | |
| **Demonstration of Course Learning Outcomes mapped to modules**  **Understanding cont:** | HFS1002 Social Science and Professional Practice  HFS1002 Social Science & professional Practice | HFS2004 Working Together with Service Users & Carers | HFS2000 Social Work Law & Social Policy | HFS2001 Understanding Social Work | | HHIS2006 Social Work Contexts & Organisations | HIC1000 Research Methods & Skills | HIS2004 Assessing Community Needs & Developing Resources | HIS2005 Social Care Interventions | HHS2004/HMS2017 Assessment & Care Planning | HHS2006/HMS2018 Think Family & Strengths Based Approaches | HHS2007/HMS2019 Applied Law | HHS2008/HMS2020First Practice Placement | HMS2001 Social Work Knowledge & Interventions (MSc only) | HMS2014 Statutory SW Methods & Approaches | HMS4001 Final Placement | HMS2000 Readiness to Practice (MSc only) | HMS2013 Leadership Skills |
| How to Intervene using social work skills: students will understand how to use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse. Students will also understand how to evaluate these approaches. |  |  |  | x | | x |  |  | x | x | x | x | x | x |  | x |  |  |
| Contexts and organisations: How to engage with organisational frameworks and contribute to the development of services and organisations. Students will understand how to operate effectively within multi-agency and inter-professional partnerships and settings |  |  |  | x | | x |  |  |  |  |  |  | x |  |  | x |  | x |
| Professional Leadership: Students will take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management |  |  |  | x | |  |  |  |  |  |  |  | x |  |  | x | x | x |

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|  | **Foundation Level Modules (MSW)** | | | | **Intermediate Level Modules (MSW)** | | | | | **Honours Level Modules Yr 3 MSW / Masters Level Modules Yr 1 MSc SW** | | | | | **Masters Level Modules – Yr 4 MSW / Yr 2 MSc SW** | | | |
| **Demonstration of Course Learning Outcomes mapped to modules**  **Skills and Other Attributes:** | HFS1002 Social Science and Professional Practice  HFS1002 Social Science & professional Practice | HFS2004 Working Together with Service Users & Carers | HFS2000 Social Work Law & Social Policy | HFS2001 Understanding Social Work | | HHIS2006 Social Work Contexts & Organisations | HIC1000 Research Methods & Skills | HIS2004 Assessing Community Needs & Developing Resources | HIS2005 Social Care Interventions | HHS2004/HMS2017 Assessment & Care Planning | HHS2006/HMS2018 Think Family & Strengths Based Approaches | HHS2007/HMS2019 Applied Law | HHS2008/HMS2020First Practice Placement | HMS2001 Social Work Knowledge & Interventions (MSc only) | HMS2014 Statutory SW Methods & Approaches | HMS4001 Final Placement | HMS2000 Readiness for Practice (MSc only) | HMS2013 Leadership Skills |
| Be critically aware of the impact their own values may have on practice with different groups of service users and carers | x | x | x | x | |  |  |  |  |  |  | x | x |  |  | x | x |  |
| Demonstrate a critical and systematic understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health; with the ability to evaluate the applicability of this knowledge in practice situations | x |  |  |  | |  |  |  | x |  | x |  | x | x | x | x |  |  |
| Be able to critically reflect on and take account of the impact of inequality, disadvantage and discrimination on those who use social work services and their communities | x | x |  | x | |  |  |  |  | x |  | x | x | x | x | x | x |  |
| Recognise the importance of evidence based practice in social work and the need to contribute to the debates on research as applied to practice situations. | x |  |  |  | |  | x |  | x |  |  | x | x | x |  | x |  |  |
| Demonstrate a capacity for logical, systematic, critical and reflective reasoning and apply the theories and techniques of reflective practice |  |  |  | x | |  |  |  | x |  | x |  | x | x | x | x |  | x |
|  | **Foundation Level Modules (MSW)** | | | | **Intermediate Level Modules (MSW)** | | | | | **Honours Level Modules Yr 3 MSW / Masters Level Modules Yr 1 MSc SW** | | | | | **Masters Level Modules – Yr 4 MSW / Yr 2 MSc SW** | | | |
| **Demonstration of Course Learning Outcomes mapped to modules**  **Professional & Practical Skills** | HFS1002 Social Science and Professional Practice  HFS1002 Social Science & professional Practice | HFS2004 Working Together with Service Users & Carers | HFS2000 Social Work Law & Social Policy | HFS2001 Understanding Social Work | | HHIS2006 Social Work Contexts & Organisations | HIC1000 Research Methods & Skills | HIS2004 Assessing Community Needs & Developing Resources | HIS2005 Social Care Interventions | HHS2004/HMS2017 Assessment & Care Planning | HHS2006/HMS2018 Think Family & Strengths Based Approaches | HHS2007/HMS2019 Applied Law | HHS2008/HMS2020First Practice Placement | HMS2001 Social Work Knowledge & Interventions (MSc only) | HMS2014 Statutory SW Methods & Approaches | HMS4001 Final Placement | HMS2000 Readiness for Practice (MSc only) | HMS2013 Leadership Skills |
| Demonstrate to an appropriate level all nine domains of the PCF |  |  |  | x | |  |  |  |  |  |  |  | x |  |  | x | x |  |
| Demonstrate to an appropriate level the Chief Social Workers’ Key Knowledge and Skills Statements (for Children and Family Social Work and Adult Social Work) | x | x | x | x | | x | x | x | x | x | x | x | x | x | x | x | x | x |
| **Transferable Key Skills**  Communicate, using written oral & ICT skills appropriately and sensitively |  |  |  | x | |  |  |  |  | x |  |  | x |  |  | x |  | x |
| Use ideas and techniques to devise and sustain argument, and or solve problems | x |  |  | x | |  | x | x |  | x |  | x | x |  |  | x |  | x |
| Manage your own learning |  |  |  | x | | x |  |  |  |  |  |  | x |  |  | x | x | x |
| Work effectively in an organisation with a critical and responsible approach to policy and procedures, work co-operatively with others and manage their own time and resources effectively and accountably |  |  |  | x | | x |  |  |  |  |  |  | x |  |  | x |  | x |
| Incorporate in their practice an awareness of their own value base and sensitivity to the needs of those who do not share their social, cultural or religious background or who differ in terms of their race, age, ability, social class or sexual orientation. | x | x | x |  | |  |  |  | x | x |  | x | x |  | x | x | x | x |
| Recognise the importance of and begin to demonstrate professional leadership |  |  |  | x | | x |  |  |  |  |  |  | x |  |  | x | x | x |
| Recognise the value of and contribute to supporting the leaning and development of others. |  |  |  | x | | x |  | x |  |  |  |  |  |  |  |  |  | x |
|  | **Foundation Level Modules (MSW)** | | | | **Intermediate Level Modules (MSW)** | | | | | **Honours Level Modules Yr 3 MSW / Masters Level Modules Yr 1 MSc SW** | | | | | **Masters Level Modules – Yr 4 MSW / Yr 2 MSc SW** | | | |
| **Demonstration of Course Learning Outcomes mapped to modules**  **Transferable key skills cont:** | HFS1002 Social Science and Professional Practice  HFS1002 Social Science & professional Practice | HFS2004 Working Together with Service Users & Carers | HFS2000 Social Work Law & Social Policy | HFS2001 Understanding Social Work | | HHIS2006 Social Work Contexts & Organisations | HIC1000 Research Methods & Skills | HIS2004 Assessing Community Needs & Developing Resources | HIS2005 Social Care Interventions | HHS2004/HMS2017 Assessment & Care Planning | HHS2006/HMS2018 Think Family & Strengths Based Approaches | HHS2007/HMS2019 Applied Law | HHS2008/HMS2020First Practice Placement | HMS2001 Social Work Knowledge & Interventions (MSc only) | HMS2014 Statutory SW Methods & Approaches | HMS4001 Final Placement | HMS2000 Readiness for Practice (MSc only) | HMS2013 Leadership Skills |
| Knowledge and understanding about how social work as a discipline is constructed within changing historical, political and organisational contexts and the significance of other disciplines that contribute to social work knowledge. |  |  | x | x | | x |  |  | x | x |  |  | x | x | x | x |  | x |
| A critical understanding of how established techniques of research and enquiry within their own and others work are used to create and interpret knowledge in social work | x |  |  |  | |  | x | x | x |  |  |  |  | x | x |  |  |  |
| The ability to critically apply research to professional situations | x |  |  |  | |  | x | x | x |  |  | x | x | x | x | x |  |  |
| The ability to demonstrate originality in the application of social work knowledge in addressing complex problems. | x |  |  |  | |  | x | x | x |  |  | x | x | x | x | x |  |  |
| A comprehensive understanding of techniques applicable to their own research or advanced scholarship |  |  |  | x | |  | x |  |  |  |  |  |  |  |  |  |  |  |
| The ability to use initiative and take responsibility for their own learning and continued professional development |  |  |  | x | | x |  |  |  |  |  |  | x |  |  | x | x | x |
| The ability to communicate effectively with colleagues and professionals in a variety of media. |  |  |  | x | | x |  |  |  |  |  |  | x |  |  | x | x | x |

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| **Appendix 2:** | **Subject Knowledge & Understanding** | | | | | **Subject-Specific Skills and Other Skills** | | | | |
| **Demonstration of Course Learning Outcomes mapped to QAA Subject Benchmark Statements (2019)**  **Knowledge (you will gain knowledge in)** | Social Work Theory | Values & Ethics | Service User & Carers | The Nature of Social Work Practice in the UK and more Widely | The Leadership, Organisation and Delivery of Social Work Services | Problem-Solving Skills | Communication Skills | Skills In Working with Others | Skills in Personal and Professional Development | Use of Technology and Numerical Skills |
| Working with children & young people | x | x | x | x |  |  |  | x |  |  |
| Working with Adults, including older people | x | x | x | x |  |  |  | x |  |  |
| Families across all age groups, ‘think family’ | x | x | x | x |  |  |  | x |  |  |
| Working with children and adult transitions across services and agencies | x | x | x | x |  |  |  | x |  |  |
| Relationship stress and/or breakdown | x | x | x |  |  |  |  | x |  |  |
| Behavioural and/or parenting problems | x | x | x |  |  |  |  | x |  |  |
| Neglect Violence & Abuse (of children and adults) | x | x | x |  |  |  |  | x |  |  |
| Poverty | x | x | x |  |  |  |  | x |  |  |
| Mental distress and ill health | x | x | x |  |  |  |  | x |  |  |
| Substance misuse and addictions | x | x | x |  |  |  |  | x |  |  |
| Disability | x | x | x |  |  |  |  | x |  |  |
| Physical ill-health, dementia and dying/end of life | x | x | x |  |  |  |  | x |  |  |
| Immigration, especially for refuges and asylum-seekers | x | x | x |  |  |  |  | x |  |  |
| Risk assessment and risk management | x | x |  |  |  | x |  | x |  |  |

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|  | **Subject Knowledge & Understanding** | | | | | **Subject-Specific Skills and Other Skills** | | | | |
| **Demonstration of Course Learning Outcomes mapped to QAA Subject Benchmark Statements (2019)**  **Understanding:** | Social Work Theory | Values & Ethics | Service User & Carers | The Nature of Social Work Practice in the UK and more Widely | The Leadership, Organisation and Delivery of Social Work Services | Problem-Solving Skills | Communication Skills | Skills In Working with Others | Skills in Personal and Professional Development | Use of Technology and Numerical Skills |
| Professionalism: the ability to identify and behave as a professional social worker, committed to one’s own professional development |  | x |  | x | x |  | x | x | x |  |
| Values and Ethics: how to apply social work ethical principles and values to guide professional practice |  | x |  |  |  |  |  |  | x |  |
| Diversity: recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice | x | x | x |  |  |  |  | x | x |  |
| Rights, Justice and Economic Wellbeing: understand how to advance human rights and promote social justice and economic well-being | x | x | x |  |  |  |  | x |  |  |
| How to critically apply knowledge of social sciences, law and social work practice theory | x |  |  |  |  |  |  |  |  |  |
| How to systematically apply critical reflection and analysis to inform and provide a rationale for professional decision-making | x |  |  |  |  | x |  |  | x |  |

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|  | **Subject Knowledge & Understanding** | | | | | **Subject-Specific Skills and Other Skills** | | | | |
| **Demonstration of Course Learning Outcomes mapped to QAA Subject Benchmark Statements (2019)**  **Understanding:** | Social Work Theory | Values & Ethics | Service User & Carers | The Nature of Social Work Practice in the UK and more Widely | The Leadership, Organisation and Delivery of Social Work Services | Problem-Solving Skills | Communication Skills | Skills In Working with Others | Skills in Personal and Professional Development | Use of Technology and Numerical Skills |
| How to Intervene using social work skills: students will understand how to use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse. Students will also understand how to evaluate these approaches. |  | x | x |  |  | x | x | x |  |  |
| Contexts and organisations: How to engage with organisational frameworks and contribute to the development of services and organisations. Students will understand how to operate effectively within multi-agency and inter-professional partnerships and settings | x |  |  | x | x |  |  | x | x |  |
| Professional Leadership: Students will take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management |  |  |  |  | x |  |  | x | x |  |

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|  | **Subject Knowledge & Understanding** | | | | | **Subject-Specific Skills and Other Skills** | | | | |
| **Demonstration of Course Learning Outcomes mapped to QAA Subject Benchmark Statements (2019)**  **Skills and Other Attributes:** | Social Work Theory | Values & Ethics | Service User & Carers | The Nature of Social Work Practice in the UK and more Widely | The Leadership, Organisation and Delivery of Social Work Services | Problem-Solving Skills | Communication Skills | Skills In Working with Others | Skills in Personal and Professional Development | Use of Technology and Numerical Skills |
| Be critically aware of the impact their own values may have on practice with different groups of service users and carers |  | x | x |  |  |  | x | x | x |  |
| Demonstrate a critical and systematic understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health; with the ability to evaluate the applicability of this knowledge in practice situations | x |  |  |  |  |  |  |  |  |  |
| Be able to critically reflect on and take account of the impact of inequality, disadvantage and discrimination on those who use social work services and their communities | x | x | x |  |  |  |  | x |  |  |
| Recognise the importance of evidence based practice in social work and the need to contribute to the debates on research as applied to practice situations. | x |  |  | x |  |  |  |  |  |  |
| Demonstrate a capacity for logical, systematic, critical and reflective reasoning and apply the theories and techniques of reflective practice | x | x |  |  |  | X |  |  | x |  |

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|  | **Subject Knowledge & Understanding** | | | | | | **Subject-Specific Skills and Other Skills** | | | | | |
| **Demonstration of Course Learning Outcomes mapped to QAA Subject Benchmark Statements (2019)**  **Professional & Practical Skills:** | Social Work Theory | Values & Ethics | Service User & Carers | The Nature of Social Work Practice in the UK and more Widely | The Leadership, Organisation and Delivery of Social Work Services | | Problem-Solving Skills | | Communication Skills | Skills In Working with Others | Skills in Personal and Professional Development | Use of Technology and Numerical Skills |
| Demonstrate to an appropriate level all nine domains of the PCF | x | x | x | x | x | | x | x | | x | x | x |
| Demonstrate to an appropriate level the Chief Social Workers’ Key Knowledge and Skills Statements (for Children and Family Social Work and Adult Social Work) | x |  |  | x | x | | x | x | | x | x |  |
| **Transferable Key Skills**  Communicate, using written oral & ICT skills appropriately and sensitively |  |  |  |  |  | |  | x | |  |  | x |
| Use ideas and techniques to devise and sustain argument, and or solve problems |  |  |  |  |  | | x | x | |  |  |  |
| Manage your own learning |  |  |  |  |  | |  |  | |  | x |  |
| Work effectively in an organisation with a critical and responsible approach to policy and procedures, work co-operatively with others and manage their own time and resources effectively and accountably |  |  |  | x | x | |  |  | | x | x |  |
| Incorporate in their practice an awareness of their own value base and sensitivity to the needs of those who do not share their social, cultural or religious background or who differ in terms of their race, age, ability, social class or sexual orientation. | x | x | x |  |  | |  |  | |  |  |  |
| Recognise the importance of and begin to demonstrate professional leadership |  |  |  |  | x | |  |  | | x | x |  |
| Recognise the value of and contribute to supporting the leaning and development of others. |  |  |  |  | x | |  |  | | x | x |  |
|  | **Subject Knowledge & Understanding** | | | | | | **Subject-Specific Skills and Other Skills** | | | | | |
| **Demonstration of Course Learning Outcomes mapped to QAA Subject Benchmark Statements (2019)**  **Transferable key skills cont…** | Social Work Theory | Values & Ethics | Service User & Carers | The Nature of Social Work Practice in the UK and more Widely | The Leadership, Organisation and Delivery of Social Work Services | | Problem-Solving Skills | | Communication Skills | Skills In Working with Others | Skills in Personal and Professional Development | Use of Technology and Numerical Skills |
| Knowledge and understanding about how social work as a discipline is constructed within changing historical, political and organisational contexts and the significance of other disciplines that contribute to social work knowledge. |  |  |  | x | | x |  | |  |  |  |  |
| A critical understanding of how established techniques of research and enquiry within their own and others work are used to create and interpret knowledge in social work | x |  |  | x | |  | x | |  |  |  |  |
| The ability to critically apply research to professional situations | x |  |  | x | |  | x | |  |  |  |  |
| The ability to demonstrate originality in the application of social work knowledge in addressing complex problems. | x |  |  |  | |  | x | |  |  |  |  |
| A comprehensive understanding of techniques applicable to their own research or advanced scholarship |  |  |  |  | |  |  | |  |  | x | x |
| The ability to use initiative and take responsibility for their own learning and continued professional development |  |  |  |  | |  |  | |  |  | x |  |
| The ability to communicate effectively with colleagues and professionals in a variety of media. |  |  |  |  | |  |  | | x |  |  |  |

**Appendix 3: Integrated Masters in Social Work Personal Development Planning**

Personal Development Planning (PDP) is one of the mechanisms through which students in Higher Education are encouraged to reflect on their development and achieve their full potential. Students on the Integrated Masters in Social Work will be encouraged at all levels to complete a PDP which shows their progression through the course and in their development as a social worker. At each level PDP is embedded into a module so that students have a formal opportunity to complete a PDP with support from a tutor and a practice educator.

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| **Year & Module** | **Key activities that contribute to the PDP** | **Evidence of the PDP** | **Key areas that may be covered in the PDP** | **Consolidation of previous work** | **How students are supported to produce the PDP** |
| Year One- HFS2001 Understanding Social Work | This module will provide formal teaching on the nature of Personal Development Planning. Students will be provided with a range of self-assessment tools to support this process | Students will provide a written PDP that will be formally submitted as part of a portfolio that makes up part of the assessment for this module. | Time keeping  Problem solving  Information Skills  Technical Knowledge  Communication Skills  Professional conduct  Study Skills |  | The module leader will provide guidance on how to complete a PDP.  Students will be required to show a first draft of their PDP to their personal tutor. |
| Year Two-HIS2006 Social Work Contexts & Organisations | Students will be provided with support through this module to develop a PDP at the end of year 2. Students will be encouraged reflect on the knowledge they are acquiring about professionalism. | Students will provide a written PDP that will be formally submitted as part of a portfolio that makes up part of the assessment for this module. | Reflective skills  Developing independence/ confidence  Communication skills  Professional Conduct  Developing self-awareness  Developing emotional intelligence | Students will be encouraged to consider their year 1 PDP and build on it accordingly | Students will be supported by the module leader and their personal tutor through tutorials to develop their PDP. |
| Year Three- HHS2008 First Practice Placement | Students will be provided with support through this module to develop a PDP at the end of year 2 and their first practice placement. Students will be encouraged to use the support of their practice educator to reflect on their practical skills | Students will submit a written PDP as part of the summative assignment for this module | Skills in critical reflection  Developing independence/ confidence  Specialist technical knowledge  Managing self-awareness  Developing & consolidating emotional intelligence. | Students will be encouraged to consider their year 2 PDP and the learning needs specified on their placement application form at the end of year 2 in addition to the skills they evidence through their placement report to develop a PDP that will inform their learning in year 4. | Students will be supported by their personal tutor through tutorials to develop their PDP. They will also be encouraged to discuss their PDP with their practice educator on placement. |
| Year Four- HMS2013 Leadership Skills | Students will be provided with support through this module to develop a PDP at the end of year 2 and their final practice placement. Students will be encouraged to use the support of their practice educator to reflect on their practical skills. | Students will submit a written PDP as part of the summative assignment for this module | Leadership skills  Managing & promoting self-awareness ins elf and others  Ability to use supervision to develop own practice | Students will be encouraged to reflect on their year 3 PDP and the learning needs specified on their placement application form at the end of year 3 in addition to the skills they evidence through their placement report to develop a PDP that will inform the Assessed & Supported Year in employment | Students will be supported by their personal tutor through tutorials to develop their PDP. They will also be encouraged to discuss their PDP with their practice educator on placement. |

**MSc Social Work Personal Development Planning**

Personal Development Planning (PDP) is one of the mechanisms through which students in Higher Education are encouraged to reflect on their development and achieve their full potential. Students on the MSc Social Work will be encouraged at all levels to complete a PDP which shows their progression through the course and in their development as a social worker. At each level PDP is embedded into a module so that students have a formal opportunity to complete a PDP with support from a tutor and a practice educator.

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| **Year & Module** | **Key activities that contribute to the PDP** | **Evidence of the PDP** | **Key areas that may be covered in the PDP** | **Consolidation of previous work** | **How students are supported to produce the PDP** |
| Year One-HMS2020 First Practice Placement | Students will be provided with support through this module to develop a PDP at the end of semester two.  This module will provide formal teaching on the nature of Personal Development Planning. Students will be provided with a range of self-assessment tools to support this process | Students will submit a written PDP as part of the summative assignment for this module. | Time keeping  Problem solving  Information Skills  Technical Knowledge  Professional conduct  Study Skills  Reflective skills  Developing independence/ confidence  Communication skills  Developing self-awareness  Developing Emotional intelligence | Students will be encouraged to draw on any PDP activity they engaged in their first degree or recent paid employment in social care in developing their PDP. | Students will be supported by their personal tutor through tutorials to develop their PDP. They will also be encouraged to discuss their PDP with their practice educator on placement. |
| Year Two- HMS2013 Leadership Skills | Students will be provided with support through this module to develop a PDP at the end of year 2 and their final practice placement. Students will be encouraged to use the support of their practice educator to reflect on their practical skills. | Students will submit a written PDP as part of the summative assignment for this module | Skills in critical reflection  Developing independence/ confidence  Specialist technical knowledge  Managing self-awareness  Consolidating emotional intelligence.  Leadership skills  Ability to use supervision to develop own practice | Students will be encouraged to reflect on their year 1 PDP and the learning needs specified on their placement application form at the end of year 1 in addition to the skills they evidence through their placement report to develop a PDP that will inform the Assessed & Supported Year in employment | Students will be supported by their personal tutor through tutorials to develop their PDP. They will also be encouraged to discuss their PDP with their practice educator on placement. |

**Appendix 4a: Modules Mapped to Social Work England Professional Standards**

| **Professional Standards** | **Where can evidence relating to the delivery and assessment of each standard be found –Integrated Masters in Social Work (MSW)** | **Where can evidence relating to the delivery and assessment of each standard be found –MSc Social Work** |
| --- | --- | --- |
| **Registrant social workers in England must:** |  |  |
| **1** promote the rights, strengths and wellbeing of people, families and communities: As a social worker I will: |  |  |
| **1.1** Value each person as an individual, recognising their strengths and abilities. | HFS2001, HFS1002, HFS2004, HIS2005, HHS2004, HHS2006, HHS2008, HMS4001 | HMS2017, HMS2018, HMS2001, HMS2020, HMS4001 |
| **1.2** Respect and promote the human rights, views, wishes and feelings of the people I work with, balancing rights and risks and enabling access to advice, advocacy, support and services. | HFS2000, HFS1002, HFS2004, HIS2005, HHS2004, HHS2006, HHS2008, HMS4001 | HMS2017, HMS2018, HMS2001, HMS2020, HMS4001 |
| **1.3** Work in partnership with people to promote their well-being and achieve best outcomes, recognising them as experts in their own lives. | HFS2001, HFS2004, HIS2004, HIS2005, HHS2004, HHs2006, HHS2008, HMS2014, HMS4001 | HMS2017, HMS2018, HMS2001, HMS2020, HMS2014, HMS4001 |
| **1.4** Value the importance of family and community systems and work in partnership with people to identify and harness the assets of those systems | HFS2001, HIS2004, HIS2006, HIS2005, HHS2004, HHS2006, HHS2008, HMS4001 | HMS2001, HMS2017, HMS2018, HMS2020, HMS4001 |
| **1.5** Recognise differences across diverse communities and challenge the impact of disadvantage and discrimination on people and their families and communities. | HFS2001, HFS2004, HIS2004, HHS2006, HHS2007, HHS2008, HMS4001 | HMS2018, HMS2019, HMS2020, HMS4001 |
| **1.6** Promote social justice, helping to confront and resolve issues of inequality and inclusion. | HFS2001, HFS2000, HIS2004, HHS2007, HHS2008, HMS4001 | HMS2019, HMS2020, HMS4001 |

| **Professional Standards** | **Where can evidence relating to the delivery and assessment of each standard be found –Integrated Masters in Social Work (MSW)** | **Where can evidence relating to the delivery and assessment of each standard be found –MSc Social Work** |
| --- | --- | --- |
| **1.7** Recognise and use responsibly, the power and authority I have when working with people, ensuring that my interventions are always necessary, the least intrusive, proportionate, and in people’s best interests. | HFS2001, HIS2005, HHS2006, HHS2004, HHS2007, HHS2008, HMS4001, HMS2014 | HMS2017, HMS2001, HMS2018, HMS2019, HMS2020, HMS4001 |
| **2** Establish and maintain the trust and confidence of people: As a social worker I will: |  |  |
| **2.1** Be open, honest, reliable and fair. | HFS2001, HHS2008, HMS4001 | HMS2000, HMS2020, HMS4001 |
| **2.2** Respect and maintain people’s dignity and privacy. | HFS2001, HFS2004, HIS2005, HHS2007, HHS2008, HMS4001 | HMS2001, HMS2020, HMS4001, HMS2019 |
| **2.3** Maintain professional relationships with people and ensure that they understand the role of a social worker in their lives. | HFS2001, HFS2004, HIS2006, HHS2004, HHS2008, HMS4001, HMS2014 | HMS2017, HMS2020, HMS4001, HMS2014 |
| **2.4** Practise in ways that demonstrate empathy, perseverance, authority, professional confidence and capability, working with people to enable full participation in discussions and decision making. | HFS2001, HIS2006, HHS2004, HHS2008, HMS2013, HMS4001, HMS2014 | HMS2017, HMS2020, HMS2013, HMS2014, HMS4001 |
| **2.5** Actively listen to understand people, using a range of appropriate communication methods to build relationships. | HFS2001, HHS2004, HHS2008, HMS4001 | HMS2000, HMS2017, HMS2020, HMS4001 |
| **2.6** Treat information about people with sensitivity and handle confidential information in line with the law. | HFS2000, HHS2007, HMS2014, HHS2008, HMS4001 | HMS2019, HMS2020, HMS2014, HMS4001 |
| **2.7** Consider where conflicts of interest may arise, declare conflicts as early as possible and agree a course of action. | HFS2001, HIS2006, HHS2004, HHS2008, HMS2014, HMS4001 | HMS2017, HMS2020, HMS2014, HMS4001 |
| **3** Be accountable for the quality of my practice and the decisions I make: As a social worker I will: |  |  |
| **3.1** Work within legal and ethical frameworks, using my professional authority and judgement appropriately. | HFS2000, HHS2004, HHS2007, HHS2008, HMS4001 | HMS2019, HMS2017, HMS2020, HMS4001 |
| **3.2** Use information from a range of appropriate sources, including supervision, to inform assessments, to analyse risk, and to make a professional decision. | HHS2004, HHS2006, HHS2008, HMS2014, HMS4001 | HMS2017, HMS2018, HMS2020, HMS4001 |
| **3.3** Apply my knowledge and skills to address the social care needs of individuals and their families commonly arising from physical and mental ill health, disability, substance misuse, abuse or neglect, to enhance quality of life and wellbeing. | HFS1002, HFS2001, HIS2005, HHS2004, HHS2006, HHS2008, HMS2014, HMS4001 | HMS2001, HMS2017, HMS2018, HMS2020, HMS2014, HMS4001 |
| **3.4** Recognise the risk indicators of different forms of abuse and neglect and their impact on people, their families and their support networks. | HFS1002, HHS2004, HHS2006, HHS2008, HMS2014, HMS4001 | HMS2017, HMS2018, HMS2020, HMS2014, HMS4001 |
| **3.5** Hold different explanations in mind and use evidence to inform my decisions. | HFS1002, HIS2004, HHS2004, HHS2006, HHS2008, HMS2014, HMS4001 | HMS2017, HMS2018, HMS2020, HMS2014, HMS4001 |
| **3.6** Draw on the knowledge and skills of workers from my own and other professions and work in collaboration, particularly in integrated teams, holding onto and promoting my social work identity. | HFS1002, HIS2006, HHS2004, HHS2006, HMS2014 | HMS2017, HMS2018, HMS2014 |
| **3.7** Recognise where there may be bias in decision making and address issues that arise from ethical dilemmas, conflicting information, or differing professional decisions. | HFS2001, HHS2004, HHS2007, HMS2014 | HMS2017, HMS2019, HMS2014 |
| **3.8** Clarify where the accountability lies for delegated work and fulfil that responsibility when it lies with me. | HIS2006, HHS2004, HHS2006, HHS2008, HMS2014, HMS4001 | HMS2017, HMS2018, HMS2020, HMS2014, HMS4001 |
| **3.9** Make sure that relevant colleagues and agencies are informed about identified risks and the outcomes and implications of assessments and decisions I make. | HIS2006, HHS2004, HHS2006, HMS2014, HHS2008, HMS4001 | HMS2017, HMS2018, HMS2020, HMS2014, HMS4001 |
| **3.10** Establish and maintain skills in information and communication technology and adapt my practice to new ways of working, as appropriate. | HFS2001, HHS2008, HMS4001 | HMS2020, HMS4001 |
| **3.11** Maintain clear, accurate, legible and up to date records, documenting how I arrive at my decisions. | HHS2004, HHS2008, HMS2014, HMS4001 | HMS2017, HMS2020, HMS2014, HMS4001 |
| **3.12** Use my assessment skills to respond quickly to dangerous situations and take any necessary protective action. | HHS2004, HHS2006, HHS2008, HMS2014, HMS4001 | HMS2017, HMS2018, HMS2020, HMS2014, HMS4001 |
| **3.13** Provide, or support people to access advice and services tailored to meet their needs, based on evidence, negotiating and challenging other professionals and organisations, as required. | HFS2004, HIS2004, HIS2006, HHS2004, HMS2014 | HMS2017, HMS2014 |
| **3.14** Assess the influence of cultural and social factors over people and the effect of loss, change and uncertainty in the development of resilience. | HFS1002, HFS2001, HIS2005, HHS2004,  HHS2006, HHS2008, HMS2014, HMS4001 | HMS2001, HMS2017, HMS2018, HMS2020, HMS2014, HMS4001 |
| 3.15 Recognise and respond to behaviour that may indicate resistance to change, ambivalent or selective cooperation with services, and recognise when there is a need for immediate action. | HIS2005, HHS2006, HHS2008, HMS2014, HMS4001 | HMS2001, HMS2018, HMS2020, HMS2014, HMS4001 |
| 4 Maintain my continuing professional development: As a social worker I will: |  |  |
| 4.1 Incorporate feedback from a range of sources, including from people with lived experience of my social work practice. | HFS2001, HFS2004, HIS2006, HHS2008, HMS 2013, HMS4001 | HMS2000, HMS2020, HMS2013, HMS4001 |
| 4.2 Use supervision and feedback to critically reflect on, and identify my learning needs, including how I use research and evidence to inform my practice. | HHS2008, HMS4001 | HMS2020, HMS4001 |
| 4.3 Keep my practice up to date and record how I use research, theories and frameworks to inform my practice and my professional judgement. | HFS1002, HHS2004, HHS2008, HMS2014, HMS4001 | HMS2017, HMS2020, HMS2014, HMS4001 |
| 4.4 Demonstrate good subject knowledge on key aspects of social work practice and develop knowledge of current issues in society and social policies impacting on social work. | HFS1002, HFS2000, HIS2006, HIS2005, HIS2004, HHS2007, HHS2008, HMS2014, HMS4001 | HMS2019, HMS2001, HMS2020, HMS2014, HMS4001 |
| 4.5 Contribute to an open and creative learning culture in the workplace to discuss, reflect on and share best practice. | HHS2008, HMS2013, HMS4001 | HMS2020, HMS2013, HMS4001 |
| 4.6 Reflect on my learning activities and evidence what impact continuing professional development has on the quality of my practice. | HFS2001, HIS2006, HHS2008, HMS2013, HMS4001 | HMS2020, HMS2013, HMS4001 |
| **4.7** Record my learning and reflection on a regular basis and in accordance with Social Work England’s guidance on continuing professional development. | HFS2001, HHS2008, HMS4001, HMS2013 | HMS2020, HMS4001, HMS2013. |
| **4.8** Reflect on my own values and challenge the impact they have on my practice. | HFS2001, HIS2006, HHS2007, HHS2008, HMS2014, HMS4001 | HMS2000, HMS2019, HMS2020, HMS2014, HMS4001 |
| **5** Act safely, respectfully and with professional integrity: As a social worker I will not: |  |  |
| **5.1** Abuse, neglect, discriminate, exploit or harm anyone, or condone this by others. | HFS2001, HHS2008, HHS2007, HMS4001 | HMS2000, HMS2019, HMS2020, HMS4001 |
| **5.2** Behave in a way that would bring into question my suitability to work as a social worker while at work, or outside of work. | HFS2001, HHS2008, HHS2007, HMS4001 | HMS2000, HMS2019, HMS2020, HMS4001 |
| **5.3** Falsify records or condone this by others. | HFS2000, HHS2008, HHS 2007, HMS2014, HSM2015 | HMS2019, HMS2020, HMS2014, HSM2015 |
| **5.4** Ask for, or accept any money, gifts or hospitality which may affect or appear to affect my professional judgement. | HFS2000, HHS2008, HHS 2007, HMS2014, HSM2015 | HMS2019, HMS2020, HMS2014, HSM2015 |
| **5.5** Treat someone differently because they’ve raised a complaint. | HFS2000, HFS2001, HHS2008, HHS 2007, HMS2014, HSM2015 | HMS2019, HMS2020, HMS2014, HSM2015 |
| **5.6** Use technology, social media or other forms of electronic communication unlawfully, unethically, or in a way that brings the profession into disrepute. | HFS2000, HFS2001, HHS2008, HHS 2007, HMS2014, HSM2015 | HMS2019, HMS2020, HMS2014, HSM2015 |
| **6** Promote ethical practice and report concerns: As a social worker I will: |  |  |
| **6.1** Report allegations of harm and challenge and report exploitation and any dangerous, abusive or discriminatory behaviour or practice. | HFS2001, HFS2000, HHS2008, HHS2007, HMS4001, HMS2014 | HMS2019, HMS2020, HMS4001, HMS2014 |
| **6.2** Reflect on my working environment and where necessary challenge practices, systems and processes to uphold Social Work England’s professional standards. | HFS2001, HFS2000, HHS2008, HHS2007, HMS4001, HMS2014 | HMS2019, HMS2020, HMS4001, HMS2014 |
| **6.3** Inform people of the right to complain and provide them with the support to do it, and record and act on concerns raised to me. | HFS2001, HFS2000, HHS2008, HHS2007, HMS4001, HMS2014 | HMS2019, HMS2020, HMS4001, HMS2014 |
| **6.4** Take appropriate action when a professional’s practice may be impaired. | HFS2001, HHS2008, HHS2007, HMS4001, HMS2014 | HMS2019, HMS2020, HMS4001, HMS2014 |
| **6.5** Raise concerns about organisational wrongdoing and cultures of inappropriate and unsafe practice. | HFS2001, HIS2006, HHS2008, HHS2007, HMS4001, HMS2014 | HMS2019, HMS2020, HMS4001, HMS2014 |
| **6.6** Declare to the appropriate authority and Social Work England anything that might affect my ability to do my job competently or may affect my fitness to practise, or if I am subject to criminal proceedings or a regulatory finding is made against me, anywhere in the world. | Induction/ HFS2001 | Induction |
| 6.7 Cooperate with any investigations by my employer, Social Work England, or another agency, into my fitness to practise or the fitness to practise of others. | Induction | Induction |

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| **Appendix 4b:** | **Domains of the PCF** | | | | | | | | | | | | | | | | |
| **Demonstration of Course Learning Outcomes mapped to the**  **Professional Capability Framework**  **For Social Work (Qualifying Level)** |  | Professionalism | Values & Ethics | Diversity | Rights, Justice & Economic Well-Being | Knowledge | Critical Reflection & Analysis | Intervention & Skills | Contexts & Organisations | Professional Leadership |  |  |  |  |  |  |  |
| **Knowledge (you will gain knowledge in)**  Working with children & young people |  |  | X |  | X | X | X | X | X |  |  |  |  |  |  |  |  |
| Working with Adults, including older people |  |  | X |  | X | X | X | X | X |  |  |  |  |  |  |  |  |
| Families across all age groups, ‘think family’ |  |  | X |  | X | X | X | X | X |  |  |  |  |  |  |  |  |
| Working with children and adult transitions across services and agencies |  |  | X |  | X | X | X | X | X |  |  |  |  |  |  |  |  |
| Relationship stress and/or breakdown |  |  |  | X | X | X |  | X |  |  |  |  |  |  |  |  |  |
| Behavioural and/or parenting problems |  |  |  | X | X | X |  | X |  |  |  |  |  |  |  |  |  |
| Neglect Violence & Abuse (of children and adults) |  |  |  | X | X | X |  | X |  |  |  |  |  |  |  |  |  |
| Poverty |  |  |  | X | X | X |  | X |  |  |  |  |  |  |  |  |  |

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|  | **Domains of the PCF** | | | | | | | | | | | | | | | | |
| **Demonstration of Course Learning Outcomes mapped to the**  **Professional Capability Framework**  **For Social Work (Qualifying Level)** |  | Professionalism | Values & Ethics | Diversity | Rights, Justice & Economic Well-Being | Knowledge | Critical Reflection & Analysis | Intervention & Skills | Contexts & Organisations | Professional leadership |  |  |  |  |  |  |  |
| **Knowledge (you will gain knowledge in) cont...** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mental distress and ill health |  |  | X | X | X | X |  | X |  |  |  |  |  |  |  |  |  |
| Substance misuse and addiction |  |  | X | X | X | X |  | X |  |  |  |  |  |  |  |  |  |
| Disability |  |  | X | X | X | X |  | X |  |  |  |  |  |  |  |  |  |
| Physical ill health, dementia and dying/end of life |  |  | X | X | X | X |  | X |  |  |  |  |  |  |  |  |  |
| Immigrations, especially refuges and asylum seekers |  |  | X | X | X | X |  | X |  |  |  |  |  |  |  |  |  |
| Risk assessment and risk management |  | x | x | x | x | x |  | x |  |  |  |  |  |  |  |  |  |
| **Understanding**  Professionalism: ability to identify and behave as a professional social worker |  | X |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |
| Values & ethics; how to apply social work ethical principles and values to guide your professional practice |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |

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|  | **Domains of the PCF** | | | | | | | | | | | | | | | | |
| **Demonstration of Course Learning Outcomes mapped to the**  **Professional Capability Framework**  **For Social Work (Qualifying Level)** |  | Professionalism | Values & Ethics | Diversity | Rights, Justice & Economic Wee-Being | Knowledge | Critical Analysis & Skills | Intervention & Skills | Contexts & Organisations | Professional Leadership |  |  |  |  |  |  |  |
| **Understanding cont...**  Diversity: recognise & apply anti-discriminatory & anti-oppressive principles in your practice |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Rights, Justice & Economic Well-being |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |
| How to apply knowledge of social sciences, law and social work practice theory |  |  |  |  |  | X |  | X |  |  |  |  |  |  |  |  |  |
| How to apply critical reflection and analysis to inform and provide a rationale for your professional decision making |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |
| How to intervene using social work skills |  |  |  |  |  | X |  | X |  | X |  |  |  |  |  |  |  |
| Contexts and organisations: how to operate effectively within multi-agency & inter-professional partnerships and settings |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |
| Professional leadership |  | X |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |
| **Skills & Other Attributes**  Be critically aware of the impact your own values may have on practice with different groups of service users and carers |  |  | X | X |  |  |  |  |  | X |  |  |  |  |  |  |  |
|  |  | | | | | | | | | | | | | | | | |
| **Demonstration of Course Learning Outcomes mapped to the**  **Professional Capability Framework**  **For Social Work (Qualifying Level)** |  | Professionalism | Vales & Ethics | Diversity | Rights, Justice & Economic Well-Being | Knowledge | Critical Reflection & Analysis | Intervention & Skills | Contexts & Organisations | Professional Leadership |  |  |  |  |  |  |  |
| **Skills & Other Attributes**  Demonstrate a critical and systematic understanding of the application of social work research, theory & knowledge from sociology, social policy, psychology & health, with the ability to evaluate the applicability of this knowledge in practice situations. |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |
| Be able to critically reflect on & take account of the impact of inequality, disadvantage & discrimination on those who use social work services and their communities |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Recognise the importance of evidence based practice in social work and the need to contribute to the debates on research as applied to practice situations |  |  |  |  | X | X | X | X |  | X |  |  |  |  |  |  |  |
| Demonstrate a capacity for logical, systematic, critical & reflective reasoning and apply theories and techniques of reflective practice |  |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |
| **Professional Practical Skills**  Demonstrate to an appropriate level all nine domains of the PCF |  | X | X | X | X | X | X | X | X | X |  |  |  |  |  |  |  |
| Demonstrate to an appropriate level the Chief Social Workers’ Key Knowledge and Skills Statements (for Children and Family Social Work and Adult Social Work) |  |  |  |  |  | x |  | x |  |  |  |  |  |  |  |  |  |
| **Transferable Key Skills**  Communicate, using written oral & ICT skills appropriately and sensitively |  | X |  |  |  |  |  | X | X |  |  |  |  |  |  |  |  |
| Use ideas and techniques to devise and sustain argument, and or solve problems |  | X |  |  |  | X | X | X |  |  |  |  |  |  |  |  |  |
| Manage your own learning |  | x |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |

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| **Demonstration of Course Learning Outcomes mapped to the**  **Professional Capability Framework**  **For Social Work (Qualifying Level)** |  | Professionalism | Values & Ethics | Diversity | Rights, Justice & Economic Well-Being | Knowledge | Critical Reflection & Analysis | Intervention & Skills | Contexts & Organisations | Professional Leadership |  |  |  |  |  |  |  |
| **Transferable Key Skills cont...**  Work effectively in an organisation with a critical and responsible approach to policy and procedures, work co-operatively with others and manage their own time and resources effectively and accountably |  | X |  |  |  |  |  |  | X | X |  |  |  |  |  |  |  |
| Incorporate in their practice an awareness of their own value base and sensitivity to the needs of those who do not share their social, cultural or religious background or who differ in terms of their race, age, ability, social class or sexual orientation. |  | X | X | X |  |  |  |  |  | X |  |  |  |  |  |  |  |
| Recognise the importance of and begin to demonstrate professional leadership |  | X |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |
| Recognise the value of and contribute to supporting the leaning and development of others. |  | X |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |
| Knowledge and understanding about how social work as a discipline is constructed within changing historical, political and organisational contexts and the significance of other disciplines that contribute to social work knowledge. |  | x |  |  |  | x |  |  | x | x |  |  |  |  |  |  |  |
| A critical understanding of how established techniques of research and enquiry within their own and others work are used to create and interpret knowledge in social work |  | x |  |  |  | x |  |  | x | x |  |  |  |  |  |  |  |
| The ability to critically apply research to professional situations |  |  |  |  |  | x | x | x |  |  |  |  |  |  |  |  |  |
| The ability to demonstrate originality in the application of social work knowledge in addressing complex problems. |  | x |  |  |  | x | x | x |  |  |  |  |  |  |  |  |  |
| A comprehensive understanding of techniques applicable to their own research or advanced scholarship |  | x |  |  |  | x | x | x |  |  |  |  |  |  |  |  |  |
| The ability to use initiative and take responsibility for their own learning and continued professional development |  | x |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |
| The ability to communicate effectively with colleagues and professionals in a variety of media. |  | x |  |  |  |  |  | x |  | x |  |  |  |  |  |  |  |

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| **Appendix 4c:** | **KSS for Child and Family Work** | | | | | | | | | | | | | | | | |
| **Mapping of Modules to the Chief Social Workers’ Knowledge & Skills Statement**  **KSS for Child & Family Social Work** | The role of child and family social work | Child development | Adult mental ill-health, substance misuse, domestic violence, physical ill-health & disability | Abuse and neglect of children | Effective direct work with children and families | Child and family assessment | Analysis, decision-making, planning and review | The law and the family justice system | Professional ethics | The role of supervision and research | Organisational Context |  |  |  |  |  |  |
| HFS2001 Understanding Social Work | x |  |  |  |  |  | x |  | x | x | x |  |  |  |  |  |  |
| HFS2000 Introduction to Law Social Policy | x |  |  | x |  | x |  | x |  |  |  |  |  |  |  |  |  |
| HFS1002 Social Science and Professional Practice |  | x |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |
| HFS2004 Working Together with Service Users and Carers |  |  | x |  | x |  |  |  | x |  |  |  |  |  |  |  |  |
| HIS2006 Social Work Contexts and Organisation’s | x |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |
| HIC1000 Research Methods and Skills |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |
| HIS2004 Assessing Community Needs and Developing Resources |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |
| HIS2005 Social Care Interventions | x | x | x | x |  | x | x |  | x |  |  |  |  |  |  |  |  |

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|  | **KSS for Child and Family Work** | | | | | | | | | | | | | | | | |
| **Mapping of Modules to the Chief Social Workers’ Knowledge & Skills Statement**  **KSS for Child & Family Social Work cont…** | The role of child and family social work | Child development | Adult mental ill-health, substance misuse, domestic violence, physical ill-health & disability | Abuse and neglect of children | Effective direct work with children and families | Child and family assessment | Analysis, decision-making, planning and review | The law and the family justice system | Professional ethics | The role of supervision and research | Organisational Context |  |  |  |  |  |  |
| HHS2004 /HMS2017Assessment and Care Planning | x | x | x | x | x | x | x | x | x |  |  |  |  |  |  |  |  |
| HHS2006/HMS2018 Think Family & Strengths Based Approaches | x |  | x | x | x | x | x |  |  |  |  |  |  |  |  |  |  |
| HHS2007/HMS2019 Applied Law | x |  |  | x |  | x |  | x |  |  |  |  |  |  |  |  |  |
| HHS2008/HMS2020 First Practice Placement | x |  |  |  |  | x | x |  |  | x | x |  |  |  |  |  |  |
| HMS2001 Social Work Knowledge and Interventions | x |  | x | x |  | x | x |  |  |  |  |  |  |  |  |  |  |
| HMS2014 Statutory Social Work Methods and Approaches | x | x | x | x | x | x | x | x | x |  | x |  |  |  |  |  |  |
| HMS4001 Final Placement | x |  |  |  |  | x | x |  |  | x | x |  |  |  |  |  |  |
| HMS2000 Readiness for Practice |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |
| HMS2013 Leadership Skills |  |  |  |  |  |  | x |  | x | x | x |  |  |  |  |  |  |

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|  | **KSS for Adults Services** | | | | | | | | | | | | | | | | |
| **Mapping of Modules to the Chief Social Workers’ Knowledge & Skills Statement**  **KSS for Social Workers in Adults Services** | The role of social works working with adults | Person-centred practice | Safeguarding | Mental Capacity | Effective assessments and outcome based support planning | Direct work with individuals and families | Supervision, critical reflection and analysis | Organisational Context | Professional ethics and leadership |  |  |  |  |  |  |  |  |
| HFS2001 Understanding Social Work | x | x | x |  | x |  | x | x | x |  |  |  |  |  |  |  |  |
| HFS2000 Introduction to Law Social Policy | x |  | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  |
| HFS1002 Social Science and Professional Practice |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |
| HFS2004 Working Together with Service Users and Carers |  |  |  |  | x | x |  |  |  |  |  |  |  |  |  |  |  |
| HIS2006 Social Work Contexts and Organisation’s | x |  |  |  | x |  |  | x | x |  |  |  |  |  |  |  |  |
| HIC1000 Research Methods and Skills |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |
| HIS2004 Assessing Community Needs and Developing Resources |  |  |  |  |  | x |  | x |  |  |  |  |  |  |  |  |  |
| HIS2005 Social Care Interventions | x | x | x |  | x | x |  |  |  |  |  |  |  |  |  |  |  |

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|  | **KSS for Adults Services** | | | | | | | | | | | | | | | | |
| **Mapping of Modules to the Chief Social Workers’ Knowledge & Skills Statement**  **KSS for Social Workers in Adults Services cont…** | The role of social works working with adults | Person-centred practice | Safeguarding | Mental Capacity | Effective assessments and outcome based support planning | Direct work with individuals and families | Supervision, critical reflection and analysis | Organisational Context | Professional ethics and leadership |  |  |  |  |  |  |  |  |
| HHS2004 /HMS2017Assessment and Care Planning | x | x | x | x | x | x |  | x |  |  |  |  |  |  |  |  |  |
| HHS2006/HMS2018 Think Family & Strengths Based Approaches | x |  | x |  | x | x |  |  |  |  |  |  |  |  |  |  |  |
| HHS2007/HMS2019 Applied Law | x |  | x | x |  |  |  |  | x |  |  |  |  |  |  |  |  |
| HHS2008/HMS2020 First Practice Placement | x |  | x |  |  | x | x | x | x |  |  |  |  |  |  |  |  |
| HMS2001 Social Work Knowledge and Interventions | x | x |  |  | x | x |  |  |  |  |  |  |  |  |  |  |  |
| HMS2014 Statutory Social Work Methods and Approaches | x | x | x | x | x | x | x | x | x |  |  |  |  |  |  |  |  |
| HMS4001 Final Placement | x |  | x |  |  | x | x | x | x |  |  |  |  |  |  |  |  |
| HMS2000 Readiness for Practice |  |  |  |  |  | x |  |  | x |  |  |  |  |  |  |  |  |
| HMS2013 Leadership Skills |  |  |  |  |  |  | x |  | x |  |  |  |  |  |  |  |  |

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| **Indicative Delivery Schedule MSci Social Work** | | | | |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Week commencing** | **TT Week** | **Details** |  |  |  |  |  |  |  |  |  |  |
| 27 July 2020 | **1** |  |  |  |  |  |  |  |  |  |  |  |
| 03 August 2020 | **2** |  |  |  |  |  |  |  |  |  |  |  |
| 10 August 2020 | **3** |  |  |  |  |  |  |  |  |  |  |  |
| 17 August 2020 | **4** |  |  |  |  |  |  |  |  |  |  |  |
| 24 August 2020 | **5** |  |  |  |  |  |  |  |  |  |  |  |
| 31 August 2020 | **6** |  |  |  |  |  |  |  |  |  |  |  |
| 07 September 2020 | **7** |  |  | **MSi Year One** | | | | |  | **MSc Year Two** | | |
| 14 September 2020 | **8** |  |  |  |  |  |  |  |  |  |  |  |
| 21 September 2020 | **9** | Induction week (UG) |  |  |  |  |  |  |  |  |  |  |
| 28 September 2020 | **10** | Teaching week 1 |  |  |  |  |  |  |  | **HMS2014** |  |  |
| 05 October 2020 | **11** | Teaching week 2 |  |  |  |  |  |  |  |  |  |  |
| 12 October 2020 | **12** | Teaching week 3 |  |  |  |  |  |  |  |  |  |  |
| 19 October 2020 | **13** | Teaching week 4 |  |  |  |  |  |  |  |  |  |  |
| 26 October 2020 | **14** | Teaching week 5 RW |  |  |  |  |  |  |  |  |  |  |
| 02 November 2020 | **15** | Teaching week 6 |  | **HMS2017** | **HMS2017** | **HMS2018** | **HMS2019** | **HMS2001** |  |  |  |  |
| 09 November 2020 | **16** | Teaching week 7 |  |  |  |  |  |  |  |  |  |  |
| 16 November 2020 | **17** | Teaching week 8 |  |  |  |  |  |  |  |  |  |  |
| 23 November 2020 | **18** | Teaching week 9 |  |  |  |  |  |  |  |  |  |  |
| 30 November 2020 | **19** | Teaching week 10 |  |  |  |  |  |  |  |  |  |  |
| 07 December 2020 | **20** | Teaching week 11 |  |  |  |  |  |  |  |  |  |  |
| 14 December 2020 | **21** | Teaching week 12 |  |  |  |  |  |  |  |  | **HMS4001** |  |
| 21 December 2020 | **22** | Christmas Holidays |  |  |  |  |  |  |  |  | **Final** |  |
| 28 December 2020 | **23** | Christmas Holidays |  |  |  |  |  |  |  |  | **Placement** |  |
| 04 January 2021 | **24** | Christmas Holidays |  |  |  |  |  |  |  |  |  |  |
| 11 January 2021 | **25** | Consolidation Week |  |  |  |  |  |  |  |  |  |  |
| 18 January 2021 | **26** | Teaching week 1 |  |  | **HMS2017** |  |  |  |  |  |  |  |
| 25 January 2021 | **27** | Teaching week 2 |  |  |  |  |  |  |  |  |  |  |
| 01 February 2021 | **28** | Teaching week 3 |  |  |  |  |  |  |  |  |  |  |
| 08 February 2021 | **29** | Teaching week 4 |  |  |  |  |  |  |  |  |  |  |
| 15 February 2021 | **30** | Teaching week 5 RW |  |  |  |  |  |  |  |  |  |  |
| 22 February 2021 | **31** | Teaching week 6 |  |  |  |  |  |  |  |  |  |  |
| 01 March 2021 | **32** | Teaching week 7 |  |  |  |  |  |  |  |  |  |  |
| 08 March 2021 | **33** | Teaching week 8 |  |  |  |  |  |  |  |  |  |  |
| 15 March 2021 | **34** | Teaching week 9 |  |  |  |  |  |  |  |  |  |  |
| 22 March 2021 | **35** | Teaching week 10 |  |  |  |  |  |  |  | **HMS2014** |  |  |
| 29 March 2021 | **36** | Easter Holidays |  |  |  |  |  |  |  |  |  | **HMS2013** |
| 05 April 2021 | **37** | Easter Holidays |  |  |  |  |  |  |  |  |  |  |
| 12 April 2021 | **38** | Easter Holidays |  |  |  | **HMS2020** |  |  |  |  |  |  |
| 19 April 2021 | **39** | Teaching week 11 |  |  |  | **First** |  |  |  |  |  |  |
| 26 April 2021 | **40** | Teaching week 12 |  |  |  | **Placement** |  |  |  |  |  |  |
| 03 May 2021 | **41** | Revision week |  |  |  |  |  |  |  |  |  |  |
| 10 May 2021 | **42** | Assessment and Marking |  |  |  |  |  |  |  |  |  |  |
| 17 May 2021 | **43** | Assessment and Marking |  |  |  |  |  |  |  |  |  |  |
| 24 May 2021 | **44** | Assessment and Marking |  |  |  |  |  |  |  |  |  |  |
| 31 May 2021 | **45** | Marking and Moderation CABS |  |  |  |  |  |  |  |  |  |  |
| 07 June 2021 | **46** | Marking and Moderation CABS |  |  |  |  |  |  |  |  |  |  |
| 14 June 2021 | **47** | Marking and Moderation CABS |  |  |  |  |  |  |  |  |  |  |
| 21 June 2021 | **48** | Retake revision/remedial work |  |  |  |  |  |  |  |  |  |  |
| 28 June 2021 | **49** | Retake revision/remedial work |  |  |  |  |  |  |  |  |  |  |
| 05 July 2021 | **50** | Assessment |  |  |  |  |  |  |  |  |  |  |
| 12 July 2021 | **51** | Marking/Moderation/Referral CABS/Award Ceremony |  |  |  |  |  |  |  |  |  |  |
| 19 July 2021 | **52** | Marking/Moderation/Referral CABS/Award Ceremony |  |  |  |  |  |  |  |  |  |  |

**Appendix 6:**

**Proposed CAB Schedule MSci Social Work**

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| **Year** | **Modules** | **First CAB** | **Resubmission** | **Resit CAB** |
| Year 1 | HFS1002  HFS2000  HFS2001  HFS2004 | June  June  June  June | July resubmission date set by School  July resubmission date set by School  July resubmission date set by School  July resubmission date set by School | July  July  July  July |
| Year 2 | HIS2006  HIC1000  HIS2004  HIS2005 | June  June  June  June | July resubmission date set by School  July resubmission date set by School  July resubmission date set by School  July resubmission date set by School | July  July  July  July |
| Year 3 | HHS2004  HHS2006  HHS2007  HHS2008 (1st placement) | June  June  June  July | July resubmission date set by School  July resubmission date set by School  July resubmission date set by School  Academic element- August resubmission date set by School  Practice element: Repeat year to re-do 70-day placement | July  July  July  Aug/Sept  n/a |
| Year 4 | HMS2012  HMS2013  HMS2014  HMS4001 (2nd placement) | June  June  June  June | July resubmission date set by School  July resubmission date set by School  July resubmission date set by School  Academic element- July resubmission date set by School  Practice element: Repeat year to re-do 100-day placement | July  July  July  July  n/a |

**Proposed CAB Schedule MSc Social Work**

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| **Year** | **Modules** | **First CAB** | **Resubmission** | **Resit CAB** |
| Year 1 | HMS2000  HMS2017  HMS2018  HMS2019  HMS2001  HMS2020 (1st placement) | December  June  June  June  June  July | 3 weeks after CAB  July resubmission date set by School  July resubmission date set by School  July resubmission date set by School  July resubmission date set by School  Academic element- August resubmission date set by School  Practice element: Repeat year to re-do 70-day placement | February  July  July  July  July  Aug/Sept  n/a |
| Year 2 | HMS2012  HMS2013  HMS2014  HMS4001 (2nd placement) | June  June  June  June | July resubmission date set by School  July resubmission date set by School  July resubmission date set by School  Academic element- July resubmission date set by School  Practice element: Repeat year to re-do 100-day placement. | July  July  July  July  n/a |