

Course Specification

A. Course Information			
Final award title(s)	BA (Honours) Social Work		
Intermediate exit award title(s)	Certificate of Higher Education (120 credits) (CertHE) Welfare Issues (non-HCPC recognised) Diploma of Higher Education (240 credits) (DipHE) Welfare Issues (non-HCPC recognised) BA Welfare Issues (300 credits) (non-HCPC recognised)		
UCAS Code		Course Code(s)	4355
	London South Bank University		
School	HSC		
Division	Advanced and Integrated Practice		
Course Director	Claire Felix-Baptiste		
Delivery site(s) for course(s)	Southwark <input type="checkbox"/>		
Mode(s) of delivery	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify		
Length of course/start and finish dates	Mode	Length years	Start - month
	Full time	3	September
			June
Is this course generally suitable for students on a Tier 4 visa?	No		
Approval dates:	Course(s) validated /	Yes	
	Course specification last updated and signed off	September 2020	
Professional, Statutory & Regulatory Body accreditation	Health and Care Professions Council		
Reference points:	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations	
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications QAA Social Work subject benchmark statements (2016) Competitions and Markets Authority SEEC Level Descriptors 2016 HCPC	
B. Course Aims and Features			

Distinctive features of course	<p>The distinctive features of the BA (Hons) in Social Work include:</p> <ul style="list-style-type: none"> • Meeting the HCPC requirements, which enables successful graduates to be eligible to apply for registration with the HCPC. • A philosophy of relationship-based practice, an integrated model of the academy and the practicum, an autonomy-supportive approach to learning and teaching and strong integration of research-informed teaching. • Students receive a personal tutor throughout the course who is both their academic tutor and placement tutor. This is unusual on social work courses and enables the student to build an ongoing relationship with a single person.
Course Aims	<p>The aims of social work educational provision at LSBU are to:</p> <ul style="list-style-type: none"> • Develop and deliver responsive, flexible and modern programmes that are fit for purpose to respond to service needs, • Prepare and develop proficient practitioners who meet the requirements of the HCPC, • Offer students access to an up to date curriculum and responsive learning environment, • Provide appropriate and flexible educational and professional development opportunities at different academic levels including specific opportunities for both career and academic progression, • Provide an inter-professional learning environment that promotes understanding and mutual respect for wide ranging professional knowledge and skills, • Promote a seamless partnership between service and education delivery, • Facilitate widening access and participation for students who are representative of our local indigenous population and social work service users and carers, • Develop research, practice development, scholarly activities and consultancy that underpin professional practice and programmes of study, • Aspire to deliver and enhance best practice in learning and teaching that accords to national standards of excellence, • Provide students with an educational development experience that will broaden their intellectual outlook beyond their professional domain and be an integral part of their continuing professional development within the context of a mixed economy of social welfare, • Encourage students to continuously evaluate the effectiveness of their working practice and to engage in further learning.
Course Learning Outcomes	<p>1) Students will have knowledge and understanding of:</p> <p>A1 The nature of social work services in relation to service users, carers, and communities with different circumstances set in diverse settings/sectors.</p> <p>A2 The changing political, demographic and cultural contexts of social work in a contemporary society.</p> <p>A3 The significance of legislative and legal frameworks, social policy, social justice and service delivery standards including the complex relationships between justice, care and control in social welfare.</p> <p>A4 The implications of modern information and communications technology (ICT) for both the provision and receipt of services.</p> <p>Students exiting with the non-HCPC recognised Certificate in Welfare Issues will have achieved A1-A4.</p>

- A5 Forms of harm and their impact on people and the implications for practice, drawing on concepts of strength, resilience, vulnerability and resistance and apply it to practice.
- A6 How to work within ethical boundaries and in accordance with regulatory frameworks.
- A7 The relevance of a variety of perspectives and theories to understand human development and functioning.

Students exiting with the non-HCPC recognised Diploma in Welfare Issues will have achieved A1-A7.

- A8 Theoretical bases and critical application of research, evaluation and other forms of evidence to inform best social work practice.
- A9 Models and methods of assessment and intervention including factors underpinning the selection and testing of relevant information, the nature of professional judgement and the processes of risk assessment and decision-making.

Students exiting with the non-HCPC recognised BA in Welfare Issues will have achieved A1-A9.

- A10 The factors and processes that facilitate effective interdisciplinary, interagency collaboration and partnership, including those of advocacy and empowerment of the service user.
- A11 The processes of reflection and evaluation, including familiarity with the range of approaches for evaluating service and welfare outcomes, and their significance for the development of practice and the practitioner.
- A12 Working within an anti-oppressive and anti-discriminatory framework.

2) Students will develop their intellectual skills such that they are able to:

- B1 Reflect upon their own practice and that of others, including physical and emotional aspects and with support, manage the impact of these and their own values on their professional role.
- B2 Analyse information gathered from multiple sources, recognise complexity and respond appropriately to uncertainty.
- B3 Recognise and assess the indications of harm, abuse and neglect, drawing on the concepts of resilience, vulnerability risk, resistance and respond accordingly.

Students exiting with the non-HCPC recognised Certificate in Welfare Issues will have achieved B1-B3.

- B4 Understand and manage the impact of the power invested in the social work role.

B5 Critically analyse the impact of inequality, disadvantage and discrimination and engage in anti-discriminatory practice with those who use social work services.

B6 Demonstrate an awareness of their professional responsibilities and justify their decisions and recommendations.

Students exiting with the non-HCPC recognised Diploma in Welfare Issues will have achieved B1-B6.

B7 Contribute to the systematic evaluation of practice making use of relevant research and theory.

B8 Demonstrate a critical understanding of the principles of confidentiality in different practice settings.

Students exiting with the non-HCPC recognised BA in Welfare Issues will have achieved B1-B8.

B9 Recognise how current legislation is applicable to the work of their profession and how to exercise authority as a social worker within legal and ethical frameworks to protect or advance service-user rights and entitlements

3) Students will acquire and develop practical skills such that they are able

C1 Undertake assessments of risk, need and capacity within legal, Professional and ethical boundaries, analyse information and respond appropriately to signs of harm, abuse and neglect in order to safeguard children and adults at risk.

C2 Communicate effectively and appropriate to purpose, including the use of IT, taking account of the circumstances and communication needs of individuals and groups.

C3 prioritising and making informed judgements on complex issues and ethical dilemmas, prioritising and managing competing demands whilst making appropriate use of supervision.

C4 Work in partnership with service users, carers and communities from diverse communities and apply theories to promote self-determination and enable them make informed decisions to achieve change and improve life opportunities and meet outcomes

Students exiting with the non-HCPC recognised Certificate in Welfare Issues will have achieved C1-C4.

C5 Work to promote social justice, equality and inclusion, challenging and addressing the impact of discrimination, disadvantage and oppression and engage effectively in conflict resolution.

C6 Work effectively with other professionals contributing to multi-disciplinary decision making and sharing information

C7 Use interpersonal skills and be able to build compassionate and effective relationships as well as establish and maintain personal and professional boundaries.

Students exiting with the non-HCPC recognised Diploma in Welfare Issues will have achieved C1-C7.

C8 Select and use appropriate frameworks to assess, give meaning to, plan implement and review effective interventions and use critical reflection to evaluate the outcomes in partnership.

C9 Practice social work with an understanding of legal, professional and ethical boundaries.

C10 Apply imagination, creativity and curiosity to practice

Students exiting with the non-HCPC recognised BA in Welfare Issues will have achieved C1-C10.

C11 Exercise authority as a social worker within legal and ethical frameworks to protect or advance service user rights, entitlements and confidentiality.

4) Students will acquire and develop transferrable skills such that they are able to:

D1 Manage workloads effectively demonstrating the ability to prioritise and be flexible and adaptable.

D2 Further enhance their writing skills, computer literacy, problem solving, critical thinking and decision making.

D3 Communicate ideas effectively both orally and in writing (paper and electronically).

Students exiting with the non-HCPC recognised Certificate in Welfare Issues will have achieved D1-D3.

D4 Participate effectively in groups and also as a member of a team.

D5 Recognise the significance of differing values and perspectives.

D6 Recognise the need for personal development planning, lifelong learning and continuous professional development.

Students exiting with the non-HCPC recognised Diploma in Welfare Issues will have achieved D1-C6.

	<p>D7 Develop reflective skills to evaluate practice and gain insight into impact of own style and practice.</p> <p>D8 Synthesise knowledge and sustain reasoned argument</p> <p>Students exiting with the non-HCPC recognised BA in Welfare Issues will have achieved D8-D10.</p> <p>D9 Establish and maintain personal and professional boundaries</p> <p>D10 Maintain confidentiality and be aware of its limitations.</p>
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C. Teaching and Learning Strategy

A blended approach is used throughout the course, with face-to-face teaching supported and enhanced with a range of activities including online learning, group work, discussion and debate. Interactive lectures will be used to introduce and provide new information and update existing knowledge. A range of online materials and learning resources will guide learning through Moodle, the University's VLE.

Students can expect, as part of the teaching and learning strategy, to be pro-active participants in the development of intellectual skills through discussion and peer presentation and subject reporting. Module leaders will provide material on-line and students are encouraged to explore the use of online technologies that provide virtual teaching and assessment environments. Students have access to online learning resources via Moodle and the library has a considerable number of social work books that can be accessed at home as e-books.

Other activities will include:

- Role play and other simulated learning opportunities
- Computer-based teaching tool to teach advanced child protection assessment tasks through providing digital feedback from a panel of experienced practitioners.
- Seminars, discussions and small group exercises will allow the sharing of ideas, critical analysis and discussion
- Tutorials
- Group work

D. Assessment

Formative assessment is centrally to the course and integrated across modules at all levels. The use of the assessment grids and the focus on how students could improve their performance forms the corner stone of the feedback strategy on all assignments

Full details of assessments are provided in Section H. In general, assessment tasks are drawn from the following:

- Written examination
- Written assignment
- Role plays
- Group and individual presentations
- Placement-based assessment
- Placement portfolio

Details about requirements around progression are provided in Section E below.

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

Specific regulations apply to social work:

1. Students will normally be permitted one attempt at retrieval if they fail 'Readiness for Direct Practice'. If the student fails again on the retrieval, no further retrieval is permitted and the student will be withdrawn from the course
2. Students cannot progress to Practice Placement 1 unless they have successfully completed the 'Readiness for Direct Practice' module.
3. During the duration of the course students are permitted only a single retrieval in Practice Placements. No subsequent retrievals are permitted and the student will be withdrawn from the course.
4. Students cannot pass into the next year until they have passed Practice Placement 1. BA and MA students who fail placements must take a year out to repeat the placement and BA students must undertake another academic assignment with the repeat placement (even if they passed the first academic assignment attached to the failed placement).
5. Protocol fails and condonements do not apply to students on a social work course. Students MUST pass all required modules in order to obtain a professional social work qualification that is recognised by the HCPC.
6. Students must complete the programme within six years of commencement of their HCPC-recognised social work course.
7. Where students are unable to continue on the programme subject to academic regulations they may be eligible for a postgraduate certificate or diploma. However any such alternative award will be in 'Welfare Issues' and will not entitle students to the HCPC-recognised qualifying award in social work.

The school follows the university regulations apart from:

- Late Submission
- Third attempts

Late Submission Protocol – HSC Pre Registration Students

Late submission of coursework is not permitted for students enrolled on pre-registration courses in the School of Health and Social Care. As professionals, students will be expected to meet deadlines, so part of their professional development will be for them to manage their time and commitments so that deadlines can be achieved.

Third Attempt Protocol – HSC Pre Registration Students

Where a student has failed a module, the Award and Progression Examination Board will exercise its discretion to permit the opportunity for an exceptional third attempt at a single assessment in accordance with all of the following eligibility criteria:

Eligibility criteria

1. Increase in mark between first attempt and second (therefore there must have been an attempt).
2. Second attempt mark to be within 5 marks of the pass mark.

Non-eligibility criteria

1. No increase in academic mark between first and second attempt.
2. Second attempt mark more than 5 marks under the pass mark.

This protocol is limited to 1 module per academic year and excludes the dissertation.

All modules must be successfully completed before the student is allowed to progress to the next stage.

Protocol fails or compensated passes are not permitted.

F. Entry Requirements

The current expectation is that applicants have gained:

- 120 UCAS Point (BBB) from a minimum of 3 A-Levels, BTEC National Diploma (DDM), Access to higher education diploma with (24D, 21M, 0P), equivalent Level 3 qualifications worth 122 UCAS points.
- Relevant experience of the delivery of social care in either a paid or voluntary capacity. Experience gained whilst at school or during the course of a placement undertaken as part of an Access or BTEC course can be included.
- Applicants must have Mathematics and English to GCSE level grade C or above or equivalent. (ILETS 7 or above with no element below 6.5)

Accreditation of prior learning arrangements

Students may be eligible for APEL, which is governed by our APEL policy and procedures.

G. Course structure(s)

Course overview

Programme structures and requirements, levels, modules and credits:

By the end of their training and in order to be considered for qualification as professional social workers, students are required to meet all of HCPC Standards of Proficiency, Professional Capabilities Framework and the academic requirements set out in QAA Benchmark statement.

These are to be met via a combination of practice and academic credited modules. Students must pass every one of the academic and Practice Learning modules on the programme.

Students study a range of academic modules to a total credit value of 360 credits all of which are required for the award of BA (Honours) in Social Work. The HCPC expects a student to undertake 170 days in practice learning related activities and to have undertaken an additional 30 days in skills development.

B.A (Honours) Social Work– Full time				
	Semester 1		Semester 2	
Level 4	Methods and Theories for Social Work Practice (compulsory)	20 credits	Human Growth and Development (compulsory)	20 credits
	Sociology for Social Work (compulsory)	20 credits	Values and Ethics in Social Work (compulsory)	20 credits
	Readiness for Direct Practice (compulsory)			20 credits
	Concepts of Interprofessional and Collaborative Practice			20 credits
Level 5	Social Policy for Social Work (compulsory)	20 credits	Appraising Evidence for Research Informed Practice (compulsory)	20 credits
	Law for Social Work (compulsory)	20 credits	Communication and Collaborative Working	20 credits
	Practice Learning Opportunity 1 (compulsory)			40 credits
Level 6	Social Work with Children and Families (compulsory)	20 credits	Social Work Literature Review (compulsory)	20 credits
	Social Work with Adults (compulsory)	20 credits	Risk, Resilience and Decision making (compulsory)	20 credits
	Practice Learning Opportunity 2 (compulsory)			40 credits
Placements information				
Progression in Practice				
<p>Matching students to placements is undertaken by the Director of Practice Learning, based on learning needs, prior experience, potential learning and locality. Final placement providers vary in their timescales for offering and organising placements consequently, students will be informed at varying times. Full details of practice learning are contained in Document H: Practice Learning Guide 2019-20.</p> <p>The placements are organised to ensure that students qualify with a broad experience and understanding of the profession, the placements will be in a variety of settings and with different service user groups. The placements will contribute to students developing a 'think family' perspective and form the foundation for developing specialist skills once qualified.</p> <p>Placement criteria demands:</p> <ol style="list-style-type: none"> 1. Students have a different experience in first and final placements. This can be different settings, service user groups, ages or methods. 2. Students experience statutory interventions in the last placement. The BASW and HCPC agree that preparation for statutory social work should be defined by the tasks undertaken on placement and not by the setting (e.g. local authority) or type of placement (e.g. statutory). All settings across both statutory and non-statutory sectors where formal assessment of risk and safeguarding takes place can be included. <p>During Practice Placement 1 students will be expected to practise as trainee professionals taking on cases under close supervision, undertaking social work interventions in less complex situations and operating as a member of the interprofessional team. They will demonstrate knowledge, skills and commitment to core values of social work as well as capacity to work with people and situations where decisions are not always clear-cut.</p> <p>They will be encouraged to develop oral and written communication skills, negotiating skills, IT skills and</p>				

presentation skills. Students are actively encouraged to use this opportunity to test out their new knowledge base and to try different social work methods and approaches.

In the final Practice Placement will prepare students for the statutory aspects of social work by offering them opportunities to demonstrate engagement with:

- Formal assessment processes (observation, gathering information, analysis, reporting, use of evidence base, development of clear recommendations) to include:
- Formal processes considering risk and/or safeguarding for child protection, for mental health or with vulnerable adults (PCF 7,8)
- Opportunities to reflect on, discuss and analyse appropriate use of authority (PCF 7,6)
Application and understanding of legal frameworks relevant for social work practice (PCF 5,8)
- Organisational policies and decisions and their impact on service delivery to service users (PCF 8)
- The demands of a high pressured environment where time and competing interests have to be managed effectively (PCF 1)
- Multi-agency working, including planning interventions with other agencies and analysing and managing tensions (PCF 7,8)
- Presentations of outcomes of formal assessment processes including analysis of risk/recommendations in line with organisational policy/procedure at e.g. panels/meetings/courts. (PCF 6,7,8)
- Use of formal agency recording for assessment/risk (PCF 1)

Students will be working towards becoming autonomous professionals. They will be expected to extend their knowledge of social work practice, take on more responsibility and engage with social work initiatives. Using supervision and support appropriately, they will be expected to demonstrate the knowledge skills and values to work with a range of service user groups as well as their ability to undertake a range of tasks at a foundation level and the capacity to work with more complex situations. Although working more autonomously they should recognise that the final decision rests with the supervisor. At the point of qualification students will be eligible to apply for entry onto the HCPC register and undertake the assessed and supported year in employment once in their first post.

H. Course Modules

Module Code	Module Title	Level	Semester	Credit value	Assessment
TBC	Sociology for Social Work (level 4, 20 credits)	4	1	20	Formative assessment: Plan of the assignment to be presented to peers. Summative assessment: A written assignment of 3,000 words requiring students to select and analyse a case study applying two sociological perspectives. Pass mark 40% 100% weighting
TBC	Methods and Theories for Social Work Practice	4	1	20	Formative assessment: An essay plan for the summative assessment of up to 500 words. Summative assessment:

					<p>A 3,000 word essay on a choice of service user case studies.</p> <p>Pass mark 40% 100% weighting</p>
TBC	Readiness for Direct Practice	4	1 and 2	20	<p>Formative assessment</p> <p>Observation of a student role-play by tutors, peers and other stakeholders who provide verbal feedback.</p> <p>Summative assessment</p> <p>A 3,000 word reflective account of learning on the module demonstrating readiness for first practice placement.</p> <p>Pass mark 40% 100% weighting</p>
TBC	Concepts of Interprofessional and Collaborative Practice	4	1 and 2	20	<p>Formative assessment:</p> <p>The learning set will work collaboratively on a given project relating to service user perspectives and the roles and relationships of Health and Social Care Professionals.</p> <p>Summative assessment:</p> <p>3,000 word reflective account of the experience of working in their multi-professional learning set.</p> <p>40% Pass mark 100% Weighting</p>
TBC	Values and Ethics in Social Work	4	1	20	<p>Formative assessment:</p> <p>Group presentations based on a case scenario in which students explore how to apply ethical theoretical frameworks to practice scenarios.</p> <p>Summative assessment:</p> <p>3,000 word assignment in which students apply ethical theoretical frameworks to a practice scenario.</p> <p>Pass mark 40% 100% weighting</p>
TBC	Human Growth and Development	4	2	20	<p>Formative assessment:</p> <p>Students will arrange their own 5-</p>

					<p>session child observation at a nursery, playgroup or home setting. Students will complete a 15-minute presentation about their child observation to small seminar groups.</p> <p>Summative assessment:</p> <p>Students will complete a 20-minute presentation (with an additional 5-10 minutes for questions) providing an application of theory and a reflective account of their observation skills.</p> <p>Pass mark 40% 100% weighting</p>
YEAR 2					
TBC	Social Policy for Social Work	5	1	20	<p>Formative</p> <p>Draft outline of the summative essay to be presented to peers.</p> <p>Summative</p> <p>3,000 word essay on an area of social policy related to social work.</p> <p>100% weighting 40% pass mark</p>
TBC	Law for Social Work	5	1	20	<p>Formative assessment</p> <p>This will be a combination of law quizzes set on Moodle and a mock exam.</p> <p>Summative assessment</p> <p>Students will be assessed on an unseen 2 hour examination (case scenario based) testing their knowledge on social work law with a primary focus on:</p> <ul style="list-style-type: none"> • Children and families • Mental health • Adults at risk <p>Pass mark 40 % 100 % weighting</p>
TBC	Appraising Evidence for Research Informed Practice	5	1	20	<p>Formative assessment:</p> <p>Students are required to critique a chosen research article and present this in a group format.</p>

					<p>Summative assessment:</p> <p>3,000 word written assignment</p> <p>100% weighting</p> <p>Students will be required to undertake a critical appraisal of an assigned article of relevance to social work practice.</p>
TBC	Communication and Collaborative Working	5	2	20	<p>Formative assignment</p> <p>Short presentation to peers of an example of collaborative working from placement highlighting opportunities and challenges and personal reflection.</p> <p>Summative assessment</p> <p>20-minute presentation of a case study in which students are asked to critically evaluate collaborative working and communication strategies they have used in their practice placement. Followed by 5-10 minutes of questions</p> <p>Pass mark 40%</p> <p>100 % weighting</p>
TBC	Practice Placement 1	5	1&2	40	<p>Formative assessment:</p> <p>Mid-way review with 15-minute case presentation of a case/piece of work at the midway meeting.</p> <p>Summative assessment: Two elements. Both must be passed:</p> <ol style="list-style-type: none"> Practice Placement Portfolio <p>PASS/FAIL No weighting</p> <ol style="list-style-type: none"> Practice Study: The aim of the practice study is for students to provide an evaluative account of a piece of work undertaken during placement. It is a separate piece of work to the portfolio and will be marked as an academic essay. <p>Word limit: 3,000 words</p>

					Pass mark 40% Weighting 100%
YEAR 3					
TBC	Social Work with Children and Families	6	1	20	<p>Formative assessment</p> <p>Students will choose a piece of research on an issue pertinent to children and families using social work services, and undertake a 10-minute presentation to the group discussing opportunities, challenges and implications for social work practice.</p> <p>Summative assessment</p> <p>A 3,000 word essay written in the form of an agency report with a critical commentary on the report including analysis of decisions made.</p> <p>Pass mark 40% 100% weighting</p>
TBC	Social Work with Adults	6	1	20	<p>Formative assessment</p> <p>Students will choose a piece of research on an issue pertinent to adults using social work services, and undertake a 10-minute presentation to the group discussing opportunities, challenges and implications for social work practice.</p> <p>Summative assessment</p> <p>A 3,000 word essay written in the form of an agency report with a critical commentary on the report including analysis of decisions made..</p> <p>Pass mark 40% 100% weighting</p>
TBC	Social work literature review	6	2	20	<p>Formative assessment:</p> <p>To produce an essay plan of up to 500 words that can be shared with other students in pairs or small groups.</p> <p>Summative assessment:</p> <p>The summative assessment is a 3,000 word literature review of a social work topic</p>

					<p>Weighting 100%</p> <p>Pass mark 40%</p> <p>Submitted week 25</p>
TBC	Risk, Resilience and Decision Making in Social Work	6	2	20	<p>Formative assessment:</p> <p>Classroom based multiple choice exercises using a similar format to the exam.</p> <p>Summative assessment:</p> <p>A 2-hour unseen exam in the form of a Multi-Choice Test (MST), which tests the student's ability to synthesise material from a number of areas and to take a critical and independent stance towards applying the knowledge and skills gained on the module to real life scenarios and practice dilemmas.</p> <p>40% pass mark 100% weighting</p>
TBC	Practice Placement 2	6	2	40	<p>Formative assessment:</p> <p>Mid-way review of practice. 20- minute case presentation of a case/piece of work completed at the midway meeting.</p> <p>Summative assessment. Two elements. Both must be passed:</p> <ol style="list-style-type: none"> Practice Placement Portfolio <p>Pass/Fail No weighting</p> <ol style="list-style-type: none"> A 3,000 word Practice Study. The aim of the practice study is for students to provide a critically evaluative account of a piece of work undertaken during the final placement. It is a separate piece of work to the portfolio and will be marked as an academic essay. <p>Pass mark 40% Weighting 100%</p>

I. Timetable information

- Students receive confirmation of their timetable for study commitments at induction.
- Students are kept informed through Moodle, course boards and through group tutorials.

J. Costs and financial support

Course related costs

- The tuition fees for each module cover the costs of the teaching and learning activities and the assessment of the module. Additional expenses (e.g. cost of books or other learning materials) are not included.

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

List of Appendices

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- Appendix C: Mapping against the Professional Capabilities Framework 2018
- Appendix D: Mapping Modules Against QAA Subject Benchmarks 2016

Appendix A: Curriculum Map

A: Knowledge and Understanding

Modules														
Level	Title	Code	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12
4	Sociology for Social Work			TDA	D	D	D	D		D	D		D	TDA
4	Methods and theories for social work practice		D		D	D	TD	D	D	TD	TD	TD	D	TDA
4	Readiness for Direct Practice		TD A	TDA	TDA	D	TD A	TDA	TD	TD	TD	TDA	TDA	TDA
4	Concepts of Interprofessional and Collaborative Practice				TD	TD		TD				TDA	TDA	TDA
4	Human Growth and Development		D		D	D	D	TDA	TDA	TDA	TDA		D	TDA
4	Values and Ethics in Social Work		TD		D	D	D	TDA			TD		D	TDA
5	Social Policy for Social Work		TD	TDA	TDA	D				D	D	D		TDA
5	Law for Social Work		TD	TDA	TDA	D				D	D	D		TDA
5	Appraising Evidence for Research Informed Practice					TD		TD		TDA	TD		TDA	
5	Communication and Collaborative Working			TDA	D	D	TD A			TDA	TDA		TDA	TDA
5	Practice Placement 1 (70 days)		TD A	TDA	TDA	TDA	TD A	TDA	TDA	TDA	TDA	TDA	TDA	TDA
6	Social work literature review				D	D				TDA	D		TD	
6	Risk, resilience and decision making			TDA	D	D	TD A			TDA	TDA		TDA	TDA
6	Social work with children and families		TD A	TDA	TDA	TDA	TD A	TDA	TDA	TDA	TDA	TDA	TD	TDA
6	Social work with adults		TD A	TDA	TDA	TDA	TD A	TDA	TDA	TDA	TDA	TDA	TD	TDA
6	Practice Placement 2 (100 days)		TD A	TDA	TDA	TDA	TD A	TDA	TDA	TDA	TDA	TDA	TDA	TDA

B: Intellectual skills

Modules											
Level	Title	Code	B1	B2	B3	B4	B5	B6	B7	B8	B9
4	Sociology for Social Work		D	TDA	D	D	TDA	D	D		TD
4	Methods and theories for social work practice		TDA	TDA	D	D	TDA	D	D	D	TD
4	Readiness for Direct Practice		TDA	TDA	TDA	TDA	TDA	TDA	TD	TDA	TDA
	Concepts of Interprofessional and Collaborative Practice		TDA	TD		TD	TD	TDA	TD	TD	TD
4	Human Growth and Development		TDA	TDA	TD	TD	TDA	D	TD	TDA	TD
4	Values and Ethics in Social Work		TDA	TDA	TD	TDA	TDA	D	TD	TDA	TD
5	Social Policy for Social Work		D	TDA	D	TD	TDA	D	D	D	TDA
5	Law for Social Work		D	D	D	TD	TDA	D	D	D	TDA
5	Appraising Evidence for Research Informed Practice		TD	TDA		TD		TD	TDA	TDA	
5	Communication and Collaborative Working		TDA	TDA	TDA	TDA	TDA	D	D	TD	TD
5	Practice Placement 1 (70 days)		TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
6	Risk, resilience and decision making		TDA	TDA	TDA	TD	TD	TDA	TDA		TD
6	Social work literature review		D	D	D	D	D		D		
6	Social work with children and families		TDA	TDA	TDA	TD	TDA	TDA	TDA	TDA	TDA
6	Social work with adults		TDA	TDA	TDA	TD	TDA	TDA	TDA	TDA	TDA
6	Practice Placement 2 (100 days)		TDA	DA	TDA	DA	TDA	TDA	TDA	TDA	TDA

C: Practical skills

Modules													
Level	Title	Code	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11
4	Sociology for Social Work		D	D			TD	D	D		D	TDA	TDA
4	Methods and theories for social work practice		D	D	D	D	TD	D	D		D	TDA	TDA
4	Readiness for Direct Practice		TDA	D	TDA	TDA	TD	TDA	TDA	TD	TDA	TDA	TDA
	Concepts of Interprofessional and Collaborative Practice			TD	TD	TDA	TD	TDA	TD	TD	TD	TD	TD
4	Human Growth and Development		TD	D	D	TD	D		TDA		TD	TDA	TDA
4	Values and Ethics in Social Work		D	D	D		TD	D	D	D	TDA	TDA	TDA
5	Social Policy for Social Work			D	D	TDA	TD	D	D	D	D	TDA	TDA
5	Law for Social Work			D	D	TD	TD	TD	D	D	TDA	TDA	TDA
5	Appraising Evidence for Research Informed Practice		D		D			D					
5	Communication and Collaborative Working		TD	TDA	TD	TD	TD	TD	TDA	TD	D	TDA	TDA
5	Practice Placement 1 (70 days)		TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
6	Social work literature review			D				D	D		D	TDA	TDA
6	Risk, resilience and decision making		TDA	D	TD				TDA	TD	TDA	TDA	TDA
6	Social work with children and families		TDA	TDA	TDA	TDA	TDA	TD	TDA	TD	TDA	TDA	TDA
6	Social work with adults		TDA	TDA	TDA	TDA	TDA	TD	TDA	TD	TDA	TDA	TDA
6	Practice Placement 2 (100 days)		TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA

D: Transferable skills

Modules			D1	D2	D3	D4	D5	D6	D7	D8	D9	D10
Level	Title	Code										
4	Sociology for Social Work		D	DA	TDA	D	TDA	D	D	TDA	D	D
4	Methods and theories for social work practice		D	DA	TDA	D	TDA	D	D	TDA	TDA	D
4	Readiness for Direct Practice		TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
4	Concepts of Interprofessional and Collaborative Practice			TD	TD	TDA	TDA	TD	TDA	TDA	TDA	TDA
4	Human Growth and Development		D	D	TDA	D	TDA	TD	D	TDA	D	D
4	Values and Ethics in Social Work		D	TDA	TDA	D	TDA	TD	D	TDA	TDA	TDA
5	Social Policy for Social Work		D	DA	TDA	D	TDA	D	D	TDA	D	D
5	Law for Social Work		D	TDA	TDA	D	TDA	D	D	TDA	D	D
5	Appraising Evidence for Research Informed Practice			TD	TD		TD	TD		TDA		
5	Communication and Collaborative Working		D	TDA	TDA	D	TDA	D	D	TDA	TDA	D
5	Practice Placement 1 (70 days)		TDA	TDA	TDA	TDA	TDA	D	TDA	TDA	TDA	TDA
6	Social work literature review		D	DA	TDA	D	TDA	D	D	TDA	TDA	TDA
6	Risk, resilience and decision making		TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
6	Social work with children and families		TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
6	Social work with adults		TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
6	Practice Placement 2 (100 days)		TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA

Appendix B: Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **Informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **Embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **High impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **Inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **Assessment for learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	<p><u>Outcomes focus and professional/employer links</u> All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.</p>	<p>Employers have engaged in a consultation process as part of revalidation and their feedback has been key in curriculum design. The Programme Management Committee, which oversees the programme, has representatives from employers, students, service users and is chaired by a senior manager from the London Borough of Westminster. Current practitioners and managers provide a range of guest lectures and sessions across the programme. The Health and Care Professions Council provides a regulatory framework for standards of proficiency that the course has been designed to address as well as the social work professional standards in the form of the Professional Capabilities Framework</p>
Embedded learning development	<p><u>Support for transition and academic preparedness</u> At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.</p>	<p>Disciplinary ways of thinking and practicing are integrated into content of modules. This is addressed initially with sessions specifically on university level writing and formative assignments to enable students to develop the tools necessary to write in an appropriate academic style and level. Throughout the programme students are able to discuss assignments with the module leaders and their overall progress with their personal tutors.</p>
High impact pedagogies	<p><u>Group-based learning experiences</u> The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and</p>	<p>This will be achieved by group presentations/role play and group discussions, where diversity, difference and values are centrally to both learning and assessment. There</p>

	<p>respect for diversity of perspectives relevant to professionalism and inclusivity. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.</p>	<p>is a range of opportunities for students to experience group-based learning at Level 4. For example, In Human Growth and Development, students have child observation seminar groups where they each complete a presentation as a formative assessment where they provide each other with feedback and learn to respect diverse perspectives and explore the role of difference and diversity.</p>
Inclusive teaching, learning and assessment	<p><u>Accessible materials, resources and activities</u> All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.</p>	<p>This will be achieved by placing course materials and resources on Moodle in an electronic form to enhance accessibility. All students are issued with an iPads to ease accessibility to university resources and on line activities. Students with specific needs are assessed and learning and support plan is addressed through tutorials. When necessary three way meetings are facilitated with learning support, the tutor and student.</p>
Assessment for learning	<p><u>Assessment and feedback to support attainment, progression and retention</u> Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to excellence.</p>	<p>Modules at Level 4 all have formative exercises that contribute towards student success in the summative assessment and this approach is continued across the levels. Assessments are of varied styles ranging from written essays to presentations oral examinations. This enables students to demonstrate a range of skills and abilities. The social work team has developed a Feedback Pledge in consultation with students. The pledge sets minimum standards for feedback and ensures that feedback is fair balanced and student focused.</p>
High impact pedagogies	<p><u>Research and enquiry experiences</u> Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop</p>	<p>This will be achieved by encouraging students to research and prepare for their assignments using a range of resources. Students are encouraged to utilise library and LRC resources to maximise their research potential for example early on in their studies they are directed to the library research desk and have journal searching and referencing training. A major</p>

	<p>research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage creativity and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.</p>	<p>component of the programme is practice and so the placements in years 2 and 3 enable students to demonstrate their ability to transfer the learning from the classroom into the world of practice.</p> <p>The programme aims to produce evidence informed and research minded practitioners At Level 5, students undertake a research skills module and at Level 6 they complete a literature review. Previous students have published their research in journal or book form.</p>
<p>Curricula informed by employer and industry need / Assessment for learning</p>	<p><u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including excellence, professionalism, integrity and creativity. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.</p>	<p>A major component of the programme is practice and so the placements in years 2 and 3 enable students to demonstrate their ability to transfer the learning from the class room into the world of practice</p> <p>This is also embedded in a number of modules. For example, the Level 6 module Risk, Resilience and Decision Making in Social Work module includes students engaging in a live child protection situation. They are presented with a real life scenario and receive digital feedback from industry experts to enhance their learning of child protection risk assessment skills.</p>
<p>Inclusive teaching, learning and assessment</p>	<p><u>Course content and teaching methods acknowledge the diversity of the student cohort</u> An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to inclusivity enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.</p>	<p>This will be achieved by incorporating images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc.</p>
<p>Curricula informed by employer and industry need</p>	<p><u>Work-based learning</u> Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking,</p>	<p>This will be achieved by student placements and completion of a reflective essay and portfolio. Employers and other stakeholders have been involved in the development of the curriculum and take part in the management of the</p>

	<p>professionalism and integrity. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.</p>	<p>programme. Current social workers and managers participate in the teaching and assessment of various modules</p>
<p>Embedded learning development</p>	<p><u>Writing in the disciplines: Alternative formats</u> The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.</p>	<p>The curriculum is designed to teach students mastery of the specific thinking and communication practices in social work. For example, through the use of assessed role-plays where students receive feedback on their communication. This is enhanced in the revised curriculum with the introduction of two models ('Social Work with Children and Families' and 'Social Work with Adults') where students learn and are assessed on their ability to write real life agency-style reports about risk and needs augmented by analytical reflection. This was developed following feedback from employers about the necessity of mastery in these skills. Similarly, the Risk, Resilience and Decision-making module teaches students the skills to think analytical and convey these thinking processes to others.</p>
<p>High impact pedagogies</p>	<p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u> Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including inclusivity, communication and networking.</p>	<p>This is most clearly met in the new Concepts of Interprofessional and Collaborative Practice module, which introduces students to the place and value of interprofessional and collaborative working in health and social care delivery. This module supports the development of the necessary communication, personal, partnership working and reflective practice skills required to meet the needs of clients/carers and diverse populations. In the formative assessment, students work collaboratively in a learning set on a given project relating to service user perspectives and the roles and relationships of Health and Social Care Professionals. The project will be presented by the learning set to peers, staff and service users.</p>

<p>Assessment for learning</p>	<p><u>Variation of assessment</u> An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.</p>	<p>This will be achieved by a range of assessment tasks, including essays, examinations, essays, role-plays, group and individual presentations, placement-based assessment and portfolio.</p> <p>The use of the assessment grids and the focus on how students could improve their performance forms the corner stone of the feedback strategy on all assignments</p> <p>Students are introduced to personal and professional development planning in year one through Readiness for Direct Practice and continue to expand on this through their practice placements in years 1 and 2.</p>
<p>Curricula informed by employer and industry need</p>	<p><u>Career management skills</u> Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of excellence and professionalism.</p>	<p>This will be achieved by liaison with practice placement team, university employability support and teaching on modules. Students are introduced to personal and professional development planning in year one through Readiness for Direct Practice and continue to expand on this through their practice placements in years 1 and 2.</p>
<p>Curricula informed by employer and industry need / Assessment for learning / High impact pedagogies</p>	<p><u>Capstone project/dissertation</u> The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including professionalism, integrity and creativity.</p>	<p>This will be achieved by a Level 6 literature review project in which students are given the opportunity to explore a personal interest and develop a literature review. This builds upon a research skills module that they complete at Level 5.</p>

Appendix C: Mapping against the Professional Capabilities Framework 2018

- PCF1 PROFESSIONALISM - Identify and behave as a professional social worker, committed to professional development.
- PCF2 VALUES AND ETHICS - Apply social work ethical principles and values to guide professional practice
- PCF3 DIVERSITY - Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice.
- PCF 4 RIGHTS, JUSTICE AND ECONOMIC WELLBEING - Advance human rights and promote social justice and economic wellbeing
- PCF 5. KNOWLEDGE - Develop and apply relevant knowledge from social work practice and research, social sciences, law, other professional and relevant fields, and from the experience of people who use services
- PCF6 CRITICAL REFLECTION AND ANALYSIS - Apply critical reflection and analysis to inform and provide a rationale for professional decision-making
- PCF7 SKILLS AND INTERVENTION - Use judgement, knowledge and authority to intervene with individuals, families and communities to promote independence, provide support, prevent harm and enable progress
- PCF8 CONTEXTS AND ORGANISATIONS - Engage with, inform, and adapt to changing organisational contexts, and the social and policy environments that shape practice. Operate effectively within and contribute to the development of organisations and services, including multi-agency and inter-professional settings.
- PCF9 PROFESSIONAL LEADERSHIP - Promote the profession and good social work practice. Take responsibility for the professional learning and development of others. Develop personal influence and be part of the collective leadership and impact of the profession.

Modules									
Title	1	2	3	4	5	6	7	8	9
Methods and theories for social work practice	X	X	X	X	XX	XX	XX	X	
Sociology for Social Work	X	X	XX	XX	XX	XX	X	XX	X
Values and Ethics	XX	XX	XX	XX	X	XX	XX	XX	X
Human Growth and Development	X	X	XX	X	XX	X	X	X	
Readiness for Direct Practice	XX	XX	XX	XX	X	XX	XX	XX	X
Concepts of Interprofessional and Collaborative Practice	XX	X	X			XX	X	XX	X
Law for Social Work	X	X	X	X	XX	X	X	XX	X
Social Policy for Social Work	X	X	X	X	XX	X	X	XX	X
Communication and Collaborative Working	XX	X	X	X	X	X	XX	XX	XX
Appraising Evidence for Research Informed Practice	XX	X			X	XX	X	X	X
Practice Placement 1 (70 days)	XX	XX	XX	X	X	XX	XX	X	X
Social work literature review	X	X	X	X	XX	XX	X	X	X
Risk, resilience and decision making	XX	X	X		X	XX	XX	XX	XX
Social work with adults	XX	X	X	X	XX	X	XX	X	XX
Social work with children and families	XX	X	X	X	XX	X	XX	X	XX
Practice Placement 2 (100 days)	XX	XX	XX	X	XX	XX	XX	XX	XX

X – Covered in module

XX – Particular emphasis in module

Appendix D: QAA Benchmark 2016

Defining principles

5.1 Subject Knowledge, understanding and skills

Modules	Service users and carers	The organisation and delivery of social work services	Values and Ethics	Social work theory	Nature of social work practice
Social Work Theories and Methods	TDA	TD	D	TDA	TD
Sociology for Social Work	D	D	D	TD	D
Values and Ethics	D	D	TDA		TD
Human Growth and Development	TDA	D	D	TDA	D
Concepts of Interprofessional and Collaborative Practice	TD	TD	D		D
Readiness for Direct Practice	TD	TDA	TD	TDA	TDA
Law for Social Work	TD	TDA	D	D	TD
Social Policy for Social Work	TD	TDA	D	D	TD
Appraising Evidence for Research Informed Practice			TD	D	TD
Communication and Collaborative Working	TDA	TD	TD	TD	TDA
Practice Placement 1 (70 days)	DA	TDA	TDA	TDA	TDA
Social work literature review	D	D	D	D	TDA
Risk, resilience and decision making	D	TD	TD	TDA	TDA
Social work with adults	TDA	TDA	TD	TD	TDA
Social work with children and families	TDA	TDA	TD	TD	TDA
Practice Placement 2 (100 days)	TDA	TDA	TDA	TDA	TDA

Subject specific skills and other skills

5.5 Problem Solving Skills

Modules	Managing problem-solving activities	Gathering Information	Analysis and synthesis	Intervention and evaluation
Social Work Theories and Methods	TDA	TDA	TDA	TD
Sociology for Social Work	TD	D	TDA	TD
Values and Ethics	TDA	TDA	TDA	TD
Human Growth and Development	TD	TDA	TDA	
Concepts of Interprofessional and Collaborative Practice	D	D	D	D
Readiness for Direct Practice	TDA	TDA	TDA	TDA
Law for Social Work	D	DA	TDA	TD
Social Policy for Social Work	D	DA	TDA	TD
Communication and Collaborative Working	TD	TDA	DA	TDA
Appraising Evidence for Research Informed Practice	TD	TDA	TDA	TDA
Practice Placement 1 (70 days)	DA	DA	DA	TDA
Social work literature review	D	TDA	TDA	
Risk, resilience and decision making	TD	TDA	TDA	TDA
Social work with adults	TD	TDA	TDA	TDA
Social work with children and families	TD	TDA	TDA	TDA
Practice Placement 2 (100 days)	DA	DA	DA	DA

5.6 – 5.9 other skills

Modules	Communication skills	Skills in working with others	Skills in personal and professional development	Use of technology and numerical skills
Social Work Theories and Methods	TD	D	D	D
Sociology for Social Work	D	D	D	D
Values and Ethics	D	D	TD	D
Human Growth and Development	D	D	TD	D
Concepts of Interprofessional and Collaborative Practice	TDA	TDA	D	
Readiness for Direct Practice	TDA	TDA	TDA	D
Law for Social Work		D	DA	D
Social Policy for Social Work		D	DA	D
Appraising Evidence for Research Informed Practice	DA	TDA	TDA	D
Communication and Collaborative Working	TDA	TDA	TDA	TDA
Practice Placement 1 (70 days)	TDA	TDA	TDA	TDA
Social work literature review	D		TDA	TD
Risk, resilience and decision making	D	D	TD	D
Social work with adults	TDA	TDA	TDA	TDA
Social work with children and families	TDA	TDA	TDA	TDA
Practice Placement 2 (100 days)	DA	DA	DA	DA

6. Teaching, learning and assessment

Modules	Awareness raising, skills and knowledge acquisition	Conceptual understanding	Practice skills and experience	Reflection on performance
Social Work Theories and Methods	DA	DA	DA	DA
Sociology for Social Work	DA	DA	D	D
Values and Ethics	DA	DA	DA	DA
Human Growth and Development	DA	DA	DA	DA
Concepts of Interprofessional and Collaborative Practice	D	D	D	TDA
Readiness for Direct Practice	DA	DA	D	D
Social Policy for Social Work	DA	DA	D	D
Appraising Evidence for Research Informed Practice	DA	DA	DA	D
Communication and Collaborative Working	DA	DA	DA	D
Practice Placement 1 (70 days)	DA	DA	DA	D
Social work literature review	DA	DA	DA	DA
Risk, resilience and decision making	DA	DA	D	
Social work with adults	DA	DA	DA	DA
Social work with children and families	DA	DA	DA	DA
Practice Placement 2 (100 days)	DA	DA	DA	DA