Course Addendum: Changes to 2020/21 Teaching In Response to Covid-19

Whilst we hope to deliver as much activity on-campus as possible, the government's guidance and social distancing measures will inform how much teaching we can deliver face-to-face in the 2020/21 academic year. Working to government guidelines we have adapted the delivery of our courses to a model of blending learning, which consists of a mix of online and on-campus activities. We are equipped to move between blended learning to fully online, or face–to–face, as the Covid-19 situation evolves.

The learning outcomes of your course remain the same but there are changes to its delivery, assessment and structure, as set out in the Changes section of this document. The subsequent pages of this document contain the original teaching and learning schedule of this course, for your reference.

24th July 2020

Course Details

Course Title(s)	4355 - BA (Hons) Social Work (FT)
Module	TSW_4_012 Sociology for Social Work TSW_4_011 Values and Ethics in Social Work TSW_4_020 Readiness for Direct Practice TSW_5_019 Social Policy for Social Work TSW_5_020 Law for Social Work
Module Lead	TSW_4_012 Sociology for Social Work - Andrea Colquhoun TSW_4_011 Values and Ethics in Social Work – Michelle Evans TSW_4_020 Readiness for Direct Practice – Sarah Houghton TSW_5_019 Social Policy for Social Work – Andrew Richardson TSW_5_020 Law for Social Work – Denise Harvey
Shared Modules?	No

Changes to the mode of delivery and course composition

Module code and name	Changes to delivery mode			
TSW_4_012 Sociology for Social Work TSW_4_011 Values and Ethics in Social Work TSW_4_020 Readiness for Direct Practice TSW_5_019 Social Policy for Social Work TSW_5_020 Law for Social Work	Delivered entirely online in semester 1 Face to face lectures are replaced by a combination of live and pre-recorded sessions Face to face seminars are delivered online	**CURRENT** No other changes		**NEW** No other changes

For reference, the following pages contain the original teaching and learning schedule of this course, prior to the changes implemented in response to Covid-19.

A. Course Information	
Final award title(s)	BA (Honours)Social Work
Intermediate exit award title(s)	Diploma of Higher Education Welfare Issues Certificate of Higher Education Welfare Issues BA Welfare Issues
UCAS Code		**Course Code(s)**	4355

	London South Bank University	
School	☐ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☒ HSC ☐ LSS	
Division	**Primary and Social Care**	
Course Director	Dr Michelle Evans	
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Other: please specify	
Mode(s) of delivery	☒Full time ☐Part time ☐other please specify	

Length of course/start and finish dates	

Mode	Length years	Start - month	Finish - month
Full time	3	September	June

Is this course generally suitable for students on a Tier 4 visa?	No	
Approval dates:	Course(s) validated /	May 30th 2013
		October 2018

Professional, Statutory & Regulatory Body accreditation	Health and Care Professions Council	
	HCPC Standards of Proficiency HCPC Standards of Education and training	
	BASW Professional capabilities framework (2017)	
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 (2008)
		Competitions and Markets Authority
		SEEC Level Descriptors 2016

<div align="center">B. Course Aims and Features</div>

Distinctive features of course	The distinctive features of the BA (Hons) in Social Work include:
	- 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	**The aims of social work educational provision at LSBU are to:** - 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, - prepare and develop proficient practitioners who meet the endorsement requirements of 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	**a) Students will acquire an in depth critical knowledge and understanding of:** A1) the nature of social work services in relation to service users, carers, and communities with different circumstances set in diverse settings/sectors. A2) the changing political, demographic and cultural contexts of social work in a contemporary society. 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. A4) the implications of modern information and communications technology (ICT) for both the provision and receipt of services. A5) understand 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, including the concepts of choice, dignity and autonomy in social work practice. 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. A10) the factors and processes that facilitate effective interdisciplinary, interagency collaboration and partnership, including those of advocacy and empowerment of the service user. A11) s 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

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

B1 Reflect upon their own practice and that of others, 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.

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.

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.

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

C) Students will acquire and develop practical skills in social work such that they are able to:

C1 Undertake assessments of risk, need and capacity, 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 Practise as an autonomous professional, 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

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.

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

d) Students will acquire and develop transferable skills such that they are able to:

D1   Manage work-loads 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).

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.

D7   Develop reflective skills to evaluate practice and gain insight into impact of own style and practice.

D8   Synthesise knowledge and sustain reasoned argument

D9   Establish and maintain personal and professional boundaries

D10   Maintain confidentiality and be aware of its limitations.

C. Teaching and Learning Strategy

- [provide an overview of teaching and learning activities (e.g. lectures, courses, practical classes, fieldwork);
- indicate the importance and volume of independent learning required (including the workload involved in studying on the course);
- inform students about subject-related and generic resources, e.g. libraries, laboratories, studios;
- provide an overview of learning support (opening hours and access will be especially relevant for part-time students); and
- provide information about staff who teach on the course (e.g. if postgraduate students might be teaching, the types of class they will teach and whether the training has been provided).
- Information on the virtual learning environment and blended learning.

D. Assessment

- [inform students about the availability/definition of formative assessment; and
- provide an overview of summative assessment (the types of assessment used by the course, the percentage of assessment by coursework and the frequency of assessment)].
- Indication about progression eg must pass all modules

E. Academic Regulations

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

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

permitted 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

Protocol fails or compensated passes are not permitted.

F. Entry Requirements

The current expectation is that applicants have gained one of the following academic entry criteria::

- 120 UCAS tariff points (BBB) from a minimum of three A-Levels; 128 (DDM) for BTEC or 122 (24D, 21M, 0P) for Access courses.
- The equivalent of six months full-time experience in social care, a social work setting, having responsibilities as a carer, relevant unpaid work or experience as a service user or other relevant professional setting.
- Applicants must have equivalent of GCSE grade 'C' or above in English (or ILETS 6.5 or higher) and Mathematics; or a recognized equivalent qualification.

In addition all applicants will need to satisfy the admissions tutor and interviewers that they meet the following criteria:

- A general suitability for social work. This will include a satisfactory check by the Disclosure and Barring Service (DBS) and self-certification for medical (physical and mental health) fitness to practice.
- Evidence of an awareness of social context for social work practice, awareness of self, ability to develop rapport, and the potential to develop relevant knowledge, skills and values through professional training.
- Evidence of a good command of reading, writing and spoken English.
- Evidence of basic IT competence.
- Readiness for social work education at undergraduate level, in terms of starting to develop a
- self-managed approach to study and an ability to work at undergraduate level.

All applicants undertake a written test which is composed of a 30 minute essay followed by a twenty minute critical thinking test. Applicants also take part in a group discussion and an individual interview. Applicants must pass all parts of the selection process.

Accreditation of prior learning arrangements

BA (Hons) Social Work.

Given the specifically applied nature of the academic and practice learning on this programme, all applicants will be required to undertake all elements of the programme in order to be eligible for the award of BA (Hons) in Social Work (360 credits). There is no possibility of credit transfer from non - social work courses within LSBU or elsewhere. This is because of the professional requirements of the BA.

Students from other social work courses wishing to transfer will be considered on an individual basis. The process of accreditation will include

- Evidence to support accreditation will be provided by the student which will require compliance with the Faculty guidance on accreditation on accreditation.
- Evidence provided by the student that the prior learning maps the relevant learning outcomes of the programme at LSBU.
- All prior learning must come from an HCPC approved programme and endorsed by The College of Social Work
- All prior learning must have been achieved within the previous two years at the point of application.

- Reference from previous programme must be provided.
- All applicants will provide a personal statement to their application.
- All applicants must provide professional reference in addition to the university reference.
- Subject the above conditions being satisfied all applicant will undertake a written test and individual interview
- Final decision to accept or reject the applicant will rest the Course Director

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, BASW 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	Communication Skills for Social Work (compulsory)	20 credits	Social Problems and Social Policy (compulsory)	20 credits	
	Values and Ethics in Social Work (compulsory)	20 credits	Human Growth and Development (compulsory)	20 credits	
	Sociology for Social Work (compulsory)	20 credits	Social Work Theories (compulsory)	20 credits	
	Readiness for Direct Practice (compulsory)			0 credits	
Level 5	Social Work Methods (compulsory)	20 credits	Advocacy, Partnership and Participation (compulsory)	20 credits	
	Welfare, Policy and Law for Social Work Practice (compulsory)	20 credits			
	Practice Learning Opportunity 1 (compulsory)			60 credits	
Level 6	Social Work Research Proposal (compulsory)	20 credits	Professional Practice (compulsory)	20 credits	
	Contemporary Issues in Social Work (compuslory)	20 credits			

	Practice Learning Opportunity 2 (compulsory)	60 credits

Placements information

Progression in Practice

Following the recommendations of the Social Work Reform Board students on this programme will have a minimum of 2 Practice Placements and maximum of 3. In line with the HCPC standards of proficiency based on the principle that social workers train and 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.

Placement criteria demands:

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.

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.

They will be encouraged to develop oral and written communication skills, negotiating skills, IT skills and 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
TSW_4_010	Communication Skills for Social Work	4	1	20	40 min role play including prep and reflective time. 80% weighting 40% pass mark 1,000 word essay 20% weighting 40% pass mark There are two elements of assessment which are weighted 80%/20%. Students must achieve 30% in each piece of assessment and an average mark of 40%.
TSW_4_015	Social Work Theories	4	1	20	3,000 word essay The assessment has 100% weighting and the pass mark is 40%.
TSW_4_012	Sociology for Social Work	4	1	20	2,500 word essay which tests students understanding of social work practice in relation to sociological thinking. The pass mark is 40%
TSW_4_011	Values and Ethics in Social Work	4	1	20	2,500 word essay The assessment has 100% weighting and the pass mark is 40%.

TSW_4_014	Human Growth and Development	4	2	20	Seen exam 2 hrs The assessment has 100% weighting and the pass mark is 40%.
TSW_4_013	Social Problems and Social Policy	4	2	20	Unseen Exam 2 hrs The assessment has 100% weighting and the pass mark is 40%.
TSW_4_016	Readiness for Direct Practice	4	1&2	0	2300 word reflective report 750 word reflective report – Both components need to be passed. The assessment has 100% weighting and the pass mark is 40%.
TSW_5_010	Social Work Methods	5	1	20	3,000 word essay The assessment has 100% weighting and the pass mark is 40%.
TSW_5_011	Welfare Policy and Law for social work practice	5	1	20	100% weighting 4000 word essay, with a 40% pass mark, in the form of a case study.
TSW_5_012	Advocacy, Partnership and Participation	5	2	20	3000 word essay 100% weighting, with a 40% pass mark
TSW_5_013	Practice Placement 1	5	1&2	60	Portfolio with 2000 word reflective report 50% weighting Practice Study 3,000 words 50 % weighting Placement Pass/Fail Student must pass all elements
TSW_6_010	Social Work Research Proposal	6	1	20	4000 word research project proposal The assessment has 100% weighting and the pass mark is 40%.
TSW_6_011	Contemporary Issues in Social Work	6	1	20	30 minute discussion of a case the student has been working on. The assessment has 100% weighting and the pass mark is 40%.
TSW_6_013	Practice Placement 2	6	1&2	60	Portfolio with 2000 word reflective report 50% weighting Pass mark 40%

| | | | | | Practice Study 3,000 words

50 % weighting
Pass mark 40% Placement

Pass/Fail

Student must pass all elements |
|---|---|---|---|---|---|
| TSW_6_012 | Professional practice | 6 | 2 | 20 | Viva 30 minutes

100% weighting, with 40% pass mark |
| | | | | | |

I. Timetable information

Students receive confirmation of their timetable for study commitments at induction. There is a teaching free afternoon set aside for students on Wednesday to pursue, sporting/cultural activities etc. 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

Appendix A: Curriculum Map

Appendix B: Educational Framework (undergraduate courses)

Appendix C: Terminology

Appendix D. Mapping Modules Against The College of Social Work Values

Appendix A: Curriculum Map
This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

MODULE		PROGRAMME OUTCOMES A										
level	Title	1	2	3	4	5	6	7	8	9	10	11
4	Social Work Theory	TDA	TDA	D		TDA	TDA	TDA	TDA	D	D	TDA
4	Communication Skills in Social work	TDA	D		TDA	D	D	D	D		D	D
4	Sociology for Social Work	D	TDA	D	D	TDA	D	TDA	D	D	D	D
4	Values and Ethics	D	D	D	D	D	TDA	TDA	TDA	TDA		TDA
4	Human Growth and Development	D	D		D	D	D	TDA	TDA	D	D	TDA
4	Social Problems and policy	D	TDA	TDA	D	TDA		D	TDA	D		D
4	Readiness for Professional Practice	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
5	Social Work Methods	TDA	TDA	D	D	D	D	D	TDA	TDA	TDA	TDA
5	Welfare law and policy	TDA	TDA	TDA	D	TDA	TDA	D	TDA	D	D	D
5	Advocacy and Participation	TDA	TDA	TDA	D	TDA	TDA	TDA	TDA	D	TDA	TDA
5	Placement 1	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
6	Social Work Research Proposal	D	D	D	D	D	TDA	D	TDA	D	D	TDA
6	Contemporary issues in social work	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
6	Professional Practice	TD A	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
6	Placement 2	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA

Level	MODULE Title	PROGRAMME OUTCOMES B 1	2	3	4	5	6	7	8
4	Social Work Theory	TDA	TDA	D	D	TDA	D	D	D
4	Communication Skills in Social work	TDA	TDA	TDA	TDA	TDA	D	D	TDA
4	Sociology for Social Work	TDA	TDA	D	TDA	TDA	D	D	D
4	Values and Ethics	TDA	TDA	D	TDA	D	TDA	D	TDA
4	Human Growth and Development	TDA	TDA	TDA	D	D	D	TDA	TDA
4	Social Problems and policy	D	D	D	TDA	TDA	D	D	D
4	Readiness for Professional Practice	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
5	Social Work Methods	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
5	Welfare law and policy	D	TDA	D	D	TDA	TDA	TDA	D
5	Advocacy and Participation	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
5	Placement 1	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
6	Social Work Research Proposal	D	TDA	TDA	TDA	D	TDA	TDA	TDA
6	Contemporary issues in social work	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
6	Professional Practice	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
6	Placement 2	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA

Level	MODULE Title	PROGRAMME OUTCOMES C								
		1	2	3	4	5	6	7	8	9
4	Social Work Theory	TDA	D	D	TDA	D	D	D	TDA	D
4	Communication Skills in Social work	D	TDA	D	TDA	D	TDA	TDA	TDA	D
4	Sociology for Social Work	D	D	D	TDA	TDA	D	D	D	D
4	Values and Ethics	D	D	D	TDA	TDA	TDA	D	TDA	TDA
4	Human Growth and And Development	D	TDA	D	TDA	D	D	TDA	TDA	TD
4	Social Problems and policy	D	D	D	D		D	D	D	D
4	Readiness for Professional Practice	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
5	Social Work Methods	TDA	D	TDA	TDA	D	TDA	D	TDA	D
5	Welfare law and policy	TDA	D	D	TDA	D	TDA	D	TDA	TDA
5	Advocacy and Participation	D	TDA	TDA	TDA	TDA	TDA	TDA	TDA	D
5	Placement 1	TDA	TDA	D	TDA	TDA	TDA	TDA	TDA	TDA
6	Social Work Research Proposal	D	TDA	TDA	TDA	TDA	D	D	D	D
6	Contemporary issues in social work	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
6	Professional Practice	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
6	Placement 2	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA

Level	MODULE Title	PROGRAMME OUTCOMES D 1	2	3	4	5	6	7	8	9	10
4	Social Work Theory	D	DA	TDA	D	TDA	D	D	TDA	TDA	D
4	Communication Skills in Social work	D	TDA	TDA	D	TDA	D	D	TDA	TDA	D
4	Sociology for Social Work	D	DA	TDA	D	TDA	D	D	TDA	D	D
4	Values and Ethics	D	TDA	TDA	D	TDA	TD	D	TDA	TDA	TDA
4	Human Growth and And Development	D	D	TDA	D	TDA	TD	D	TDA	D	D
4	Social Problems and policy	D	DA	TDA	D	TDA	D	D	TDA	D	D
4	Readiness for Professional Practice	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
5	Social Work Methods	D	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	D
5	Welfare law and policy	D	TDA	TDA	D	TDA	D	D	TDA	D	D
5	Advocacy and Participation	D	TDA	TDA	TDA	TDA	D	TDA	TDA	TDA	TDA
5	Placement 1	TDA	TDA	TDA	TDA	TDA	D	TDA	TDA	TDA	TDA
6	Social Work Research Proposal	D	DA	TDA	D	TDA	D	D	TDA	TDA	TDA
6	Contemporary issues in social work	D	TDA	TDA	D	TDA	D	TDA	TDA	TDA	TDA
6	Professional Practice	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
6	Placement 2	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	<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.	This is achieved through involving external stakeholders as well as employers and/or alumni through guest lectures etc
Embedded learning development	<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.	This will be achieved by integrating into content of modules.
High impact pedagogies	<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 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	This will be achieved by group presentations/role play and group discussion; consideration of enhancing the student experience in relation to diversity, difference and values will be given.

	given to how students are allocated to groups to foster experience of diverse perspectives and values.	
Inclusive teaching, learning and assessment	Accessible materials, resources and activities 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.	This will be achieved by placing course materials and resources on Moodle. Course guides are no longer provided, these have been replaced by course descriptors; the Moodle site constitutes the Module guide. Consideration is also given for students DDS and appropriate/reasonable adjustments made.
Assessment *for* learning	Assessment and feedback to support attainment, progression and retention 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**.	This is achieved by formative and summative assessment.
High impact pedagogies	Research and enquiry experiences 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 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-	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.

	solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.	
Curricula informed by employer and industry need / Assessment *for* learning	Authentic learning and assessment tasks 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.	This will be achieved by students undertaking compulsory skills days and placements.
Inclusive teaching, learning and assessment	Course content and teaching methods acknowledge the diversity of the student cohort 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.	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.
Curricula informed by employer and industry need	Work-based learning 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, **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	This will be achieved by student placements and completion of a reflective essay and portfolio.

	course. Work-based learning can be linked to assessment if appropriate.	
Embedded learning development	Writing in the disciplines: Alternative formats 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.	This will be achieved by directing the student to university procedures and protocols for university related matters and incorporating details of the Health Care and Professions Council (HCPC) regulations which is the regulatory body for social work and the British Association of Social Work (BASW), which is the professional body for social work into taught models and placements.
High impact pedagogies	Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences 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.	This will be achieved by placements.
Assessment *for* learning	Variation of assessment 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)	This will be achieved by a range of assessment tasks, including presentations, Viva's, research project proposal, written assignment and seen and un-seen exams.

	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.	
Curricula informed by employer and industry need	Career management skills 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**.	This will be achieved by liaison with practice placement team, university employability support and teaching on modules.
Curricula informed by employer and industry need / Assessment *for* learning / High impact pedagogies	Capstone project/dissertation 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**.	This will be achieved by a research project proposal in which students are given the opportunity to explore a personal interest and develop a research proposal, including a literature review and to select an appropriate methodology.

Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees

bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social earning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions

Appendix D. Mapping Modules Against The College of Social Work Values

Modules	valuing diversity	challenging own prejudices	maintaining probity and integrity	preventing and challenging discrimination	reflecting on own practice	working inclusively
Year 1						
Communication Skills.	x	x	x	x	x	x
Sociology	X	x	x	x	x	X
Values and Ethics.	x	x	x	x	x	x
Human Growth and Development.	x	x	x	x	x	x
Social Work Theories .	x	x	x	x	x	x
Social Problems and Social Policy.	x	x	x	x		x
Readiness for Professional Practice.	x	x	x	x	x	x
Year 2						
Social Work Methods.	x	x	x	x	x	x
Law Policy and Welfare.	x	x	x	x	x	x
Advocacy and Participation.	x	x	x	x	x	x
Placement 1	x	x	x	x	x	x
Modules	valuing diversity	challenging own prejudices	maintaining probity and integrity	preventing and challenging discrimination	reflecting on own practice	working inclusively
Year 3						

Contemporary Issues in Social Work.	x	x	x	x	x	x
Social Work Research Proposal	x	x	x	x	x	x
Critical Reflection on Practice.	x	x	x	x	x	x
Placement 2	x	x	x	x	x	x