



# Programme Specification and Curriculum Map

Faculty of Arts and Science

BA (Hons) Social Work

2018

# Programme specification

*(Notes on how to complete this template are provide in Annexe 2)*

## 1. Overview/ factual information

<b>Programme/award title(s)</b>	Certificate of Higher Education in Social Studies Diploma of Higher Education in Social Studies BA (Hons) Social Work
<b>Teaching Institution</b>	Havering College of Further and Higher Education
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	March 2009
<b>Date of latest OU (re)validation</b>	March 2018
<b>Next revalidation</b>	2023
<b>Credit points for the award</b>	CertHE 120 credits; DipHE 240 credits; BA (Hons) 360 credits
<b>UCAS Code</b>	L500
<b>Programme start date</b>	September 2018
<b>Underpinning QAA subject benchmark(s)</b>	Social Work (2016)
<b>Other external and internal reference points used to inform programme outcomes</b>	Health and Care Professional Council - Standards of Proficiency for Social Workers (2012) British Association of Social Workers – The code of ethics for Social Work (2014) Department of Education – Knowledge and skills statement for approved child and family practitioners Department of Education – Knowledge and skills statement for Social Workers in Adult services
<b>Professional/statutory recognition</b>	Approved by HCPC
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face)</b>	Full-time
<b>Duration of the programme for each mode of study</b>	3 years
<b>Dual accreditation (if applicable)</b>	N/A
<b>Date of production/revision of this specification</b>	January 2018

**Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.**

**More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the student's handbook.**

**The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.**

## 2.1 Educational aims and objectives

This programme aims to enable learners to develop the knowledge, skills and values necessary for professional social work practice. It will prepare students to work as part of the social care workforce, working increasingly in integrated teams across and within specialist settings, alongside professionals and in partnership with service users and carers. The programme has been designed in a manner that ensures that the principles of anti-oppressive practice and valuing diversity are integral to the teaching and learning strategies and consistent with professional values statements including the PCF, the Standards of Proficiency and the Standards of Conduct, Performance and Ethics as defined by the HCPC and the application of the knowledge and skills statement for approved child and family practitioners and adult services published by the Department for Education. The programme is also informed by the British Association of Social Workers (BASW) code of ethics for social work.

All graduates of the programme will be able to demonstrate:

- An ability to critically analyse, extend and apply knowledge, concepts and theories to a range of practice situations.
- An ability to reflect critically on the impact of own values, beliefs and assumptions on a range of practice situations.
- An ability to use advanced interpersonal and communication skills in a range of practice situations.
- The ability to apply the social work Standards of Proficiency and Professional Capabilities Framework in an integrated way to a range of practice situations.

## 2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

This programme is not part of a hierarchy of awards/programmes.

## 2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place

N/A

## 2.4 List of all exit awards

Certificate of Higher Education in Social Studies  
Diploma of Higher Education in Social Studies  
BA (Hons) Social Work

### 3. Programme structure and learning outcomes

<b>Programme Structure - LEVEL 4</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable ?</b>	<b>Semester runs in</b>
Self, identity and values	20	N/A		No	1
Academic study skills	20			No	1
Human development across the life course	20			No	2
Theories and methods for practice	20			No	2
Law for social workers	20			No	1&2
Skills for effective working with service users	20			No	1&2

Intended learning outcomes at Level 4 are listed below:

<b>Learning Outcomes – LEVEL 4</b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1:</b> Identify and explain a range of social science and social work theories and methods of practice.</p> <p><b>A2:</b> Identify and explain key aspects of social care legislation.</p> <p><b>A3:</b> Identify and reflect on own personal values in relation to the value base of social work.</p>	<p>Learning and teaching takes place via a range of methods which will include:</p> <ul style="list-style-type: none"> <li>• interactive lectures</li> <li>• small group work</li> <li>• practice learning opportunities</li> <li>• personal reflection</li> <li>• individual and group tutorials</li> </ul> <p>The strategy aims to extend knowledge and understanding at this level of the programme and develop learners' independent enquiry. Learners will be supported to increasingly explain and reflect on personal values, theories and</p>

## Learning Outcomes – LEVEL 4

### 3A. Knowledge and understanding

**A4:** Identify and explain the Standards of Proficiency and Professional Capabilities Framework for social work.

legislation; with focus on the PCF for social work. They will be expected to share their learning with others through activities including presentations and group work. This will include:

- essays
- presentations
- portfolios
- simulated practice scenarios

### 3B. Cognitive skills

#### **Learning outcomes:**

**B1:** Interpret, apply and evaluate a range of social science and social work theories to case scenarios.

**B2:** Apply social care legislation to case scenarios.

**B3:** Reflect on own use of interpersonal and communication skills.

#### **Learning and teaching strategy/ assessment methods**

Learning and teaching takes place via a range of methods which will include:

- interactive lectures
- small group work
- case study discussion
- personal reflection
- individual and group tutorials

The strategy aims to extend cognitive skills at this level of the programme and develop learners' independent enquiry. Learners will be supported to increasingly interpret, apply, evaluate theories and legislation to case studies and reflect on the use of communication skills. They will be expected to share their learning with others through activities including presentations and group work. This will include:

- essays
- presentations
- portfolios
- simulated practice scenarios

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1:</b> Appropriately apply a range of social science and social work theories to case scenarios.</p> <p><b>C2:</b> Prioritise practice issues in relation to legal powers and duties in the context of case scenarios.</p> <p><b>C3:</b> Use a range of appropriate interpersonal and communication skills.</p>	<p>Learning and teaching takes place via a range of methods which will include:</p> <ul style="list-style-type: none"> <li>• interactive lectures</li> <li>• small group work</li> <li>• practice learning opportunities</li> <li>• personal reflection</li> <li>• individual and group tutorials</li> <li>• case study discussion</li> </ul> <p>The strategy aims to extend practical and professional skills required at this level of the programme and develop learners' independent enquiry. Learners will be supported to increasingly apply theories and legislation to case studies and use interpersonal and communication skills in preparation for practice. They will be expected to share their learning with others through activities including presentations and group work. This will include:</p> <ul style="list-style-type: none"> <li>• essays</li> <li>• presentations</li> <li>• portfolios</li> <li>• simulated practice scenarios</li> </ul>
<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1:</b> Identify their current strengths and future learning needs.</p> <p><b>D2:</b> Identify and use a range of learning resources.</p>	<p>Learning and teaching takes place via a range of methods which will include:</p> <ul style="list-style-type: none"> <li>• interactive lectures</li> <li>• small group work</li> <li>• practice learning opportunities</li> <li>• personal reflection</li> <li>• individual and group tutorials</li> </ul>

### 3D. Key/transferable skills

The strategy aims to extend key transferable skills at this level of the programme and develop learners' independent enquiry. Learners will be supported to increasingly identify their strengths and use a range of learning resources in order to reflect and development as a learner and prepare for practice placement. This will include:

- essays
- presentations
- portfolios
- simulated practice scenarios

**Exit Award: Certificate of Higher Education in Social Studies 120 credits at level 4**

<b>Programme Structure - LEVEL 5</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Social policy and social justice	20			No	2
Using research and evidence in practice	20			No	2
Practice with adult service users	20			No	1
Practice with children and families	20			No	1
Practice placement 1	40			No	1&2

**Intended learning outcomes at Level 5 are listed below:**

<b>Learning Outcomes – LEVEL 5</b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A5:</b> Demonstrate a detailed knowledge of concepts, theories, policy and legislation relevant to social work and an appreciation of the contexts within which they may be used in practice.</p> <p><b>A6:</b> Debate issues in relation to ethical issues and patterns of disadvantage.</p>	<p>Learning and teaching takes place via a range of methods which will include:</p> <ul style="list-style-type: none"> <li>• interactive lectures</li> <li>• small group work</li> <li>• role plays</li> <li>• debates</li> <li>• practice learning opportunities</li> <li>• personal reflection</li> <li>• individual and group tutorials</li> </ul> <p>The strategy aims to extend knowledge and understanding at this level of the programme and develop learners' independent enquiry. Learners will be supported to increasingly demonstrate detailed knowledge of theories and policy that may be used in practice and debate ethical issues. They</p>



## Learning Outcomes – LEVEL 5

### 3A. Knowledge and understanding

	<p>will be expected to share their learning with others through activities. This will include:</p> <ul style="list-style-type: none"> <li>• essays</li> <li>• reports</li> <li>• presentations</li> <li>• portfolios</li> <li>• patchwork text</li> <li>• simulated practice scenarios</li> </ul>
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### 3B. Cognitive skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>B4:</b> Analyse, evaluate, synthesise and apply a range of social science and social work theories, legislation and research to practice situations.</p> <p><b>B5:</b> Reflect on their own practice and evaluate this in relation to the principles of anti-discriminatory/anti-oppressive practice.</p>	<p>Learning and teaching takes place via a range of methods which will include:</p> <ul style="list-style-type: none"> <li>• interactive lectures</li> <li>• small group work</li> <li>• role plays</li> <li>• debates</li> <li>• practice learning opportunities</li> <li>• personal reflection</li> <li>• individual and group tutorials</li> </ul> <p>The strategy aims to extend cognitive skills at this level of the programme and develop learners' independent enquiry. Learners will be supported to analyse theories and legislations and apply this to practice. Reflection on own practice will also be an important part of this strategy. They will be expected to share their learning with others through activities. This will include:</p>

<b>3B. Cognitive skills</b>	
	<ul style="list-style-type: none"> <li>• essays</li> <li>• reports</li> <li>• presentations</li> <li>• portfolios</li> <li>• patchwork text</li> <li>• simulated practice scenarios</li> </ul>
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C4:</b> Demonstrate the appropriate application of knowledge, concepts, theories, legislation and research to practice situations.</p> <p><b>C5:</b> Demonstrate appropriate application of the Professional Capabilities Framework to practice situations.</p>	<p>Learning and teaching takes place via a range of methods which will include:</p> <ul style="list-style-type: none"> <li>• interactive lectures</li> <li>• small group work</li> <li>• role plays</li> <li>• debates</li> <li>• practice learning opportunities</li> <li>• personal reflection</li> <li>• individual and group tutorials</li> </ul> <p>The strategy aims to extend practical and professional skills at this level of the programme and develop learners' independent enquiry. Learners will be supported and encouraged to demonstrate appropriate application of knowledge to practice with reference to the PCF. They will be expected to share their learning with others through activities. This will include:</p> <ul style="list-style-type: none"> <li>• essays</li> <li>• reports</li> <li>• presentations</li> <li>• portfolios</li> <li>• patchwork text</li> </ul>

<b>3C. Practical and professional skills</b>	
	<ul style="list-style-type: none"> <li>• simulated practice scenarios</li> </ul>
<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D3:</b> Evaluate own strengths and areas for development and manage own learning in academic and practice settings with minimal direction.</p> <p><b>D4:</b> Communicate appropriately with different audiences, utilising a range of methods and formats.</p>	<p>Learning and teaching takes place via a range of methods which will include:</p> <ul style="list-style-type: none"> <li>• interactive lectures</li> <li>• small group work</li> <li>• role plays</li> <li>• debates</li> <li>• practice learning opportunities</li> <li>• personal reflection</li> <li>• individual and group tutorials</li> </ul> <p>The strategy aims to extend key transferable skills at this level of the programme and develop learners' independent enquiry. Learners will be supported to increasingly identify their strengths and use a range of learning resources in order to reflect and development as a learner and prepare for practice placement. This will include:</p> <ul style="list-style-type: none"> <li>• essays</li> <li>• presentations</li> <li>• portfolios</li> <li>• patchwork text</li> <li>• reports</li> </ul>

**Exit Award: Diploma of Higher Education in Social Studies 240 credits (120 at level 4, 120 at level 5)**

<b><u>Programme Structure - LEVEL 6</u></b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Research in action	45			No	1&2
Specialist issues, innovation and leadership	30			No	1&2
Practice placement 2	45			No	1&2

**Intended learning outcomes at Level 6 are listed below:**

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A7:</b> Critically analyse, extend and apply knowledge of concepts, theories, policy and legislation relevant to social work practice.</p> <p><b>A8:</b> Analyse and appropriately resolve complex ethical issues and conflicts in relation to a practice setting.</p>	<p>Learning and teaching takes place via a range of methods which will include:</p> <ul style="list-style-type: none"> <li>• interactive lectures</li> <li>• direct observations</li> <li>• role plays</li> <li>• debates</li> <li>• practice learning opportunities</li> <li>• personal reflection</li> <li>• individual and group tutorials</li> </ul> <p>The strategy aims to extend knowledge and understanding at this level of the programme and develop learners' independent enquiry. Learners will be supported to critically analyse and extend knowledge of theories, legislation and policies relevant to practice including resolving of ethical issues. They will be expected to share their learning with others through activities. This will include:</p>

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
	<ul style="list-style-type: none"> <li>• essays</li> <li>• reports</li> <li>• presentations</li> <li>• portfolios</li> <li>• practice reflection</li> </ul>
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B6:</b> Critically analyse, evaluate and synthesise a range of concepts, theory and research in relation to relevant practice issues.</p> <p><b>B7:</b> Reflect critically on the impact of own values, beliefs and assumptions on a range of practice situations</p>	<p>Learning and teaching takes place via a range of methods which will include:</p> <ul style="list-style-type: none"> <li>• interactive lectures</li> <li>• direct observations</li> <li>• role plays</li> <li>• debates</li> <li>• practice learning opportunities</li> <li>• personal reflection</li> <li>• individual and group tutorials</li> </ul> <p>The strategy aims to extend cognitive skills at this level of the programme and develop learners' independent enquiry. Learners will be supported to critically analyse and evaluate concepts, theory relevant to practice. Learners will also reflect on own values and beliefs for practice situations. They will be expected to share their learning with others through activities. This will include:</p> <ul style="list-style-type: none"> <li>• essays</li> <li>• reports</li> <li>• presentations</li> <li>• portfolios</li> </ul>

<b>3B. Cognitive skills</b>	
	<ul style="list-style-type: none"> <li>• practice reflection</li> </ul>
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C6:</b> Appropriately select and apply theories and approaches to practice situations within legal and ethical frameworks in order to empower and promote the rights of service users.</p> <p><b>C7:</b> Apply the Professional Capabilities Framework in an integrated way in complex and sometimes unpredictable practice contexts</p>	<p>Learning and teaching takes place via a range of methods which will include:</p> <ul style="list-style-type: none"> <li>• interactive lectures</li> <li>• direct observations</li> <li>• role plays</li> <li>• debates</li> <li>• practice learning opportunities</li> <li>• personal reflection</li> <li>• individual and group tutorials</li> </ul> <p>The strategy aims to extend practice and professional skills at this level of the programme and develop learners' independent enquiry. Learners will be supported to apply theories to practice with consideration of legal, ethical and professional capabilities framework to promote and empower service users. They will be expected to share their learning with others through activities. This will include:</p> <ul style="list-style-type: none"> <li>• essays</li> <li>• reports</li> <li>• presentations</li> <li>• portfolios</li> <li>• practice reflection</li> </ul>

<b>3D. Key/transferrable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D5:</b> With minimal direction, evaluate and take responsibility for own learning and areas for further professional development.</p> <p><b>D6:</b> Use advanced communication skills to advocate effectively with a range of different agencies and professionals on behalf of service users.</p>	<p>Learning and teaching takes place via a range of methods which will include:</p> <ul style="list-style-type: none"> <li>• interactive lectures</li> <li>• direct observations</li> <li>• role plays</li> <li>• debates</li> <li>• practice learning opportunities</li> <li>• personal reflection</li> <li>• individual and group tutorials</li> </ul> <p>The strategy aims to extend key transferrable skills at this level of the programme and develop learners' independent enquiry. Learners will be able to take responsibility of own learning and professional development advocate for service users using a range of different agencies. They will be expected to share their learning with others through activities. This will include:</p> <ul style="list-style-type: none"> <li>• essays</li> <li>• reports</li> <li>• presentations</li> <li>• portfolios</li> <li>• practice reflection</li> </ul>

**BA (Hons) Social Work 360 credits (120 at level 4, 120 at level 5 and 120 at level 6)**

#### 4. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive features such as:
- where in the structure above a professional/placement year fits in and how it may affect progression
- any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route

The programme is structured as outlined above.

Practice requirements: social work students are required to undertake 170 days of assessed practice and 30 days of skills development. The structure of the programme ensures that this requirement is met over the three years of the programme as follows:

- Level 4 – 20 days skills development, 2 days shadowing a qualified social worker, 35 hours placement
- Level 5 – 5 days skills development, 70 days practice
- Level 6 – 5 days skills development, 100 days practice

Active engagement with service users and carers is paramount to the skills development aspect but also interwoven into all aspects of the programme. This includes services users' and carers' feedback in all aspect of designing the modules, which is advantageous to the development of the students' practice skills.

Students must successfully complete all practice requirements at each level and may not proceed to the next level without having done so.

Practice requirements of the programme will be graded Pass/Refer/Fail. Students receiving a refer will be offered the opportunity to repeat the practice requirement. Students repeating a practice requirement are required to repeat all assessed work associated with that practice requirement. A student, who fails any of the practice requirements, including assessment of the *skills for effective working with service users* module, will be referred to the next assessment board.

#### 5. Support for students and their learning

Students have a range of support structures available to them dependent on their specific needs. These include:

- A personal tutor – all students are allocated a personal tutor whose role it is to offer academic and professional support throughout the time the student is on the programme.
- Academic skills support – a structured induction led by the academic team and supported by colleagues from other areas of the college (Learning Resources Centres, Quality and Standards and Learning Support) serves to underpin academic skills appropriate to higher education study. This is further supported by ongoing academic skills sessions focusing on specific issues during the modules of the programme where the students are able to share ideas and knowledge and receive lecturer and peer support around specific academic skills.
- HE Learning Support Worker - a dedicated member of staff is employed to offer support to HE students with disabilities or learning difficulties (LDD). Diagnostic



assessment can be undertaken for specific learning difficulties; referrals made for other assessments that may be required; support provided with accessing DSA funding and finding appropriate support workers as required.

- ESOL support for HE students – although there are clear expectations that those entering the programme will have demonstrated that they have sound written and verbal communication skills there may be a need for some students to receive additional support in relation to English as an additional language.
- HE Development Worker – one part-time adviser is employed to work specifically with HE students on the Quarles campus of the college. This member of staff is able to provide guidance and advice on a range of issues in relation to college policies and procedures, personal and financial issues. The HE Development Worker also works to develop and support StARS (Student Academic Representatives) in representing the views of their cohorts on programme and college-wide issues.
- Counsellor – if personal problems become such that personal tutors and student services advisors are no longer able to support individual students, the college employs a counsellor who students may either self-refer or be referred to for additional support.
- The on-site supervisor is a suitably qualified member of staff where the student is carrying out their work placement. This staff member supports the student with the work-based element of their programme. The Placement Handbook sets out the on-site supervisor's roles and responsibilities. In addition, students may also have a practice educator who is a qualified social worker, if the on-site supervisor does not hold the PEP 1 & 2 qualification.
- Personal development planning (PDP) is embedded throughout the programme.

## 6. Criteria for admission

All students admitted must meet the following criteria:

- 80 UCAS points\* (MMP Extended Diploma; CDD at A level; Access course with a minimum of 45 credits at Level 3);
- GCSE English and Maths at Grade 4 (C) or above or equivalent Level 2 qualifications;
- Have a satisfactory Disclosure & Barring Service (DBS) check.

The meeting of the admissions criteria will be determined through a selection process that involves the following stages:

- Application form via UCAS for full-time applicants or direct application to the College for part time applicants
- Verification of qualifications
- Self-declaration in relation to health and character
- Assessment day involving academic staff, service users and practitioners and including:
  - Written test
  - Group work exercise
  - Individual interview

Successful applicants may apply for Accreditation of Prior Learning (APL) and should discuss this with the Programme Manager responsible for admissions at the earliest

opportunity before commencement of the programme. All claims for APL will be considered in line with current college regulations.

Applicants who are not successful in gaining a place on the social work programme may be suitable for alternative programmes within the college, for example; the Access to Higher Education Health Professions course available in this faculty or the BA in Health and Social Care. Advice and guidance will be provided as required by the Admissions team.

#### 7. Language of study

English

#### 8. Information about non-OU standard assessment regulations (including PSRB requirements)

The college works within Assessment Regulations (September 2017) that have been written by the Open University (OUVP).

#### 9. Methods for evaluating and improving the quality and standards of teaching and learning.

The college has well-developed mechanisms for receiving and evaluating standards of teaching and learning. These include:

1. Course Board of Studies meetings with student representatives.
2. Focus groups with student cohorts from HE programmes.
3. A college student survey focusing on curriculum, academic faculty and college issues.
4. End of module evaluation questionnaires managed centrally.
5. Teaching and Learning observations.
6. College and programme information from the National Student Survey.
7. External Examiner visits and reports.
8. Student meetings with an Academic Reviewer from the Open University (OU).
9. An Annual Programme Evaluation Report written by the Programme Manager, is scrutinised by students at the Course Board of Studies meeting in October and April of each academic year. All reports are scrutinised at college level by the HE Quality Department and Higher Education Strategy and Operations Group (HESOG).
10. Staff appraisals.

## 10. Changes made to the programme since last (re)validation

An additional module has been added at level 4 to enhance learners' academic skills. This was awarded 20 credits which meant the *practical skills* module was reduced in content and credits to allow for this change. This provides the teaching team with the scope to address and improve academic skills. The *practical skills* module has also changed title from *readiness for practice* to *skills for effective working with service users*.

At level 6, credits have been reduced from 50 credits to 45 credits for both the *research in action* and *practice placement 2* modules. This is to allow for additional content added to the *specialist issues and innovation and leadership* module. The leadership aspect was agreed by the team to allow for students who may want to pursue further study. The leadership aspect also fits in well with the ASYE that social workers complete after their degree, whilst this is not compulsory, many employers expect newly qualified social workers to complete this aspect of their training.

All modules have therefore been reviewed and revised. This review has been informed by the service users and carer involvement committee to ensure that students are able to meet the requirements of each level of the PCF as prescribed by the updated QAA benchmark, the Knowledge and Skills Statement (KSS) by the Department for Education and the Standards of Proficiency (SOP) for social workers by the HCPC.

Section 12 addresses issues in relation to changes to the learning and teaching and assessment strategies in detail.

Other key modifications by level of the programme include:

### Level 4:

- *Foundations for success* module has been replaced by a new *academic skills* module. This module, will be delivered intensively across the first semester of the programme and aims to provide a firm foundation in both academic and professional expectations. This module also carries 20 credits, whereas the previous module did not have credits attached.
- The module known as *readiness for practice* will now be named *skills for effective working with service users*. This is to incorporate the importance of service user and carer involvement as an integral part of the programme.
- All book lists have been reviewed and updated.

### Level 5:

- There have been no changes to curriculum as when reviewed they were found to be current and relevant, however, all book lists have been reviewed and updated.

### Level 6:

- The *research in action* module and *practice placement 2* will be reduced to 45 credits as explained above.

- The *specialist issues and innovative practice* module has been amended to include leadership in the content and name. This is to enhance the ability of graduates to progress further in terms of career development or higher study.
- Book lists have been reviewed and revised.

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

## Annexe 1 - Curriculum map

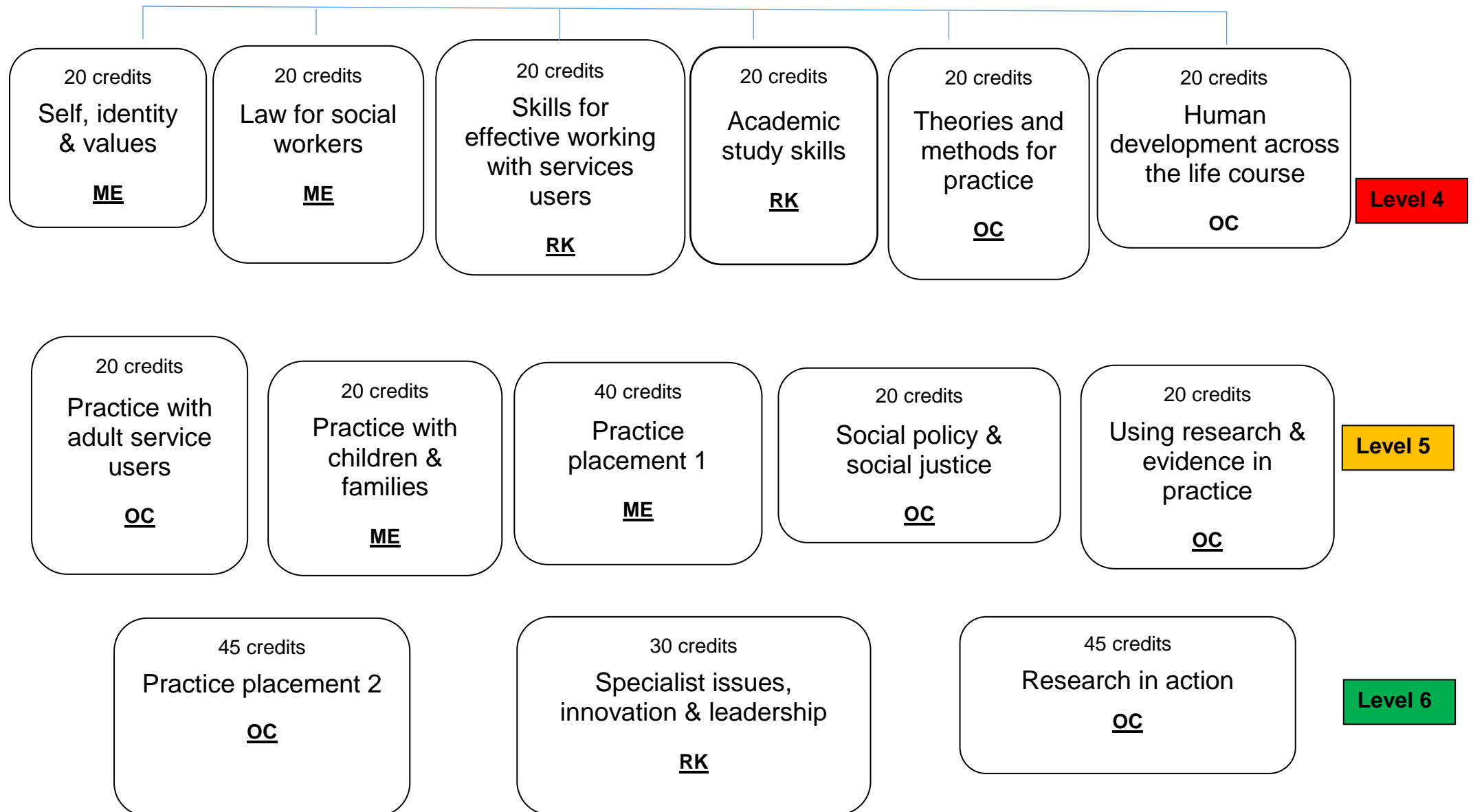
This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes																											
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6
1	Academic study skills				✓							✓							✓					✓	✓				
	Theories and methods for practice	✓								✓							✓							✓					
	Self, identity and values			✓	✓					✓							✓							✓					
	Human development across the life course	✓								✓							✓							✓					
	Theories and methods for practice	✓								✓							✓							✓					
	Law for social workers		✓									✓							✓							✓			
	Skills for effective working with service users	✓			✓					✓							✓		✓					✓	✓				

Level	Study module/unit	Programme outcomes																											
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6
2	Practice with adult service users					✓							✓							✓								✓	
	Practice with children and families					✓							✓							✓								✓	
	Practice placement 1					✓	✓						✓	✓						✓	✓						✓	✓	
	Social policy and social justice					✓	✓						✓							✓							✓		
	Using research and evidence in practice					✓							✓							✓							✓		

Level	Study module/unit	Programme outcomes																												
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	
3	Research in action							✓								✓							✓						✓	
	Specialist issues, innovation and leadership							✓	✓							✓							✓	✓						✓
	Practice placement 2							✓									✓							✓					✓	✓

## Programme Structure – Diagram



## Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.