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Date of validation event: 06 December 2016
Date of approval by Academic Board: 21 April 2017

Date of revision: 30 April 2019 – change to assessment for module SWK604
7th July 2020 Amendment to Admissions process to meet PSRB requirements
September 2022 – SWK404 updated title and assessment type/weightings
December 2022 – SWK404 updated assessment weightings and word counts

PART TWO PROGRAMME SPECIFICATION

1	Awarding body Glyndŵr University
2	Teaching institution Glyndŵr University
3	Award title BA (Hons) Social Work: Qualified Status
4	Final awards available BA (Hons) Social Welfare BA (Ord) Social Welfare DipHE Social Welfare CertHE Social Welfare
5	Professional, Statutory or Regulatory Body (PSRB) accreditation Please list any PSRBs associated with the proposal Social Care Wales (known as the Care Council for Wales prior to April 2017) Accreditation available This programme leads to Qualified Social Work status and adheres to Social Care Wales' expectations for the training and education of Social Workers in Wales as expressed in the <i>Framework for the Degree in Social Work in Wales</i> (SCW, 2019). Graduates are eligible for registration with the four care councils of the United Kingdom. Please add details of any conditions that may affect accreditation (eg is it dependent on choices made by a student?) Students successfully completing the BA (Hons) Social Work: Qualified Status programme will be eligible for accreditation. As part of this, students must complete at least 200 days of Practice Learning Opportunities within the 3 work-based learning modules.

The various Social Welfare awards exclude the Practice Learning Opportunities modules and do **not** lead to professional accreditation.

6 **JACS3 code L500**

7 **UCAS code L500**

8 **Relevant QAA subject benchmark statement/s**

Social Work (2019)

9 **Other external and internal reference points used to inform the programme outcomes**

The revisions for 2020 are precipitated by the publication of the FRAMEWORK FOR THE DEGREE IN SOCIAL WORK IN WALES (SCW 2019) which contains two elements:

- (i) The Approval and Inspection of Degree Courses in Social Work (Wales) Rules 2018 and
- (ii) The Framework for the degree in Social Work in Wales: Supplementary Guidance to the Rules 2019.

In addition, the Programme Specification is guided by

- (iii) The Code of Professional Practice for Social Care (SCW), 2017)
- (iv) The Subject Benchmark Statements for Social Work 2016 (Quality Assurance Agency)
- (v) The National Occupational Standards for Social Work in Wales 2012 (SCW)

10 **Mode of study**

Full time

11 **Language of study**

English

12 Criteria for admission to the programme

Standard entry criteria

The University's admissions policy is detailed here

https://www.glyndwr.ac.uk/en/Howtoapply/Admissionspolicies/7_Admissions%20Policy%20-%20October%202018%20revision%20final.pdf

The fundamental process is outlined in the flow chart on the following page.

Entry requirements are in line with University requirements. The University's entry requirements are set out at <https://www.glyndwr.ac.uk/en/Howtoapply/Readytoapply/>

UK entry qualifications

The academic requirements for the BA (Hons) Social Work; Qualified Status are 112 UCAS tariff points (280 under the previous UCAS system) at GCE A-level or equivalent. To be considered for interview, candidates must be fluent in written and spoken English or Welsh and possess qualifications in English/Welsh and Maths - at least grade C / 4 at GCSE or an equivalent level 2 qualification.

In addition to the University's standard requirements for entry, the University is obliged to meet the standards set out by SCW in paragraph 3 (1) of SCW's Criteria for the Approval and Quality Assurance of Degree ('The Framework for the degree in Wales', SCW, 2018, p. 22). These are:

- (a) The applicant has the potential to attain the required standard of proficiency in relevant social work (Rule 6) upon completion of the course
Explanation - This refers to the academic standards required and these are met within GU entry criteria (see above) which can include qualifications attained or to be attained prior to enrolment on the programme.
- (b) The applicant has sufficient relevant experience of social care that they can demonstrate the values and basic skills that correspond to those generally expected of social workers
Explanation - Candidates must demonstrate an understanding of social work, and have relevant experience (employed, voluntary or personal) in social care, or a closely related field. This must be demonstrated as meeting the SCW minimum requirement of 455 hours.
- (c) The applicant has read and understood the Code of Professional Practice for Social Care issued by Social Care Wales (2017)
Explanation - Candidates are sent a copy of the COPP and are required to answer questions at interview.
- (d) The applicant has communication and application of number skills equivalent to Level 2 or higher as specified by the Credit and Qualification Framework for Wales;
Explanation – Candidates are required to have a level 2 numeracy qualification attained or to be attained prior to enrolment on the programme.
- (e) The applicant is able to understand and communicate effectively in written and spoken English or Welsh.
Explanation - This refers to the academic standards required at level 2 in English or Welsh attained or to be attained prior to enrolment on the programme, as well as the ability to conduct an interview in English – candidates can indicate a preference to receive information in Welsh on the UCAS form and can choose to be interviewed in English or Welsh.

The Interview

The interview panel comprises representatives of the programme team, practising social workers and individuals who use services or their carers (Outside In). Panel members are expected to undertake annual training in interviewing provided by GU.

The interview includes a written test in English or Welsh, a discussion focused on reading material sent in advance, and an individual interview. Candidates must meet a minimum

standard of 'satisfactory' for all answers to questions which test for each of the SCW Selection Criteria.

Post-Interview:

There are three potential outcomes from the interview – the interview panel, following a scoring system and taking into account the written test and performance in the group discussion, will recommend the candidate receives *a conditional offer, a reserve conditional offer, or a rejection.*

Rejections

Candidates who are rejected will be offered the opportunity to contact the representative of the programme team who was on their interview panel for feedback, including advice about developing their understanding of social work knowledge, skills and values should they wish to re-apply.

Conditional Offers and Reserve Conditional Offers

(NB - The function of the Reserve Offer is to allow scope for the programme team to meet the 33 (+3) firm accept target set in line with SCW and confirmed in the Memorandum of Understanding with local authority partners. It also allows any candidate interviewed before 15th January to be considered on an equal basis which is a UCAS requirement. Those offered Reserve places will be notified of a confirmed offer as soon as possible.)

All post-interview offers of a place on the BA (Hons) Social Work are conditional on the completion of the following:

1. Conditions relating to Academic Qualifications

Candidates will be required to provide evidence of the successful completion of any academic programmes required for entry and not completed at the time of application.

2. Conditions relating to Suitability and Fitness for Practice

In addition, SCW makes a requirement ('Criteria for the Approval and Quality Assurance of Degree' in 'The Framework for the degree in Wales', 2018, section 3 (3a) p. 24) that a university approved to deliver the social work degree:

“Must satisfy itself as to an applicant’s medical fitness and character in terms of their suitability to work in social work”.

The following conditions are therefore set for all candidates successful at interview who are offered a place:

a) DBS Checks

An enhanced Disclosure and Barring Service (DBS) check which will be administered by GU. Students will be working with vulnerable children, young people and adults, and as such, the completion of a DBS check is an element of good safeguarding practice. GU

will pay the fee for the enhanced check, but should students wish to register for the update service, they must meet the additional costs of this themselves. If students suspend studies, they will be required to undertake a new DBS on return to the programme. Each new academic year, re-enrolling students are required to sign a declaration to notify the university of any changes which would affect their DBS status.

Where a matter is listed on a candidate's DBS, this will be noted when they bring it to the University for checking and referred to the Programme Leader or Admissions Tutor. A risk assessment process will then be carried out. This process can be found in the University's Suitability Policy. Please see: <https://students.glyndwr.ac.uk/wp-content/uploads/2020/08/Suitability-for-Practice-procedure-Revised-Aug-20.pdf>

See also the university's **CONSIDERATION OF CRIMINAL CONVICTIONS POLICY & PROCEDURE** (under review at 8.7.20) – a link will be added here when it is available.

b) A Satisfactory Reference

Usually, this will be the reference included on the original UCAS application form. If this is missing, it will be requested within the conditions of the offer. The reference must be from an employer, former employer, education professional, or volunteer coordinator. It cannot be a personal reference.

c) Occupational Health Screening

The SCW requirement cited above in relation to medical fitness means that for Sept 2020 entry, and in following years, all candidates will be referred for Occupational Health screening with an approved provider, initially through a questionnaire. This relies on candidates disclosing any issues regarding their mental and physical health so that reasonable adjustments can be made. The nature of social work means that students will need to be able to work with the psychological issues of others. If a candidate does not disclose something that later becomes apparent, which they were already aware of and should have disclosed, this then would go through the GU suitability process. This can be found here:

[Link to be added when policy is finalised](#)

d) Registration with Social Care Wales

All students on the programme must be registered on the SCW register as a social work student. Candidates are responsible for making an application to SCW to join the register and paying the fees necessary. If students subsequently take a break in studies, they will be de-registered and required to re-register.

All conditions outlined above in 2 a-d are ongoing and progression onto subsequent levels of study is dependent on continued registration with SCW and an annual personal declaration of continued suitability.

International entry qualifications

Qualifications outlined on the National Academic Recognition and Information Centre (NARIC) as equivalent to the above UK entry qualification.

Programme specific requirements

In addition to the above, a demonstration of an understanding of the roles and tasks carried out by social workers in their UCAS personal statement /application form.

Candidates must be 18 by 31st August in the year of entry to level 4 of the Programme.

The admissions process is carried out in partnership with local authority partners and the Outside In focus group of people who use services and their carers.

Non-standard entry criteria

(e.g. industry experience)

Evidence of academic capability gained through experience, for example a number of years' employment at management level perhaps evidenced by NVQ level 4, will be considered in the absence of the specified academic qualifications.

English language requirements

The University's English language requirements are set out at <http://www.glyndwr.ac.uk/en/Howtoapply/Readytoapply/>

✓ Undergraduate

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see <http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/> for details), including IELTS.

International students require a UKVI Approved Secure English Language Test (SELT), (please see <http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details).

13 Recognition of Prior (Experiential) Learning

Programme specific requirements

Due to the nature of the Welsh context in which the degree is taught, only candidates from other social work programmes in Wales will be considered for transfer into the degree at level 5. Candidates cannot enter the programme from degree subjects other than social work. Candidates cannot enter the programme at level 6.

Candidates applying to transfer from other approved social work programmes in the UK must complete Glyndŵr University's admissions procedures as outlined above, and submit a full RPL (recognition of prior learning) claim: this includes a curriculum mapping which demonstrates that they have met equivalent standards and covered equivalent subject areas to those they would have achieved at Glyndŵr University, evidence such as certificates or transcripts related to their previous study, and appropriate currency of prior learning (normally prior learning must have been

achieved within the previous 5 years). Glyndŵr University will need to be satisfied that the candidate:

- a) Successfully meets all selection criteria for the programme
- b) Successfully meets all requirements of Glyndŵr University's RPL procedures:
 - can demonstrate prior learning across all modules in the preceding level;
 - provides appropriate evidence of prior study;
 - and can demonstrate currency.

Note: Candidates from non-Welsh universities may only enter the programme at level 5 (i.e., not level 6) subject to meeting a) and b) above.

The candidate's record of prior learning must demonstrate compliance with the SCW's (CCW's) Practice Assessment Guidance https://socialcare.wales/cms_assets/file-uploads/Social-Work-Degree-in-Wales-Practice-Assessment-Guidance.pdf

14 Aims of the programme

The overall aim of the BA (Hons) Social Work: Qualified Status programme is to provide students with the opportunity to meet the academic, practice and values requirements of the professional regulatory body in Wales, Social Care Wales, in order to graduate and be awarded qualified Social Worker status, thus becoming eligible for registration as social workers. More broadly, the programme aims to meet the requirements of employers within statutory and third sectors, and communities in N Wales and beyond, for social workers who, in their knowledge base and practice, meet the National Occupational Standards for Social Work and the Code of Professional Practice for Social Care Workers.

In addition, the programme aims to represent social work at a wider national and international level through research and scholarly activity.

Social Work is a values-based profession, and so in addition to the functional aims of the programme, the programme also seeks to embody the ideals of social work as defined by the International Federation of Social Work:

"Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing." (IFSW Global Definition of Social Work <http://ifsw.org/policies/definition-of-social-work/>)

The awards in Social Welfare aim to provide academic recognition (commensurate with how far they have progressed) for students who, having started the programme, become aware that they do not wish to qualify as social workers and / or for whatever reason become unable to complete the required Practice Learning Opportunity.

15 Distinctive features of the programme

The programme has been designed in consultation with employers in N Wales, people who use services and their carers, current practitioners, including heads of social service departments in our three partner local authorities – Wrexham, Flintshire

and Denbighshire, and former and current students of Glyndŵr University, and with the knowledge of an experienced team of social work lecturers. The rationale for the proposed programme is, therefore, to draw on the experience and expertise of this diverse group of people to deliver a programme which is responsive to the needs of people in N Wales who require social work assistance. The Social Services and Wellbeing (Wales) Act of 2014 has been key in driving the development of the degree, and this can be seen through the modules in their emphasis on Wales context, and the themes of co-production and well-being.

The distinctive features of the programme are:

- the close involvement of people who use services and their carers (including the Outside In focus group) in the development and delivery of modules and the management of the programme (from student recruitment to assessment). The programme complies with the SCW/CCW's 2005 *Standards for Involving Service Users and Carers in the Degree in Social Work*
- for one module at each level of the programme, 6-8 Outside In members study alongside social work students, attending class and being fully integrated into the teaching and learning experience. These modules are: (SWK405 Learning Together – Completing the Circle, level 4; SWK501 Conflicts and Dilemmas - Completing the Circle, level 5; and SWK604 The Creative Practitioner – Completing the Circle, level 6). There is an additional 10 credit module at level 5 (SWK508) designed for Outside in members who do not wish to undertake the essay component of assessment in SWK501, but who still wish to remain part of the student cohort. These modules can also be undertaken as 'attendance only'.
- the focus on the policy, social and economic context in Wales the provision of personal tutoring, assessment, practice learning opportunity and support through the medium of Welsh. This aspect of the programme is being developed and monitored annually through the SCW AMR, specifically in the Programme's Welsh Language Action plan
- Guest lectures from external speakers: experts in particular fields, academics and senior managers, some of these are cross-year and open to students from other programmes, and to practitioners from partner agencies
- the provision of high quality Practice Learning Opportunities, including a minimum of one statutory placement, in line with the requirements of Social Care Wales
- strong relationships with our local authority partners which leads to good quality student experience in terms of placement matching and support
- Good rates of employability post qualification
- The Emmett Roberts Award is made annually to a graduating student showing particular commitment to the participation of people who use services and their carers through their studies, both at university and on Practice Learning Opportunities
- the strong contribution made by active researchers in the teaching team and guest speakers

The programme is structured to follow the following themes in response to the consultation process outlined above:

- Skills for Practice (levels 4, 5, 6)
- Frameworks - Law, Policy and Values (levels 4, 5,6)
- Developing Practitioner (levels 4, 5, 6)
- Informational Analysis (IT and Research) (levels 4, 5, 6)

- Individuals in Context (levels 4, 5)
- Completing the Circle (Values and Participation) (levels 4, 5, 6)
- Practice Learning Opportunities (levels 4, 5, 6)

Each theme is developed as appropriate for the level of learning with curriculum content, academic and work-based skills requirements increasing in complexity.

16 Programme structure narrative

The programme is a three-year full-time programme, with students' learning split equally between university-based learning and Practice Learning Opportunities (PLOs). Students must attend a minimum of 200 days of PLOs and engage in a guided, structured and assessed study for a minimum of 1200 hours over the course of the 3 years. Study includes public lectures, module-related lectures, workshops, seminars, tutorials, problem-based learning, case studies, group work and peer learning, and educational visits

The majority of students will enrol at level 4 and continue to graduation. Exit awards and alternative pathways are provided by the degrees, diploma and certificate in Social Welfare, but students are not recruited at level 4 specifically for these Social Welfare awards.

The progression and award requirements for all awards are as follows:

Cert HE in Social Welfare	120 credits at level 4		
Diploma HE in Social Welfare	120 credits at level 4	120 credits at level 5	
BA (Ord) Social Welfare	120 credits at level 4	120 credits at level 5	60 credits at level 6
BA (Hons) Social Welfare	120 credits at level 4	120 credits at level 5	120 credits at level 6
None of the above require the pass / fail PLOs modules.			

BA (Hons) Social Work: Qualified Status Practice Learning Opportunities – all compulsory

Level	Duration	Credit	Possible attempts	Restrictions
4	20 days – from April 1 st to end of year	Pass / Fail	2	
5	80 days – mid-November to Easter	Pass / Fail	2	Either level 5 or 6 placement must be with a statutory employer
6	100 days – mid-January to end June	Pass / Fail	2	

GU Certificates are awarded post-exam board to Outside In students who have successfully completed the standalone module for which they are enrolled.

Throughout the programme, delivery and assessment takes place prior, during and following the PLOs, with students being released for study time during the level 5 and 6 PLOs. Across the programme, this is reflected as:

For Level Four, students will undertake all teaching prior to commencing their PLOs and will submit assessments before, during and after the PLO in preparation for the results to be submitted to the Summer Assessment Board.

For Level Five, students undertake an intensive period of teaching prior to the PLOs, will be released for study time during the PLOs, and will receive a further period of intense tuition after the placement. Assessment is submitted before, during and after the PLO in preparation for the results to be submitted to the Summer Assessment Board.

For Level Six, all teaching takes place in the first semester, with students being released for study time during the PLOs. As with Levels Four and Five, academic assessments are submitted before, during and after the PLOs in preparation for the results to be submitted to the Summer Assessment Board, however the PLO module, as a consequence of its length and timing is presented to the September Board.

Adjustments may have to be made to these patterns if practice learning opportunity availability is affected.

All students at Wrexham Glyndŵr University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University.

17 Programme structure diagram

Level 4						
Semester 1 and 2 (prior to placement)	Mod title	Learning Together – Completing the Circle of Partnership 1	Mod title	The Life Course Perspective – Individuals in Context 1	Mod title	Entering the Profession – Developing Practitioner 1
	Mod code	SWK405	Mod code	SWK406	Mod code	SWK401
	New/Existing	New	New/Existing	New	New/Existing	New
	Credit value	20	Credit value	20	Credit value	20
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader	Liz Lefroy	Mod leader	Dr Viv Dacre	Mod leader	Jonquil Ifans
	Mod title	Applied ICT for Social Work – Informational Analysis 1	Mod title	Foundational Social Work Skills – Skills for Practice 1	Mod title	Introduction to Social Policy and Poverty – Frameworks 1
	Mod code	SWK403	Mod code	SWK402	Mod code	SWK404
	New/Existing	New	New/Existing	New	New/Existing	New
	Credit value	20	Credit value	20	Credit value	20
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader	Julie Mayers	Mod leader	Nick Hoose	Mod leader	David Nulty /Dawn Jones
Post Easter to end of year	Mod title	Practice Learning Opportunity – 20 Days				
	Mod code	SWK407				
	New/Existing	New				
	Credit value	Pass / Fail				
	Core/Option	Core				
	Mod leader	David Nulty /Nick Hoose				

Level 5							
Semester 1 (prior to placement, with some teaching taking place after placement in Semester 2)	Mod title	Conflicts and Dilemmas – Completing the Circle 2	Mod title	Social Work in Wales – Individuals in Context 2	Mod title	Interpersonal Dispositions – Developing Practitioner 2	
	Mod code	SWK501	Mod code	SWK505	Mod code	SWK503	
	New/Existing	New	New/Existing	New	New/Existing	New	
	Credit value	20	Credit value	20	Credit value	20	
	Core/Option	Core	Core/Option	Core	Core/Option	Core	
	Mod leader	Liz Lefroy	Mod leader	Nick Hoose /Jonquil Ifans	Mod leader	Dr Viv Dacre	
	Mod title	Conflict and Dilemmas					
	Mod code	SWK508					
	New/Existing	New					
	Credit value	10					
	Core/Option	Optional (Outside In)					
	Mod leader	Liz Lefroy					
	Mod title	Research for Social Work Practice – Informational Analysis 2	Mod title	Exploring Social Work Skills – Skills for Practice 2	Mod title	Law and Social Work – Frameworks 2	
	Mod code	SWK506	Mod code	SWK504	Mod code	SWK502	
	New/Existing	New	New/Existing	New	New/Existing	New	
	Credit value	20	Credit value	20	Credit value	20	
	Core/Option	Core	Core/Option	Core	Core/Option	Core	
	Mod leader	Dr Dawn Jones	Mod leader	Nick Hoose	Mod leader	David Nulty	

Mid-November – Easter	Mod title	Practice Learning Opportunity – 80 days	Mod title		Mod title	
	Mod code	SWK507	Mod code		Mod code	
	New/Existing	New	New/Existing		New/Existing	
	Credit value	Pass / Fail	Credit value		Credit value	
	Core/Option	Core	Core/Option		Core/Option	
	Mod leader	David Nulty / Nick Hoose	Mod leader		Mod leader	
Level 6						
Semester 1	Mod title	The Creative Practitioner – Completing the Circle 3	Mod title	Responsible and Accountable Professionalism – Developing Practitioner 3	Mod title	Dissertation – Informational Analysis 3
	Mod code	SWK604	Mod code	SWK603	Mod code	SWK602
	New/Existing	New	New/Existing	New	New/Existing	New
	Credit value	20	Credit value	20	Credit value	40
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader	Liz Lefroy	Mod leader	Dr Wulf Livingston	Mod leader	Dr Dawn Jones
	Mod title	Integrating Social Work Skills – Skills for Practice 3	Mod title	Safeguarding in Context – Frameworks 3	Mod title	
	Mod code	SWK601	Mod code	SWK605	Mod code	
	New/Existing	New	New/Existing	New	New/Existing	
	Credit value	20	Credit value	20	Credit value	
	Core/Option	Core	Core/Option	Core	Core/Option	
	Mod leader	Nick Hoose	Mod leader	David Nulty	Mod leader	

Mid-January to end June	Mod title	Practice Learning Opportunity – 100 Days	Mod title	Creative Practitioner – Attendance	Mod title	
	Mod code	SWK606	Mod code	SWK607	Mod code	
	New/Existing	New	New/Existing	New	New/Existing	
	Credit value	Pass / Fail	Credit value	Pass/Fail	Credit value	
	Core/Option	Core	Core/Option		Core/Option	
	Mod leader	David Nulty /Nick Hoose	Mod leader	Liz Lefroy	Mod leader	

18 Intended learning outcomes of the programme

Knowledge and Understanding					
	Certificate of Higher Education Social Welfare (exit award)	Diploma of Higher Education Social Welfare (exit award)	BA (Ord) Social Welfare (exit/alternative award)	BA (Hons) Social Welfare (exit/alternative award)	BA (Hons) Social Work: Qualified Status
	On completion of Level 4, students will have	On completion of Level 5, students will have	On completion of Level 6, students will have	On completion of the BA (Hons) Social Welfare requirements:	On completion of the BA (Hons) Social Work: Qualified Status requirements:
A1	an historical, philosophical and sociological understanding of social work values and ethics, particularly as demonstrated in the Code of Professional Practice for Social Care	a detailed understanding of how values and ethics and the theories underlying them are used to determine responses in situations involving conflicts and dilemmas, discrimination, social injustice and crisis.	a comprehensive knowledge of the impact of inequality and disadvantage on wellbeing and an ability to understand individuals from a diversity of backgrounds within the framework of social work values and ethics.	the ability to relate the general theories and ideas learnt to a specific group of people who use services / carers of people who use social care or health services	the ability to relate the general theories and ideas learnt to a specific group of people who use services / carers of people who use social work services
A2	a broad understanding of psychological, sociological and biological theories of human growth and development from birth to death, and the way that these viewpoints inter-relate.	an understanding of Wales context in terms of education, legislation, political structures, economics, public service structures, language, culture, immigration, geography and history, and an ability to set this within the context of UK and international social work.	a comprehensive understanding of the way people behave and interact in families, communities and organisations: understanding grounded in evidence from research and in established and evolving theories from social science, psychology and related disciplines.		
A3	a broad understanding of the context for social work, and in particular of marginalised groups, in relation to history, social	an understanding of methods of social work intervention, their validity according to the evidence available, and the role of the social worker in	a detailed understanding of theories, interventions, policies and risk management strategies in relation to safeguarding in work with		

Knowledge and Understanding					
	Certificate of Higher Education Social Welfare (exit award)	Diploma of Higher Education Social Welfare (exit award)	BA (Ord) Social Welfare (exit/alternative award)	BA (Hons) Social Welfare (exit/alternative award)	BA (Hons) Social Work: Qualified Status
	On completion of Level 4, students will have	On completion of Level 5, students will have	On completion of Level 6, students will have	On completion of the BA (Hons) Social Welfare requirements:	On completion of the BA (Hons) Social Work: Qualified Status requirements:
	policy and law, with specific reference to the Welsh context.	different and changing service and community contexts.	children and adults, and the impact of these processes on all involved.		
A4	an understanding of the fundamental social work theories which underpin social work tasks, and of the types of social work and social care activities in which these are used.	a detailed understanding of the legal and policy context of practice in work with children, families and adults in a variety of practice situations including safeguarding and risk management.	a comprehensive analysis and evaluation of the demands of working in contemporary organisations employing social workers, and strategies for sustainable practice, self-management and resilience.		

Intellectual Skills					
	Certificate of Higher Education Social Welfare (exit award)	Diploma of Higher Education Social Welfare (exit award)	BA (Ord) Social Welfare (exit/alternative award)	BA (Hons) Social Welfare (exit/alternative award)	BA (Hons) Social Work: Qualified Status
	On completion of Level 4, students will demonstrate	On completion of Level 5, students will demonstrate	On completion of Level 6, students will demonstrate	On completion of the BA (Hons) Social Welfare requirements:	On completion of the BA (Hons) Social Work: Qualified Status requirements:
B1	an ability to carry out fundamental research, such as listening, reading, use of the virtual learning environment, and then description, analysis and evidencing of ideas	an understanding of research methods both qualitative and quantitative used in social sciences, which informs analysis of ideas and the evidence used as a basis for practice.	the ability to integrate complex ideas and empirical findings, extrapolating and applying higher level knowledge within social work / social welfare.	the ability to sustain a substantial piece of academic, self-directed secondary research. (Dissertation)	the ability to sustain a substantial piece of academic, self-directed secondary research which draws on social work-specific research and literature.

Intellectual Skills					
	Certificate of Higher Education Social Welfare (exit award)	Diploma of Higher Education Social Welfare (exit award)	BA (Ord) Social Welfare (exit/alternative award)	BA (Hons) Social Welfare (exit/alternative award)	BA (Hons) Social Work: Qualified Status
	On completion of Level 4, students will demonstrate	On completion of Level 5, students will demonstrate	On completion of Level 6, students will demonstrate	On completion of the BA (Hons) Social Welfare requirements:	On completion of the BA (Hons) Social Work: Qualified Status requirements:
					(Dissertation)
B2	comprehension and links with the experience of a variety of people who use services of fundamental theoretical ideas within social work and social welfare.	comprehension and application to practice settings of fundamental theoretical ideas within social work, social justice and social welfare.	the ability to analyse critically evidence and theories underpinning practice and to make recommendations based on this reasoning.	the ability to contribute to the body of knowledge for social welfare – health, housing, social care, for example - through secondary research. (Dissertation)	the ability to contribute to the body of knowledge for social work through secondary research. (Dissertation)
B3	reflective thinking which incorporates the notion of modifying ideas, attitudes and practices in response to learning.	understanding of reflective and reflexive practice and an ability to translate this into clearly written analysis of self-development.	the ability to manage personal learning and development, making use of the resources available for this, including supervision, peer support and contemporary and peer-reviewed scholarly research.		
B4	an ability to consider and to express the reasons for the validity of differing points of view.	an ability to analyse and provide an explanation for the reasons for differing viewpoints of individuals who use services and their carers in the context of the impacts of social inequality and injustice.	the ability to understand, and where appropriate integrate, viewpoints of individuals who use services into the body of knowledge which informs practice, whilst holding the tensions and uncertainties that come from an understanding that this		

Intellectual Skills					
	Certificate of Higher Education Social Welfare (exit award)	Diploma of Higher Education Social Welfare (exit award)	BA (Ord) Social Welfare (exit/alternative award)	BA (Hons) Social Welfare (exit/alternative award)	BA (Hons) Social Work: Qualified Status
	On completion of Level 4, students will demonstrate	On completion of Level 5, students will demonstrate	On completion of Level 6, students will demonstrate	On completion of the BA (Hons) Social Welfare requirements:	On completion of the BA (Hons) Social Work: Qualified Status requirements:
			knowledge belongs with the individual.		

Subject Skills					
	Certificate of Higher Education Social Welfare (exit award)	Diploma of Higher Education Social Welfare (exit award)	BA (Ord) Social Welfare (exit/alternative award)	BA (Hons) Social Welfare (exit/alternative award)	BA (Hons) Social Work: Qualified Status (exit/alternative award)
	On completion of Level 4, students will demonstrate	On completion of Level 5, students will demonstrate	On completion of Level , students will demonstrate	On completion of the BA (Hons) Social Welfare requirements:	On completion of the BA (Hons) Social Work: Qualified Status requirements:
C1	a fundamental understanding of the role of individuals who use services and their carers in social work education.	an ability to negotiate, plan, co-produce and review projects and interventions with individuals who use services and their carers.	the ability to negotiate the complexities of working with individuals who are resistant to service provision through creative and flexible practice.	the ability to generate and explore advanced knowledge, in particular demonstrating depth of understanding of a particular aspect of practice in a social welfare-related field such as housing, social care or health.	the ability to generate and explore advanced knowledge, in particular demonstrating depth of understanding of a particular aspect of social work practice.
C2	the ability to gather information about individuals and communities sensitively and in a variety of ways, whilst maintaining values of respect, non-judgement,	management of complex information about people, including own emotional responses to information. Understanding theories and application of techniques in maintaining professional	the ability to manage complex information about individuals and communities, thinking logically, systematically, creatively, critically and reflectively to achieve high		

Subject Skills					
	Certificate of Higher Education Social Welfare (exit award)	Diploma of Higher Education Social Welfare (exit award)	BA (Ord) Social Welfare (exit/alternative award)	BA (Hons) Social Welfare (exit/alternative award)	BA (Hons) Social Work: Qualified Status (exit/alternative award)
	On completion of Level 4, students will demonstrate	On completion of Level 5, students will demonstrate	On completion of Level , students will demonstrate	On completion of the BA (Hons) Social Welfare requirements:	On completion of the BA (Hons) Social Work: Qualified Status requirements:
	partnership and confidentiality	boundaries and managing interpersonal transactions.	quality holistic assessments, interventions and evaluations grounded in social work values.		
C3	skills in communication and building relationships: listening to a variety of people, checking information, asking questions, co-operating in group learning, providing feedback, presenting ideas to others in person or by communicating in a clear and succinct way in writing.	extended skills in communication for engagement: employing linguistic sensitivity; awareness of individuals' rights for e.g. translation services; skills in complex writing, making formal and informal presentations, working in groups and teams.	advanced skills in verbal and written communication for engagement with people, colleagues and professionals from other disciplines, including the ability to write complex reports, for example court reports, to make presentations to colleagues, and to chair meetings, including case conferences.		
C4	an understanding of the role of knowledge, skills and values in all social work activities at the personal, cultural and structural levels.	an ability to take knowledge evidence, social work values and an awareness of personal and agency strengths and limitations to explain and justify decisions made in relation to social work practice.	the ability to generate and approach practice questions generated from experience and supervision and to investigate these within ethical frameworks to build resilience and professional competence.		

	<i>Fitness to Proceed in Social Work Practice According to SCW requirements, on completion of level 4</i>	<i>Applying Knowledge, Skills and Values in Social Work Practice According to SCW requirements, on completion of level 5</i>	<i>Development and Confirmation of Competence in Social Work Practice According to SCW requirements, on completion of level 6</i>		
	<i>NB – These Practice elements are not relevant to the awards in Social Welfare</i>				
	Level 4 of BA (Hons) Social Work: Qualified Status	Level 5 of BA (Hons) Social Work: Qualified Status	Level 6 of BA (Hons) Social Work: Qualified Status		
D1	students must have the interpersonal skills and values required in order for him or her to be suitable and safe to work with individuals who use services and their carers;	students should be applying social work knowledge, skills and values including research findings in their practice	students will have built on the knowledge, skills and values attained at level 5.		
D2	students must demonstrate an understanding, directly from individuals who use services and their carers, of the impact of social work practice upon them	students will need to demonstrate the development of critical, analytical and reflective practice. Evidence is required for each of the twenty NOS at this level. Practice assessors will need to be alert to any contra evidence for each standard	students should be demonstrating professional judgement, intervention and critical reflection across their practice. Evidence is required for each of the twenty NOS at this level. Practice assessors will need to be alert to any contra evidence for each standard		
D3	students must have described, illustrated and applied the <i>Code of Professional Practice</i> through their practice,	students must evidence analysis and evaluation of their application of the <i>Code of Professional Practice</i>	students must evidence full integration and critical analysis of their application of the <i>Code of Professional Practice</i> through their		

	conduct and academic work.	through their practice, conduct and academic work.	practice, conduct and academic work.		
D4	students must demonstrate a level of skills in Information and Communication technology commensurate with the demands of social work practice.	students must demonstrate ICT skills in the context of Practice Learning Opportunities.	students must demonstrate ICT skills must be demonstrated in the context of Practice Learning Opportunities with increasing levels of independent self-management.		

19 Curriculum matrix BA (Hons) Social Work: Qualified Status

For successful completion of **BA (Hons) Social Work: Qualified Status**, students will achieve the outcomes as follows:

	<i>Module Title</i>	<i>Core/opt</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>
Level 4	Learning Together – Completing the Circle of Partnership 1	Core	■	□	■	■	□	■	■	■	■	■	■	□	■	■	■	□
	The Life Course – Individuals in Context 1	Core	□	■	□	■	■	■	■	□	□	□	■	■	□	■	■	□
	Entering the Profession – Developing Practitioner 1	Core	■	□	□	■	■	□	■	■	■	□	□	■	□	□	■	□
	Applied ICT for Social Work – Informational Analysis 1	Core	□	□	□	□	□	□	□	□	□	□	■	□	□	□	■	■
	Foundational Social Work Skills – Skills for Practice 1	Core	□	□	□	■	■	□	□	□	□	■	■	■	□	□	■	□
	Introduction to Social Policy and Poverty – Frameworks 1	Core	□	□	■	■	□	□	□	■	■	□	□	■	□	□	■	□
	Practice Learning Opportunity – 20 Days	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

	<i>Module Title</i>	<i>Core/opt</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>	
Level 5	Conflicts and Dilemmas – Completing the Circle 2	Core	■	□	□	□	□	■	□	■	■	□	□	■	■	□	■	□	
	Social Work in Wales – Individuals in Context 2	Core	□	■	■	■	□	■	□	□	□	□	■	■	■	□	■	□	
	Interpersonal Dispositions –Developing Practitioner 2	Core	■	□	■	□	□	□	■	■	□	■	■	■	■	■	■	■	□
	Research for Social Work Practice – Informational Analysis 2	Core	□	■	□	□	■	□	□	■	□	□	□	■	■	■	■	■	■
	Exploring Social Work Skills– Skills for Practice 2	Core	□	□	■	□	□	□	■	■	■	□	■	□	■	■	■	■	■
	Law and Social Work – Frameworks 2	Core	■	■	□	■	□	□	□	■	□	□	□	■	■	■	■	■	□
	Practice Learning Opportunity – 80 Days	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Level 6	The Creative Practitioner – Completing the Circle 3	Core	■	□	□	■	□	□	■	■	■	■	□	□	■	□	■	□	
	Responsible and Accountable Professionalism - Developing Practitioner 3	Core	□	□	■	■	■	■	■	□	□	■	■	□	■	■	■	■	
	Dissertation – Informational Analysis 3	Core	■	■	□	□	■	■	■	■	■	■	■	■	□	□	■	■	
	Integrating Social Work Skills– Skills for Practice 3	Core	□	■	□	■	■	■	■	□	■	■	■	■	■	■	■	■	■
	Safeguarding in Context – Frameworks 3	Core	□	□	■	□	■	□	■	□	■	□	■	□	□	■	■	■	□
	Practice Learning Opportunity – 100 Days	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

For successful completion of **BA (Hons) Social Welfare**, students will achieve the outcomes as follows:

	<i>Module Title</i>	<i>Core/opt</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>
Level 4	Learning Together – Completing the Circle 1	Core	■	□	■	■	□	■	■	■	■	■	■	□
	The Life Course – Individuals in Context 1	Core	□	■	□	■	■	■	■	□	□	□	■	■
	Entering the Profession – Developing Practitioner 1	Core	■	□	□	■	■	□	■	■	■	□	□	■
	Applied ICT for Social Work – Informational Analysis 1	Core	□	□	□	□	□	□	□	□	□	□	■	□
	Foundational Social Work Skills – Skills for Practice 1	Core	□	□	□	■	■	□	□	□	□	■	■	■
	Introduction to Social Policy and Poverty – Frameworks 1	Core	□	□	■	■	□	□	□	■	■	□	□	■
Level 5	Conflicts and Dilemmas – Completing the Circle 2	Core	■	□	□	□	□	■	□	■	■	□	□	■
	Social Work in Wales – Individuals in Context 2	Core	□	■	■	■	□	■	□	□	□	□	■	■
	Interpersonal Dispositions – Developing Practitioner 2	Core	■	□	■	□	□	□	■	■	□	■	■	■
	Research for Social Work Practice – Informational Analysis 2	Core	□	■	□	□	■	□	□	■	□	□	□	■
	Exploring Social Work Skills – Skills for Practice 2	Core	□	□	■	□	□	□	■	■	■	□	■	□
	Law and Social Work – Frameworks 2	Core	■	■	□	■	□	□	□	■	□	□	□	■

	<i>Module Title</i>	<i>Core/opt</i>	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
Level 6	The Creative Practitioner – Completing the Circle 3	Core	■	□	□	■	□	□	■	■	■	■	□	□
	Responsible and Accountable Professionalism – Developing Practitioner 3	Core	□	□	■	■	■	■	■	□	□	■	■	□
	Dissertation – Informational Analysis 3	Core	■	■	□	□	■	■	■	■	■	■	■	■
	Integrating Social Work Skills – Skills for Practice 3	Core	□	■	□	■	■	■	■	□	■	■	■	■
	Safeguarding in Context – Frameworks3	Core	□	□	■	□	■	□	■	□	■	□	■	□

For successful completion of **BA (Ord) Social Welfare**, students will achieve the outcomes as follows:

	<i>Module Title</i>	<i>Co/Opt</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>
Level 4	Learning Together – Completing the Circle 1	Core	■	□	■	■	□	■	■	■	■	■	■	□
	The Life Course Perspective – Individuals in Context 1	Core	□	■	□	■	■	■	■	□	□	□	■	■
	Entering the Profession – Developing Practitioner 1	Core	■	□	□	■	■	□	■	■	■	□	□	■
	Applied ICT for Social Work – Informational Analysis 1	Core	□	□	□	□	□	□	□	□	□	□	■	□
	Foundational Social Work Skills– Skills for Practice 1	Core	□	□	□	■	■	□	□	□	□	■	■	■
	Introduction to Social Policy and Poverty – Frameworks 1	Core	□	□	■	■	□	□	□	■	■	□	□	■
Level 5	Conflicts and Dilemmas – Completing the Circle 2	Core	■	□	□	□	□	■	□	■	■	□	□	■
	Social Work in Wales – Individuals in Context 2	Core	□	■	■	■	□	■	□	□	□	□	■	■
	Interpersonal Dispositions – Developing Practitioner 2	Core	■	□	■	□	□	□	■	■	□	■	■	■
	Research for Social Work Practice – Informational Analysis 2	Core	□	■	□	□	■	□	□	■	□	□	□	■
	Exploring Social Work Skills – Skills for Practice 2	Core	□	□	■	□	□	□	■	■	■	□	■	□
	Law and Social Work – Frameworks 2	Core	■	■	□	■	□	□	□	■	□	□	□	■

	<i>Module Title</i>	<i>Co/Opt</i>	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
Level 6	The Creative Practitioner – Completing the Circle 3	Core	■	□	□	■	□	□	■	■	■	■	□	□
	Responsible and Accountable Professionalism – Developing Practitioner 3	Core	□	□	■	■	■	■	■	□	□	■	■	□
	Dissertation – Informational Analysis 3	Core	□	■	□	□	■	■	■	■	□	■	■	■
	Integrating Social Work Skills – Skills for Practice 3	Core	□	■	□	■	■	■	■	□	■	■	■	■
	Safeguarding in Context – Frameworks 3	Core	□	□	■	□	■	□	■	□	■	□	■	□

The National Occupational Standards for Social Work in Wales (SCW/CCW, 2012)

Key Role 1 – Maintain Professional Accountability

- SW1 Maintain an up to date knowledge and evidence base for social work practice
- SW2 Develop social work practice through supervision and reflection.

Key Role 2 – Practise Professional Social Work

- SW3 Manage your role as a professional social worker
- SW4 Exercise professional judgement in social work
- SW5 Manage ethical issues, dilemmas and conflicts
- SW6 Practise social work in multi-disciplinary contexts
- SW7 Prepare professional reports and records relating to people

Key Role 3 – Promote engagement and participation

- SW8 Prepare for social work involvement
- SW9 Engage people in social work practice
- SW10 Support people to participate in decision-making processes
- SW11 Advocate on behalf of people

Key Role 4 - Assess needs, risks and circumstances

- SW12 Assess needs, risks and circumstances in partnership with those involved
- SW13 Investigate harm or abuse

Key Role 5 - Plan for person centred outcomes

- SW14 Plan in partnership to address short and longer term issues
- SW15 Agree risk management plans to promote independence and responsibility
- SW16 Agree plans where there is risk or harm or abuse

Key Role 6 - Take actions to achieve change

- SW17 Apply methods and models of social work to achieve change
- SW18 Access resources to support person centred solutions
- SW19 Evaluate outcomes of social work practice
- SW20 Disengage at the end of social work involvement

N. Occ. Standard → Module Title ↓	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
<i>Learning Together</i>	x	x		x		x		x	x	x		x	x	x		x			x	x
<i>The Life Course</i>	x	x					x	x				x								x
<i>Entering the Profession</i>		x	x		x	x		x	x		x				x		x			x
<i>Applied ICT for SW</i>			x				x	x												
<i>Foundational Skills</i>			x		x	x	x	x	x	x	x		x	x	x	x	x	x	x	
<i>Social Policy and Law</i>	x				x			x		x	x	x			x	x				
<i>Practice Learning Opportunities - 20 Days</i>	x	x	x																	
<i>Conflicts and Dilemmas</i>		x		x	x	x			x	x	x	x	x			x				x
<i>Social Work in Wales</i>	x							x			x							x		
<i>Interpers. Dispositions</i>		x			x	x		x	x		x			x			x			x
<i>Research for SW</i>	x				x		x	x			x	x	x		x		x		x	
<i>Exploring SW Skills</i>	x			x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x
<i>Law and Social Work</i>	x			x	x			x		x	x	x	x		x	x				
<i>Practice Learning Opportunities - 80 Days</i>	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
<i>Creative Practitioner</i>				x	x				x	x	x			x					x	x
<i>Professional Acc.</i>				x	x	x		x	x		x		x		x	x	x	x		x
<i>Dissertation</i>	x																x		x	
<i>Integrating SW Skills</i>					x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
<i>Safeguarding in Context</i>					x	x		x	x	x	x	x	x	x	x	x				
<i>Practice Learning Opportunities– 100 days</i>	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Subject Benchmark Standards

KNOWLEDGE

The Five Core Areas of Knowledge defined in the QAA's 2016 Subject Benchmark Statements for Social Work are:

1. Social Work Theory
2. Values and Ethics
3. Service Users and Carers
4. The nature of Social Work Practice in the UK and more widely.
5. Leadership, organisation and delivery of Social Work services

The Statements are as follows:

7.3 On graduating with an honours degree in Social Work, students must be able to demonstrate:

- i. a sound understanding of the five core areas of knowledge and understanding relevant to social work, including their application to practice and service delivery
- ii. an ability to use this knowledge and understanding in an integrated way, in specific practice contexts
- iii. an ability to use this knowledge and understanding to engage in effective relationships with service users and carers and relationships with other professionals and through supervision
- iv. appraisal of previous learning and experience and ability to incorporate this into their future learning and practice, including engagement with supervision
- v. acknowledgement and understanding of the potential and limitations of Social Work as a practice-based discipline to effect individual and social change
- vi. an ability to use research and enquiry techniques with reflective awareness, to collect, analyse and interpret relevant information
- vii. a developed capacity for the critical evaluation of knowledge and evidence from a range of sources

Benchmark Standard – Knowledge	Level 4 Prog Learning Outcomes	Level 5	Level 6
7.3.i	A1, A2, A3, A4, B2, C1, C4, D1, D2, D3	A1, A2, A3, A4, B2, C2, D3	A1, A2, A3, A4, B1, B4, C1, C3, C4, D3
7.3.ii	A3, A4, C2, C3, D1, D3	A2, A4, B1, B4, C1, C2, D3	A1, A2, A3, B1, C1, C2, C3, D3
7.3.iii	A1, B1, B4, C1, C3, D1, D2, D3	A3, C1, C2, C3, D1, D3	A1, A2, A3, B4, C1, C2, D1, D3
7.3.iv	B3, C4, D1, D2	B3, C4, D1	B1, B3, C2, C4, D1, D3
7.3.v	A1, A2, D3	A1, A3, C1, C4, D3	A2, A3, B1, B4, C1, C2, C4, D3
7.3.vi	B1, C2, D2	A3, B1, B4, C3, D1, D3	A3, B1, B2, C2, C3, C4, D1, D3, D4
7.3.vii	B4, C1,	A3, B4, C4, D1, D3	A3, B1, B2, B4, C2, C4, D3, D4

Subject Benchmark Standards

SKILLS

The Five Core Areas of Skills defined in the QAA's 2016 Subject Benchmark Statements for Social Work are:

1. Problem-Solving Skills
2. Communication Skills
3. Skills in Working with Others
4. Skills in Personal and Professional Development
5. Use of Technology and Numerical Skills

7.4 On graduating with an honours degree in Social Work, students must be able to demonstrate a developed capacity to:

- i. apply creatively a repertoire of core skills
- ii. communicate effectively with service users and carers, and with other professionals
- iii. integrate clear understanding of ethical issues and relevant codes or standards of ethics, conduct and practice with their interventions in specific situations
- iv. consistently exercise an appropriate level of autonomy and initiative in individual decision-making within the context of supervisory, collaborative, ethical and organisational requirements
- v. embed skills of critical reflection on their performance and take responsibility for modifying action and learning in light of this, drawing on appropriate support mechanisms where necessary

Benchmark Standard – Knowledge	Level 4 Prog Learning Outcomes	Level 5	Level 6
7.4.i	B1, C2, C3, D1, D2, D4	A1, A3, B3, B4, C1, C3, C4, D1, D4	A3, B1, B2, B3, B4, C1, C3, C4, D2, D4
7.4.ii	B1, C1, C2, C3, D1, D2, D4	B2, B4, C1, C3, D4	B2, B4, C1, C3, C4, D2, D4
7.4.iii	A3, C1, C2, D1, D2	B3, B4, C2, C4, D1, D2	B1, B4, C1, C3, D1, D2, D3
7.4.iv	C2,	B3, B4, C2, C3, C4, D1, D2	A4, B1, B2, B4, C2, D1, D2, D3
7.4.v	B4, C3, C4	B1, B3, B4, C4, D2	A4, B1, B2, B3, C1, C2, C4, D1, D2, D3

20 Learning and teaching strategy

The learning and teaching philosophy on this programme is in line with the University's framework: the focus is primarily upon constructivist principles of learning with the learner viewed as an active 'maker of meaning'. Teaching and learning methods consider the context of what previous learning has taken place (reflection) and how this can be connected to new and developing knowledge (reconstruction). Since the Glyndŵr University social work student traditionally is a mature student this approach is particularly relevant, as it emphasises to the student the validity of their own experience as a resource for their academic and practice development. Based on facilitating critical dialogue with learners, teaching and learning strategies foster self-development, autonomy, critical reflection and self-awareness. As such, learners are enabled to become independent, autonomous and reflective, whilst also developing collaborative and professional capacities that will enhance their communication, analytical and organisational skills.

Social work as a subject requires students to understand the validity of knowledge from a wide variety of people and sources including peer-reviewed academic research, social work texts, social work practitioner knowledge, professional knowledge from other disciplines (for example Occupational Therapy and Psychology) and the expertise through experience of individuals who have used services and their carers. A fundamental value in social work is partnership (Thompson, 2005). This is recognized by Social Care Wales' requirement that service users and carers be involved in all aspects of the BA (Hons) Social Work; Qualified Status, including teaching (SCW/CCW, 2005).

The emphasis in higher education tends to be on the supremacy of academic, peer-reviewed, published knowledge: what Reid (2005) describes as traditional logical mathematical teaching. The BA (Hons) Social Work: Qualified Status at Glyndŵr aims in its curriculum to balance the rights of students to hear and attend to a variety of types of knowledge.

The new framework for the degree aims to make this inclusive approach clear to students from the outset – hence the names of the modules which describe a spread of knowledge, skills and values across each level (for example at level 4 The Life Course – knowledge of human growth and development; Learning Together – the values associated with learning from lived experience in partnership; Foundational Social Work Skills – the skills needed to begin competent practice). There is a clear, named progression from one level to the next (Frameworks 1, 2 and 3, for example).

A key characteristic of the Glyndŵr University Social Work degree over the past ten years has been the involvement of individuals who use services and their carers. Past students have routinely cited this as a positive aspect and in the last validation of 2011, participation was embedded in the curriculum in the form of a module developed by the focus group, Outside In. For the new degree, this has been extended to one module per year (Completing the Circle 1, 2 and 3) with each level building on the knowledge, skills and values developed in the previous year.

Whilst there is this 'vertical' sense of progression with clearly identifiable strands in the curriculum, there is also a strong sense of horizontal connection between modules within each level. The tables showing how the learning outcomes for the programme will be met across modules demonstrates this. Core themes are considered from differing perspectives. As an example of this, the Code of Professional Practice straddles the Frameworks, Completing the Circle and Developing Practitioner modules in year 1 and then is embedded in the Practice Placement Opportunity

module. The rationale for this is that this enables students to take a 360 degree look at this key document, from the point of view the regulatory body in Wales (SCW) - Frameworks, that of people who use services – Completing the Circle, their own view –Developing Practitioner, and the view of a variety of service providers – Practice Learning Opportunities.

The programme design operates on the premise that greater understanding of a person's own context can be gained from understanding through the lens of another; therefore not only collaboration with people who use services, but also inter-professional learning and teaching are integral to programme delivery. The team has taken advantage of the concurrent revalidation of the Occupational Therapy programme at Glyndŵr University to structure in a number of sessions delivered jointly with OT students in specific modules at level 4 (Entering the Profession) and level 5 (Interpersonal Dispositions). In addition, public and joint lectures, a feature of the social work programme will take place, and the social work programme will invite students from health, and criminology to attend these. Finally, the students may have the opportunity to work on creative projects with staff and students from the Art School. Whilst modules are not delivered jointly, there are similar themes of learning throughout the University which enable the students to gain a rich understanding of each other's perspectives. Additionally, for some modules, there will be opportunities for field trips e.g. to Liverpool to explore history of discrimination and marginalization, costs for such trips will be borne by students but will be kept to a minimum.

Consultation with employers has been a key part of the development of the degree. Whilst a general response to the process was that our current provision is fit for purpose, there were, nevertheless, key ways in which employers considered that the Glyndŵr University Social Work graduate could become readier for employment on graduation. The modern social work workplace requires professionals who are resilient, adaptable, creative problem-solvers. Challenges are complex and enduring and sustainability is a key concern. Discussions centred on improved skills, particularly writing skills. The Skills modules pick up this theme (KS1) with students being challenged and supported to learn writing skills of increasing complexity over the 3 levels. A pilot project in 2015 run by the Royal Literary Fund demonstrated the effectiveness for some students of an Immersive Writing Course, for example. This has been included in the syllabus for level 4.

Also in response to employer feedback, level 6 modules, in particular The Creative Practitioner and the Dissertation modules, focus on the development of creativity, self-care and resilience in students in readiness for their transition to the workplace. Lucas and Greany (2000) for example, have described how creative methods can promote the development of key skills such as reflexivity, team work, communication, resilience and problem-solving. There are several reasons for this: two key ideas are that whilst social work has traditionally derived its knowledge base from the social sciences and psychology, Siporin (2009, p.15) refers to the 'artistry' of practice, whilst Sternberg and Lubart (1995) argue that successful practitioners need not only analytical abilities and practical abilities, but also *creative abilities* – to imagine, explore, synthesise, connect, invent and adapt. Authors such as Walton (2012) describe how they encourage students to use their senses and intuition - by drawing from their practice learning experiences - to identify the widest range of factors in any professional situation. In addition, the social work degree attracts a diversity of students, many with specific learning needs (Morris et al, 2013) and Simmons and Hicks (2006) argue that creative approaches to education can engage and empower students who learn in different ways.

Other notable features of the new degree include a module with a clear and specific focus on Safeguarding, a Wales context module, an ICT module developed specifically for the Social Work programme (KS4, KS10), a clearer emphasis on evidence-based practice (KS5, KS6) and on partnership working, with clear links between modules having been formed with the Glyndŵr Occupational Therapy programme (KS2).

Whilst there has always been a strong history of the Glyndŵr University Social Work graduate finding employment, the aim of this development is to try to ensure that the transition is as smooth as possible (KS3, KS7, KS8, KS9).

Care Council for Wales (2005) *Standards for Including Service Users and Carers in the Degree in Social Work*, Cardiff: SCW/CCW.

Lucas, B. and Greany, T. (2000) *Schools in the Learning Age*. London: Campaign for Learning.

Morris, G., Prankard, S. and Lefroy, L. (2013) Animating experience: Bringing student learning to life through animation and service user and carer experience, *Journal of Practice Teaching and Learning*, 12(1), pp.17-28.

Reid, G (2005) *Learning Styles and Inclusion*. London: PCP.

Simons, H. and Hicks, J. (2006) Opening doors: Using creative arts in learning and teaching, *Arts & Humanities in Higher Education*, 5(1), pp.77-90

Siporin, M. (2009) *Artistry in Social work*, New York: Universe.

Sternberg, R. J., & Lubart, T. I. (1995) *Defying the crowd: Cultivating creativity in a culture of conformity*, New York: Free Press.

Thompson, N. (2005) *Understanding Social Work*, Basingstoke: Palgrave Macmillan.

Walton, P. (2012) Beyond Talk and Text: An Expressive Visual Arts Method for Social Work Education, *Social Work Education: The International Journal*, 31(6), pp. 724-741.

21 Work based/placement learning statement

The chart outlining the relationship between Modules and the National Occupational Standards for Social Work in Wales, and between Programme Learning Outcomes and the QAA Benchmark Statements for Social Work demonstrate that all modules at all three levels can be regarded as work-related.

However, there are three specific practice learning opportunities during the degree which are captured in zero credit (pass / fail) modules – please see these for the intended learning outcomes of Practice Learning Opportunities (PLO).

The duration of placements is as follows:

1. 20 days in year 1
2. 80 days in year 2
3. 100 days in year 3

Offers of Practice Learning Opportunities

Practice Learning Opportunities are organised through local authority partners in Wrexham, Flintshire and Denbighshire. At the beginning of each academic year, students complete a Placement Information Form which enables the Practice Learning Coordinator in the Local Authority that is acting as their “host” to identify a PLO that best meets their learning needs. Should the student feel the PLO offered does not meet their learning needs there may be limited scope to offer an alternative opportunity.

Students should in this case have an early discussion with the relevant Practice Learning Coordinator so that possible options can be explored.

Each Practice Learning Opportunity begins with a Practice Learning Opportunity Agreement (PLOA) which comes out of a meeting between:

- The student
- On-site supervisor based at the PLO (if applicable)
- Practice Educator (students are assessed in each period of practice learning by a registered and experienced social worker who is, or is training to be, a qualified practice educator)
- Personal tutor.

The PLOA sets out the details of the PLO, what the student can expect in terms of learning opportunities, etc. The systems of support for the student are discussed and recorded, including the Resolutions process which is described below.

Mid-placement, there is a Review meeting at which aims are checked against outcomes. In year one, this takes place between student and Practice Educator, in years 2 and 3, between all those involved in the PLOA.

PLOs increase in complexity over the 3 levels, in the sense that the expectations of what students must demonstrate in terms of competence increase. The expectations are measured against the National Occupational Standards for Social Work in Wales (SCW, 2012). The module chart above demonstrates how the PLOs match the overall learning outcomes for the programme – the rationale for this being that at each level, students will embed and extend learning about the skills, knowledge and understanding taught at university.

Assessment of Practice Learning Opportunities and Resolution Meetings

Assessment of PLOs at each Level is undertaken by means of the student completing a non-credit rated Portfolio with the Practice Educator (PE) making a pass/fail recommendation in a final Report. The content of the portfolio is determined by guidance given by SCW.

As there may be a range of different circumstances that can affect the successful completion and outcome of the PLO, the Degree Partnership uses a process of Resolution Meetings as a way of addressing these issues. The key aim of these meetings is to intervene early to resolve circumstances that may compromise the PLO, rather than wait for the Mid-Point Review or the summative assessment of the Practice Educator's Final Report. Resolutions meetings can be requested by student, on-site supervisor, practice educator or personal tutor. They are chaired by a Training Officer from a partner local authority, who is responsible for chairing and making a record of the meeting's outcomes.

For the most part, Resolution Meetings lead to an agreed action plan (see Resolution Meetings Process for details of documentation used) which enables the PLO to

continue. However, in certain circumstances, it may be necessary to make a recommendation that the PLO comes to an end. This can be due to;

- a) A change in the personal circumstances (e.g. ill health, caring responsibilities) of the student which means they are unable to take advantage of the learning opportunities available.
- b) A breakdown in relationships or operational considerations on the PLO which may raise concerns about the student receiving a fair assessment.
- c) The student not being able to meet the requirements of the SCW Code of Professional Practice.
- d) The student not being able to provide sufficient evidence across the duration of the PLO of meeting the SCW National Occupational Standards for Social Work.

Should a recommendation be made at a Resolution Meeting that the PLO should be brought to early conclusion a report should be sent by the Training Officer for consideration by the Practice Assessment Panel (PAP).

Practice Assessment Panel (PAP)

The Practice Assessment Panel is an independently chaired group that is facilitated by the University with a membership that consists of representatives from

- Local authorities who provide the PLOs for the Degree Partnership
- Individuals who receive social care or social work services
- The University and when appropriate External Examiners.

The aims of PAP are to

- moderate and confirm on behalf of the Exam Board the results of the PLO modules
- Quality Assure the practice assessment process and make recommendations for development of practice learning to the Partnership via the Programme Management Board.

PAP and Resolution Meetings

PAP will meet regularly during the Academic Year. If necessary PAP can meet “virtually” either via exchange of emails or other agreed electronic means.

Should a Resolution Meeting indicate that a placement needs to be brought to a close before its scheduled end date, PAP will consider the following potential outcomes:

1. The circumstances described in the records of the Resolution Meeting justify an offer to complete the remaining days of the PLO in another setting in the same academic year. If this is the case, are any reasonable adjustments required to ensure the student is not disadvantaged?
2. The circumstances described in the records of the Resolution Meeting justify a recommendation that the PLO be resumed in the following academic year with either a ‘defer’ or ‘refer’ be made to the Exam Board.
3. The circumstances described in the records of the Resolution Meeting justify a recommendation to the Exam Board that the placement is a Refer and that the University Suitability Process be commenced. PAP may make a recommendation that breaches of the SCW Code of Professional Practice indicate that the Suitability Process commences at Stage Two or later.

PAP will use the record of the Resolution Meeting, evidence from the student's portfolio and information from any relevant interested parties as part of the process to determine 1-3 above and provide a summary of the justifications for its decision to the participants in the Resolution meeting.

PAP and Portfolio Assessment

At the end of the PLO, the student will submit their PLO Portfolio to the University. As part of the PAP Quality Assurance process the portfolio is then considered by a "Reader". A Reader is an experienced Practice Educator and Registered Social Worker who has provided Final Reports for a minimum of two PLOs of durations of 80 days or more within the past five years. Readers cannot consider a portfolio from a student placed in the agency/local authority that employs them or if there appears to be a conflict of interest.

The Reader's responsibilities are to identify whether

- a) the portfolio is complete and meets the confidentiality and anonymity requirements of the Programme.
- b) Sufficient evidence is provided in relation to the specific legislative context and social policy aims of Wales Government as it relates to individuals being assessed for or receiving services.
- c) The requirements of SCW in relation to National Occupational Standards, Code of Professional Practice (and any other elements of the Rules for Social Work) are fully evidenced in the portfolio.
- d) The Practice Educator's PASS/FAIL decision is fair, based on the evidence provided within the Portfolio.

The Reader then provides written evaluative feedback to both the student and Practice Educator on:

- 1) Elements of the portfolio that are incomplete
- 2) The quality of evidence provided by the student in the portfolio in relation to SCW National Occupational Standards and Code of Professional Practice
- 3) An evaluation of the information provided by the Practice Educator in relation to the assessment of the student.
- 4) If any evidence in the Portfolio requires further clarification before it can be assessed and a recommendation on how achieve this.
- 5) Confirmation, or otherwise, of the Practice Educator's PASS/FAIL decision for the PLO.
- 6)

The University collates all of the Reader's Evaluative Feedback and presents it to the PAP. As part of a fixed agenda for the PAP meeting the University presents for each student a summary of the Reader's Comments with the aim of;

- confirming the decision of the Practice Educator and Reader that the portfolio should be recommended as a PASS to the Exam Board.
- If the Reader has recommended that further clarification of evidence in the portfolio is required before a PASS decision can be recommended, then PAP will confirm what evidence is required and the timescale for it to be completed

and returned by the student to the University. This will usually be no later than ten (10) working days. This 'clarification of evidence' process does not constitute the student's First Attempt at the Module and is designed to provide a process of moderation across the wide range of PLOs and Practice Educator experience level.

- For portfolios where a Fail recommendation by the Practice Educator has been confirmed by the Reader, a recommendation will be made to the Exam Board of a Refer for the Module and/or consideration of whether the University's Suitability Processes should be activated.

For portfolios that have been returned where issues needing further clarification have been addressed, PAP would need to consider whether the portfolio:

- Now meets the required standard and can be recommended to the Exam Board as a PASS.
- Does not meet the required standard and should be recommended as a REFER and/or consideration of whether the University's Suitability Processes should be activated.

It may not be possible, due to timescales, for a second attempt at a PLO module to be made in the same academic year so a student may need to undertake this as part of a repeat year.

The Glyndwr University Suitability Process

Issues of suitability are to be managed within the context of Glyndwr University's *Suitability for Practice Procedures*. When a Resolution Meeting has concluded that there is a need to refer to and request the invocation of these procedures, a nominated member of the Programme Team will take responsibility for liaising with the Deputy Vice Chancellor or their nominee **before** informing SCW that such a referral to the procedure has been made and an investigation begun. This referral to SCW shall be explicitly conveyed to the student. The nominated member of programme team will be responsible for updating and appraising SCW of the progress of any outcomes consistent with the University Procedure.

The Suitability Process can be found here: [link to policy to be included when finalised](#)

Complaints and Appeals

Although the Resolution Meeting Process has been designed to ensure that all parties are given opportunities to discuss issues that arise during the PLO and to participate in the Action Plans that result, students can also access the University Complaints Process at any time, and appeal Exam Board decisions within specified time limits.

Training and Support

The partnership is responsible for ensuring that Practice Educators and On Site Supervisors receive sufficient support and training opportunities to keep their knowledge and skills up-to-date with regard to their roles. The University contributes to this through the organisation of a number of 'in-house' Practice Learning Opportunity Support days bringing together Practice Educators, On Site Supervisor, Students and Academic staff. In addition, Practice Educators and On Site supervisors are invited to attend a range of open lectures provided within the University and bespoke training sessions organised by the Local Authority.

22 Welsh medium provision

The programmes will be delivered through the medium of English but particular attention is given to the place of Welsh language and culture in recruitment, selection, curriculum content and assessment with students having the following opportunities:

1. Written and oral assignments may be submitted and assessed in Welsh
2. Personal tutoring is made available in Welsh where possible
3. Welsh medium practice learning opportunities will be made available where possible
4. Selection interviews will be available in Welsh
5. Core teaching in Welsh is being developed
6. A module, level 5, is dedicated to social work in the Wales context and will include considerations of language
7. The number of Welsh-speaking students is monitored
8. The programme has a Welsh Action Plan which is regularly updated
9. Welsh language resources, in addition to those held at Glyndŵr University are available from the Bangor university library through the inter-library loan scheme
10. The Skills module at level 5 provides an opportunity for students to access the MOOC – Social Work, Language Awareness (Coleg Cymraeg Cenedlaethol). This is free of charge to students.

23 Assessment strategy

The assessment strategy is in line with the university's framework and QAA standards. The programme's assessment tasks are designed to promote, develop and test cognitive skills, self-evaluation/appraisal, and to enhance students' abilities to conceptualise, compare and analyse issues in a variety of contexts of practice. The key themes throughout all three levels of this programme are assessments that encourage critical and reflective analysis. Each 20 credit module adopts assessment tasks equivalent to 3-4,000 words.

As a professional course with a strong emphasis on student in-class participation, student attendance is particularly important and so one module per level includes an element of assessed attendance: Entering the Profession at level 4, Exploring Social Work Skills at level 5 and The Creative Practitioner at level 6.

Assessment Criteria

The relevant SCW regulations with regards to assessment (Framework 2019/2020) are as follows:

The institution must, in the assessment of students, meet the following requirements:

7. Learning and assessment criteria

7.1. This section of the supplement relates to both paragraph 5 and 6 of the schedule to the rules and is a key element of ensuring all social work students successfully

- completing the social work degree in Wales have demonstrated they meet the minimum requirements of competence as described in the Rules.
- 7.2. Each programme will need to demonstrate to Social Care Wales how it has incorporated the overall supplementary guidance into its degree and Social Care Wales will consider the arrangements for the learning and assessment of students as part of its quality assurance of social work degree programmes.
 - 7.3. As a vocational and academic degree leading to a professional qualification there can be no artificial division between the development of knowledge and skills; one must inform the other. This guidance on learning and assessment therefore provides a structure for standardising the learning outcomes as learners progress through the social work degree, and upon which programmes can base their curriculum for academic and practice development.
 - 7.4. As the social work degree is an integrated academic and professional award leading to professional regulation, in order to pass the degree, students must:
 - pass all assessed components of academic work
 - successfully complete each academic level of learning before proceeding to the next
 - successfully complete each practice learning element of the programme before proceeding to the next
 - pass at least 200 days of assessed practice learning
 - provide evidence of competence against the six Key Roles of Social Work and the twenty National Occupational Standards NOS for Social Work 2012
 - demonstrate a growing understanding, analysis and application of the Code of Professional Practice for Social Care
 - demonstrate they are able to use ICT methods and techniques to support their learning and practice as defined by the relevant QAA Subject Benchmark Statement for Social Work (See Appendix 2).
 - 7.5. Except where agreed by Social Care Wales, students must have a period of practice learning in each year of study whilst on the programme.
 - 7.6. Students will need to demonstrate their development over the course of the social work degree towards the 6 key roles and the 20 NOS. Appendix 1 sets out the broad structure for the social work qualifying programme and the stages of development expected of social work students. Individual programmes will develop their detailed arrangements for learning and assessment as part of their application for approval.
 - 7.7. This structure draws from the Code of Professional Practice for Social Care, the National Occupational Standards for Social Work and the Quality Assurance Agency Benchmark Statements for Social Work. Each of the 20 NOS has associated Performance Criteria which provide an explanation of what is meant by the standard and therefore are indicators of competence. Whilst Performance Criteria do not need to be evidenced individually they should be used to inform judgements about competence against the standard.
 - 7.8. All forms of teaching, learning and assessment, whether college or agency based, must integrate theory and practice. Overall assessment methods will be developed by the programme but can, for instance, draw upon:
 - direct observation of practice;
 - reflective accounts, diaries or logs
 - assignments
 - significant incident analyses
 - presentations
 - other practice or agency-based products
 - examinations
 - online tests

- 7.9. Practice education in each period of practice learning must be assessed by a registered and experienced social worker who is, or is training to be, a qualified practice educator.
- 7.10. Programmes need a system for ensuring the quality of practice education. Although appointed by local authorities, practice educators make judgments and recommendations upon which exam boards make decisions regarding awards. Programme partnerships will therefore need to be satisfied that the practice of the practice educator is of suitable standard. Universities, as the awarding body, must ensure a system is in place to monitor and ensure the quality of practice education. Programmes may consider the Practice Assessment Panel is the most appropriate body to hold this responsibility.
- 7.11. Where the designated practice educator is not also providing on-site, day to day management of the student, the person who holds that responsibility must be provided with appropriate and timely preparation for the role. The nature of this preparation is for programme partners to agree but must ensure, as a minimum, the person is familiar with the requirements of the programme, their role and responsibilities and how their involvement contributes to the student's development.
- 7.12. Paragraph 5 (2)(d) of the Schedule to the Rules stipulates all students must undertake one practice learning opportunity of not less than 80 days in a Local Social Services Authority, which must include experience of statutory social services' functions, including safeguarding. The use and delivery of statutory processes is a clear learning need for all social work students. Approved programmes must therefore ensure all students gain experience of working within a statutory framework delivered through a local authority PLO. Whilst other agencies may carry out statutory functions the local authority experience is considered essential in order to help develop:
- Experience of working within a statutory framework and the use and delivery of statutory processes and functions
 - Greater resilience through exposure to the range of responsibilities specific to local authority work
 - Increased employability resulting from local authority experience.

Assessment schedule

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
SWK405 Learning Together – Completing the Circle1	Project – 50% Poster Presentation - 50%	1,500 words 1,500 words equivalent	Week 25 Week 37
SWK406 The Life Course Perspective – Individuals in Context 1	Case Study – 100%	3,000 words	Week 31
SWK401 Entering the Profession – Developing Practitioner 1	Learning Logs / Journals – 50% Group Project – 50% Attendance – pass/fail	1,500 words 1,500 words equivalent	Week 46 Week 34
SWK403	Coursework – 50% In-class test 30%	n/a 2 hours	Continuous assessment Week 42

Applied ICT for Social Work – Informational Analysis 1	Multiple choice questions – 20%	1 hour	
SWK402 Foundational Social Work Skills – Skills for Practice 1	Coursework – 60% Practical – 40%	2,000 words 1,000 words equivalent	Week 32 Week 19
SWK404 Introduction to Social Policy and Poverty – Frameworks 1	Written Assignment – 50% Written Assignment – 50%	1,500 words 1,500 words	Week 21 Week 46
SWK407 Practice Learning Opportunity – 20 days	Portfolio – 100%	4,000 words equivalent	Week 44
Level 5			
SWK501 Conflicts and Dilemmas – Completing the Circle 2	Presentation – 30% Essay – 70%	1,000 words equivalent 2,000 words	Week 16 Week 44
SWK505 Social Work in Wales – Individuals in Context 2	Report – 65% Reflective Practice – 35%	2,000 words 1,000 words	Week 17 Week 42
SWK503 Interpersonal Dispositions – Developing Practitioner 2	Reflective Practice – 100% Attendance – pass/fail	2,000 words + 10 min role play	Week 46
SWK506 Research for Social Work Practice – Informational Analysis 2	Essay – 70% Research Proposal – 30%	2,000 words 1,000 words	Week 14 Week 47
SWK504 Exploring Social Work Skills – Skills for Practice 2	Report – 60% Practical – 40%	2,000 words 1,000 words equivalent	Week 17 Week 40
SWK502 Law and Social Work – Frameworks 2	Case Study – 60% Poster Presentation – 40%	2,000 words 1,000 words equivalent	Week 17 Week 35
SWK507 Practice Learning Opportunity – 80 Days	Portfolio - 100%	4,000 words equivalent	Week 35/36
Level 6			
SWK604 The Creative Practitioner – Completing the Circle 3	Coursework – 1000% Attendance – pass / fail	3,000 words	Week 26
SWK603 Responsible and Accountable Practice – Developing Practitioner 3	Literature review – 100%	3,000 words	Week 17
SWK602	Dissertation – 100%	7,000 words	Week 40

Dissertation – Informational Analysis 3			
SWK601 Integrating Social Work Skills – Skills for Practice 3	Coursework – 80% Practical – 20%	2,500 words 1,000 words equivalent	Week 26 Week 26
SWK605 Safeguarding in Context – Framework 3	Essay – 40% Reflective Practice – 60%	1,500 words 2,000 words	Week 20 Week 48/49
SWK606 Practice Learning Opportunity – 100 days	Portfolio – 100%	4,000 words equivalent	Week 48 / 49

24 Assessment regulations

Regulations for Bachelor Degrees, Diplomas and Certificates.

Derogations

- Two attempts only at each assessment for all modules
- All elements must be passed at 40% or above.
- No module may be trailed.

Non-credit bearing assessment

The three Practice Learning Opportunity Modules are Pass / Fail. The reasons for this are to:

1. Avoid the need for the portfolio become an academically assessed piece of work.
2. To ensure that the Social Welfare pathway can be taken by students who choose this exit award strategy.

Borderline classifications (for undergraduate programmes only)

Borderline classifications will be determined in line with University Regulations with the Dissertation module at level 6 being regarded as the 'substantial module'.

25 Programme Management

Programme leader

Liz Lefroy

Programme team

Dr Vivienne Dacre

Dr Dawn Jones

Liz Lefroy

Dr Wulf Livingston

Julie Mayers

David Nulty

Nick Hoose

Jonquil Ifans

Quality management

There are regular team meetings in which lecturers discuss the details of programme management, such as issues which individual students may be experiencing, and share best practice ideas. This level of attention to detail ensures a fast and shared response to any potential problems.

The BA (Hons) Social Work: Qualified Status is managed by the Programme Management Board which is made up from the team of lecturers, representatives from the three local authority partners, a student representative and representatives from the Outside In focus group of people who use services and their carers. The Board meets at least four times per year to discuss the broad aspects running of the programme and to ensure that partnership arrangements, particularly in terms of student placements and the conversations between academic and practice teaching, are maintained and nurtured.

The University's Annual Monitoring Review (AMR) system ensures that the programme undergoes an internal inspection each year. The review collates information from a variety of sources including students (module feedback, the National Student Survey, Student Voice Forum meetings); external examiners (External Examiner Reports); and Social Care Wales' (PRSB) annual report resulting from their own Annual Monitoring process. The SCW AMR is conducted in person annually, and constitutes an external inspection of evidence to demonstrate that the programme continues to comply with the conditions of the *Framework for the Degree in Social Work in Wales*. The University's AMRs are reviewed and considered via Associate Deans, Faculty Board, Academic Programmes Sub-Committee with final comments being considered by the Learning and Teaching Quality Committee. The report monitors student enrolments, progression, results, feedback from students, internal and external partners, and level of awards amongst other considerations giving an overall view of the health of the programme. An action plan is also created which is reviewed throughout the academic year.

Research and scholarship activity

Three members of the teaching team, Dr Vivienne Dacre, Dr Dawn Jones and Dr Wulf Livingston have doctorates, Areas of research interest amongst the teaching team include:

Participation of people who use services in social work education; social work education and the arts; the relationship between social work and alcohol/other drugs, professional knowledge frameworks, recovery and participatory action orientated inquiries; understanding and responding to the challenges of competence based learning in the digital age; assessment and analysis processes by practitioners working with both adults and children who are neglected, and exploring the importance of the integration of the different perspectives of both strengths-based and outcome -focused working over the life course; how residential child care workers cope when they manage incidents of self-harm; social class and inequality, and the politics of 'risk'.

The social work teaching team is research active – a list of publications from the most recent AMR 2018-19 demonstrates this:

Dacre, V. (2019), Recovering from Childhood Trauma. In Thompson, N., Cox. G. R. (eds.) *'Promoting resilience: Adversity, vulnerability, and loss'*. London: Routledge.

Lefroy, L. (2018) "Poetry and Social Work", *Writing in Education, Summer 2018*, NAWÉ

Lefroy, L. (2020) "Skills for Team Working" in Ghisoni, M. and Murphy, P. (eds) *Study Skills for Nursing, Health and Social Care*, Cheltenham, Lantern Publishing Limited

Livingston, W (2019) Working with adults who use alcohol and other drugs. Research. Community Care Inform [online] <https://adults.ccinform.co.uk/research/working-adults-use-alcohol-drugs/>[Updated 09-06-2019, first published 26/08/14].

Livingston, W (2019) Anarchy in the UK: Is Wales ahead of England with Alcohol Policy? Alcohol Change UK Annual Conference June 19th London.

Livingston (2019) Naar. S and Safren, A. S- Motivational Interviewing and CBT; Combining Strategies for Maximum Effectiveness. *Journal of Social Work* 19(3) 418-19.

Livingston (2019) Mckinnon J and Alston M – Ecological Social Work. *Journal of Social Work* 19(2) 299-300.

Livingston, W. Madoc-Jones, I and Perkins, A (2019) The potential of Contribution Analysis to alcohol and other drug policy strategy evaluation: an applied example from Wales – Drugs, Education, Prevention and Policy (Published on line 30-07-2019) <https://www.tandfonline.com/eprint/GGYSSQWHHUPYIHBSCXFP/full?target=10.1080/09687637.2019.1645093>

Livingston, W., & Thompson, N. (2019). Promoting Well-Being: Crisis, Loss, and Alcohol. *Illness, Crisis & Loss*, 27(2), 87–100.

Livingston, W and Thompson N (2019) Critical explorations of marginalized grief Illness, *Crisis and Loss* 27(1): 3-5.

Livingston (2018) Bryant L (eds) *Critical and Creative Research Methodologies in Social Work*. *Journal of Social Work* 18(6) 753-754.

Perkins, A., Livingston, W., Gardiner, K., Turton, P and Turnbull, J (2018) North Wales Open Access Tier 2 Substance Misuse review report prepared for North Wales Area Planning Board Rees, J.; de Villiers, T.; Livingston, W.; Maegusuku-Hewett, T and Prysor, G. (2018) A new distance learning national framework for social work continuing education: critical reflections on the first phases of implementation, *Social Work Education*, 37(6): 761-774.

26 Learning support

Institutional level support for students

The University has a range of departments that offer the support for students as:

- Library & IT Resources
- Inclusion Services
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndŵr Students' Union

Faculty support for students

Each student will be allocated a personal tutor who will have responsibility for overseeing the student's development and progress over the course of the degree. Personal tutors have responsibilities outlined by Glyndŵr University as follows:

- To develop and maintain a safe, confidential and supportive relationship with their personal students
- To provide advice, support and guidance to personal tutors on matters related to academic work, progress and personal development
- To act as the first point of contact for their personal students and to provide personal, regular contact for the student throughout the academic year
- To represent the student to the University, and the University for the personal student
- To maintain effective communication with other support services on behalf of personal students
- To have oversight of each personal student's personal and academic progress and engagement throughout their studies at Glyndŵr University.

Programme specific support for students

The BA (Hons) Social Work: Qualified Status has a strong tradition of offering support to students based on individual needs. The support for social work students is the same as for other university students and is outlined in the paragraphs above. As a vocational degree, however, there are three features of the support available worth highlighting: firstly that the personal tutor role is particularly strong, secondly the role of Outside In in providing support to students' learning, and thirdly, students have access to professional development support through our local authority partners and the training officers who form detailed opinions about students' learning needs and aspirations which inform placement choices. These aspects are explored and described above and in the module specifications.

Additionally, the relationship between student and lecturer is informed by the underlying principles of the Code of Professional Practice for Social Care Workers.

27 Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equal Opportunities Policy (<http://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/Governance/TheFile,64499,en.pdf>), ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.

The pursuit of equal opportunities in all aspects of the programme is a central tenet to which all of the partners are fully committed.

The PMB recognises that discrimination and inequality arising from disability, race, ethnic origin, cultural background, class, religion, creed, language, poverty, age, gender and sexual orientation are regrettably commonplace in British society. This programme will actively seek to combat attitudes, ideas and practices, which contribute to injustice and disadvantage.

This commitment to provide equality of opportunity will inform every aspect of the programme from its management to recruitment and selection and curriculum content, assessment and practice learning opportunities.

The monitoring of equal opportunities in all aspects of the programme will be a foremost priority managed by the programme team and the PMB.

All relevant programme literature will highlight the importance of this statement and participants will be expected to demonstrate an active commitment to it. All those concerned with admissions, recruitment and selection will be made aware of the potential needs of students and of strategies to provide for these needs, and the partnership will undertake to continue to support and develop staff training opportunities with regard to equal opportunities.

The programme will establish and develop the basis for an anti-discriminatory practice by ensuring that all students:

- develop an awareness of the inter-relationship of the processes of structural oppression, race, class and gender;
- understand and counteract the impact of stigma and discrimination on grounds of poverty, age, disability and sectarianism;
- demonstrate an awareness of both individual and institutional racism and ways to combat both through anti-racist practice;
- develop an understanding of gender issues and demonstrate anti-sexism in social work practice;
- recognise the need for and seek to promote policies and practices which are non-discriminatory and anti-oppressive;
- have knowledge and awareness of the cultural and linguistic factors which affect service users' and carers' needs, individually and in relation to social, community and family structures;
- receive practice teaching which is committed to ethnically sensitive practice and prepares students to combat institutional oppression;

All participants in the programme will be made aware that any form of discriminatory behaviour will not be accepted or condoned by the programme providers.

Equality of opportunity also applies to student life at Glyndŵr University, as well as the curriculum and course philosophy. Students will be treated fairly and with respect at all times. Racial, sexual or other forms of discrimination or harassment will not be tolerated. Students who feel that they are being discriminated against should raise the issue with their personal tutor or any member of the staff team. Alternatively, the Students' Guild, the student counsellor or one of the student representatives may be called upon for advice or support. No student should feel that he or she has to tolerate unfair or oppressive treatment.

The Social Work programme specifically offers the following:

- A Placement Learning Opportunity matching process which takes accounts of students' preferences to practice in Welsh / English, caring responsibilities, ability to drive / car ownership, health issues, disabilities, previous experience, involvement with social services, etc.
- As with all programmes within Glyndŵr University where a student requires additional support with learning for reasons of impairment or disability, provision will be made.
- See section about Entry Requirements for information about students applying with convictions.

The Programme follows SCW's 'Best Practice Guidance in Supporting Black, Minority Ethnic (BME) Students on Social Work Degree Programmes in Wales'.