

De Montfort University

Course Template

1. Basic information

- Course Name: Social Work
- Course Code: PA011A
- Level (UG, PG): Undergraduate
- Academic Period: 2015
- Faculty: HLS - Faculty of Health & Life Sciences
- Department: School of Applied Social Sciences
- PMB APSS
- Offered at: DM - DMU Leicester
- Type (single, joint.): SI
- Highest Award : BA/BSc (Honours)
- All possible exit awards : Bachelor of Arts; Bachelor of Arts (Honours); Certificate of Higher Education; Diploma of Higher Education; Institutional Undergraduate Credit
- Award notes : CERTHE = 120 credits
Diploma = 240 credits
Degree = 360 credits

Professional Body Recognition

- Accreditation by Professional/Statutory body:

Yes

- Exemption by Professional/Statutory body:

No

- Details

HCP- Health and Care Professions Council
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- Modes of attendance: Main MOA: Full-Time
Other MOA: Part-Time
- Mode Notes:
- Course leader: Steve Edkins

2. Entry Requirements and Profile

<p>UCAS Points Minimum of 300 points</p> <p>GCSEs 5 GCSEs at grade C or above including Maths and English. Plus one of the following: Alevels Normally with at least 200 points from 2 A levels with a specified subject at grade B or above BTEC BTEC National Diploma - BTEC with Distinction/Distinction/Merit (320) BTEC National Certificate - only in combination with other accepted qualifications BTEC National Award - only in combination with other accepted qualifications BTEC Extended Diploma (3 A2s) - BTEC with Distinction/Distinction/Merit (320) BTEC Diploma (2 A2s) - only in combination with other accepted qualifications BTEC 90 credit Diploma - only in combination with other accepted qualifications BTEC Subsidiary Diploma (1 A2) - only in combination with other accepted qualifications BTEC certificate (1 A1) - only in combination with other accepted qualifications Access Course Pass. English and Maths GCSE equivalency required, 12 level 2 credits in each subject. Interview:</p>
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Applicants will have an individual interview and a group interview. Student will produce a short written piece of work (2 sides of typed A4) on an allocated topic. Demonstration of emotional resilience through an individual interview.

Work Experience:

Yes - 450 hours PT or 3 months FT voluntary or work-based experience in a social work or social care setting involving direct work with service users or carers, prior to the start of the course and where a reference can be provided. This must involve direct work with service users or carers during the last 5 years. This is other than placements-based experience obtained during a college training programme.

International Baccalaureate: 30+

You must complete a declaration form and enhanced CRB disclosure application form before starting the course, which needs to be cleared in accordance with DMU's admissions policy. Contact us for up-to-date information.

Three months or 450 hours experience in a social work or social care setting involving direct work with service users or carers and where a reference can be provided. (This cannot include observational placements gained during college courses).

International Students:

If English is not your first language, we require an English language level of IELTS 7.0 or equivalent.

3. Course Description

Characteristics and Aims

This is a generic course, leading to qualification as a social worker, ability to work in any sector and with any service user group and eligibility to join the HCPC register of social workers. The course is designed to meet the HCPC Standards of Proficiency for social workers and is endorsed by the College of Social Work as meeting the social work Professional Capability Framework. The first year of the course is university based, with students completing four modules, designed to prepare them with the knowledge, skills and values required for their first practice placement at the beginning of year two. Years two and three contain both academic and practice based modules. There are two practice placements; 70 days in year two and 100 days in year three. In addition, there are 30 days of skills development throughout the course, providing opportunities to develop and practice core social work skills such as communication, assessment and interviewing. The course structure aims to facilitate the integration of theory and practice and develop student understanding of how theory and research informs social work skills and intervention. Social work is a challenging and complex profession and the course is similarly demanding and requires a high level of motivation, engagement with independent study and research and commitment to effective engagement in the learning process.

Overarching course aims are to:

1. Equip students with the knowledge, skills and values required to demonstrate achievement of the HCPC Standards of Proficiency for Social Workers in England; the threshold standards to enter the register of social workers and thus be legally entitled to practice as a social worker.
2. Ensure that all students completing the degree will have demonstrated evidence of their capabilities across all nine domains of the College of Social Work Professional Capabilities Framework at qualifying level. In doing so, graduates will be equipped to commence their Assessed and Supported Year in Employment, as newly qualified social workers.
3. Enable students to develop into critically reflective, analytical and evidence based professional practitioners; committed to their own continuing professional development and to enhancing the quality and reputation of the social work profession.
4. Produce graduates who will make a difference to the lives of service users and carers and enhance the public image of social work.

5. Be responsive to employer and service user and carer feedback and to evolve in response to changing legal, policy and practice contexts of social work. In this respect, the programme aims to maintain a curriculum that is fit for purpose and responsive to contemporary local, national and international requirements.

Teaching, Learning and Assessment Strategies

Teaching, learning and assessment strategies enable students to experience a diverse range of methods that enable their development as undergraduate students leading to qualified social worker status. Assessment forms a fundamental part of the learning process and is not simply the means by which credit for the module is gained. The curriculum is based around the notion that 'assessment is for learning' rather than 'learning for assessment'. Teaching, learning and assessment strategies are aligned with the professional learning requirements as specified by the HCPC and the College of Social Work. The application in practice of key knowledge, skills and values underpins every aspect of the course. A key aim of the teaching and learning strategy is to promote the development of students' skills as independent learners and critically reflective professional practitioners. Development of core employability skills is embedded into the taught curriculum, both in preparation for and building upon learning from the practice curriculum. Personal and professional development planning is embedded across all modules and students will be introduced to the requirements within the programme induction. Students will maintain a PDP Portfolio that incorporates learning from all academic and practice based modules and will produce an annual learning and development action plan. This will culminate in an assessment for a final year module, in preparation for their progression to the Assessed and Supported Year in Employment as newly qualified social workers.

Teaching and learning methods include; lectures, group work, problem based learning, skills development activities, library based exercises, workshops, seminars and independent research. A diverse range of assessment methods are utilised; including essays, placement portfolios, presentations, exam, case studies.

4. Outcomes

Generic outcome headings	What a student should know and be able to do upon completion of the course
<ul style="list-style-type: none"> Knowledge & understanding 	1) Meet the Standards of proficiency - Social workers in England required for entry to the HCPC register of social workers 2) Critically analyse the role of a range of social science theories to inform social work practice 3) Critically evaluate the impact of inequalities and disadvantage on the physical, emotional, psychological and social development and wellbeing of service users and carers and the implications for social work assessment, planning and intervention 4) Understand and develop strategies to respond to the pressures, uncertainties and complexities of the social work role; demonstrating resilience, emotional intelligence and effective use of supervision to ensure safe practice for service users, colleagues and self
<ul style="list-style-type: none"> Cognitive skills 	1) Evidence their abilities as critically reflective and analytical professional practitioners 2) Critically evaluate the impact of

	<p>inequalities and disadvantage on the physical, emotional, psychological and social development and wellbeing of service users and carers and the implications for social work assessment, planning and intervention</p> <p>3) Demonstrate skills in critical reasoning to ensure that judgements and decision-making are informed by research and evidence of best practice</p>
<ul style="list-style-type: none"> Subject specific skills 	<p>1) Meet the Standards of proficiency - Social workers in England required for entry to the HCPC register of social workers</p> <p>2) Critically evaluate their own continuing learning and development needs in readiness for commencing the Assessed and Supported Year in Employment</p> <p>3) Demonstrate their capabilities in respect of all nine capability statements of the Professional Capability Framework at qualifying level</p> <p>4) Evidence that all aspects of their personal, academic and professional conduct are commensurate with the HCPC Standards of conduct, performance and ethics</p> <p>5) Understand and utilise a range of data gathering and research methods to apply an evidence-based approach to their practice</p> <p>6) Understand and develop strategies to respond to the pressures, uncertainties and complexities of the social work role; demonstrating resilience, emotional intelligence and effective use of supervision to ensure safe practice for service users, colleagues and self</p>
<ul style="list-style-type: none"> Key Skills 	<p>1) Demonstrate their capabilities in respect of all nine capability statements of the Professional Capability Framework at qualifying level</p> <p>2) Evidence their abilities as critically reflective and analytical professional practitioners</p> <p>3) Understand and utilise a range of data gathering and research methods to apply an evidence-based approach to their practice</p> <p>4) Understand and develop strategies to respond to the pressures, uncertainties and complexities of the social work role; demonstrating resilience, emotional intelligence and effective use of supervision to ensure safe practice for service users, colleagues and self</p>

5. Structure and Regulations

Relationship Details

<u>Module</u>	<u>Credits</u>	<u>Level</u>	<u>Take/Pass</u>		<u>Semester</u>	<u>Locations</u>
ASCS1120	30.00	1	Both	Y	DM	
ASCS1121	30.00	1	Both	Y	DM	
ASCS1122	30.00	1	Both	Y	DM	
ASCS1123	30.00	1	Both	Y	DM	

ASCS2120	30.00	2	Both	1	DM	
ASCS2121	30.00	2	Both	2	DM	
ASCS2122	30.00	2	Both	2	DM	
ASCS2123	15.00	2	Both	2	DM	
ASCS2124	15.00	2	Both	2	DM	
ASCS3101	15.00	3	Both	Y	DM	
ASCS3102	30.00	3	Both	Y, SY	DM	
ASCS3103	45.00	3	Both	Y	DM	
ASCS3104	0.00	3	Must Pass		Y, X, SY	DM
ASCS3105	30.00	3	Both	Y	DM	

Structure

Structure notes

Course Specific Differences or Regulations

Numbers at sites, including partner institutions

Relevant QAA Subject Benchmarking statement(s)

6. Quality Assurance Information

QA of Workbased Learning

Quality assurance requirements for placement provision include auditing of all potential placement providers to ensure that the learning opportunities and practice educators meet university, HCPC and College of Social Work requirements. Students and practice educators complete evaluation forms at the end of each placement which are reviewed by the tutor and Practice Assessment Panel to identify areas of good practice or development needs for the practice educator or in relation to the quality of placement provision.

Liaison with Collaborative Partners

Procedures for Maintaining Standards

The course operates in accordance with all university quality assurance processes, including production of an annual Programme Enhancement Plan and has been judged by External Examiners as having robust and equitable marking and moderation processes. Students complete evaluations at the end of each module and at the end of each academic year of study. Student representatives also attend the Programme Management Board

Course Handbook Descriptor