

## Appendix 1 Programme Specification and Curriculum Map for the **BA Social Work Programme 2022/3**

In this section you will find details of all the learning outcomes for the programme, and the modules where you will achieve them.

The curriculum map was correct at the time this handbook was published but details change over time and therefore you should always refer to the latest version available on the My Study area of MyUniHub.

<b>1. Programme title</b>	BA (Hons) Social Work
<b>2. Awarding institution</b>	Middlesex University
<b>3. Teaching institution</b>	Middlesex University
<b>4. Details of accreditation by professional/statutory/regulatory body</b>	Social Work England
<b>5. Final qualification</b>	BA (Hons) Social Work
<b>6. Year of validation</b>	20-21
<b>Year of amendment</b>	
<b>7. Language of study</b>	English
<b>8. Mode of study</b>	Full-time/Blended Mode

### **9. Criteria for admission to the programme**

Details on admission to the programme can be found at:

[http://www.mdx.ac.uk/courses/undergraduate/social\\_work/social\\_work\\_ba.aspx](http://www.mdx.ac.uk/courses/undergraduate/social_work/social_work_ba.aspx)

- Minimum UCAS points threshold of 120 or equivalent applied to applicants applying with tariff bearing awards such as 'A' levels. This is equivalent to grades BBC where three A-levels are taken and should be made up from level 3 qualifications rather than non-academic qualifications.
- GSCE Grade C or above in English and Maths or certificated equivalences.
- For those entering via Access routes, we are looking for evidence in your application that you are expecting to obtain a merit in your award and in the reference from your tutor.
- The ability to use IT facilities including word processing, internet browsing and use of email.
- We also welcome applicants with a wide variety of educational experience including equivalent qualifications from international and overseas.
- Successful completion of a written test which demonstrates the applicants' ability to write clearly and coherently in the English language. We use testing instruments to

test literacy as well as the applicants' potential to develop reflective, analytical and conceptual thinking through an essay on a current social issue.

- Applicants whose first language is not English must meet communication and comprehension skills to International English Language Testing System (IELTS) with a score of 7 (with 6.5 in all elements).
- Successful performance in an individual interview which tests the applicant's communication skills, motivation and commitment, their understanding of how social work and evaluation of their life and work experiences is relevant to their training to be a social worker.
- Service users and employer partners' involvement in and moderation of admissions assessments and interviews
- An assessment of the applicant's suitability and fitness for practice through a self-declaration, appropriate references, a satisfactory check on their criminal record and background including the safeguarding register and any further information gathering as indicated via other professionals or further interview and assessment.

## **10. Aims of the programme**

The programme aims to:

- Produce professionally capable, graduate social work students who at the point of completion of their social work degree meet all of the, Social Work England Professional Standards, and the associated BASW Professional Capabilities Framework domains. Thus, enabling students to be critically reflective, confident, effective and resilient social workers who are fit for professional practice and employment in the sector.
- Equip students with the appropriate levels of knowledge, values and skills enabling them to understand and work within a professional social work context. Students will be enabled to analyse, undertake casework interventions and manage and lead the process of change necessary to achieve quality outcomes for service users/carers and to actively promote their needs.
- Promote a collaborative approach to working in partnership with the Programme's Stakeholders, including employers, students and service users and carers to ensure the efficacy and currency of the programme and that all participants work safely and accountably.
- Provide a coherent curriculum in its management, learning, teaching and assessment. Also, ensuring that it is relevant to contemporary practice and underpinned by the Benchmark Statement for Social Work (QAA, 2008-2019,

Social Work England Professional Standards (2019) the Professional Capabilities Framework (British Association of Social Worker BASW 2018) and the Qualifying Education and Training Standards (SWE 2020)

- Integrate the programme learning, teaching and assessment strategies with the key requirements for contemporary practice and utilise the knowledge, research and evidence from both theory and practice. Offering students an intellectually rewarding and stimulating three year undergraduate programme where theory, practice, skills and values are integrated throughout both academic and practice modules.
- Contribute and champion the mission of the University by working closely within its structures and processes, to ensure that student support is maximised and valued to enable students to successfully achieve their ambitions.

## 11. Programme outcomes

### A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of :

1. The diverse and complex range of disciplines contributing to social work knowledge and how these inform models of intervention used in social work.
2. Contextual sociological, psychological, political, economic and cultural perspectives and their interaction with social work interventions.
3. Expectations of what it means to be a professional and the regulatory framework determining social work behaviour and conduct.
4. The policy and legislative framework of social work including human rights, safeguarding and protection.
5. Diversity and service-user perspectives, based on research and evidence in relation to issues impacting on different groups in

### Teaching/learning methods

Students gain knowledge and understanding through:

- research-based exercises in practitioner enquiry;
- peer and individual led face to face and/or virtual classroom presentations which demonstrate synthesis and interrogation of different sources of knowledge;
- Face to face and/ or virtual practice tutorials in placement;
- debate and discussion in small and large groups and through reading and critical reflection on learning materials.

### Assessment methods

Students' knowledge and understanding is assessed by:

- research-based exercises in practitioner enquiry, particularly summatively in the final year project;
- peer and individual presentations which demonstrate synthesis and interrogation of different sources of knowledge;

<p>society and the debates in relation to the effectiveness of interventions and practice.</p> <p>6. Research mindedness and research and evidence-based methodologies.</p> <p>7. Theories about communities, professional authority and boundary-setting including how these interact with theories of co-production, participation and power imbalances in society.</p>	<ul style="list-style-type: none"> <li>• debate and discussion in small and large groups;</li> <li>• practice learning portfolios bringing knowledge and practice together;</li> <li>• analysis of case studies;</li> <li>• web-based inquiry to collect demographic information about community populations;</li> <li>• observational visits and/or virtual exploration via web-based resources.</li> </ul>
<p><b>B. Cognitive (thinking) skills</b></p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Analyse, critically reflect on, challenge and advocate in situations of diversity and inequality using research and evidence.</li> <li>2. Analyse, critically reflect on their own experiences and values and how they challenge and advocate in situations of diversity and inequality using research and evidence.</li> <li>3. Articulate and demonstrate a commitment to social work values and their own value base. Manage the dilemmas inherent in statutory work and critically reflect on power dynamics taking into account the strengths and relationships with service users.</li> <li>4. Apply multiple perspectives to areas of social work and formulate lines of enquiry and research interests.</li> </ol>	<p><b>Teaching/learning methods</b></p> <p>Students learn cognitive skills through:</p> <ul style="list-style-type: none"> <li>• reflective activities solely or in groups;</li> <li>• interrogating and debating learning materials;</li> <li>• recording and evaluating students' own development and progress through the programme via the placement and their professional development plan.</li> </ul> <p><b>Assessment methods</b></p> <p>Students' cognitive skills are assessed by:</p> <ul style="list-style-type: none"> <li>• tutor-based exercises through debates, discussion;</li> <li>• research evaluation activities and drawing out implications for practice;</li> <li>• written assignments demonstrating understanding of theories and knowledge and their application.</li> </ul>
<p><b>C. Practical skills</b></p> <p>On completion of the programme the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Complete skilled verbal communication (including interviewing, debating, verbal-</li> </ol>	<p><b>Teaching/learning methods</b></p> <p>Students learn practical skills through:</p> <ul style="list-style-type: none"> <li>• 30 days workshops in direct practice skills virtually and/or face to face;</li> <li>• practice learning placement.</li> </ul> <p><b>Assessment methods</b></p> <p>Students' practical skills are assessed by:</p>

<p>reasoning, mediation, conflict resolution, communicating with children, effective use of supervision, court-room and case presentation). Communicate effectively with a wide range of users and carers in accordance with their needs.</p> <ol style="list-style-type: none"> <li>2. Written communication (including process-recording, case-notes, case-histories, case-summaries, court reports, genograms, and eco-maps). Work within policies and procedures and undertake administrative tasks around finance, recording and writing for different audiences.</li> <li>3. Professional assessment (including observation, hypothesis setting &amp; testing, risk assessment, mental-state &amp; capacity). Implement a range of interventions with service users including interviewing, assessment and review, based on research evidence.</li> <li>4. Professional interventions (including basic counselling, advocacy, life-stories, crisis-intervention, safe-guarding, ethical decision-making, personalisation). Build appropriate relationships with service users, by implementing a co-productive approach to interventions where possible and develop skills of observation (of people and practice).</li> <li>5. Work effectively with different groups in different settings and virtually and be able to describe the different roles performed undertaken within the multi-disciplinary team.</li> <li>6. Work collaboratively with the ability to communicate with different professionals and stakeholders in care settings.</li> <li>7. Undertake searches for research evidence and interrogate sources of knowledge to improve practice.</li> </ol>	<ul style="list-style-type: none"> <li>• development of placement portfolios;</li> <li>• practice learning assessments;</li> <li>• student presentations.</li> </ul>
<b>D. Graduate skills</b>	<b>Teaching/learning methods</b>

<p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Present themselves professionally and confidently and demonstrate leadership and self-management.</li> <li>2. Work well in a team or organisations and with a range of developed collaborative skills.</li> <li>3. Plan, review and evaluate own development of knowledge and skills and direct learning in partnership with academic and practice staff. Undertake competent writing in a range of different formats including reports, assignments, presentations summaries and analysis.</li> <li>4. Communicate verbally in a sophisticated and engaging way which can adapt itself to a range of audiences. Actively use feedback to improve own practice.</li> <li>5. Time management skills and ability to manage stress.</li> <li>6. Synthesise different sources of knowledge to understand and respond to community needs.</li> <li>7. Work within the boundaries of an organisation and conduct oneself in a way that acknowledges accountability within professional practice and learning environment.</li> <li>8. Demonstrate competence in the use of IT such as word processing, databases, virtual learning tools, as well as the use of IT in designing creative approaches to practice.</li> <li>9. Demonstrate competence in numeracy and its relevance to</li> </ol>	<p>Students acquire graduate skills through:</p> <ul style="list-style-type: none"> <li>• team work, group work in the classroom and practice;</li> <li>• working with their tutor and Practice Educator on their placement portfolios and Professional Development Plan;</li> <li>• study skills support;</li> <li>• writing assignments, reports and critical reflection.</li> </ul> <p><b>Assessment methods</b></p> <p>Students' graduate skills are assessed by:</p> <ul style="list-style-type: none"> <li>• a range of administrative tasks integrated in practice learning and learning and teaching;</li> <li>• timely hand in of assessments and written assessments;</li> <li>• portfolio development;</li> <li>• tutor group and presentations.</li> </ul>
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understanding research and the management of resources in social work.	
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## 12. Programme structure (levels, modules, credits and progression requirements)

### 12. 1 Overall structure of the programme

### 12.2 Levels and modules

#### Level 4 (1)

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Students must take all of the following:</p> <p><b>BAYR1</b></p> <p><b>SWK1004</b> Lifecourse Development</p> <p><b>SWK1005</b> Community Project</p> <p><b>SWK1023</b> Preparation for professional practice: Foundation, Knowledge and Skills</p> <p><b>SWK1024</b> Preparation for professional practice: Professional Development and Communication Skills</p>	<p>There are no optional modules at Level 4.</p>	<p>The students must pass all of the modules to progress.</p>

#### Level 5 (2)

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS

Students must take all of the following: <b>BAYR2</b> <b>SWK2400</b> Initial Professional Placement (70 days) <b>SWK2404</b> SW Theories, Interventions & Practice <b>SWK2203</b> Approaches to Health and Social Care Research <b>SWK2405</b> Law for Social Workers	There are no optional modules at Level 5.	The students must pass all of the modules to progress.
Level 6 (3)		
<b>COMPULSORY</b>	<b>OPTIONAL</b>	<b>PROGRESSION REQUIREMENTS</b>
Students must take all of the following: <b>BAYR3</b> <b>SWK3491</b> Final Professional Placement (100 days)  <b>SWK3408</b> SW Knowledge, Application & Critique	Students must also choose <b>one</b> of the following: <b>Either</b> <b>SWK3332</b> (Specialist Knowledge for Professional Practice (adults) <b>or</b> <b>SWK3334</b> (Specialist Knowledge for Professional Practice (child and family social work)	The students must pass all of the modules to be awarded the BA (Hons) Social Work.

### 12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)

Module level	Module code
	N/A

### 13. Curriculum map

Please see Appendix 2

### 14. Information about assessment regulations

The Social Work Programme abides by the assessment regulations outlined in Middlesex University's guide and regulations. Owing to the professional nature of this programme, there are a number of additional regulations. The University is required to abide by the entry threshold criteria and standards of conduct, performance and ethics of Social Work England



Fitness for Practice is a key part of this programme; details of our Fitness for Practice Procedures are outlined in the Appendices of this Handbook and in the Placement Handbook.

Students must pass all components of assessment for each year of their studies for them to progress to the next academic year. All components of the Programme must be successfully completed before the BA (Hons) Social Work can be awarded. Named exit awards are given if students exit the programme at key points.

Fail grades are not compensated for on any social work module.

A minimum of 75% attendance is required for all BA (Hons) social work modules in order for students to be entered for assessment. Practice learning must have a 100% attendance through completing the number of days required, which are 170 days overall. This is comprised of 70 days in the first placement in year 2 and 100 days in the second placement, year 3. Placements may take place in 'hybrid arrangements' where student attend face to face and/or, using digital means

Students will also complete the equivalent of 30 days of practice skills in relation to readiness for direct practice and throughout the programme.

Only two attempts are normally given to students for each module unless there are exceptional circumstances with clear evidence, at the discretion of Director of Programmes and Programme Leader. Placements are the exception to this where a second attempt at placement is only given following an investigation by the Practice Advisory Panel into the circumstances of the placement fail, termination or contested ending of placement and endorsement.

### **15. Placement opportunities, requirements and support (if applicable)**

Practice learning takes place digitally and in person in organisations and settings centred on the provision of social work and social care. Our placements are all quality assured and the learning opportunities are identified in accordance with the thresholds of learning in the Professional Capabilities Framework.

For example, you can expect to typically have your first placement in a community-based setting within the private or voluntary sector where you will gain experience of direct work with service users, in undertaking assessments and interventions and of working with other professionals within inter-professional networks.

In your final placement you will gain experience of undertaking statutory tasks and you are likely to be placed in a local authority or health trust providing adult or children's services. Placements are also matched to students' learning needs.

### **16. Future careers (if applicable)**

There are a wide variety of career opportunities for qualified social workers in the statutory, voluntary and independent sectors. These are with different user groups in different models of social welfare.

The University organises annual career fairs for students. Tutors support students' preparation through their Tutor Groups and professional development planning as well as linking them to the central university services.

#### 17. Particular support for learning (if applicable)

Students have an allocated personal tutor throughout the programme, who oversees the academic and professional development of the student.

The social work programme makes effective use of the University Student Support Services and the Information and Learning Resource Services.

#### 18. JACS code (or other relevant coding system)

L500

#### 19. Relevant QAA subject benchmark group(s)

Social Work and Social Policy

#### 20. Reference points

British Association Of Social Work (2018) *Professional Capabilities Framework For Social Work In England*

Department Of Education (DfE) (2018) *Knowledge and Skills for Child and Family Social Work*

Department Of Health (DoH) Knowledge and Skills Statement for Social Workers in Adult Services (2015)

QAA (2014) UK Quality Code For Higher Education The Frameworks for Higher Education Qualifications of UK Degree Awarding Bodies

QAA (2016-2019) Subject benchmark Social Work

SCIE Co-Production and Social Work Education <https://www.scie.org.uk/co-production/social-work-education>

Social Work England Professional Standards (2019)

Social Work England Qualifying Education and Training Standards (2020)

**21. Other information**

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.