This document applies to students who commenced the programme(s) in: October 2013

<table>
<thead>
<tr>
<th>Awarding institution</th>
<th>Teaching institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of York</td>
<td>University of York</td>
</tr>
</tbody>
</table>

Department(s)

SPSW

Award(s) and programme title(s) | Level of qualification
---|---
BA (Hons) Social Work | Level 6/Honours

Interim awards available

Certificate of Higher Education (Level 4/Certificate)
Diploma of Higher Education (Level 5/Intermediate)

UCAS code

L500

Admissions criteria

According to the Professional Capabilities Framework for Social Work (PCF), applicants must demonstrate awareness of the social context for social work practice, awareness of self, ability to develop rapport, and the potential to develop relevant knowledge, skills and values through professional training. Full details of the entry level requirements across the 9 domains of the PCF are at:
http://www.tcswork.org.uk/uploadedFiles/PCFNOVEntryLevelCapabilities.pdf

Applicants must have GCSE Maths and English at grade C or equivalent, such as adult numeracy and literacy skills at Level 2.

Candidates will often – though not necessarily - have some experience of delivering or receiving services in social care, health care or in related voluntary settings. Having undertaken a caring role in a personal capacity may also be accepted as relevant experience.

Applicants who declare a disability will be offered an interview if they meet the academic criteria.

In all cases the offer of a place is subject to a satisfactory disclosure from the Disclosure and Barring Service (DBS) and a satisfactory health declaration. Having either a criminal conviction or a health condition is not an automatic bar to entry, but failure to disclose relevant information may result subsequently in termination of training.
Length and status of the programme(s) and mode(s) of study

<table>
<thead>
<tr>
<th>Programme</th>
<th>Length (years) and status (full-time/part-time)</th>
<th>Start dates/months (if applicable – for programmes that have multiple intakes or start dates that differ from the usual academic year)</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA (Hons) Social Work</td>
<td>3 years Full time</td>
<td>Yes</td>
<td>Face-to-face, campus-based</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>Distance learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practice based learning (placements)</td>
<td></td>
</tr>
</tbody>
</table>

Language of study

English

Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)

The programme is accredited by the Health and Care Professions Council (HCPC).

Educational aims of the programme

To equip students with the knowledge, skills, values, critical ability as well as general transferable skills to make a high quality contribution to social work and social care and welfare agencies in the UK or to employers in other fields.

To provide an environment in which students can reach their potential in the development of academic ability, professional knowledge and competence to practice.

To enable students to achieve the learning outcomes associated with the QAA benchmark statement and the Department of Health requirements.

To ensure that qualifying students meet the HCPC Standards of Proficiency and the PCF descriptors at qualifying level and are therefore eligible to apply to the HCPC for registration as social workers.

To ensure that from the commencement of the programme, all students are acting in accordance with the HCPC Guidance on Conduct and Ethics for Students and are personally and professionally suitable to work with vulnerable people.

Intended learning outcomes for the programme – and how the programme enables students to achieve and demonstrate the intended learning outcomes

This programme provides opportunities for students to develop and demonstrate knowledge and understanding qualities, skills and other attributes in the following areas:

The following teaching, learning and assessment methods enable students to achieve and to demonstrate the programme learning outcomes:

A: Knowledge and understanding

Knowledge and understanding of:

1. the social processes which lead to social exclusion, and contrasting explanations for these
2. the legislation and policy which guides and governs social work practice
3. the location of social work services within historical and comparative perspectives
4. research-based theory and alternative perspectives

Learning/teaching methods and strategies (relating to numbered outcomes):

- lectures and seminars (all)
- groupwork, including online groups (all)
- workshops and presentations (6)
- individual study, sometimes including online tasks (all)
- tutorial support (all)
5. issues and trends in social policy
6. the moral nature of social work as an activity, and of the ethics and values which underpin social work practice
7. the statutory basis for social work and the duties and responsibilities invested in social workers, including the legal principles underpinning them
8. sociological, psychological and physiological perspectives on human development
9. the impact of social inequalities on individuals, families and collectives
10. modern information systems and their relevance and utility in practice
11. the evidence base for social work practice, and critiques of evidence based practice
12. the nature of social work practice with a variety of service users, in different organisational (including inter-disciplinary) contexts
13. models for social work processes, including assessment, planning, intervention and evaluation
14. the needs and issues that confront clients in the areas of mental health, physical health, disability, youth justice, learning difficulties and child care
15. the range of social work services and their location within the contemporary arena
16. accountability within complex organisations
17. knowledge and understanding of social work research and how to use knowledge in practice

Types/methods of assessment (relating to numbered outcomes):
- open essays (all)
- a workbook (12)
- a literature review (17)
- a multiple-choice examination (2)
- a dissertation (17)

Domains of the Professional Capabilities Framework (relating to numbered outcomes):
- professionalism (6, 10, 12, 13, 15, 16)
- values and ethics (6, 9, 14)
- diversity (1, 5, 8, 9)
- rights, justice and economic wellbeing (1, 9, 14)
- knowledge (all)
- critical reflection and analysis (6, 11, 12)
- intervention and skills (7, 12, 13, 14)
- contexts and organisations (2, 3, 5, 7, 12, 14, 15, 16)
- professional leadership (16, 17)

HCPC Standards of Proficiency (relating to numbered outcomes):
2. Legal and ethical boundaries (2, 5, 6, 7)
4. Autonomous professional judgement (13)
5. Culture, equality, diversity (1, 9)
9. Working with others (12, 16)
13. Knowledge (all)
14. Use of knowledge (11, 17)

B: (i) Skills - discipline related

Able to:
1. work respectfully, transparently, effectively and responsibly with a range of service users, colleagues and organisations, including interdisciplinary team working
2. communicate with a wide range of people, including children, adults and those with communication difficulties, orally, in writing, and taking account of

Learning/teaching methods and strategies (relating to numbered outcomes):
- lectures and seminars (all)
- case based exercises (1)
- communication skills group (2)
### non-verbal behaviour
3. assess, plan, intervene monitor and evaluate, and bring working relationships to a close
4. analyse and synthesise information, and weigh competing evidence, theories and explanations
5. exercise authority in complex social situations
6. manage risk to self, service users and colleagues
7. enable people to develop support networks and advocate for themselves
8. challenge unacceptable practice
9. personal and professional development

**Types/methods of assessment (relating to numbered outcomes):**
- a placement report (all)

**Domains of the Professional Capabilities Framework (relating to numbered outcomes):**
- professionalism (all)
- values and ethics (1,4,5,8)
- diversity (1, 2)
- rights, justice and economic wellbeing (4, 5)
- knowledge (3, 4, 5, 6)
- critical reflection and analysis (all)
- intervention and skills (2, 3)
- contexts and organisations (1, 6, 7)
- professional leadership (8, 9)

**HCPC Standards of Proficiency (relating to numbered outcomes):**
1. Safe and effective (5,6,8)
3. Fitness to practice (9)
4. Autonomous professional judgement (5)
6. Non-discriminatory practice (1,7)
7. Confidentiality (1)
8. Communication skills (1,2)
9. Working with others (1)
10. Record keeping (3)
11. Reflection (3,4,9)
12. QA (4)
14. Use of knowledge and skills (4)
15. Safety (6, 8)

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**B: (ii) Skills - transferable**

**Able to:**
1. effectively use ICT to access and disseminate relevant information
2. reflect critically, self-evaluation, and consultation
3. manage problem-solving activities
4. work co-operatively with others
5. handle conflict

**Learning/teaching methods and strategies (relating to numbered outcomes):**
- practice learning (all)

**Types/methods of assessment (relating to numbered outcomes):**
- a placement report (all)
Domains of the Professional Capabilities Framework (relating to numbered outcomes):

- professionalism (all)
- values and ethics (all)
- knowledge (1)
- critical reflection and analysis (2, 3, 4, 5)
- contexts and organisations (3, 4, 5)
- professional leadership (2, 4, 5)

HCPC Standards of Proficiency (relating to numbered outcomes):

1. Safe and effective (3)
3. Fitness to practice (2)
4. Autonomous professional judgement (3)
8. Communication skills (5)
9. Working with others (4, 5)
10. Record keeping (1)
11. Reflection (2)
14. Use of knowledge and skills (1)
15. Safety (5)

C: Experience and other attributes

Will undertake:

1. 170 days of practice learning in social care, under the supervision of an approved practice educator, plus 30 skills days. The placement days are divided into a 70 day first placement and a 100 day second placement.
2. Students will have different practice experience in the first and last placement
3. In the last placement students will undertake tasks to prepare them for statutory interventions

Additionally students will:

4. Develop skills for self-managed life long learning
5. Develop an adaptable and flexible approach to study and work
6. Identify and work towards targets for personal, academic and career development

Learning/teaching methods and strategies (relating to numbered outcomes):

- practice learning (all)
- personal development planning (4-6)

Types/methods of assessment (relating to numbered outcomes):

- a placement report (1-3)

Domains of the Professional Capabilities Framework (relating to numbered outcomes):

Placements are designed to enable students to meet the relevant level in all nine of the PCF domains.
Placements are designed to enable students to demonstrate proficiency in all the relevant areas.

<table>
<thead>
<tr>
<th>Relevant Quality Assurance Agency benchmark statement(s) and other relevant external reference points (e.g. National Occupational Standards, or the requirements of Professional, Statutory or Regulatory bodies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>QAA Subject Benchmark Statement for Social Work</td>
</tr>
<tr>
<td>Professional Capabilities Framework for social work (TCSW)</td>
</tr>
<tr>
<td>HCPC Standards of Education and Training</td>
</tr>
<tr>
<td>HCPC Standards of Proficiency</td>
</tr>
<tr>
<td>HCPC Standards of conduct, performance and ethics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University award regulations</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be eligible for an award of the University of York a student must undertake an approved programme of study, obtain a specified number of credits (at a specified level(s)), and meet any other requirements of the award as specified in the award requirements, programme regulations, and other University regulations (e.g. payment of fees). Credit will be awarded upon passing a module’s assessment(s) but some credit may be awarded where failure has been compensated by achievement in other modules. The University’s award and assessment regulations specify the University’s marking scheme, and rules governing progression (including rules for compensation), reassessment, award requirements and degree classification. The award and assessment regulations apply to all programmes: any exceptions that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Departmental policies on assessment and feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detailed information on assessment (including grade descriptors, marking procedures, word counts etc.) is available in the written statement of assessment which applies to this programme and the relevant module descriptions. These are available in the student handbook and on the Department’s website:</td>
</tr>
<tr>
<td>Information on formative and summative feedback to students on their work is available in the written statement on feedback to students which applies to this programme and the relevant module descriptions. These are available in the student handbook and on the Department’s website:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Are electives permitted?</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Can a Languages For All (LFA) module be taken ab initio (i.e. beginner level) in Stage 1?</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
</tbody>
</table>
Diagrammatic representation of the programme structure by stage, showing the distribution and credit value of core and option modules

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Theory and models for Social Work (20 credits, Core)</td>
<td>Social policy for social work (20 credits, Core)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Work Law (20 credits, Core)</td>
<td>Placement 1 (30 credits, Core)</td>
<td>Focus on practice (30 credits, Core)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 2</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Children, Young People and Social Policy (30 credits, Core)</td>
<td>Human development (30 credits, Core)</td>
<td>The Skilled Practitioner (30 Credits, Core)</td>
</tr>
<tr>
<td></td>
<td>Theory and Knowledge for Practice (30 credits, Core)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 3</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Option ‘Pathway’ Module (20 credits option) (one from Health and Disability; Children and Families; Mental Health; Youth Social Work)</td>
<td>Practice Learning 2 (60 credits, Core)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dissertation and research skills (40 credits, Core)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Overview of modules by stage

#### Stage 1

**Core module table**

<table>
<thead>
<tr>
<th>Module title</th>
<th>Module code</th>
<th>Credit level</th>
<th>Credit value</th>
<th>Prerequisites</th>
<th>Assessment rules</th>
<th>Timing and format of main assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory for Social Work</td>
<td>SPY00007C</td>
<td>4/C</td>
<td>20</td>
<td>None</td>
<td>NC</td>
<td>Essay Wk1 SpT</td>
</tr>
<tr>
<td>Social policy for social work</td>
<td>SPY00015C</td>
<td>4/C</td>
<td>20</td>
<td>None</td>
<td>NC</td>
<td>Essay Wk 1 SumT</td>
</tr>
<tr>
<td>Focus on practice</td>
<td>SPY00014C</td>
<td>4/C</td>
<td>30</td>
<td>None</td>
<td>Workbook P/F - NC</td>
<td>Workbook wk 8 AuT, Skills Exercise wk 1 SpT, Essay wk 5/7 SuT (50%)</td>
</tr>
<tr>
<td>Practice Learning</td>
<td>SPY00008C</td>
<td>4/C</td>
<td>30</td>
<td>Focus on Practice workbook</td>
<td>P/F NC NR</td>
<td>Reports from student and practice teacher wk10 SuT</td>
</tr>
</tbody>
</table>

1 The **credit level** is an indication of the module’s relative intellectual demand, complexity and depth of learning and of learner autonomy (Level 4/Certificate, Level 5/Intermediate, Level 6/Honours, Level 7/Masters)

2 The **credit value** gives the notional workload for the module, where 1 credit corresponds to a notional workload of 10 hours (including contact hours, private study and assessment)

### Stage 2

**Core module table**

<table>
<thead>
<tr>
<th>Module title</th>
<th>Module code</th>
<th>Credit level</th>
<th>Credit value</th>
<th>Prerequisites</th>
<th>Assessment rules</th>
<th>Timing and format of main assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children, young people + social policy: Services and Users</td>
<td>SPY00014I</td>
<td>5/I</td>
<td>30</td>
<td>None</td>
<td>NC</td>
<td>Essay wk 1 SpT: Essay wk 5/7 SuT</td>
</tr>
<tr>
<td>Human development</td>
<td>SPY00009I</td>
<td>5/I</td>
<td>30</td>
<td>None</td>
<td>NC</td>
<td>Essay wk 5/7 SuT</td>
</tr>
<tr>
<td>The Skilled Practitioner</td>
<td>SPY00010I</td>
<td>5/I</td>
<td>30</td>
<td>None</td>
<td>NC</td>
<td>Essay wk 1 SpT: Essay wk 5/7 SuT</td>
</tr>
<tr>
<td>Theory and Knowledge for practice</td>
<td>SPY00011I</td>
<td>5/I</td>
<td>30</td>
<td>None</td>
<td>NC</td>
<td>Essay wk 5/7 SuT</td>
</tr>
</tbody>
</table>

1 The **credit level** is an indication of the module’s relative intellectual demand, complexity and depth of learning and of learner autonomy (Level 4/Certificate, Level 5/Intermediate, Level 6/Honours, Level 7/Masters)

2 The **credit value** gives the notional workload for the module, where 1 credit corresponds to a notional workload of 10 hours (including contact hours, private study and assessment)

3 **Special assessment rules** (requiring University Teaching Committee approval)

- P/F – the module marked on a pass/fail basis (NB pass/fail modules cannot be compensated)
- NC – the module cannot be compensated
- NR – there is no reassessment opportunity for this module. It must be passed at the first attempt
### Stage 3

#### Core module table

<table>
<thead>
<tr>
<th>Module title</th>
<th>Module code</th>
<th>Credit level</th>
<th>Credit value</th>
<th>Prerequisites</th>
<th>Assessment rules</th>
<th>Timing and format of main assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Learning 2</td>
<td>SPY00008H</td>
<td>6/H</td>
<td>60</td>
<td>PL1</td>
<td>P/F NC NR</td>
<td>Reports from student and practice teacher Spr wk 10</td>
</tr>
<tr>
<td>Dissertation and research skills</td>
<td>SPY00009H</td>
<td>6/H</td>
<td>40</td>
<td>None</td>
<td>NC</td>
<td>Dissertation Sum wk 5/7</td>
</tr>
</tbody>
</table>

#### Option modules

<table>
<thead>
<tr>
<th>Module title</th>
<th>Module code</th>
<th>Credit level</th>
<th>Credit value</th>
<th>Prerequisites</th>
<th>Assessment rules</th>
<th>Timing and format of main assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Social Work</td>
<td>SPY00010H</td>
<td>6/H</td>
<td>20</td>
<td>None</td>
<td>NC</td>
<td>Essay wk 7 SpT</td>
</tr>
<tr>
<td>Mental Health Social Work</td>
<td>SPY00030H</td>
<td>6/H</td>
<td>20</td>
<td>None</td>
<td>NC</td>
<td>Essay wk 7 SpT</td>
</tr>
<tr>
<td>Health and Disability Social Work</td>
<td>SPY00029H</td>
<td>6/H</td>
<td>20</td>
<td>None</td>
<td>NC</td>
<td>Essay wk 7 SpT</td>
</tr>
<tr>
<td>Children and Families Social Work</td>
<td>SPY00028H</td>
<td>6/H</td>
<td>20</td>
<td>None</td>
<td>NC</td>
<td>Essay wk 7 SpT</td>
</tr>
</tbody>
</table>
### Additional year variants e.g. year in Europe, year in industry

None

### Replacement year variants

None

**NB: THE FOLLOWING DOES NOT APPLY TO SOCIAL WORK STUDENTS**

Students on all programmes may apply to spend Stage 2 on the University-wide North America/Asia/Australia student exchange programme. Acceptance onto the programme is on a competitive basis.

Marks from modules taken on replacement years count toward progression and classification.

### Transfers out of or into the programme

Providing prospective students fit the admissions criteria and if transferring into the second year they should normally have successfully completed a comparable HCPC approved first year programme including a first year placement of 70 days.

### Exceptions to University Award Regulations approved by University Teaching Committee

<table>
<thead>
<tr>
<th>Exception</th>
<th>Date approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>All modules non compensatable (professional nature of training)</td>
<td>June 2013</td>
</tr>
<tr>
<td>Focus on practice workbook wk8 aut term yr1 (needs time for resit before placement 1)</td>
<td></td>
</tr>
<tr>
<td>Social work law examination in wk6 spring term year 1 (timed before the start of 1st placement)</td>
<td></td>
</tr>
<tr>
<td>Social Policy for Social Work – Spr term only with assessment wk1 Sum (placement in summer term)</td>
<td></td>
</tr>
<tr>
<td>Assessment reports from PL1 come in after the summer exam board</td>
<td></td>
</tr>
<tr>
<td>Option modules assessment submitted at end of module week 7</td>
<td></td>
</tr>
<tr>
<td>Spring year 2</td>
<td></td>
</tr>
</tbody>
</table>

### Quality and Standards

The University has a framework in place to ensure that the standards of its programmes are maintained, and the quality of the learning experience is enhanced.

Quality assurance and enhancement processes include:

- the academic oversight of programmes within departments by a Board of Studies, which includes student representation
- the oversight of programmes by external examiners, who ensure that standards at the University of York are comparable with those elsewhere in the sector
- annual monitoring and periodic review of programmes
- the acquisition of feedback from students by departments, and via the National
  Student Survey.

More information can be obtained from the Academic Support Office:
http://www.york.ac.uk/about/departments/support-and-admin/academic-
support/staff/#quality

<table>
<thead>
<tr>
<th>Date on which this programme information was updated:</th>
<th>25th July 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departmental web page:</td>
<td><a href="http://www.york.ac.uk/spsw">www.york.ac.uk/spsw</a></td>
</tr>
</tbody>
</table>

Please note
The information above provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Detailed information on the learning outcomes, content, delivery and assessment of modules can be found in the module descriptions.

The University reserves the right to modify this overview in unforeseen circumstances, or where the process of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity.