

Programme Information & PLOs			
Title of the new programme – including any year abroad/ in industry variants			
BA in Social Work			
Level of qualification			
Please select:		Level 6	
Please indicate if the programme is offered with any year abroad / in industry variants			Year in Industry Please select Y/N
			No
			Year AbroadPlease select Y/N
			No
Department(s): Where more than one department is involved, indicate the lead department			
Lead Department	Social Policy and Social Work (sole department responsible for course)		
Other contributing Departments:	N/A		
Programme Leader			
Please name the programme leader and any key members of staff responsible for designing, maintaining and overseeing the programme.			
Ed Robson			
Purpose and learning outcomes of the programme			
Statement of purpose for applicants to the programme			
<p>Social workers use their professional skills and knowledge to improve the lives of vulnerable individuals and families. The BA in Social Work is not just a degree; it gives entry to a challenging and rewarding professional career. Social workers must be able to face complex and often difficult human situations with confidence, compassion and integrity. Social workers have a commitment to working alongside people and to incorporating principles of social justice. The degree at York is delivered in partnership with social work agencies in the region and it engages service users and carers as active contributors throughout. Graduates will have the requisite knowledge for social work, with teaching from experts in a wide range of disciplines. They will understand the ethical, legal and policy contexts in which social work is practised and they will have developed the necessary practice skills, particularly through two assessed placements in social work agencies. Graduates will be well placed to contribute to the development of a rapidly changing profession.</p>			
<p>Programme Learning Outcomes Please provide six to eight statements of what a graduate of the programme can be expected to do. Taken together, these outcomes should capture the distinctive features of the programme. They should also be outcomes for which progressive achievement through the course of the programme can be articulated, and which will therefore be reflected in the design of the whole programme.</p>			
PLO	On successful completion of the programme, graduates will be able to:		
1	Critically evaluate and apply empirical knowledge and theoretical perspectives from across the social sciences to social work practice (including human development theories, person-centred theories and approaches, and risk models)		
2	Critically evaluate local, national and international social policy and its influence on social work practice within the legislative framework		

3	Use highly developed communication skills to engage with service users, colleagues and other professionals to develop effective working relationships. Skills include the ability to adopt a person-centred approach, active listening, advocacy, negotiation and managing conflict, and the appropriate use of ICT
4	Fulfil the role of a professional social worker, taking individual responsibility for upholding professional values and ethics, and for continuing own professional development, showing adaptability in rapidly changing social and professional environments
5	Reflect critically on the complexity of their own practice experience and demonstrate how both critical information-gathering and structured reflection has led to learning and to the development of their own professional practice
6	Work as an effective member and leader of social work and interdisciplinary teams, showing commitment to the aims and values of social work and an ability to understand the roles and tasks of other professionals in order to promote co-operative working.
7	Take responsibility for own emotional health and professional resilience through appropriate self-reflection and constructive use of supervision
8	Work effectively with complex problems faced by individuals, families and communities, analysing information from a range of different sources, including service user perspectives, in order to develop appropriate assessments and interventions
<p>Programme Learning Outcome for year in industry (where applicable) For programmes which lead to the title 'with a Year in Industry' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year in industry b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year in industry by alteration of the standard PLOs.</p>	
N/A	
<p>Programme Learning Outcome for year abroad programmes (where applicable) For programmes which lead to the title 'with a Year Abroad' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year abroad or b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year abroad by alteration of the standard PLOs.</p>	
N/A	
<p>Explanation of the choice of Programme Learning Outcomes. Please explain your rationale for choosing these PLOs in a statement that can be used for students (such as in a student handbook). Please include brief reference to:</p>	
i) Why the PLOs are considered ambitious or stretching?	

The PLOs are considered ambitious and stretching because they provide a coherent set of practice and knowledge skills that will properly prepare students for a career within an intellectually challenging and emotionally demanding profession. Clear progression is required from each student as they move from one academic year to the next, in terms of their theoretical knowledge and their readiness for practice. There is an expectation not only of theoretical understanding (assessed through a variety of methods that require advanced academic skills), but also of a demonstration of practice capability that combines that theoretical knowledge with a coherent understanding of ethical, value-based approaches to social work. Students must not only demonstrate academic knowledge - they must also demonstrate critical self-awareness and an ability to attend to their emotional self-care. The PLOs are stretching because they reflect course content that requires students to actively engage with complex theoretical, practical and ethical issues that are often conflicting and open to challenge: we require our students to argue for clear intellectual and value positions whilst respecting alternative viewpoints. The PLOs are ambitious in that they underpin a generic course that has application to a wide range of practice areas within the broad field of social work. They also reflect our expectation that students will graduate as competent social workers who are committed to career-long learning and professional development. We regard PLO 8 as a coherent amalgamation of practice skills required within the PCF by the HCPC, representing as it does key social work processes (ie analyse information - assess situations and problems - make effective interventions). PLO 8 is deliberately placed as the final outcome due to its interactive, practice-based nature (assessed, at its highest level, within the students' final practice placement).

ii) The ways in which these outcomes are distinctive or particularly advantageous to the student:

The PLOs are advantageous to the student because they all relate directly to the acquisition of skills and knowledge necessary for effective social work practice; the degree course is distinctive in this regard as the motivation for attendance on the course is to prepare for this particular career. The PLOs are advantageous to the trainee social worker due to their generic nature: practice in a wide range of social work disciplines is possible due to the focused nature of the course material. The provision of this solid knowledge base will also allow students to then undertake study within specialist areas, both during the course and post-qualification. The PLOs promote active learning, where students are encouraged to question both their own values and professional frameworks and practice concepts. The PLOs also encourage the scaffolding of specific skills so that clear progression (in theoretical knowledge, academic attainment and professional capability) is evidenced throughout the lifetime of the course. The PLOs involve the clear ability to bring knowledge and skills together to enhance professional practice and instill a commitment to career-long learning. They are advantageous because they require the students to have knowledge of a broad range of disciplines, including psychology, social policy, human development, ethics and the law.

iii) How the programme learning outcomes develop students' digital literacy and will make appropriate use of technology-enhanced learning (such as lecture recordings, online resources, simulations, online assessment, 'flipped classrooms' etc)?

Development of students' digital literacy is integral to the PLOs. Within the BA course there is a skills day with a specific focus on the use of ITC within social work, guided by an academic text on the same subject (authored by the staff member who leads on the skills day), where students critically assess the benefits and constraints of ICT applications and approaches. This knowledge is then put into practice and built on during the two social work practice placements (ie in stages 2 and 3), where students must demonstrate such key social work skills as the maintenance of accurate, timely electronic case records, ensuring data security and using legal, ethical and security guidelines in respect of data collection and use. Students must be able to communicate professionally via, for example, secure email and video conferencing (all of which is an essential part of students developing their professional social work identity). Another key skill which is assessed during both practice placements is the ability to record legally accurate case information using data protection protocols within hard time constraints. Over the course of the two placements, the expectation is that students record and safely manage increasingly detailed, complex and legally sensitive information. Our expectations in respect of students' IT capabilities are set out in the first week of the first year in our 'Academic Skills' module, which has a keen focus on digital literacy, including accessing electronic databases, electronic submission of assignments and use of effective power point presentations as a method of demonstrating learning - all examples of the ability to access, collate and use digital information. Throughout the course technology enhances learning - through recordings of all lectures, the setting of regular classroom input from students via powerpoint presentations (which involve the ability to collaborate effectively using shared tools and media, producing shared materials); and the creation of online discussion groups (to promote debate and greater understanding of course topics). The programme also encourages students to behave in a safe and ethical manner within digital environments, such as electronic support networks. The VLE is used for the timely dissemination of all coursework materials. The use of appropriate online resources is encouraged (for example the use of relevant social work research) in order to enhance the depth of students' reading and the quality of their written work. Related to this, the PLOs also encourage the students' ability to discern and discard poor quality and inappropriate online resources, such as uncredited research. This aspect of learning is part of a wider expectation that students will develop their own research skills making full use of, for example, electronic research databases and academic social work journals.

iv) How the PLOs support and enhance the students' employability (for example, opportunities for students to apply their learning in a real world setting)?

The programme's employability objectives should be informed by the University's Employability Strategy:

<http://www.york.ac.uk/about/departments/support-and-admin/careers/staff/>

The PLOs are specifically designed to support and enhance the student's employability within the social work profession. The modules in Year 1 specifically prepare students for practice placement experience; the knowledge acquired on placements is then embedded within the coursework in Years 2 and 3. Examples of this include bringing practice experience to bear in the 'Skills Days', where acquired practice knowledge can be shared amongst the cohort. In Year 3, students are expected to demonstrate their understanding of practice issues within their dissertations, where a key element is to make practice recommendations in relation to their chosen topic. All students on the BA in Social Work course undertake two social work practice placements, in Year 2 (70 days) and Year 3 (100 days). The structure of the course is designed to provide a broad knowledge base which the students are then able to apply in practice - for example, by applying learnt social work theories to real-life case work. Further, the PLOs are designed around the nine domains of the Professional Capabilities Framework (PCF), the overarching standards framework for social work that sets out expectations for social workers at every stage of their career. In the final year of the course, students receive taught input from the university Careers Service as part of their preparation for applying for qualified employment. In addition, professional social work practitioners provide taught input in a number of the Skills Days, in order for the students to receive first-hand instruction on the realities and pressures of professional social work. The degree course sets the standards expected of students; post-qualification, our students will maintain their professional development using the PCF structure. The Social Work degree is a required qualification for anyone wishing to register, and work, as a professional social worker. The course and qualification are recognised by the Health and Care Professions Council, the regulatory body for social work: this requirement is reflected throughout all of the PLOs as each one is essential to the provision of a thorough grounding in social work skills and knowledge.

v) How will students who need additional support for academic and transferable skills be identified and supported by the Department?

Within the department, all teaching staff are made aware of every individual student support plan, which ensures a consistent and supportive response to every student. Staff are also aware of the various support structures within the university (such as the Writing Centre, based in the library) and will advise students to take advantage of these resources where appropriate. All students have personal supervisors with whom they meet twice a term, although additional contact time can be arranged. Supervisors are responsible for ensuring that students are supported in respect of skills development (for example, the technical skills required to complete written assignments). Support may also come from module leaders: so if a student is finding a particular assignment problematic, they can receive advice and guidance from the staff member that set the assignment. In this way, the supervisory system works to ensure that any problematic issues that a student might face can be addressed. One other point to mention is that many of the assignments are designed to develop skills that can be transferred to the workplace - for example, formal analysis of social work case studies relates directly to the ability to write coherent, logical case reports in a social work environment. During the autumn term of Year 1, students attend the 'Introduction to Academic Practice' module which provides instruction in a range of academic skills such as referencing, writing skills and information retrieval. Materials for this module (as for all taught modules) are available to students on the VLE. Our approach to formative assessment ensures that the students have an opportunity to develop their skills and knowledge progressively, as all formative tasks relate directly to summative assignments. The VLE is also used to encourage the students to develop their knowledge basis through interaction within the cohort by contributing to online discussion forums around a particular module or topic. In respect of significant support needs (such as students with sensory impairments, dyslexia, etc): identification of the need for additional support begins at the application stage; every effort is made to encourage student disclosure of individual support needs prior to the commencement of the course. Support needs can be identified via formal assessment from within the university so that appropriate support mechanisms can be put in place as part of an individualised plan for each student. Additional support needs may also be identified through the supervisory relationship and proactive responses from course tutors where needs are identified within the classroom. In every case, early identification leads to the most positive outcomes in respect of academic attainment and student satisfaction. Once individual support needs have been clearly identified, there are a plethora of methods by which these needs can be supported. Examples include the provision of 'scribes' to record lecture notes, additional time allocated for exams or seminar preparation, aids and adaptations to allow for comfortable use of IT equipment, and so on. The department is able to demonstrate currently that individual students with significant support needs have been enabled to undertake the degree course and achieve a high standard in terms of assessed performance. The support offered is then replicated within the practice placements, which involves close liaison with placement providers to ensure that a student's individual circumstances are clearly understood and inappropriate expectations are avoided.

vi) How is teaching informed and led by research in the department/ centre/ University?

Departmental research knowledge is integral to the teaching of the BA in Social Work course and reflects the social work profession's ongoing commitment to evidence-based practice. As a result of the Research Excellence Framework's most recent assessment (2014), the Department for Social Policy and Social Work in York was ranked 3rd in the UK for Research Excellence and equal 1st for the impact of our research. Several course leaders are published researchers of reknown and high professional standing, whose work informs and enhances the study of (amongst other topics) mental health in social work, research skills and social work law. The BA in Social Work is also enhanced by the quality of relevant social policy research undertaken by departmental colleagues. Members of the academic staff team have been responsible for the authoring/co-authoring of several texts which provide essential reading and core teaching material for course topics as varied as communication skills, ICT, examining knowledge and working with children and families. This is allied to a strong track record of producing high quality research papers across a broad range of social work disciplines, that enhance student learning and influence the development of their professional practice capabilities. The programme leader for the final year dissertation is a recognised authority on undertaking social work research, which means that the students receive expert advice in respect of undertaking their own research. Departmental research clearly relates directly to the acquisition of PLOs 1 and 2.

Stage-level progression

Please complete the table below, to summarise students' progressive development towards the achievement of PLOs, in terms of the characteristics that you expect students to demonstrate at the end of each year. This summary may be particularly helpful to students and the programme team where there is a high proportion of option modules.

Note: it is not expected that a position statement is written for each PLO, but this can be done if preferred (please add information in the 'individual statement' boxes). For a statement that applies across all PLOs in the stage fill in the 'Global statement' box.

Stage 0 (if your programme has a Foundation year, use the toggles to the left to show the hidden rows)

Stage 1 : Please note that all the following statements relate directly to the Professional Capabilities Framework for Social Work and the progression within them that is required of the BA Social Work course by the social work regulatory body, the Health and Care Professions Council. The statements are therefore verified as evidence of student progression by the body that validates the BA Social Work course. The HCPC requires us to evidence that standards have been improved by the end of the second practice placement/the point of graduation, hence the inclusion here of PLOs at stage 3.

On progression from the first year (Stage 1), students will be able to:

On progression from the first year, students will be able to demonstrate clear communication skills, an ability to engage with service users, a capacity to work effectively both individually and within team environments, demonstrate a readiness to engage in supervision and learn from constructive feedback, and demonstrate basic social work values, knowledge and skills in readiness for a first practice placement.

PLO 1	PLO 2			PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
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Demonstrate an initial understanding of the application of research, theory and knowledge from social policy, psychology, health and human growth and development to social work via written work and classroom discussion and debate. Analyse a range of theories and models appropriate for social work intervention.	Articulate an initial understanding of the legal and policy frameworks and guidance that inform social work practice, via written work and classroom discussion and debate.		Demonstrate core communication skills within the classroom and under exam conditions, with fellow students and service users. Show an ability to articulate considered opinions, engage in constructive debate and work in an empathic manner.	Define the ethical principles of social work and their relevance to practice. Analyse their own personal values and how these may impact on practice.	Define the role and importance of reflective practice, understand key theoretical reflective models and demonstrate a basic ability to reflect.	Recognise and understand the importance to social work of interdisciplinary practice and demonstrate awareness of the roles of other professions.	Describe the key aspects of supervision, the importance of personal and professional boundaries and the importance of emotional resilience in social work.	Demonstrate the potential to engage with people in order to build effective relationships. Articulate an understanding of a range of frameworks to assess and plan interventions.
Stage 2								
On progression from the second year (Stage 2), students will be able to:				<i>On progression from the second year, students will be able to demonstrate effective use of social work knowledge and skills and a commitment to core social work values in their first social work placement, effectively utilising supervisory support and demonstrating an ability to reflect critically on their professional practice. They will have also demonstrated an ability to work in an anti-oppressive and empowering manner with service users in a range of situations.</i>				
PLO 1	PLO 2		PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8

With guidance, apply research, theory and knowledge from sociology, social policy, psychology, health and human development to social work practice. Apply knowledge from a range of theories and models for social work intervention with individuals, families and groups and the methods derived from them.	Define and articulate the legal and policy frameworks and guidance that inform and mandate social work practice and put this knowledge into practice within a professional social work environment.			With guidance, use a range of verbal, non-verbal and written methods of communication relevant to social work practice, with service users and professional colleagues within the work environment. With guidance, communicate information, advice, instruction and opinion.	Define and, with support, apply social work's ethical principles. Analyse and, with support, manage potentially conflicting values and ethical dilemmas within the social work environment and within a classroom setting.	Inform decision-making through the identification and gathering of information from varied sources and with support, question its reliability and validity. With guidance, use reflection and analysis in practice, within a professional supervisory relationship.	Through professional practice, be able to analyse the importance of interdisciplinary practice within the work environment and, with support, engage in interdisciplinary case work. Articulate an active understanding of the roles and responsibilities of other professions.	Recognise the importance of supervision and make an active contribution within it. Show awareness of personal and professional boundaries. Show awareness of own health, well-being and emotional resilience and seek advice as necessary.	Demonstrate the ability to build and conclude effective relationships appropriate to the work setting. Use appropriate frameworks to assess, plan, implement and review effective interventions. Elicit and respect the needs and views of service users and carers and, with support, promote their participation in decision-making.
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Stage 3

On progression from the third year (Stage 3), students will be able to:	<i>On completion of the qualifying programme, newly qualified social work students will have demonstrated the knowledge, skills and values necessary to work with a range of service user groups and the ability to undertake a range of complex work tasks. They will also be able to demonstrate an ability to take on a leadership role and to work autonomously whilst still seeking appropriate support and supervision and demonstrating a commitment to their ongoing professional and personal development.</i>
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PLO 1	PLO 2			PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
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<p>Apply a detailed understanding of research, theory and knowledge from sociology, social policy, psychology, health and human development to social work practice. Demonstrate a critical knowledge of the range of theories and models for social work intervention through professional interventions with individuals, families, groups and communities.</p>	<p>Articulate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognising the scope for professional judgement and apply this understanding within a professional social work environment.</p>			<p>Identify and apply a range of verbal, non-verbal and written methods of communication with service users and professional colleagues within the work environment and adapt them in line with people's age, comprehension and culture. Be able to communicate information, advice, instruction and professional opinion to service users and professional colleagues.</p>	<p>Define and apply social work's ethical principles and legislation, taking account of these when reaching decisions. Manage potentially conflicting or competing values and, with guidance, recognise and work with ethical dilemmas.</p>	<p>Inform decision-making through the identification and gathering of information from multiple sources and rigorously question and evaluate the reliability and validity of the information. Practically demonstrate a capacity for logical, systematic, critical and reflective reasoning and apply the theories and techniques of reflective practice, within a professional supervisory relationship.</p>	<p>Through professional practice, undertake social work with a critical and practical understanding of interdisciplinary practice and successfully engage in interdisciplinary case work. Evidence how understanding of the roles of other professions has led to successful outcomes within case work.</p>	<p>Make effective and active use of professional supervision. Recognise and maintain personal and professional boundaries. With support, take steps to manage and promote own health, well-being and emotional resilience.</p>	<p>Practically demonstrate the ability to engage with people and build, manage, sustain and conclude compassionate and effective relationships. Select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes. Practically demonstrate respectful partnership work with service users and carers, eliciting and respecting their needs and views, and promoting their participation in decision-making.</p>
<p>Programme Structure</p>									

Module Structure and Summative Assessment Map

Please complete the summary table below which shows the module structure and the pattern of summative assessment through the programme.

‘Option module’ can be used in place of a specific named option. If the programme requires students to select option modules from specific lists these lists should be provided in the next section.

From the drop-down select 'S' to indicate the start of the module, 'A' to indicate the timing of each distinct summative assessment point (eg. essay submission/ exam), and 'E' to indicate the end of the module (if the end of the module coincides with the summative assessment select 'EA') . It is not expected that each summative task will be listed where an overall module might be assessed cumulatively (for example weekly problem sheets).

If summative assessment by exams will be scheduled in the summer Common Assessment period (weeks 5-7) a single ‘A’ can be used within the shaded cells as it is understood that you will not know in which week of the CAP the examination will take place.

Stage 0 (if you have modules for Stage 0, use the toggles to the left to show the hidden rows)

Stage 1

Credits	Module					Autumn Term										Spring Term										Summer Term																				
	Code	Title				1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10											
40	SPY00017C	Introduction to Practice				S																A					A										EA	A								
40	SPY00018C	Knowledge for Social Work				S															A		A														E		A							
40	SPY00019C	Context for Social Work				S																		A		A											E		A							

Stage 2

Credits	Module					Autumn Term										Spring Term										Summer Term																						
	Code	Title	-2	-1	0	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10													
20	SPY00019I	Applying Knowledge for Social Work																	S																				E		A							

Code	Title				1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10						

Optional module lists If the programme requires students to select option modules from specific lists these lists should be provided below. If you need more space, use the toggles on the left to reveal ten further hidden rows.

Option List A	Option List B				Option List C	Option List D	Option List E	Option List F	Option List G	Option List H
The only optional modules are in Stage 3 and are detailed above. As can be clearly seen from the Programme Map, all four options meet the same PLOs, namely 1, 2, 4 and 8										

Management and Admissions Information

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

2017/18

Interim awards available Interim awards available on undergraduate programmes (subject to programme regulations) will normally be: Certificate of Higher Education (Level 4/Certificate), Diploma of Higher Education (Level 5/Intermediate), Ordinary Degree and in the case of Integrated Masters the Bachelors with honours. Please specify any proposed exceptions to this norm.

Certificate of Higher Education (Level 4/Certificate) Note: not validated by the HCPC as giving entitlement to apply for registration as a social worker.
Diploma of Higher Education (Level 5/Intermediate) Note: not validated by the HCPC as giving entitlement to apply for registration as a social worker.

Admissions Criteria

TYPICAL OFFERS A levels BBB AAB for LL32 and L611 IB Diploma Programme 31 points 35 points for LL32 and L611 BTEC Extended Diploma DDM DDD for LL32 and L611

Length and status of the programme(s) and mode(s) of study

Programme	Length (years)	Status (full-time/part-time) Please select	Start dates/months (if applicable – for programmes that have multiple intakes or start dates that differ from the usual academic year)	Mode				
				Face-to-face, campus-based		Distance learning		Other
BA (Hons) Social Work	3	Full-time	n/a	Please select Y/N	Yes	Please select Y/N	No	n/a

Language(s) of study

English.

Language(s) of assessment

English.

Programme accreditation by Professional, Statutory or Regulatory Bodies (PSRB)

Is the programme recognised or accredited by a PSRB

Please Select Y/N:

Yes

if No move to next Section

if Yes complete the following questions

Name of PSRB

The BA Social Work is validated by the Health and Care Professions Council (HCPC). The Certificate and Diploma are NOT validated by the HCPC.

Are there any conditions on the approval/ accreditation of the programme(s)/ graduates (for example accreditation only for the full award and not any interim award)

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Additional Professional or Vocational Standards

Are there any additional requirements of accrediting bodies or PSRB or pre-requisite professional experience needed to study this programme?

Please Select Y/N:	<input type="checkbox"/>	if Yes, provide details
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(max 200 words)

University award regulations

The University's 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.

Are students on the programme permitted to take elective modules?

(See: <https://www.york.ac.uk/media/staffhome/learningandteaching/documents/policies/Framework%20for%20Programme%20Design%20-%20UG.pdf>)

Please Select Y/N:	<input type="checkbox"/>	
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Careers & Placements - 'With Placement Year' programmes

Students on all undergraduate and integrated masters programmes may apply to spend their third year on a work-based placement facilitated by Careers & Placements. Such students would return to their studies at Stage 3 in the following year, thus lengthening their programme by a year. Successful completion of the placement year and associated assessment allows this to be recognised in programme title, which is amended to include 'with Placement Year' (e.g. BA in XYZ with Placement Year'). The Placement Year also adds a Programme Learning Outcome, concerning employability. (See Careers & Placements for details).

In exceptional circumstances, UTC may approve an exemption from the 'Placement Year' initiative. This is usually granted only for compelling reasons concerning accreditation; if the Department already has a Year in Industry with criteria sufficiently generic so as to allow the same range of placements; or if the programme is less than three years in length.

Programme excluded from Placement Year?	Yes <input type="checkbox"/>	If yes, what are the reasons for this exemption: unlikely to be approved by professional regulator and work placement already forms predominant role in the curriculum.
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Study Abroad (including Year Abroad as an additional year and replacement year)

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.

Does the programme include the opportunity to undertake other formally agreed study abroad activities? All such programmes must comply with the Policy on Study Abroad

<https://www.york.ac.uk/staff/teaching/procedure/programmes/design/>

Please Select Y/N: Yes

Additional information

Transfers out of or into the programme

ii) Transfers into the programme will be possible?
(please select Y/N) No

Additional details:

ii) Transfers out of the programme will be possible?
(please select Y/N) Yes

Additional details:

Students may be able to transfer from York to another university to complete a BA Social Work programme; however, the University of York does not allow for transfers into its BA programme at any stage in the course.

Exceptions to University Award Regulations approved by University Teaching Committee

Exception	Date approved
Please detail any exceptions to University Award Regulations approved by UTC	

Date on which this programme information was updated:

03/02/2017

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 they take 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.

Programme Map

Please note: the programme map below is in interim format pending the development of a University Programme Catalogue.

Programme Map: Module Contribution to Programme Learning Outcomes

This table maps the contribution to programme learning outcomes made by each module, in terms of the advance in understanding/ expertise acquired or reinforced in the module, the work by which students achieve this advance and the assessments that test it. This enables the programme rationale to be understood:

- Reading the table vertically illustrates how the programme has been designed to deepen knowledge, concepts and skills progressively. It shows how the progressive achievement of PLOs is supported by formative work and evaluated by summative assessment. In turn this should help students to understand and articulate their development of transferable skills and to relate this to other resources, such as the Employability Tutorial and York Award;
- Reading the table horizontally explains how the experience of a student at a particular time includes a balance of activities appropriate to that stage, through the design of modules.

Stage	Module		Programme Learning Outcomes							
			PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
			Critically evaluate and apply empirical knowledge and theoretical perspectives from across the social sciences to social work practice (including human development theories, person-centred theories and approaches and risk models)	Critically evaluate local, national and international social policy and its influence on social work practice within the legislative framework	Use highly developed communication skills to engage with service users, colleagues and other professionals to develop effective working relationships. Skills include the ability to adopt a person centred approach, active listening, advocacy, negotiation and managing conflict, and the appropriate use of ICT	Fulfil the role of a professional social worker, taking individual responsibility for upholding professional values and ethics, and for continuing own professional development, showing adaptability in rapidly changing social and professional environments	Reflect critically on the complexity of their own practice experience and demonstrate how both critical information-gathering and structured reflection has led to learning and to the development of their own professional practice	Work as an effective member and leader of social work and interdisciplinary teams, showing commitment to the aims and values of social work, and an ability to understand the roles and tasks of other professionals in order to promote cooperative working	Take responsibility for own emotional health and professional resilience through appropriate self-reflection and constructive use of supervision	Work effectively with complex problems faced by individuals, families, and communities, analysing information from a range of different sources, including service user perspectives, in order to develop appropriate assessments and interventions
1	Knowledge for social work: Examining knowledge	Progress towards PLO	This module provides students with an initial understanding of some of the main types of knowledge that are relevant to social work. The module has a twin track approach: it aims to provide accounts of relevant substantive knowledge, whilst at the same time it aims to encourage critical thinking about the status of such knowledge and its application to social work. The module covers findings from key research studies in relation to a variety of service user groups and theoretical concepts from various academic disciplines that are utilised in social work practice.							
		By working on (and if applicable, assessed through)	By producing a written critique of two journal articles. Students are required to critically assess two texts that represent different kinds of knowledge and evidence - specifically, articles that represent qualitative and quantitative research, respectively. Students must critically assess the knowledge claims made in the articles, including the strengths and limitations of the sources of knowledge they are based upon.							

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1	Knowledge for social work: Human Development	Progress towards PLO	Critical understanding of theories and empirical research into human development and their application to social work practice							Understanding the significance of theories about the developmental stages of children and adults in forming social work assessments and interventions, by analysing the given theories and applying them to social work practice. Initially, this is done via seminar presentations and discussions, building on knowledge provided in formal lectures
		By working on (and if applicable, assessed through)	By assessing the strengths and weaknesses of a chosen theory of human development and its relevance to and use in social work practice, in the form of a written essay. The formative assessment focusses on the strengths of the chosen theory and forms part of the eventual summative essay.							Assessments and interventions undertaken in practice on both Placements 1 and 2 will be informed by knowledge gained during Year 1. Each student must prepare a detailed presentation on one theory as part of the seminar programme in Year 1.

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1	Knowledge for social work: Theories and Models	Progress towards PLO	Critical evaluation of a range of specific theories and models of practice that are relevant to social work, including person centred approaches, systems theory, crisis intervention and risk management. The module aims to introduce, explain and critique a variety of theories and methods of social work practice. It will introduce the fundamental principles of human rights and equality. The module also introduces students to research into the nature of social problems and the efficacy of social work interventions, highlighting the links between research and practice.							Understanding the significance of theories and models in formulating social work assessments and interventions, by analysing the given theories and applying them to social work practice. Initially, this is done via seminar presentations and discussions, building on knowledge provided in formal lectures

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		By working on (and if applicable, assessed through)	An analysis of a chosen theory or model in the form of a written assignment. The aim is for the student to demonstrate an understanding of the main features of the model, and to use the knowledge and judgment to show how this theory or approach is useful in either understanding or undertaking social work (or both). The formative assessment is a shorter essay requiring a critical discussion of a theory and its place in social and/or health care practice							Assessments and interventions undertaken in practice on both Placements 1 and 2 will be informed by knowledge gained during Year 1. Each student must prepare a detailed presentation on one theory as part of the seminar programme in Year 1.
1	Context for Social Work: Ethics and Values	Progress towards PLO	An understanding of varying approaches to formulating ethical frameworks. Ability to articulate own ethical position and that of the profession. Ability to recognise ethical dilemmas in practice							
		By working on (and if applicable, assessed through)	Written essay on the following: 1. A general critique of the significance of ethics in social work practice. 2. An analysis of a specific example of personal behaviour, its ethical basis, and learning from the experience							

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1	Context for Social Work: Social Work Law	Progress towards PLO	An understanding of social work law: children and families; mental health; community care; youth justice							
		By working on (and if applicable, assessed through)	Case examples applying the law in taught sessions - students work through case examples in small groups and discuss the applicability of the law to the given situations; potential conflicts (ethical and practical) are also considered. Findings are shared with the whole class; module lead provides guidance on the overall context in which social workers must apply the law. Revision practice for a multi-choice law examination also takes place							

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1	Context for Social Work: Social Policy	Progress towards PLO		Critical evaluation of social policy and its influence on social work practice. The module is designed to introduce students to the core concepts and frameworks that underpin UK social policy and more importantly to show how these are related to professional social work practice. The module covers the key topics in contemporary UK social work that are related to policy and explore the issues that social workers are likely to face in their everyday working lives.							
		By working on (and if applicable, assessed through)		A critical evaluation of a chosen policy concept and its influence on a chosen service user group and related social work practice, in the form of a written essay							
1	Introduction to Practice: Communication Skills	Progress towards PLO	Understanding theories of effective professional communication and relationship-building in social work. Students will be introduced to the affective, cognitive and behavioural aspects of communication, try out communication skills in a simulated environment, and explore and consider different approaches to assessment		Understanding theories of effective communication. Development of communication skills in practice.						

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		By working on (and if applicable, assessed through)	Undertaking an observed role play with a service user. The role play must demonstrate a reasonable grasp of the skills required for empathic communication, and the analysis must the student's ability to understand and reflect upon their skills and the process of the interaction. Writing an analysis of own learning and skills demonstrated, and their relationship to theoretical ideas about communication.		Undertaking video recorded interviews with service users, practising skills. Writing an analysis of own learning and skills demonstrated, and their relationship to theoretical ideas about communication.					
1	Introduction to Practice: Reflective Practice	Progress towards PLO	Understanding of models of reflective practice. Apply models of reflection to social work topics such as 'gender roles'. The module is designed to help students to begin to understand the processes involved in reflecting upon practice and the context of practice, to appreciate the ways in which critical reflection can contribute to good practice and to explore ethical issues and dilemmas involved in practice. It will also consider the relationship between reflective practice and professional development							

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		By working on (and if applicable, assessed through)	Writing a critique of 2 reflective models and an analysis of the relevance of reflection to social work practice							
1	Introduction to Practice: Preparation for Practice	Progress towards PLO				Understanding basic ethics in practice, for example requirements for confidentiality, data management and professional boundaries	Early examples of reflection on practice and working contexts observed by the student whilst shadowing a social worker in a social work practice environment			Exposure to actual service user experiences - both in the classroom and on a shadowing day. In class, the students will discuss and explore real-life situations through taught input and group discussion. During the shadowing day, students will observe social workers undertaking actual case work and reflect on the social worker's practical skills, their use of theory and their application of the law.
		By working on (and if applicable, assessed through)				A workbook: responding to sample questions on the topics of data management, confidentiality and professional boundaries	A workbook: reflecting on observed practice on a 'shadowing day'. Consideration should be given to the impact of the law on the interventions, any professional dilemmas, boundary issues, the possible existence of oppressive attitudes/practice and the influence service users had over their own situation. Students should also consider the effectiveness of the intervention, the policies used to guide practice and the theories put into practice by the observed professional.		A workbook: demonstrating an understanding of the perspectives of individual service users encountered whilst shadowing. Students must show an understanding of how the observed service users face discrimination and disadvantage, and how the social work intervention was helping to improve their situation (or not).	

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1	Introduction to Practice: Professional Development Groups. PDGs are comprised of a small group of students with one facilitator. They provide a space for students to share open and honest thoughts, feelings and experiences with each other. The first year PDGs are intended to help students develop their professional awareness and identity in preparation for practice. We explore social work from experiential, intellectual, and professional viewpoints. PDGs are held fortnightly.	Progress towards PLO	Discussion of theoretical concepts through case examples. As examples - we study different concepts of power and their relevance to social work; we also analyse the importance of language and its role in oppressing/empowering individuals and groups.	Discussion of policy concepts through case examples. We will assess actual examples of social work practice and explore how changes in legislation (for example, in respect of working with children) directly impacts on the profession. Alongside this, students will also gain insight into the media representation of social work and how this can both support and impede the work of the profession.	Presentation of own ideas in a group setting as a method of developing self-confidence and self-expression. Topics are considered from several different angles, allowing students to debate issues and consider conflicting viewpoints.	Discussion of ethical dilemmas, using both case examples. Several of the PDG classes will cover ethical issues, such as the existence of discrimination and how it can be challenged. We also explore the issue of poverty and maintain a keen focus on service user perspectives.	Discussion and reflection on own learning during year 1; consideration of both positive and negative experiences. Consideration given to forthcoming placements with space given for discussion of individual hopes, fears and concerns.			
		By working on (and if applicable, assessed through)	Group discussion of how social work theory applies to social work practice. Consideration given to specific models (such as the use of attachment theory in work with children and families). Knowledge acquired and disseminated within the PDGs will then inform the students' practice whilst on placement.	Group discussion of the impact of policy on practice - examples include the current prevalence of child protection intervention over preventative work, and the implications of safeguarding being 'everyone's responsibility'. Knowledge of safeguarding (either adults or children) is fundamental to any practice placement so the link to the students' placement experience should be self-evident.	Group discussion on given topics where small groups within the PDG take opposing views on a given topic and debate the efficacy of the contrasting positions. Students are encouraged to continue debating and discussing practice issues in a positive and respectful manner when on placement.	Group discussion of ethical issues facing social workers using a variety of inputs including literature, electronic media and news reports. Students are encouraged to see any social work intervention as having an ethical dimension so that they carry this awareness into their practice placement experiences.	Group discussion on students' personal development during the course, including critiques of taught modules (which also serves as feedback to the department). Students are encouraged to reflect on personal experiences and to maintain this critically reflective approach whilst on placement, leading to improvements in their professional practice.			

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1	Introduction to Practice: Practice Skills Days. There are 10 skills days in total in the first year, spread across the autumn term (4 days) and spring term (6 days). As with other modules, they are designed to provide the	Progress towards PLO	Application of relevant knowledge to the skills day topics (for example assessments; diversity; emotional intelligence)	Understanding and critique of policy that is relevant to the skills day topic	Identifying the most relevant ways of communication when working with the skills day topic and practising those skills. Electronic communication is a focus in the ICT skills day, for example; active listening is a focus during the Emotional Intelligence skills day; and managing conflict is a focus during the Child and Adult Protection skills day.	Application of relevant ethical perspectives to the skills day topics	Reflection on personal and professional experience in relation to each of the skills day topics	Understanding of social work service delivery in relation to the skills day topic - including the perspectives of visiting professional contributors.	Understanding of the importance of personal and professional resilience in relation to the skills day topic. Skills day on emotional intelligence focuses heavily on this topic	Working with real and fictitious case scenarios that include service user perspectives in order to develop assessments and intervention plans

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		Critically evaluate and apply empirical knowledge and theoretical perspectives from across the social sciences to social work practice (including human development theories, person-centred theories and approaches and risk models)	Critically evaluate local, national and international social policy and its influence on social work practice within the legislative framework	Use highly developed communication skills to engage with service users, colleagues and other professionals to develop effective working relationships. Skills include the ability to adopt a person centred approach, active listening, advocacy, negotiation and managing conflict, and the appropriate use of ICT	Fulfil the role of a professional social worker, taking individual responsibility for upholding professional values and ethics, and for continuing own professional development, showing adaptability in rapidly changing social and professional environments	Reflect critically on the complexity of their own practice experience and demonstrate how both critical information-gathering and structured reflection has led to learning and to the development of their own professional practice	Work as an effective member and leader of social work and interdisciplinary teams, showing commitment to the aims and values of social work, and an ability to understand the roles and tasks of other professionals in order to promote cooperative working	Take responsibility for own emotional health and professional resilience through appropriate self-reflection and constructive use of supervision	Work effectively with complex problems faced by individuals, families, and communities, analysing information from a range of different sources, including service user perspectives, in order to develop appropriate assessments and interventions
	students with instruction in a range of social work-related skills and issues, in preparation for their first practice placement at the beginning on Year 2. The content of these days relates directly to skills that are assessed as part of the practice placements - including assessment skills, report writing, awareness of diversity issues and helping individuals deal with trauma.	By working on (and if applicable, assessed through)	Participation in skills days involves a range of group and individual tasks, both in preparation and on the day. Some days require formal group preparation, such as the Protection skills day presentations on serious case reviews. During the skills days themselves, the emphasis is on discussion, debate and skills practice rather than taught input. Groups are expected to explore issues, record findings and feed back the points raised to the larger group. Role plays also feature, with students allocated specific roles and tasks.	Participation in skills days involves a range of group and individual tasks, both in preparation and on the day. All skills days come with an expectation of prior reading so that the students have a base knowledge before attending. Some days require formal group preparation, such as the Protection skills day presentations on serious case reviews - this requires research into, and critical evaluation of, the law and government policy in relation to child and adult safeguarding. During the skills days themselves, the emphasis is on discussion, debate and skills practice rather than taught input. Groups are expected to explore issues, record findings and feed back the points raised to the larger group. Role plays also feature, with students allocated specific roles and tasks.	Participation in skills days involves a range of group and individual tasks, both in preparation and on the day. All skills days come with an expectation of prior reading so that the students have a base knowledge before attending. Some days require formal group preparation, such as the Protection skills day presentations on serious case reviews. During the skills days themselves, the emphasis is on discussion, debate and skills practice rather than taught input. Groups are expected to explore issues, record findings and feed back the points raised to the larger group. Role plays also feature, with students allocated specific roles and tasks. Selected skills days require preparatory work in groups using digital tools to create shared presentations on given topics.	Participation in skills days involves a range of group and individual tasks, both in preparation and on the day. All skills days come with an expectation of prior reading so that the students have a base knowledge before attending. Some days require formal group preparation, such as the Protection skills day presentations on serious case reviews. During the skills days themselves, the emphasis is on discussion, debate and skills practice rather than taught input. Groups are expected to explore issues, record findings and feed back the points raised to the larger group. Role plays also feature, with students allocated specific roles and tasks. We look specifically at ethical practice when considering such topics as poverty, substance misuse and race/ethnicity.	Participation in skills days involves a range of group and individual tasks, both in preparation and on the day. All skills days come with an expectation of prior reading so that the students have a base knowledge before attending. Some days require formal group preparation, such as the Protection skills day presentations on serious case reviews. During the skills days themselves, the emphasis is on discussion, debate and skills practice rather than taught input. Groups are expected to explore issues, record findings and feed back the points raised to the larger group. Role plays also feature, with students allocated specific roles and tasks.	Participation in skills days involves a range of group and individual tasks, both in preparation and on the day. All skills days come with an expectation of prior reading so that the students have a base knowledge before attending. Some days require formal group preparation, such as the Protection skills day presentations on serious case reviews. During the skills days themselves, the emphasis is on discussion, debate and skills practice rather than taught input. Groups are expected to explore issues, record findings and feed back the points raised to the larger group. Role plays also feature, with students allocated specific roles and tasks. Professional resilience and the importance of self-care are a primary focus within key skills days - such as the days on Emotional Intelligence and on dealing with violence and aggression.	Participation in skills days involves a range of group and individual tasks, both in preparation and on the day. All skills days come with an expectation of prior reading so that the students have a base knowledge before attending. Some days require formal group preparation, such as the Protection skills day presentations on serious case reviews. During the skills days themselves, the emphasis is on discussion, debate and skills practice rather than taught input. Groups are expected to explore issues, record findings and feed back the points raised to the larger group. Role plays also feature, with students allocated specific roles and tasks. We will present the students with a range of complex scenarios in skills days on Substance Misuse, Interventions and Child/Adult Protection - the aim being for them to understand the difficulties and tensions inherent in much social work practice.

Programme Map: Module Contribution to Programme Learning Outcomes

This table maps the contribution to programme learning outcomes made by each module, in terms of the advance in understanding/ expertise acquired or reinforced in the module, the work by which students achieve this advance and the assessments that test it. This enables the programme rationale to be understood:

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			Critically evaluate and apply empirical knowledge and theoretical perspectives from across the social sciences to social work practice (including human development theories, person-centred theories and approaches and risk models)	Critically evaluate local, national and international social policy and its influence on social work practice within the legislative framework	Use highly developed communication skills to engage with service users, colleagues and other professionals to develop effective working relationships. Skills include the ability to adopt a person centred approach, active listening, advocacy, negotiation and managing conflict, and the appropriate use of ICT	Fulfil the role of a professional social worker, taking individual responsibility for upholding professional values and ethics, and for continuing own professional development, showing adaptability in rapidly changing social and professional environments	Reflect critically on the complexity of their own practice experience and demonstrate how both critical information-gathering and structured reflection has led to learning and to the development of their own professional practice	Work as an effective member and leader of social work and interdisciplinary teams, showing commitment to the aims and values of social work, and an ability to understand the roles and tasks of other professionals in order to promote cooperative working	Take responsibility for own emotional health and professional resilience through appropriate self-reflection and constructive use of supervision	Work effectively with complex problems faced by individuals, families, and communities, analysing information from a range of different sources, including service user perspectives, in order to develop appropriate assessments and interventions
2	Developing Social Work Practice: Reflective Practice	Progress towards PLO	Detailed understanding of reflective practice. Critical application of concepts of reflection to a range of social work topics such as practice wisdom and reflection within teams			Demonstrate critical awareness of how ethical dilemmas can be addressed and resolved through reflection on practice	Demonstrate a critical understanding of how reflection has influenced the development of own professional practice			
		By working on (and if applicable, assessed through)	Writing a reflective account of a personal practice experience, incorporating knowledge of reflective models and the impact of the experience on professional practice and the development of professional values, ethics and practice			Writing a reflective account of a personal practice experience, incorporating knowledge of reflective models and the impact of the experience on the development of professional values and ethics	Writing a reflective account of a personal practice experience, incorporating knowledge of reflective models and the impact of the experience on professional practice and the development of professional practice			
2	Developing Social Work Practice: Assessment, Intervention and Multi-Agency Working	Progress towards PLO	Self-directed study and peer teaching in small groups in order to critically examine selected areas of social work practice		Exploration of effective communication skills and their applicability to practice via complex case study work across a range of settings			Exploration of effective multi-agency interventions and their relevance to practice via complex case study work across a range of settings		Exploration of effective assessment skills and their applicability to practice via complex case study work across a range of settings

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		By working on (and if applicable, assessed through)	Detailed, critical analysis of a case study using a range of evidence and proposing effective social work intervention		Case study exploration with a particular focus on effective use of communication skills including advocacy, negotiation and managing conflict.			Case study exploration with a particular focus on multi-agency working and interdisciplinary communication. Students must produce a written submission clearly demonstrating their understanding of multi-agency processes, and of how to promote social work values in this context. This will include an analysis of the tensions inherent in working with agencies whose values and priorities differ (or are in conflict with) those of social work.		Case study exploration with a particular focus on effective interventions within a range of complex social work settings.
2	Developing Social Work Practice: Practice Skills Days. There are 5 skills days in Year 2, spread across the spring term. These days	Progress towards PLO	Application of relevant knowledge to the skills day topics (for example group work, family work, bereavement and end of life care)	Understanding and critical evaluation of policy that is relevant to the skills day topic	Identifying the most relevant methods of communication when working with the skills day topic and practising those skills (such as empathy and conflict resolution during Bereavement and End of Life Care).	Application of relevant ethical perspectives to the skills day topics (such as gender issues when considering Family Work)	Reflection on personal and professional experience in relation to each of the skills day topics	Understanding of social work service delivery in relation to the skills day topic - including the perspectives of visiting professional contributors.	Understanding of the importance of personal and professional resilience in relation to the skills day topic.	Working with real and fictitious case scenarios that include service user perspectives in order to develop assessments and intervention plans

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	enhance the learning gained in practice placements, embedding practice skills and enhancing the learning within the Assessment, Intervention and Multi-Agency Working module stream.	By working on (and if applicable, assessed through)	Participation in skills days involves a range of group and individual tasks, both in preparation and on the day. All skills days in Year 2 come with an expectation of prior reading so that the students have a base knowledge before attending; the skills days therefore require a higher degree of preparation than in Year 1. Some days require formal group preparation. During the skills days themselves, the emphasis is on discussion, debate and skills practice rather than taught input. Groups are expected to explore issues, record findings and feed back the points raised to the larger group. Role plays also feature, with students allocated specific roles and tasks. During Year 2, students also have to actively contribute to topic explorations using their own newly-acquired practice experience, to enhance the level of debate and discussion. Theories explored in the Year 2 skills days include group work model and family/system interventions.	Participation in skills days involves a range of group and individual tasks, both in preparation and on the day. All skills days in Year 2 come with an expectation of prior reading so that the students have a base knowledge before attending; the skills days therefore require a higher degree of preparation than in Year 1. Some days require formal group preparation. During the skills days themselves, the emphasis is on discussion, debate and skills practice rather than taught input. Groups are expected to explore issues, record findings and feed back the points raised to the larger group. Role plays also feature, with students allocated specific roles and tasks. 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During Year 2, students also have to actively contribute to topic explorations using their own newly-acquired practice experience, to enhance the level of debate and discussion. Examples of how to work sensitively and respectfully with services users are integral to the skills days on Family Work, Connecting People and End of Life Care.	Participation in skills days involves a range of group and individual tasks, both in preparation and on the day. All skills days in Year 2 come with an expectation of prior reading so that the students have a base knowledge before attending; the skills days therefore require a higher degree of preparation than in Year 1. Some days require formal group preparation. During the skills days themselves, the emphasis is on discussion, debate and skills practice rather than taught input. Groups are expected to explore issues, record findings and feed back the points raised to the larger group. Role plays also feature, with students allocated specific roles and tasks. During Year 2, students also have to actively contribute to topic explorations using their own newly-acquired practice experience, to enhance the level of debate and discussion.	Participation in skills days involves a range of group and individual tasks, both in preparation and on the day. All skills days in Year 2 come with an expectation of prior reading so that the students have a base knowledge before attending; the skills days therefore require a higher degree of preparation than in Year 1. Some days require formal group preparation. During the skills days themselves, the emphasis is on discussion, debate and skills practice rather than taught input. Groups are expected to explore issues, record findings and feed back the points raised to the larger group. Role plays also feature, with students allocated specific roles and tasks. During Year 2, students also have to actively contribute to topic explorations using their own newly-acquired practice experience, to enhance the level of debate and discussion. It is an expectation that students will demonstrate, through their participation, a constantly developing understanding of the aims and values of social work.	Participation in skills days involves a range of group and individual tasks, both in preparation and on the day. All skills days in Year 2 come with an expectation of prior reading so that the students have a base knowledge before attending; the skills days therefore require a higher degree of preparation than in Year 1. Some days require formal group preparation. During the skills days themselves, the emphasis is on discussion, debate and skills practice rather than taught input. Groups are expected to explore issues, record findings and feed back the points raised to the larger group. Role plays also feature, with students allocated specific roles and tasks. During Year 2, students also have to actively contribute to topic explorations using their own newly-acquired practice experience, to enhance the level of debate and discussion.	Participation in skills days involves a range of group and individual tasks, both in preparation and on the day. All skills days in Year 2 come with an expectation of prior reading so that the students have a base knowledge before attending; the skills days therefore require a higher degree of preparation than in Year 1. Some days require formal group preparation. During the skills days themselves, the emphasis is on discussion, debate and skills practice rather than taught input. Groups are expected to explore issues, record findings and feed back the points raised to the larger group. Role plays also feature, with students allocated specific roles and tasks. During Year 2, students also have to actively contribute to topic explorations using their own newly-acquired practice experience, to enhance the level of debate and discussion. The focus of group work within the skills days is set at a more complex level, to reflect the fact that the students are now in their second year and will have completed their first practice placement.

Programme Map: Module Contribution to Programme Learning Outcomes

This table maps the contribution to programme learning outcomes made by each module, in terms of the advance in understanding/ expertise acquired or reinforced in the module, the work by which students achieve this advance and the assessments that test it. This enables the programme rationale to be understood:

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Stage	Module		Programme Learning Outcomes							
			PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
			Critically evaluate and apply empirical knowledge and theoretical perspectives from across the social sciences to social work practice (including human development theories, person-centred theories and approaches and risk models)	Critically evaluate local, national and international social policy and its influence on social work practice within the legislative framework	Use highly developed communication skills to engage with service users, colleagues and other professionals to develop effective working relationships. Skills include the ability to adopt a person centred approach, active listening, advocacy, negotiation and managing conflict, and the appropriate use of ICT	Fulfil the role of a professional social worker, taking individual responsibility for upholding professional values and ethics, and for continuing own professional development, showing adaptability in rapidly changing social and professional environments	Reflect critically on the complexity of their own practice experience and demonstrate how both critical information-gathering and structured reflection has led to learning and to the development of their own professional practice	Work as an effective member and leader of social work and interdisciplinary teams, showing commitment to the aims and values of social work, and an ability to understand the roles and tasks of other professionals in order to promote cooperative working	Take responsibility for own emotional health and professional resilience through appropriate self-reflection and constructive use of supervision	Work effectively with complex problems faced by individuals, families, and communities, analysing information from a range of different sources, including service user perspectives, in order to develop appropriate assessments and interventions
2	Applying Knowledge for Social Work	Progress towards PLO	Critical evaluation of a range of specific theories and models of practice and their application to specific areas of social work (for example children and families, mental health, youth)							Critical understanding of the significance of theories and models in formulating social work assessments and interventions
		By working on (and if applicable, assessed through)	Assessment is via a written essay - providing a critique of two chosen theoretical models with an analysis of their relevance to a chosen area of social work practice, including an analysis of their strengths and limitations. Formative assessment is the writing of an introduction and essay plan for the summative assignment.							Assessments and interventions undertaken in practice on Placement 1 will be reexamined in class in the light of knowledge gained during the module; interventions in Placement 2 will be informed by the new knowledge.
2	Expanding the Context	Progress towards PLO	Detailed evaluation of three given social work topics with a focus on current legal, ethical and policy issues, comparing domestic and international perspectives	Critical evaluation of both domestic and international policy positions in relation to the selected topic areas with input from experts in the selected fields		Application of relevant ethical perspectives to the selected topic areas and a critical analysis of ethical conflicts and dilemmas when considering the topic areas, and the impact of these on social work practice.				

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		By working on (and if applicable, assessed through)	Assessment is in the form of an analysis of one aspect of the three selected social work topics (giving both domestic and international perspectives), with due regard for legal, ethical and policy aspects. The word count for the assignment is deliberately limited to ensure that students demonstrate clear editing skills alongside an ability to research contemporary issues using a variety of sources.	Writing a critique of the three selected social work topics (giving both domestic and international perspectives) with a focus on policy and legal aspects		Participation in the module involves preliminary group work - detailed presentations on two selected topics are given by each student group, with an emphasis on ethical awareness and a consideration of how policy and legal frameworks both influence, and lag behind, social attitudes and mores.			

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2	Placement 1 (includes Professional Development Groups)	Progress towards PLO	Students will relate theoretical and research knowledge to social work practice and evidence how this has led to improvements in own professional practice. The Professional Development Groups in Year 2 are specifically designed to allow students to discuss and explore their experiences on placement, with students offering each other support and ideas in respect of difficult and challenging situations. Theories and models studied in Year 1 are referred back to, to illustrate the relevance of theory to practice. Given the variety and scope of the sum total of practice placements, lack of space (and an instruction to be concise) prevents a full explanation of how all the theories studied in Year 1 may inform the students' work within practice placements.	Demonstrate an understanding of relevant policy and legislation that impacts upon the respective practice placement and broad social work area the placement works within. Practice in accordance with the relevant policy and legislation (which will vary according to the working remit of each individual placement).	Students will demonstrate an ability to communicate effectively, empathically and clearly with service users, using a range of skills and approaches; students will use ICT appropriately to record interventions and communicate with service users, colleagues and other professionals	Students will undertake case work in a social work placement, demonstrating a developing understanding of professional values and an ability to work in an anti-oppressive manner. Students will also evidence an ability to recognise their own professional development needs.	Students will critically reflect on their practice experience in both informal and regular, formal supervisory settings (individually) and within a peer group environment	Demonstration of developing understanding of, and commitment to, social work aims and values. Growth in understanding of multi-agency working. Development of professional social care practice.	Students will proactively use supervision in order to build professional resilience whilst on practice placement, discussing challenges with their supervisor and receiving guidance in respect of conflict resolution, managing stress and maintaining an effective work/life balance. Students will also make active use of peer support via Professional Development Groups, to explore self-care issues and discuss challenging work scenarios.	Development of ability to undertake increasingly complex case work with individuals and groups. Contribute to effective assessments of need and make effective interventions that empower service users to make positive changes

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		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	
		Critically evaluate and apply empirical knowledge and theoretical perspectives from across the social sciences to social work practice (including human development theories, person-centred theories and approaches and risk models)	Critically evaluate local, national and international social policy and its influence on social work practice within the legislative framework	Use highly developed communication skills to engage with service users, colleagues and other professionals to develop effective working relationships. Skills include the ability to adopt a person centred approach, active listening, advocacy, negotiation and managing conflict, and the appropriate use of ICT	Fulfil the role of a professional social worker, taking individual responsibility for upholding professional values and ethics, and for continuing own professional development, showing adaptability in rapidly changing social and professional environments	Reflect critically on the complexity of their own practice experience and demonstrate how both critical information-gathering and structured reflection has led to learning and to the development of their own professional practice	Work as an effective member and leader of social work and interdisciplinary teams, showing commitment to the aims and values of social work, and an ability to understand the roles and tasks of other professionals in order to promote cooperative working	Take responsibility for own emotional health and professional resilience through appropriate self-reflection and constructive use of supervision	Work effectively with complex problems faced by individuals, families, and communities, analysing information from a range of different sources, including service user perspectives, in order to develop appropriate assessments and interventions	
		By working on (and if applicable, assessed through)	Ability to relate social work theory to practice is assessed as an integral element of practice capability by the student's allocated Practice Educator (PE), who is a trained social worker and trained social work educator. The PE supports the development of the student's professional practice via regular, formal supervision and observations of practice. Other professionals within the practice placement may also contribute feedback in respect of the student's performance. The PE completes a formal placement report which covers all aspects of the student's performance, including ability to undertake effective and ethical case work, maintain professional boundaries, make constructive use of supervision, understand the policy context in which the placement operates, reflect critically on practice and link social work theory to practice. The student also completes a placement report detailing the learning they have achieved and providing detailed reflections on practice and in-depth analyses of case work undertaken. The PE is responsible for verifying the authenticity of the student's report and for deciding whether the student has passed or failed their placement. The nine domains of the Professional Capabilities Framework provide the framework for the reports and the student must demonstrate capability in all nine (at 'End of First Placement' level) to achieve a pass. The Professional Capabilities Framework is included as an	Awareness of and adherence to, relevant local and national policy initiatives is assessed as an integral element of practice capability (see PLO 1 for full details of assessment). As an example - students on placement within a substance misuse service will be expected to evidence a critical understanding of the law in relation to illegal substances, as well as policy initiatives in relation to addressing problematic use and 'best practice' regarding harm minimisation and withdrawal/recovery. Such evidence would be found within the placement report (in case records and written reflections) as well as through formal supervision.	Ability to communicate effectively and engage constructively with service users is assessed as an integral element of practice capability, as is the ability to record legally accurate case information in a timely fashion, using electronic data recording systems (see PLO 1 for details of assessment). Ability to communicate is assessed through formal observations of practice by the Practice Educator.	Development of practice capability, including understanding and applying professional values and ethics, is assessed as an integral element of practice capability (see PLO 1 for details of assessment). Every students' practice educator will seek feedback from service users and placement staff in respect of the student's practice capability, and will formally observe their practice.	Structured, written reflection is assessed both by professional supervisor and within written placement reports (see PLO 1 for details of assessment). The student must complete a report which evidences how they have met the nine PCF domains, how they have undertaken case work and how they have recognised, addressed and resolved professional difficulties and dilemmas. The Practice Educator must verify the accuracy of the student's report and provide written evidence of their own in respect of the student's ability to both practice and critically reflect on practice.	Developing understanding of professional aims and values is assessed as an integral element of practice capability, as is awareness of multi-agency practice, via formal supervision, written reflections, maintenance of case work records and evidence of involvement in multi-agency processes - such as formal minutes of meetings (see PLO 1 for details of assessment)	Constructive use of supervision - including development of professional resilience and emotional self-care - is assessed as an integral element of practice capability (see PLO 1 for details of assessment). Formal supervision is intensive - the requirement is that students receive 90 minutes of formal supervision each week (the first placement is 70 days, or 14 weeks full time).	Students will be assessed on their ability to undertake effective case work (including assessments) via observations, professional supervision and feedback from various sources. Case work is recorded as part of a comprehensive placement report (see PLO1 for details of assessment). The student must demonstrate that they have undertaken case work that has increased in complexity as the placement has progressed; also, that they have experienced the full social work process (ie receive and research information - establish contact with individuals/families/groups - undertake assessments of need and risk - devise support plans - intervene effectively to support service users - complete and review work undertaken).

Programme Map: Module Contribution to Programme Learning Outcomes

This table maps the contribution to programme learning outcomes made by each module, in terms of the advance in understanding/ expertise acquired or reinforced in the module, the work by which students achieve this advance and the assessments that test it. This enables the programme rationale to be understood:

- Reading the table vertically illustrates how the programme has been designed to deepen knowledge, concepts and skills progressively. It shows how the progressive achievement of PLOs is supported by formative work and evaluated by summative assessment. In turn this should help students to understand and articulate their development of transferable skills and to relate this to other resources, such as the Employability Tutorial and York Award;
- Reading the table horizontally explains how the experience of a student at a particular time includes a balance of activities appropriate to that stage, through the design of modules.

Stage	Module		Programme Learning Outcomes							
			PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
			Critically evaluate and apply empirical knowledge and theoretical perspectives from across the social sciences to social work practice (including human development theories, person-centred theories and approaches and risk models)	Critically evaluate local, national and international social policy and its influence on social work practice within the legislative framework	Use highly developed communication skills to engage with service users, colleagues and other professionals to develop effective working relationships. Skills include the ability to adopt a person centred approach, active listening, advocacy, negotiation and managing conflict, and the appropriate use of ICT	Fulfil the role of a professional social worker, taking individual responsibility for upholding professional values and ethics, and for continuing own professional development, showing adaptability in rapidly changing social and professional environments	Reflect critically on the complexity of their own practice experience and demonstrate how both critical information-gathering and structured reflection has led to learning and to the development of their own professional practice	Work as an effective member and leader of social work and interdisciplinary teams, showing commitment to the aims and values of social work, and an ability to understand the roles and tasks of other professionals in order to promote cooperative working	Take responsibility for own emotional health and professional resilience through appropriate self-reflection and constructive use of supervision	Work effectively with complex problems faced by individuals, families, and communities, analysing information from a range of different sources, including service user perspectives, in order to develop appropriate assessments and interventions
3	Placement 2 (includes Professional Development Groups and Skills Days). There are 4 skills days in Year 3 - 2 each in the autumn and spring terms. The autumn skills days are specifically focused on professional practice undertaken after graduation, in line with the HCPC's expectations in respect of career-long learning). The Professional Development Groups are structured in a similar way to those in Year 2, although in the final year there is an increased level of self-direction on the part of the students, who can request input on mutually agreed topics. This may take the form of 'revision' on topics covered	Progress towards PLO	Students will relate complex theoretical and research knowledge to social work practice and evidence (see below) how this has led to significant improvements in own professional practice and in the development of professional ethics and values. The Professional Development Groups in Year 3 are specifically designed to allow students to discuss and explore their experiences on placement, with students offering each other support and ideas in respect of difficult and challenging situations. Theories and models studied in Years 1 and 2 are referred back to, to illustrate the relevance of theory to practice. Given the variety and scope of the sum total of practice placements, lack of space (and an instruction to be concise) prevents a full explanation of how all the theories studied in Years 1 and 2 may inform the students' work within practice placements. An example would be: a student on placement in a hospice would be expected to evidence critical understanding of attachment theory and the law in relation to mental capacity. They would also be expected to demonstrate skills developed in Skills Days on assessment, family work and end of life care.	Demonstrate a critical understanding of relevant policy and legislation that impacts upon the respective practice placement. Practice in accordance with relevant policy and legislation (which will vary according to the working remit of each individual placement). As an example - a student working within a Children's Services team will be expected to have a critical understanding of children's legislation as well as government policy in relation to child safeguarding and child protection.	Students will demonstrate an advanced ability to communicate effectively using a range of skills and approaches within complex case work interventions, that empower service users and demonstrate a commitment to anti-oppressive practice; students will use ICT appropriately to record interventions, prepare detailed reports and communicate effectively with service users, colleagues and other professionals. This includes the use of secure electronic communication systems and the maintenance of comprehensive, legally accurate case records that adhere to both agency policies and legislation such as the Data Protection Act.	Students will undertake complex case work in a social work placement, demonstrating clear understanding of professional values and an ability to work flexibly and under pressure. Students will also evidence a willingness to identify and act on their own professional development needs. Students must also behave in a professional manner and represent both their placement agency, and the social work profession, in an appropriate manner. During their second placement, students are expected to work proactively in terms of identifying learning opportunities, addressing and resolving conflicts and managing a professional workload.	Critical reflection of own practice with a clear focus on challenges and ethical dilemmas encountered within complex case work. Ability to utilise reflective models at an advanced level in order to develop and improve practice. Students must demonstrate that they have made full, proactive use of supervision as a means to reflect critically on practice.	Demonstration of a clear understanding and application of social work aims and values. Evidence of an ability to practice effectively in multi-agency contexts as a key element of practice competence (see below). Students must also demonstrate leadership qualities on placement (for example, by taking a lead in reviewing or developing policies, devising and facilitating team training or chairing multi-agency meetings).	Continued proactive use of supervision in order to maintain professional resilience whilst on practice placement and use peer support network to share self-care knowledge and practice wisdom. Demonstrate clear emotional intelligence in interactions with work colleagues and other students. Demonstrate an ability to cope with complex, demanding and emotionally challenging case work.	Development of ability to undertake complex, challenging case work with individuals and groups. Undertake effective assessments of need and make effective interventions that empower service users to make positive changes and demonstrate an ability to work in an anti-oppressive manner. Be able to manage risk and take autonomous, considered decisions in respect of complex social work situations.

Programme Map: Module Contribution to Programme Learning Outcomes

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Stage	Module		Programme Learning Outcomes							
			PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
			Critically evaluate and apply empirical knowledge and theoretical perspectives from across the social sciences to social work practice (including human development theories, person-centred theories and approaches and risk models)	Critically evaluate local, national and international social policy and its influence on social work practice within the legislative framework	Use highly developed communication skills to engage with service users, colleagues and other professionals to develop effective working relationships. Skills include the ability to adopt a person centred approach, active listening, advocacy, negotiation and managing conflict, and the appropriate use of ICT	Fulfill the role of a professional social worker, taking individual responsibility for upholding professional values and ethics, and for continuing own professional development, showing adaptability in rapidly changing social and professional environments	Reflect critically on the complexity of their own practice experience and demonstrate how both critical information-gathering and structured reflection has led to learning and to the development of their own professional practice	Work as an effective member and leader of social work and interdisciplinary teams, showing commitment to the aims and values of social work, and an ability to understand the roles and tasks of other professionals in order to promote cooperative working	Take responsibility for own emotional health and professional resilience through appropriate self-reflection and constructive use of supervision	Work effectively with complex problems faced by individuals, families, and communities, analysing information from a range of different sources, including service user perspectives, in order to develop appropriate assessments and interventions
3	Option modules - One of: Children and Families; Health and Disability; Mental Health; Youth	Progress towards PLO	Building upon knowledge and	Demonstration of a highly developed understanding of policy and legislation in relation to the chosen topic.		Demonstration of a highly developed understanding of professional values and ethical positions in relation to the chosen topic.				Complex problems and scenarios faced by the chosen service user group will be explored and appropriate interventions discussed and formulated. Learning will be via complicated, multi-layered case studies involving a number of different actors and clear elements of risk. Discussions in respect of the case studies must maintain a focus on risk management, safeguarding and complex social work decision-making.
		By working on (and if applicable, assessed through)	Assessment is via a written essay - a critical evaluation of a topic (selected by the student) within the chosen social work area, giving an analysis of research perspectives, as well as current practice issues and service user perspectives. Students must demonstrate the ability to undertake detailed, contemporary research and provide in-depth analysis of the chosen topic.	Assessment is via a written essay - a critical evaluation of a topic (selected by the student) within the chosen social work area, giving an analysis of legal and policy perspectives, showing how these impact on practice and the role and position of the service user. Students must demonstrate the ability to undertake detailed, contemporary research and provide in-depth analysis of the chosen topic.		Assessment is via a written essay - a critical evaluation of a topic (selected by the student) within the chosen social work area, giving an analysis of ethical perspectives, showing how these impact both on practice and (in particular) the role and position of the service user. Students must demonstrate the ability to undertake detailed, contemporary research and provide in-depth analysis of the chosen topic and communicate a coherent, personal value framework that is congruent with the values of the social work profession.			Critical evaluation of a selected topic within the chosen social work area, giving an analysis of legal, policy and research perspectives, as well as current practice issues and service user perspectives	

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3	Dissertation	Progress towards PLO	Development of advanced analytical skills and knowledge in respect of social work research; development of detailed, specialist knowledge of a chosen aspect of social work.							
		By working on (and if applicable, assessed through)	A systematic review and critical appraisal of research studies currently available on a social work-related topic of the student's choice; an assessment of the results of the research studies and a consideration of their implications for social work policy and practice							