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Date of revision: 30 April 2019 – change to assessment for module SWK604

## PART TWO PROGRAMME SPECIFICATION

|   |   |
|---|---|
| 1 | <b>Awarding body</b><br>Glyndŵr University  |
| 2 | <b>Teaching institution</b><br>Glyndŵr University   |
| 3 | <b>Award title</b><br>BA (Hons) Social Work: Qualified Status   |
| 4 | <b>Final awards available</b><br>BA (Hons) Social Welfare<br>BA (Ord) Social Welfare<br>DipHE Social Welfare<br>CertHE Social Welfare   |
| 5 | <b>Professional, Statutory or Regulatory Body (PSRB) accreditation</b><br><br><b>Please list any PSRBs associated with the proposal</b><br>Social Care Wales (known as the Care Council for Wales prior to April 2017)<br><b>Accreditation available</b><br>This programme leads to Qualified Social Work status and adheres to Social Care Wales' expectations for the training and education of Social Workers in Wales as expressed in their Assessment Framework for Social Work Training in Wales (2012).<br>Graduates are eligible for registration with the four care councils of the United Kingdom.<br><b>Please add details of any conditions that may affect accreditation (eg is it dependent on choices made by a student?)</b><br>Students successfully completing the BA (Hons) Social Work: Qualified Status programme will be eligible for accreditation. As part of this, students must complete the 200 days of placement within the 3 work-based learning modules.<br>The various Social Welfare awards exclude the placement modules and <b>do not lead to professional accreditation.</b> |
| 6 | <b>JACS3 code L500</b>  |

|    |  |
|----|--|
| 7  | <b>UCAS code L500</b>  |
| 8  | <b>Relevant QAA subject benchmark statement/s</b><br>Social Work (2016)  |
| 9  | <b>Other external and internal reference points used to inform the programme outcomes</b><br>Assessment Framework for Social Work Training in Wales, in particular the Rules of Approval for the Social Work Degree in Wales (2012); the Code of Professional Practice for Social Care Workers (2015); the National Occupational Standards for Social Work in Wales (2011) |
| 10 | <b>Mode of study</b><br>Full time  |
| 11 | <b>Language of study</b><br>English  |

## 12 Criteria for admission to the programme

### Standard entry criteria

The University's admissions policy is detailed here  
<https://www.Glyndwr.ac.uk/en/Howtoapply/Admissionspolicies/>

Entry requirements are in line with University requirements.

### UK entry qualifications

The University's entry requirements are set out at  
<http://www.glyndwr.ac.uk/en/Undergraduatecourses/UCASstariffchange2017/>

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

Candidates must demonstrate commitment to social care, and relevant experience (employed, voluntary or personal) in social care, or a closely related field, is essential prior to applying for the course and must be at a minimum of the equivalent of six months full-time (approximately 500 hours).

Candidates must be successful at interview, meeting a minimum standard of 'satisfactory' for all answers to questions which test for each of the Social Care Wales (SCW) required Selection Criteria.

All post-interview offers of a place on this degree, are conditional to the completion of enhanced Disclosure and Barring Service (DBS) clearance administered by Glyndwr University to confirm suitability to work with children, young people and vulnerable adults.

Applicants are responsible for the cost of the DBS check. Candidates must also make a declaration of suitability for social work – whilst rewarding, it is also a demanding career and the university is required to consult with candidates about issues which may impact on practice: as an example a candidate's own contact with social services in relation to matters of safeguarding. If a candidate does make a declaration, this is discussed with them in relation to potential impact on suitability for the programme, placement choices, etc.

The relevance of any convictions will be determined by a panel comprising the Programme Leader and a representative of the local authority agency to which the student has been nominally allocated for Practice Learning Opportunity hosting. This will take place prior to the course starting and will determine risk management and suitability for assessed placements. If the candidate is found not suitable by the Panel, an alternative course may be offered to the candidate in a related subject area. (Please note that should a candidate be found unsuitable following review of any conviction, the University process will be invoked via the Compliance Manager).

These conditions are ongoing and progression onto subsequent levels of study is dependent on an annual personal declaration of continued suitability.

In addition, acceptance onto the course is subject to candidates successfully registering as a student social worker with Social Care Wales.

#### **International entry qualifications**

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

#### **Programme specific requirements**

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

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

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

#### **Non-standard entry criteria**

(e.g. industry experience)

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

#### **English language requirements**

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

#### ✓ **Undergraduate**

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

European students are able to provide this evidence in a number of ways (please see <http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/> for details), including IELTS, with an overall score of 6.0 and no component below 5.5.

International students require a UKVI Approved Secure English Language Test (SELT), achieving an overall score of 6.0 with no component below 5.5 (please see <http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details). If arranging a test, applicants must ensure they book an 'IELTS for UKVI' test. For further information see: <http://takeielts.britishcouncil.org/ielts-ukvi/book-ielts-ukvi>. Applicants are asked to note that only an *IELTS for UKVI* test result will be accepted.

### 13 Recognition of Prior (Experiential) Learning

#### Programme specific requirements

Candidates cannot enter the programme from degree subjects other than social work.

Candidates applying to transfer from other approved social work programmes in the UK must complete Glyndŵr University's admissions procedures as outlined above, and submit a full RPL (recognition of prior learning) claim: this includes a curriculum mapping which demonstrates that they have met equivalent standards and covered equivalent subject areas to those they would have achieved at Glyndŵr University, evidence such as certificates or transcripts related to their previous study, and appropriate currency of prior learning (normally prior learning must have been achieved within the previous 5 years). Glyndŵr University will need to be satisfied that the candidate:

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

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

The candidate's record of prior learning must demonstrate compliance with the SCW's Assessment Framework for Social Work Training in Wales.

### 14 Aims of the programme

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

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

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

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

The awards in Social Welfare aim to provide academic recognition (commensurate with how far they have progressed) for students who, having started the programme, become aware that they do not wish to qualify as social workers.

## 15 Distinctive features of the programme

The programme has been designed in consultation with employers in N Wales, people who use services and their carers, current practitioners, including heads of social service departments in our three partner local authorities – Wrexham, Flintshire and Denbighshire, and former and current students of Glyndŵr University, and with the knowledge of an experienced team of social work lecturers. The rationale for the proposed programme is, therefore, to draw on the experience and expertise of this diverse group of people to deliver a programme which is responsive to the needs of people in N Wales who require social work assistance. The Social Services and Wellbeing (Wales) Act of 2014 has been key in driving the development of the degree, and this can be seen through the modules in their emphasis on Wales context, and the themes of co-production and well-being.

The distinctive features of the programme are:

- the close involvement of people who use services and their carers (including the Outside In focus group) in the development and delivery of modules and the management of the programme (from student recruitment to assessment). The programme complies with the SCW/CCW's 2005 *Standards for Involving Service Users and Carers in the Degree in Social Work*
- one module within the programme (Learning Together – Completing the Circle, level 4) will be available to Outside In members as a module for study alongside social work students
- the focus on the policy, social and economic context in Wales
- Guest lectures from external speakers: experts in particular fields, academics and senior managers, which are cross-year and open to students from other programmes, and to practitioners from partner agencies
- the provision of high quality placements, including a minimum of one statutory placement, in response to the requirements of Social Care Wales
- strong relationships with our local authority partners which leads to good quality student experience in terms of placement matching and support
- Good rates of employability post qualification
- The Emmett Roberts Award is made annually to a graduating student showing particular commitment to the participation of people who use services and their carers through their studies, both at university and on placement

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

- Skills for Practice (levels 4, 5, 6)
- (Law, Policy and Values) Frameworks (levels 4, 5,6)
- Developing Practitioner (levels 4, 5, 6)
- Informational Analysis (levels 4, 5, 6)
- Individuals in Context (levels 4, 5)
- Completing the Circle (levels 4, 5, 6)
- Practice Learning Opportunities (levels 4, 5, 6)

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

## 16 Programme structure narrative

The programme is a three-year full-time programme, with students' learning split equally between university-based learning and practice placements. Students will attend 200 days of placement and study for a minimum of 1200 hours (a mixture of classroom teaching and private study) over the course of the 3 years. Study includes public lectures, module-related lectures, workshops, seminars, tutorials, problem-based learning, case studies, group work and peer learning.

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

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

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

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

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

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

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

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

For Level Six, all teaching takes place in the first semester, with students being released for study time during the placement – this will include recall days where students will be expected to focus on the Dissertation (submission normally April). As with Levels Four and Five, assessments are submitted before, during and after the placement in preparation for the results to be submitted to the Summer Assessment Board.

All students are allocated a personal tutor with whom they will meet regularly for academic and developmental support, and for the formal purposes of Pre-Placement visits and Mid-Point review meetings. Glyndŵr University guidance about the duties of personal tutors is as follows:

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

## 17 Programme structure diagram

| Level 4                               |                            |  |   |   |              |   |
|---------------------------------------|----------------------------|--|---|---|--------------|---|
| Semester 1 and 2 (prior to placement) | Mod title                  | Learning Together – Completing the Circle of Partnership 1 | Mod title                               | The Life Course Perspective – Individuals in Context 1  | Mod title    | Entering the Profession – Developing Practitioner 1 |
|                                       | Mod code                   | SWK405   | Mod code                                | SWK406  | Mod code     | SWK401  |
|                                       | New/Existing               | New  | New/Existing                            | New   | New/Existing | New   |
|                                       | Credit value               | 20   | Credit value                            | 20  | Credit value | 20  |
|                                       | Core/Option                | Core   | Core/Option                             | Core  | Core/Option  | Core  |
|                                       | Mod leader                 | Liz Lefroy   | Mod leader                              | Dr Viv Dacre  | Mod leader   | Dr Wulf Livingston                                  |
|                                       | Mod title                  | Applied ICT for Social Work – Informational Analysis 1     | Mod title                               | Foundational Social Work Skills – Skills for Practice 1 | Mod title    | Introduction to Social Policy and Law – Frameworks1 |
|                                       | Mod code                   | SWK403   | Mod code                                | SWK402  | Mod code     | SWK404  |
|                                       | New/Existing               | New  | New/Existing                            | New   | New/Existing | New   |
|                                       | Credit value               | 20   | Credit value                            | 20  | Credit value | 20  |
|                                       | Core/Option                | Core   | Core/Option                             | Core  | Core/Option  | Core  |
|                                       | Mod leader                 | Julie Mayers   | Mod leader                              | Emyr Owen   | Mod leader   | David Nulty   |
|                                       |                            |  |   |   |              |   |
|                                       | Post Easter to end of year | Mod title  | Practice Learning Opportunity – 20 Days |   |              |   |
| Mod code                              |                            | SWK407   |   |   |              |   |
| New/Existing                          |                            | New  |   |   |              |   |
| Credit value                          |                            | Pass / Fail  |   |   |              |   |
| Core/Option                           |                            | Core   |   |   |              |   |
| Mod leader                            |                            | David Nulty  |   |   |              |   |



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

| Mid-November – Easter |              |   |              |  |              |  |
|-----------------------|--------------|---|--------------|--|--------------|--|
| Mid-November – Easter | Mod title    | Practice Learning Opportunity – 80 days | Mod title    |  | Mod title    |  |
|                       | Mod code     | SWK507                                  | Mod code     |  | Mod code     |  |
|                       | New/Existing | New                                     | New/Existing |  | New/Existing |  |
|                       | Credit value | Pass / Fail                             | Credit value |  | Credit value |  |
|                       | Core/Option  | Core                                    | Core/Option  |  | Core/Option  |  |
|                       | Mod leader   | David Nulty                             | Mod leader   |  | Mod leader   |  |

| Level 6    |              |  |              |  |              |   |  |
|------------|--------------|--|--------------|--|--------------|---|--|
| Semester 1 | Mod title    | The Creative Practitioner – Completing the Circle 3    | Mod title    | Responsible and Accountable Professionalism –Developing Practitioner 3 | Mod title    | Dissertation – Informational Analysis 3 |  |
|            | Mod code     | SWK604   | Mod code     | SWK603   | Mod code     | SWK602                                  |  |
|            | New/Existing | New  | New/Existing | New  | New/Existing | New                                     |  |
|            | Credit value | 20   | Credit value | 20   | Credit value | 40                                      |  |
|            | Core/Option  | Core   | Core/Option  | Core   | Core/Option  | Core                                    |  |
|            | Mod leader   | Liz Lefroy   | Mod leader   | Dr Wulf Livingston   | Mod leader   | Dr Dawn Jones                           |  |
|            |              |  |              |  |              |   |  |
|            | Mod title    | Integrating Social Work Skills – Skills for Practice 3 | Mod title    | Safeguarding in Context – Frameworks 3                                 | Mod title    |   |  |
|            | Mod code     | SWK601   | Mod code     | SWK605   | Mod code     |   |  |
|            | New/Existing | New  | New/Existing | New  | New/Existing |   |  |
|            | Credit value | 20   | Credit value | 20   | Credit value |   |  |
|            | Core/Option  | Core   | Core/Option  | Core   | Core/Option  |   |  |
|            | Mod leader   | Emyr Owen  | Mod leader   | David Nulty  | Mod leader   |   |  |

|                         |              |  |              |             |              |  |  |
|-------------------------|--------------|--|--------------|-------------|--------------|--|--|
| Mid-January to end June | Mod title    | Practice Learning Opportunity – 100 Days | Mod title    |             | Mod title    |  |  |
|                         | Mod code     | SWK606                                   | Mod code     |             | Mod code     |  |  |
|                         | New/Existing | New                                      | New/Existing |             | New/Existing |  |  |
|                         | Credit value | Pass / Fail                              | Credit value |             | Credit value |  |  |
|                         | Core/Option  | Core                                     | Core/Option  |             | Core/Option  |  |  |
|                         | Mod leader   | David Nulty                              | Mod leader   |             | Mod leader   |  |  |
|                         |              |  |              |             |              |  |  |
|                         | Mod title    |  | Mod title    |             | Mod title    |  |  |
|                         | Mod code     |  | Mod code     |             | Mod code     |  |  |
|                         | New/Exist    |  | New/Exist    |             | New/Exist    |  |  |
|                         | Credit value |  | Credit value |             | Credit value |  |  |
| Core/Option             |              | Core/Option                              |              | Core/Option |              |  |  |
| Mod leader              |              | Mod leader                               |              | Mod leader  |              |  |  |

## 18 Intended learning outcomes of the programme

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

## **The National Occupational Standards for Social Work in Wales (SCW/CCW, 2011)**

### **Key Role 1 – Maintain Professional Accountability**

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

### **Key Role 2 – Practise Professional Social Work**

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

### **Key Role 3 – Promote engagement and participation**

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

### **Key Role 4 - Assess needs, risks and circumstances**

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

### **Key Role 5 - Plan for person centred outcomes**

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

### **Key Role 6 - Take actions to achieve change**

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



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

## Subject Benchmark Standards

### KNOWLEDGE

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

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

The Statements are as follows:

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

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

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

## Subject Benchmark Standards

### SKILLS

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

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

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

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

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

## 20 Learning and teaching strategy

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## 21 Work based/placement learning statement

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

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

The duration of placements is as follows:

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

This meets the Social Care Wales' requirement for students to complete 200 days of placement in order to achieve qualified social worker status.

Placements are organised through local authority partners in Wrexham, Flintshire and Denbighshire. Students are allocated placements found by LA partners in response to a matching process based on a placement preference form which they complete. There is a *Memorandum of Understanding* between the university and the LAs which sets out the parameters of this arrangements.

Each placement begins with a Pre-Placement Agreement (PPA) which comes out of a meeting between the student, a representative / on-site supervisor of placement provider, practice teacher (a qualified social worker, and sometimes the same individual as the on-site supervisor) and the individual's personal tutor. The PPA sets out the details of the placement, what the student can expect in terms of learning opportunities, etc. The systems of support for the student are discussed and recorded. This is followed up by a Mid-Placement Review meeting in which aims are checked against outcomes. In year one, this takes place between student and practice teacher, in years 2 and 3, between all those involved in the PPA. There are provisions in place for a Concerns Meeting to be called at any time if the student, practice teacher, university personal tutor or LA training officer responsible for allocating this placement thinks this is necessary.

Placements increase in complexity over the 3 levels, in the sense that the expectations of what students must demonstrate in terms of competence increase. The expectations are measured against the National Occupational Standards for Social Work in Wales (SCW/CCW).

The module chart above demonstrates how the Placement Learning Opportunities match the overall learning outcomes for the programme – the rationale for this being that at each level, students will embed and extend learning about the skills, knowledge and understanding taught at university.

Students reflect on their learning experiences through a portfolio of evidence, extended at each level of the programme in accordance with the increasing independence with which they are engaging in social work practice.

## 22 Welsh medium provision

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

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

## 23 Assessment strategy

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

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

### Assessment Criteria

The relevant SCW regulations with regards to assessment are as follows:

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

- (a) ensure that each student must satisfy the assessment criteria at each academic level of the degree programme in accordance with the assessment framework before proceeding to the next level; (Note – this is managed by Derogations)
- (b) without prejudice to paragraph 4(7)(c), ensure that at each assessment level, each student is assessed by an examination board, which shall then decide, in accordance with the Assessment Framework, whether the student has met the assessment requirements for that level; (Note – this is managed by Glyndŵr University processes)
- (c) ensure that the examination board satisfies itself, at final assessment, each student has attained the required standard of proficiency in relevant social work (Rule 6); (Note – this is managed via the Practice Assessment Panel processes – see below)
- (d) ensure that the examination board includes at least one external examiner, the Chair of the Practice Assessment Panel and at least one representative of both employers of social workers and users of social services and carers; (Note – this has been discussed with SCW and the delegation of the decision-making powers to the PAP has been clarified).
- (e) ensure that the examination board and Practice Assessment Panel have agreed and current Terms of Reference; (Note – contained within the University/Partnership document, Practice Assessment)
- (f) ensure the degree programme has a Practice Assessment Panel (made up of staff of the degree programme, representatives of employers of social workers and service users and carers) to manage the process of practice assessment at each level, moderate practice assessor recommendations, and make recommendations accordingly on each student to the examination board; (Note – see later section of this document for information on PAP).
- (g) undertake an interim review with the practice assessor of each student's progress during each of the two longer periods of assessed practice learning; (Note – this is satisfied by the Mid-Point Review Process)
- (h) have systems to identify students whose practice learning indicates that they may not be able to meet the required standard of proficiency in relevant social work (Rule 6) by the end of their training, and take appropriate action; (Note – this is satisfied by Concerns Management Processes)



- (i) ensure that the competence in social work practice of each student will be assessed in accordance with the requirements for practice learning referred to in Rule 6 (2)(h); (Note – this is satisfied by the Portfolio and Assessment of Portfolio process)
- (j) ensure that all students are assessed in each period of practice learning by a registered and experienced social worker who is, or is training to be, a qualified assessor; (Note – our Local Authority Partners arrange these processes and comply with the SCW rules)
- (k) ensure that the first of the student’s two longer periods of practice learning will be assessed by a minimum of four direct observations of direct work with service users, of which at least three must be made by the designated practice assessor, the other by a registered social worker, and that the second of the student’s two longer periods of practice learning will be assessed by a minimum of five direct observations of direct work with service users, of which at least four must be made by the designated practice assessor, the other by a registered social worker; (Note – these requirements are captured in the Portfolio structure)
- (l) ensure that the assessment of students draws on a range of assessment methods suited to the range of knowledge and skills required; (Note – see charts below)
- (m) ensure that there is provision for students to be assessed through the medium of the Welsh language; (Note – see Section 22, Welsh Medium Provision, of this document)
- (n) ensure that where it has arrangements for the accreditation of prior learning and experience, these accord with the Assessment Framework for Social Work Training in Wales (Note – see Section 12, Admissions, of this document)

### Assessment schedule

| Module code & title   | Assessment type and weighting  | Assessment loading                           | Indicative submission date          |
|---|--|--|-------------------------------------|
| SWK405<br>Learning Together –<br>Completing the Circle1                 | Project – 50%<br>Poster Presentation -<br>50%  | 1,500 words<br>1,500 words<br>equivalent     | Week 25<br>Week 37                  |
| SWK406<br>The Life Course<br>Perspective –<br>Individuals in Context 1  | Case Study – 100%  | 3,000 words                                  | Week 31                             |
| SWK401<br>Entering the Profession –<br>Developing Practitioner 1        | Learning Logs /<br>Journals – 50%<br>Group Project – 50%<br><br>Attendance – pass/fail | 1,500 words<br><br>1,500 words<br>equivalent | Week 46<br><br>Week 34              |
| SWK403<br>Applied ICT for Social<br>Work – Informational<br>Analysis 1  | Coursework – 50%<br><br>In-class test 30%<br>Multiple choice<br>questions – 20%        | n/a<br><br>2 hours<br>1 hour                 | Continuous<br>assessment<br>Week 42 |
| SWK402<br>Foundational Social Work<br>Skills – Skills for Practice<br>1 | Coursework – 60%<br>Practical – 40%  | 2,000 words<br>1,000 words<br>equivalent     | Week 32<br>Week 19                  |

|  |  |                                       |                    |
|--|--|---------------------------------------|--------------------|
| SWK404<br>Introduction to Social Policy and Law – Frameworks 1             | Essay – 50%<br>Reflective Practice – 50%                 | 2,000 words<br>2,000 words            | Week 21<br>Week 46 |
| SWK407<br>Practice Learning Opportunity – 20 days                          | Portfolio – 100%   | 4,000 words equivalent                | Week 44            |
| Level 5  |  |                                       |                    |
| SWK501<br>Conflicts and Dilemmas – Completing the Circle 2                 | Presentation – 30%<br>Essay – 70%                        | 1,000 words equivalent<br>2,000 words | Week 16<br>Week 44 |
| SWK505<br>Social Work in Wales – Individuals in Context 2                  | Report – 65%<br>Reflective Practice – 35%                | 2,000 words<br>1,000 words            | Week 17<br>Week 42 |
| SWK503<br>Interpersonal Dispositions – Developing Practitioner 2           | Reflective Practice – 100%<br><br>Attendance – pass/fail | 2,000 words + 10 min role play        | Week 46            |
| SWK506<br>Research for Social Work Practice – Informational Analysis 2     | Essay – 70%<br>Research Proposal – 30%                   | 2,000 words<br>1,000 words            | Week 14<br>Week 47 |
| SWK504<br>Exploring Social Work Skills – Skills for Practice 2             | Report – 60%<br>Practical – 40%                          | 2,000 words<br>1,000 words equivalent | Week 17<br>Week 40 |
| SWK502<br>Law and Social Work – Frameworks 2                               | Case Study – 60%<br>Poster Presentation – 40%            | 2,000 words<br>1,000 words equivalent | Week 17<br>Week 35 |
| SWK507<br>Practice Learning Opportunity – 80 Days                          | Portfolio - 100%   | 4,000 words equivalent                | Week 35/36         |
| Level 6  |  |                                       |                    |
| SWK604<br>The Creative Practitioner – Completing the Circle 3              | Coursework – 1000%<br>Attendance – pass / fail           | 3,000 words                           | Week 26            |
| SWK603<br>Responsible and Accountable Practice – Developing Practitioner 3 | Literature review – 100%                                 | 3,000 words                           | Week 17            |
| SWK602<br>Dissertation – Informational Analysis 3                          | Dissertation – 100%                                      | 7,000 words                           | Week 40            |
| SWK601<br>Integrating Social Work Skills – Skills for Practice 3           | Coursework – 80%<br>Practical – 20%                      | 2,500 words<br>1,000 words equivalent | Week 26<br>Week 26 |

|   |   |                            |                       |
|---|---|----------------------------|-----------------------|
| SWK605<br>Safeguarding in Context –<br>Framework 3    | Essay – 40%<br>Reflective Practice –<br>60% | 1,500 words<br>2,000 words | Week 20<br>Week 48/49 |
| SWK606<br>Practice Learning<br>Opportunity – 100 days | Portfolio – 100%                            | 4,000 words<br>equivalent  | Week 48 / 49          |

## 24 Assessment regulations

Regulations for Bachelor Degrees, Diplomas and Certificates.

### Derogations

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

### Non-credit bearing assessment

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

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

### Borderline classifications (for undergraduate programmes only)

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

### Practice Placement Assessment – Programme-Specific Procedures

The 'Raising Standards' Rules of Approval (2012) outline how social work programmes need to ensure the degree has a Practice Assessment Panel (PAP) (made up of staff of the degree programme, representatives of employers of social workers and of users of social services) to manage the process of practice assessment, moderate practice assessor recommendations, and make recommendations accordingly about each student to the Assessment Board. At Glyndŵr University, the PAP acts as a sub-group of the University's Examinations Board.

The PAP is made up from an independent Chair, appointed by the panel, 3 local authority representatives, one from each of the programme's partner agencies (Wrexham, Flintshire and Denbighshire), a member of the university teaching team, a representative from the Outside In group plus another individual who uses services and/or is a carer. The functions, process and procedures of the PAP are contained within the University/Partnership document: 'Practice Assessment'.

The PAP meets at the end of each placement period to enable it to fulfil its remit in the quality assurance of practice portfolios.

After the practice teacher has made their final recommendation on the portfolio and it has been submitted by the student the quality assurance process takes place as follows:

- Portfolios are allocated to 'Readers' who are nominated by local authorities from their cohort of qualified social work practice teachers who have assessed

a minimum of two level 5 or 6 placements. Readers cannot read portfolios from placements hosted by their employing local authority.

- Readers verify that the assessment decision made by the practice teacher is based on the quality of the evidence provided by the student in meeting required National Occupational Standards and Code of Professional Practice outlined in the current SCW Social Work Practice Assessment Guidance.
- Readers provide detailed written feedback to both practice teacher and student and make a recommendation about whether the portfolio has met the above standards or requires further work.
- Before Reader's feedback is returned to students and practice teacher their comments are discussed at the PAP to ensure consistency in decision making and allocation of any further work.
- If issues about the quality of a placement are raised these are shared with the relevant Local Authority Placement Coordinator with any appropriate actions noted in the PAP minutes produced by GU.
- PAP also makes recommendations about practice assessment and portfolio building that are included in student and practice teacher preparation sessions delivered before each placement by the University on behalf of the partnership.
- The Programme Management Board also receives feedback from PAP if quality assurance issues arise.

The PAP has delegated powers to make pass or fail recommendations to the Exam Board on the portfolios resulting from student placements. There are three different reasons why the Panel would return the portfolio to the Student and / or the Practice Teacher:

- 1) the portfolio is incomplete e.g. missing signature(s), missing page(s)
- 2) there is a breach of confidentiality in the portfolio
- 3) further evidence is required

If a student is required to provide further evidence, this is explained clearly to him/her in a letter, with a deadline given for completion of the work. If there is a breach of confidentiality, the student is given the opportunity to amend the information. If a breach of confidentiality has been identified in a previously assessed portfolio they will be asked to write a short piece explaining the importance of maintaining confidentiality. To maintain consistency students would be requested to write a maximum of 250 words for a level 5 placement and a maximum of 500 words in a Level 6 placement for this additional work. This is then assessed by the Reader of the Portfolio.

Once the portfolio is deemed complete, the PAP will make one of the following recommendations in relation to portfolios:

**Pass** – Sufficient evidence with no requirement for further work.

**Refer** – Request for further evidence or clarification in relation to a particular aspect(s) of the portfolio from either the Student and/or the Practice Teacher

**Defer** – Delay making a decision until a future Panel (e.g. the Student has asked for an extension and where this extension is needed because of circumstances beyond the Student's control).

**Fail** – the Student has not been able to meet the required standards.

### **Concerns Management During Practice Learning Opportunities**

The Concerns Management Process (full details of the Process are provided below) has been designed to provide a method of problem resolution in relation to Practice Learning Opportunities (PLO) which cannot be addressed through the vehicle of the formal supervision required by Social Care Wales between student and practice teacher during the duration of the PLO.

Concerns Management Meetings can be requested by the student, practice teacher, University Tutor or Local Authority Placement Coordinator where it appears that the duration of the PLO might need to be curtailed without an Action Plan being implemented. Concerns do not always arise from issues of student suitability (inability to meet the Code of Professional Practice standards for level of placement) and/or capability (inability to meet the performance indicators in relation to the National Occupational Standards identified for level of placement). Concerns that can have an impact on student's ability to meet NOS or COPP that are outside of their control could include sustained absence of practice teacher due to ill-health, organisational relocation, reorganisation of service provision or the capability of the Practice Teacher.

Issues that relate to the capability of the student (measured by ability to meet and evidence the National Occupational Standards) are approached by early implementation of an Action Plan which is reviewed regularly and decisions made by Practice Teacher, Placement Coordinator and University Tutor on how or whether the student can complete the Practice Learning Opportunity. These action plans are included in the submitted portfolio and are considered as part of the Reading process of the Practice Assessment Panel (PAP)

Should issues of suitability (measured by ability to meet required Code of Professional Practice Standards) in relation to the student's performance on the PLO arise careful consideration in the Concerns Management Meeting is given to the risk of harm to the wellbeing of individuals who receive care and support and/or whether damage to the public trust in the Social Work Profession could result. Placements would be immediately suspended in the cases of potential harm to service users.

Where there is uncertainty about whether the discussions and agreements arising from the Concerns Management Meeting could overlap with the University Suitability for Practice Process, advice would be sought on how to proceed, particularly when suspension of placement is being considered. The programme leader will liaise with the Academic Registrar, or their nominee, prior to informing SCW about referrals being made to the Suitability for Practice procedure

The Concerns Management Process is not used outside of the PLO process. Issues of suitability that arise outside of the duration of the PLO would be dealt with solely using the University's Suitability for Practice Process

### **Concerns Management Process in Detail**

Concerns can be expressed about or by students in a wide range of informal and formal ways. The following guidance has been undertaken in conjunction with our key stakeholders to provide a robust audit trail to either evidence a fail recommendation or (in some cases) to inform stage one or stage two of the Suitability for Practice procedure. The programme recognises how problem management can either be a

suitability or capability issue. In either case, problem management needs to be clearly evidenced and documented. It is important to note that procedures used on this programme are aligned with University regulations, policies and procedures which take precedence in all aspects of problem management.

Practice Teachers need to feel confident in order to manage and address any behaviour or action of students on placement that causes concern. They also need to feel supported in distinguishing between behaviour that can be addressed in supervision, and behaviour that warrants further discussion or referral to other University procedures.

Similarly, students need to be clear about the types of behaviour that will cause concern, and what action(s) will be taken in relation to such concerns. Students also need to feel confident about raising a concern regarding their Practice Teacher or practice learning opportunity.

These proposals are not intended to replace any of the existing University procedures, but rather to offer clarity and a planned, cohesive approach in the stages prior to referring to any of the more formal University procedures.

Where behaviour (or a pattern of behaviours) cannot be addressed and resolved through the usual supervision process, it may be beneficial to convene a 'Concerns Management Meeting'. The aim is to intervene early in resolving difficulties or in identifying whether more formal action regarding placement arrangements, suitability or capability issues are required.

#### The Concerns Management Meeting

If an issue has arisen during the practice placement that is outside the remit of what can be dealt with effectively and satisfactorily within a supervision session(s), and may need external input (e.g. University tutor, Practice Learning Co-ordinator) then a meeting needs to be arranged, which will be referred to as a 'Concerns Management Meeting'. The purpose of this meeting is:

- to gather accurate information
- to identify the concern(s)
- to separate fact from opinion
- to make decisions regarding an appropriate level of action to remedy concerns
- to make decisions regarding referral to any University Regulations or Procedures
- to make decisions regarding referral to any agency procedures
- to make decisions on referral to Social Care Wales following the initiation of University procedures

In terms of status, this meeting is informal, in the sense that it precedes any referral to University or Agency procedures.

The philosophy and ethos of this meeting would be to harmonise the student's rights, service users' needs / rights; the Practice Teacher's responsibilities /needs; the placement agency's needs, (future) employers' needs and University Procedures.

It is anticipated that the following people need to be present at a Concerns Management Meeting:

- Student
- University Tutor
- Practice Teacher
- Practice Learning Facilitator (Hosting Authority of student)
- Practice Learning Facilitator (of the Placement Authority, if different from Hosting Authority)

The meeting is to be chaired by the Practice Learning Facilitator of the Hosting Authority of the student, unless there would be a specific, agreed reason not to.

All participants need to be clear about their own role as well as the roles of others within the meeting. It would be expected that the Chair would establish this at the beginning of the meeting.

A formal record will be made of any Concerns Management Meetings, which must be included in the submitted placement portfolio, even if no further action is identified.

Items for discussions would include:

- What are the concerns?
- Who is expressing them and why?
- What is the student's response?
- What is the Practice Teacher's response?
- Other views expressed
- What action(s) are required?

The expectation is that issues of capability are dealt with through the usual assessment process and it would not be necessary to convene a Concerns Management Meeting instead of the Mid-point Review meeting, where an Action Plan would be formulated with arrangements for subsequent Action Plan Review meeting(s). Accordingly, if concerns have arisen early on in the placement, parties may either agree that convening a Concerns Management Meeting may be the appropriate recourse, or alternatively bring forward the Mid-point Review meeting. It is important that all parties are clear about the nature of the meeting and about any decisions taken as a result of the discussions, and that a clear and accurate record of the meeting is made.

Issues of suitability are to be managed within the context of Glyndŵr University's *Suitability for Practice Procedures*. When a Concerns Management meeting has concluded that there is a need to refer to and request the invocation of these procedures, the Programme Leader shall take responsibility for liaising with the Academic Registrar or their nominee **before** informing the Regulatory Body (SCW) that such a referral to the procedure has been made and an investigation begun. This referral to SCW shall be explicitly conveyed to the student. The programme leader will

be responsible for updating and appraising SCW of the progress of any outcomes consistent with the University Procedure.

#### Second Opinion Practice Teacher

The current arrangements for a second opinion practice teacher are that, should the need arise, the PAP will identify a suitably qualified individual to undertake this role. The second opinion is a quality assurance role aligned with best practice principles of fair and equitable assessment decisions. It is worth noting that it is in rare circumstances that the second opinion is used, as normally difficulties are resolved during concerns management processes.

The main role of the Second Opinion Practice Teacher is to make an assessment of the student's competence against the agreed criteria (NOS for Social Work and Code of Practice for Social Care Workers (SCW)). Having reached a judgment regarding the student's competence and capability, the Second Opinion Practice Teacher will also need to consider the impact of the placement experience on the student's learning. The Second Opinion Practice Teacher is required to report her/his assessment to the Practice Assessment Panel in order to assist the decision making process, and in order to assist the University's Assessment Board to make a final decision.

#### The Failing Student Report

Where a student does not complete a placement, and there is NO portfolio of evidence, a failing student report must be completed by the practice teacher or the local authority placement coordinator. This will be processed through PAP in the usual way.

#### Managing Suitability to Practice

The programme adopts Glyndŵr University's *Suitability for Practice* procedure in managing suitability to practice. The programme has developed a summary procedure and flow chart to assist our partner agencies and the programme team to understand these processes. The flow chart (available from the University) complies with the University's procedure and guides the programme team into specific courses of action and procedures.

## 25 Programme Management

### Programme leader

David Nulty

### Programme team

Dr Vivienne Dacre

Dr Dawn Jones

Liz Lefroy

Dr Wulf Livingston

Julie Mayers

David Nulty

Emyr Owen



## Quality management

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

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

The University's Annual Monitoring Review (AMR) system ensures that the programme undergoes an internal inspection each year. The review collates information from a variety of sources including students (module feedback, the National Student Survey, Student Voice Forum meetings); external examiners (External Examiner Reports); and Social Care Wales' (PRSB) annual report. AMRs are considered by the Associate Head of the School of Life Sciences and submitted to the School Board for examination and comment from the Head of School. The report monitors student enrolments, progression, results, and level of awards, giving an overall view of the health of the programme.

In addition, Social Care Wales carries out its own inspection each year (also called an Annual Monitoring Review). This involves a visit to the Programme Management Board each year, and conversations with students and members of the Outside In group when requested. In addition, the programme was inspected more comprehensively in 2012 to renew its Rules of Approval to run the programme for the purposes of Qualified Social Worker Status on behalf of Social Care Wales.

## Research and scholarship activity

Three members of the teaching team have doctorates, and another is currently studying for a PhD. Areas of research interest amongst the teaching team include: Participation of people who use services in social work education; social work education and the arts; the relationship between social work and alcohol/other drugs, professional knowledge frameworks, recovery and participatory action orientated inquiries; understanding and responding to the challenges of competence based learning in the digital age; assessment and analysis processes by practitioners working with both adults and children who are neglected, and exploring the importance of the integration of the different perspectives of both strengths-based and outcome -focused working over the life course; how residential child care workers cope when they manage incidents of self-harm; social class and inequality, and the politics of 'risk'. Currently working on research projects relating to the application of the work of Pierre Bourdieu to understanding issues of identity and belonging in Wales.

The social work teaching team is research active – a list of publications from the 2 academic years 2014-16 demonstrates this:

Davies, N. Livingston, W. Huxley, P. and Owen, E (2016) Social Care Legislation as an Act of Integration, *Journal of Integrated Care* 24(3); 139-149  
<http://www.emeraldinsight.com/doi/pdfplus/10.1108/JICA-03-2016-0009>

Galvani, S. Livingston, W. Morgan, H and Wadd, S. (2016) The relationship between sight loss and substance use: users' perspectives *Drugs: Education, Prevention & Policy* <http://www.tandfonline.com/doi/full/10.3109/09687637.2016.1161009>.

Galvani, S. Livingston, W and Morgan, H. (2015) *Substance use and sight loss; A guide for substance use and sight loss professionals -Pocklington for Professionals number 2*. London, Thomas Pocklington Trust

Lee, I., Belcher, I. and Lefroy, L. (2014) Anorexia, History – Abridged Version (film)

Lefroy, L. (2015) Making Films to Learn – conference presentation 5th International Dietetics Conference, Manchester, August 2015

Loughran, H. and Livingston, W. (2014) Editorial Social Work Education: The International Journal Vol. 33, No. 5, 555–556.

Livingston, W (2014) Towards a comprehensive typology of knowledge for social work and alcohol. *Social Work Education: The International Journal*, 33(6) pp. 774-787.

Livingston, W (2014) Working with adults who use alcohol and other drugs. *Research. Community Care Inform* [online] <https://adults.ccinform.co.uk/research/working-adults-use-alcohol-drugs/> [Published 26/08/14]

Livingston, W (2014) Working with adults and alcohol use. *Guides. Community Care Inform*[online] <http://adults.ccinform.co.uk/guides/working-adults-alcohol-use/> [Published 29/10/2014]

Livingston, W. and Galvani, S (2014) Using evidence to inform working with people who misuse substances in Webber, M. (2014) *Applying Research Evidence in Social Work Practice* Basingstoke Palgrave Macmillan.

Livingston, W. (2014) *Extending Horizons - Implications and Opportunities for Research (of the Social Services and Well-being (Wales) Act 2014)* Bangor University, July 04.

Livingston, W (2014) 'CPEL – reflections on the journey so far' BASW Cymru Annual Conference, Llandrindod Wells, June 18

Galvani, S. Livingston, W. Morgan, S and Wadd, S. (2013) Alcohol and sight loss: preliminary findings 'Drinking Dilemmas: Space, Culture and Identity' Alcohol Study Group conference of the British Sociological Association December, Cardiff University.

Livingston, W. (2014) Justice in transition: community restorative justice in Northern Ireland. *Eriksson A Euro Vista Probation and Community Justice* 3(2), pp. 110-111.

Livingston, W. (2014) Green Social Work – from environmental crisis to environmental justice. *Dominelli L Journal of Social Work* 14(2) pp 214-215

Livingston, W. (2014) 'Motivational Interviewing Step by Step – 4 DVD Box Set - Institutional/Instructors Version' *Psychotherapy* (with Cathy Cole and Ali Miller). *Journal of Social Work* 14(1) pp.100-101.

Livingston, W. (2013) 'Living with Drugs (7th Edition)' Michael Gossop, *British Journal of Social Work* 43(5) pp1045-1046.

Editorial Board - Practice  
 Peer Reviewing -Social Work Education

Livingston, W. (2016) The acquisition and use of non-codified knowledge by social workers – alcohol, a case study. *Practice –advanced access online* <http://dx.doi.org/10.1080/09503153.2015.1135894>

Livingston W. (2016) Responding to Orford: Diverse methodological aspirations *ARUK Early Researcher Symposium*, March 15th Birmingham  
<http://www.feard.org.uk/video/dr-wulf-livingston-responding-to-orford-diverse-methodological-aspirations/>

Livingston W (2016) Working with substance users Allan, G. *Journal of Social Work* 16(5), 631-632.

Livingston, W (2015) Towards a comprehensive typology of knowledge for social work and alcohol. In Loughran, H and Livingston, W. (ed) (2015) *Alcohol and other drug use in social work education and training: Preparing for and supporting practice* London, Taylor and Francis PP-81-94.

Livingston, W. (2015) The bibliographical narrative – as data collection tool for non-life story focused enquiries *5th International Conference on Sociology and Social Work* August 25-26 Chester University

Livingston, W. (2015) Environmental change and sustainable social development; Social work: social development volume II Hessle, S. *Journal of Social Work* **15**(5): 559-560.

Livingston, W.; Davies, N.; Huxley, P; and Owen, E. (2015) *Integration in North Wales: Localised responses to national agendas*, Glyndwr University, Wrexham. (funded by Flintshire Local Authority on behalf of the six North Wales Local Authorities and Betsi Cadwaladr University Health Board

Livingston (2015-16) Editorial Board Membership -Practice; Social Work in Action [http://www.ssiacymru.org.uk/home.php?page\\_id=2482](http://www.ssiacymru.org.uk/home.php?page_id=2482)

Livingston, W and Thompson N (2016) Promoting well-being: Crisis, loss and alcohol *Illness, Crisis & Loss*, <http://icl.sagepub.com/content/early/2016/09/20/1054137316668640.full.pdf+html>

Loughran, H and Livingston, W. (ed) (2015) *Alcohol and other drug use in social work education and training: Preparing for and supporting practice* London, Taylor and Francis

Madoc-Jones, I, Jones, D., Parry, O. (2014) 'The Chip Shop Welsh': Aspects of Welsh speaking identity in contemporary Wales' *Studies in Ethnicity & Nationalism*, Feb 2014.

Madoc-Jones, I. & Jones, D., Parry, O., & Dubberley, S. (2015) 'Dangerous Conversations': a case study involving language. *Equality, Diversity and inclusion: An International Journal*. Vol 34, no.5, 2015, pp438-451.

Thompson, N and Livingston W (2016) Promoting Well-being *Illness, Crisis & Loss*, <http://icl.sagepub.com/content/early/2016/04/13/1054137316643445.full.pdf+html>

## 26 Learning support

### Institutional level support for students

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

- Library & IT Resources
- The Assessment Centre
- DisAbility Support Team
- Irlen Centre
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndŵr Students' Union

### **School support for students**

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

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

### **Programme specific support for students**

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

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

## **27 Equality and Diversity**

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

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

The PMB recognises that discrimination and inequality arising from disability, race, ethnic origin, cultural background, class, religion, creed, language, poverty, age, gender and sexual orientation are regrettably commonplace in British society. This

programme will actively seek to combat attitudes, ideas and practices, which contribute to injustice and disadvantage.

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

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

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

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

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

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

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

The Social Work programme specifically offers the following:

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

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