

PROGRAMME SPECIFICATION

Bachelor of Arts with Honours in Social Work

Awarding institution	Liverpool John Moores University
Teaching institution	LJMU
JACS Code	L500
Programme Duration	Full-Time: 3 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	QAA Subject Benchmark Statement Social Work (November 2019). Institute for Apprenticeships Degree Apprenticeship Standard for Social Work 2018. Social Work England Education and Training Standards (2019).
Programme accredited by	Social Work England.
Description of accreditation	Approved by Social Work England in line with the Social Work England Education and Training Standards 2019.
Validated target and alternative exit awards	Bachelor of Arts with Honours in Social Work
Programme Leader	James Evans

Educational aims of the programme

This is an Integrated Degree Apprenticeship in Social Work.

The course aims to equip students with the knowledge, skills and values to practice as professional social workers in the full range of social work settings with all service user groups. The course recognises that social issues become social problems when social processes and institutions fail to meet the needs of individuals, groups and communities - personal experience cannot be separated from the social, political and economic context in which social work is practiced.

The programme aims to stimulate within students an enquiring, analytical and creative approach to working with a range of people.

The programme will build graduate knowledge and skills to study systematically and independently at degree level. The programme also aims to help students to develop their theoretical understanding and ability to critically evaluate research evidence. It is anticipated that those students who successfully complete the BA (Hons) Social Work Apprenticeship programme will be confident, autonomous, competent, critically reflective, reflexive and research-minded Social Work practitioners who are committed to engaging in ethical and politically aware practice who contribute to the difficult process of changing systems which preserve inequality, oppression and social exclusion.

The behaviours expected for Social Workers are as follows:

- communicate openly, honestly and accurately. Listen to people and apply professional curiosity to evaluate and assess what information they need to gather, to provide quality advice, support or care.
- treat people with compassion, dignity and respect and work together to empower positive change.
- adapt approaches according to the situation and context.
- commit to continuous learning within social work, with curiosity and critical reflection.
- adhere to the professional, registering body's professional standards.

Target award Learning Outcomes - Bachelor of Arts with Honours

A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.

A student who is eligible for this award will be able to:

1. Take account of professional values ensuring professional ethical standards are developed, maintained and promoted, taking responsibility for decisions and recommendations whilst being aware of their own values on practice.
2. Exercise authority as a Social Worker within the appropriate legal and ethical frameworks ensuring the highest standard of person centred practice, so that people are treated with dignity and their rights, values and autonomy are respected.
3. Practise in a non-discriminatory manner, listening to the views of people who use services, carers, their families and communities, recognising their expertise, and enabling their views to have validity and influence
4. Promote the best interests of people who use services, carers, their families and communities and work with people to enable them to make informed decisions and exercise their rights, promoting individual growth, development and independence.
5. Undertake assessments of need and/or capacity, initiating resolution of issues and using initiative to gather, analyse, critically evaluate and use research information and knowledge in their practice to develop an understanding of the individual's situation.
6. Use social work methods, theories and models to enable individuals to identify actions to achieve change and improve life opportunities, managing and weighing up competing/conflicting values or interests to make reasoned professional judgement.
7. Work within scope of practice as an autonomous professional maintaining high standards of personal and professional conduct whilst managing the physical and emotional impact of their practice.
8. Use a range of research methodologies to inform their practice and practice in an anti-discriminatory manner.
9. Identify and apply strategies to build professional and emotional resilience using supervision to support and enhance the quality of their practice, maintain their own health and well-being, recognise the need to manage workloads and resources effectively, keep their skills, knowledge and ongoing professional development up to date and show an awareness of current and relevant legislation.
10. Work in partnership with others, balance appropriate levels of autonomy within a complex system of accountability, respond appropriately to unexpected situations, identify and challenge practices which present a risk to, or from, people they are working with, their carers or others in order to uphold professional requirements.
11. Respond appropriately to signs of harm, abuse and neglect, maintain the safety of people they work with, their families/carers and your colleagues, establish and maintain personal and professional boundaries and follow health and safety policies and procedures.
12. Communicate in English at the level required by Social Work England , communicate their role and purpose sensitively and clearly, using appropriate language and methods, communicate in a way which is engaging, respectful, motivating and effective, even when dealing with conflict or resistance to change.
13. Exercise professional curiosity, have difficult conversations with empathy, demonstrate effective interpersonal skills and engage with individuals and their families/carers and sustain effective relationships in order to effect change.
14. Engage effectively in inter-professional and inter-agency working to achieve positive outcomes, access support networks, groups and communities to meet needs and outcomes and maintain accurate and complete records in accordance with applicable legislation, protocols and guidelines.
15. Prepare formal reports in line with legislation, policies and procedures and present reports in formal settings, critically reflect on/review practice and record the outcomes of reflection appropriately.
16. Use technology to manage their work, to communicate appropriately, to maintain individuals' information security and protect data.
17. Advise people on how to use assistive technology and promote the use of technology to achieve better outcomes.

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

The pattern of study will be 4 days in the work environment, with the employer meeting the requirements of the Institute for Apprenticeships, in releasing the students for a minimum of 20% of their paid working hours for off-the-job training. One day a week will be devoted to academic teaching and learning. Periods when new work based learning take place are built into the programme. A total of 200 days of new work based learning must take place during the programme, prior to the End Point Assessment. Teaching, learning and assessment at level 4 will focus on gaining the foundational knowledge and understanding behind effective social work, which includes law and policy and working with diverse groups. At level 5 students will build on level 4 learning by developing their critical skills to analyse the evidence for social work practice across a range of settings. Level 6 will advance social work expertise as students explore solutions to more complex social work problems. Assessment will vary and include case study reflection, presentations and essays culminating in the End Point Assessment as required by the Institute for Apprenticeships. Progression will include formative assessment

across the three years. This will enrich the knowledge base of the students from the beginning of the programme to completion.

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated include:

Lectures

Seminars

Workshops

Action learning groups

Reflective practice

Online directed learning journeys through the VLE

On-line assessment tools

Portfolio

Practice learning reports

Presentations

Personal development reports

Exam

Observed Practice

Programme structure - programme rules and modules

All modules are core and must be passed in order to meet Professional Body requirements.

All assessment components must be passed in order to achieve an overall pass in individual modules.

Level 6	Potential Awards on completion	Bachelor of Arts with Honours
Core	Option	Award Requirements
6010SWA Personal and Professional Development (20 credits) 6020SWA Project/dissertation (40 credits) 6030SWA EPA1 - Critical application of social work skills, knowledge and behaviours (30 credits) 6040SWA EPA2 - Consolidation of professional social work practice (30 credits)		120 core credits at level 6 0 option credits at level 6

Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5010SWA Working with Adults with Care and Support Needs (20 credits) 5020SWA Working with Children and Young People (20 credits) 5030SWA Social Work behaviours, knowledge and skills in practice (20 credits) 5040SWA Interprofessional Working in Social Work and Health (20 credits) 5050SWA Understanding and using evidence and research (20 credits) 5060SWA Social justice and inequality (20 credits)		120 core credits at level 5 0 option credits at level 5

Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4010SWA Communication (20		120 core credits at level 4

credits) 4020SWA Professional values and ethics (20 credits) 4030SWA Social Work Theory and Methods (20 credits) 4040SWA Life course development (20 credits) 4050SWA Service User Participation and Co-production (20 credits) 4060SWA Social work law, rights and responsibilities (20 credits)		0 option credits at level 4
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Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

Opportunities for work-related learning (location and nature of activities)

Practice learning experiences will be provided to meet the 200 days of new work based learning required for social work programmes nationally. New work based learning will be in approved environments and supported by appropriately qualified Stage 2 Practice Educators. A 'New Work Based Learning' audit will be completed for each new work based learning experience. This is supported by the Commitment Statement for LJMU Social Work Degree Apprentices. Apprentices will have the opportunity to work on practical placements relevant to contemporary social work practice. Apprentices will be allocated a work based mentor and will have monthly tutorials with their academic tutor.

Criteria for admission

A/AS Level

Candidates will normally have A-Levels or equivalent. 120 UCAS points

Irish Leaving Certificate

Minimum of 5 subjects at Grade C1 or above at Higher Level of which at least 3 must be at B2.

Scottish Higher

Minimum of 5 subjects at Grade B at Higher Level.

International Baccalaureate

26 Points

Access

Pass overall with a minimum of 120 UCAS tariff points.

Other

GCSE English Language and Maths at Grade C or above (Grade 4 for those sitting their GCSE from 2017 onwards) or equivalent. Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Literacy/Numeracy are accepted in place of GCSEs. Apprentices without level 2 English and maths will need to achieve this level prior to taking their end point assessment for the programme.

A minimum of 2 years work experience in health and social care or in a social work support role would be required. Recruitment for the programme will be facilitated jointly by employer agencies and LJMU.

Satisfactory enhanced criminal history checks will be required by all applicants prior to acceptance on the course.

A satisfactory occupational health check will also be required.

IELTS 7.0 with no skills below 6.5, or an equivalent qualification are required for relevant applicants.

Mature entry

Applications are welcomed from mature candidates who do not meet the standard entry criteria but who have appropriate work experience in health and social care. Appropriate work based training and continuing professional development activity will be particularly important for this group.

RP(E)L will only be used if students have completed parts of a DA Social Work with another HEI.

All RP(E)L claims are ratified at the Faculty Recognition Group. The claim must meet all theory and practice elements of the Programme. Credits and hours are awarded and noted at a relevant Board of Examiners. Each claim is examined on an individual basis in line with University Regulations and SWE Requirements. All claims

for uncertified learning will be subject to moderation (Faculty RP(E)L Coordinator) and External Examination (EE for the programme).

A student apprentice would not be able to commence the programme until the claim has been ratified.

Overseas qualifications

The DBS in the UK is currently not able to conduct overseas criminal record checks. International applicants, those without British Citizenship and British Citizens with a significant period of overseas residency therefore require a criminal records check or certificate of good conduct from their home/overseas country prior to entry on to the course. A UK DBS check will be required after enrolment for these students.

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA). Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

Methods for evaluating and improving the quality and standards of teaching and learning

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

Please note:

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.