

BA in Social Work
For students entering Part 1 in 2008/9

UCAS code:

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Faculty:	Social Sciences Faculty
Programme length:	3 years
Date of specification:	19/Jan/2011
Programme Director:	Mrs Ann Quinn
Programme Advisor:	
Board of Studies:	HSC Care Board for UG Programmes
Accreditation:	General Social Care Council

Summary of programme aims

Qualifying social workers are required to acquire, critically evaluate, apply and integrate knowledge in five core areas of study: social work services and service users; the service delivery context; values and ethics; social work theory and research; social work practice. In this programme students will have the opportunity to learn and be assessed in all core areas.

Those who successfully complete the programme, which includes three periods of assessed practice, will be able to evidence that they can:

- Think critically about the social, legal, political and cultural contexts in which social work is located
- Work in a responsible way, balancing a concern for individual autonomy with legal and professional duties of care and protection.
- Make use of theory and research in guiding and critically evaluating practice.

Transferable skills

During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills in line with the University's Strategy for Learning and Teaching. In following this programme, students will have had the opportunity to develop such skills, in particular relating to communication, interpersonal skills, learning skills, numeracy, self-management, use of IT and problem-solving and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum.

Students will have the opportunity to develop the generic transferable skills required of all undergraduate programmes at the University of Reading. These relate to career management, communication (both written and oral), information handling, numeracy, problem solving, team working and use of information technology. A grid is attached in Appendix 2 which identifies specifically where these skills will be developed.

Programme content

The proposed programme allows completion of 120 credits at levels C, I and H over a 3 year period, with 120 credits being taken in each year. Modules with placement related assessment tasks should be taken in the year of the placement. APL arrangements will be available for suitably qualified candidates

Part 1 (three terms)

Compulsory modules

HC1SW12	European Computer Driving Licence	10	C
HC1SW14	Social Values and Social Policy	20	C
HC1SW20	Practice Placement 1	20	C
HC1SW21	Social Work Theory and Practice I	20	C
HC1SW22	Preparation for Practice 1	20	C
HC1SW23	Social Justice and Inclusion	10	C
HC1SW24	Introduction to Social Sciences Theory	20	C
HC1SW5	Preparation for Practice II - Law	10	C

Part 2 (three terms)

Compulsory modules

HC2SW3	Social Work Law	20	C
HC2SW9	Mental Health and Mental Issues	10	C
HC2S20	Practice Placement 2	20	C
HC2SW21	Social Work Theory and Practice 2	20	C
HC2SW22	Human Growth and Development in Childhood	20	C
HC2SW23	Social Justice and Inclusion	20	C
HC2W24	Human Growth and Development in Adult Life	10	C

Part 3 (three terms)

Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
HC3SW3	Working in Organizations	20	H
HC3SW20	Practice Placement 3	20	H
HC3SW21	Social Work Theory and Practice 3	30	H
HC3SW22	Interprofessional Working	20	H
HC3SW23	Critical Reflection on Practice	10	H
HC3SW24	Social Work Research	20	H

Progression requirements

All modules in each year must be passed at a minimum of 40% in order to progress to the following year.

Progression from Part 1 to Part 2 requires a Pass Recommendation for the 60 day placement and a pass for the module HC1SW12 ECDL.

Progression from Part 2 to Part 3 a Pass Recommendation for the 70 day placement. Satisfactory completion of Part 3 requires a pass for the final 70 day placement, and all graded modules passed at a minimum of 40% in order to graduate.

Students who are not qualified to progress from Part 2 to part 3 may be eligible for a DipHE in Social Care if they have completed a total of 240 credits with at least 100 at I level and have met the threshold performance requirements i.e. achieved an average of 40% at Part 2 and a mark of at least 30% in modules amounting to not less than 100 credits at Part 2.

Summary of teaching and assessment

Teaching involves lectures, seminars and practice based learning. Assessment includes both course work, examinations and the Practice Portfolio.

Admission requirements

A/AS levels: UCAS Tariff 280 points from 3 'A' Level subjects or 300 points from four subjects, which must include a minimum of two full 'A' levels. Total points exclude Key Skills and General Studies

International Baccalaureate: 30 points

Scottish Higher: BBBB

Irish Learning Certificate: Grade BBBBC

GNVQ Advanced: 12 units in relevant subjects and one grade C at 'A' level

NVQs: In Health and Social Care

Access Courses: Appropriate approved units (16 credits including at least 12 credits at level 3)

BTEC Higher National Diplomas and Certificates: A typical BTEC offer is 3 or 4 distinctions and remaining units at merit

In addition all candidates must:

- have an understanding of the roles and functions of a social worker;
- have a minimum age of 18 years on registration;
- have Grade C GCSE in English and Maths, or equivalent;
- complete a satisfactory interview
- International applicants should have a score of 7.5 or better in IELTS

Admissions Tutor: Jackie Chrystal

Support for students and their learning

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers, and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and the Student Services Directorate. The Student Services Directorate is housed in the Carrington Building and includes the Careers Advisory Service, the Disability Advisory Service, Accommodation Advisory Team, Student Financial Support, Counselling and Study Advisors. Student Services has a Helpdesk available for enquiries made in person or online (www.risisweb.reading.ac.uk), or by calling the central enquiry number on (0118) 378 5555. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions on everything from accommodation to finance. The Carrington Building is open between 8:30 and 17:30 Monday to Thursday (17:00 Friday and during vacation periods). Further information can be found in the Student website (www.reading.ac.uk/student).

Career prospects

The BA (Hons) in Social Work is a professional and an academic award. There is a national and regional shortage of qualified social workers. Placements provide an excellent introduction to the local employment market.

Educational aims of the Programme

The programme is designed to enable students to:

Recognise and work with the links between inter-personal factors and the wider social, legal, economic, political and cultural context of people's lives;

Understand the impact of injustice, social inequalities and oppressive social relations;

Challenge constructively individual, institutional and structural discrimination;

Practice in ways that maximise safety and effectiveness in situations of uncertainty and incomplete information;

Help people to gain, regain or maintain control of their own affairs in so far as this is compatible with their own and others' safety, well being and rights.

Work with professionals from other human services and agencies in an informed and respectful way.

Subject Benchmarking

Close attention has been given to the Social Work benchmark statement in designing the programme outcomes with a view to QAA.

Opportunities for study abroad or for placements

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

- the social processes that lead to marginalisation,

Teaching/learning methods and strategies

Students will have the opportunity to gain and develop their knowledge and understanding of

isolation and exclusion and their impact on the demand for social work services

- the key concepts used to understand human needs and social welfare: for example equity, poverty and diversity
- the history and contemporary activities of U.K. welfare institutions and of some theoretical explanations of that development
- the nature of social work in a diverse society (with particular reference to prejudice, empowerment and anti-discriminatory practices)
- the nature and validity of different definitions of, and explanations for, the characteristics and circumstances for service users and the services required by them
- the nature and application of social work values
- some key concepts and theories of welfare, including theories of the state and of policy-making and implementation
- how contemporary social problems have emerged and of social policy responses
- social work law and its application to practice
- relevant social work research and evaluation methodologies and critical appraisal of these
- the contribution of other human services to meeting human needs
- Skills and other attributes

social work through lectures, seminars, independent study including project work. Placements in all three parts will offer the opportunity to gain knowledge and understanding through participation and observation. Throughout the programme there will be an emphasis on adult learning principles.

Assessment

Assessment tends to be course and project based, largely because of the requirement to link all teaching to practice. However, there are examinations in all three parts. These include Law and an integrative final examination for Social Work Theory and Practice 3.

Skills and other attributes

B. Intellectual skills - *able to:*

- be evaluative and analytical
- demonstrate and exercise independence of thought
- show a critical awareness of social policy processes
- be sensitive to the values and interests of self and others
- think logically and systematically
- gather information from a wide range of sources and for a range of purposes
- take into account differences of viewpoint in gathering information
- integrate theory and practice

Teaching/learning methods and strategies

Students will be presented with models and theories which logically lead to different approaches to problem definition and social solutions. This will promote evaluative and critical thinking and demand independence of thought. Awareness of values in action will be stimulated by teaching and discussion and developed further through placements. Placements also offer opportunities to develop skills in gathering information, logical thinking and developing independence of thought.

Assessment

A variety of assessment methods will be used including examinations, essays, work studies and a Practice Portfolio. This will promote a range of approaches to learning including problem solving, awareness of values, and knowledge and understanding that need to be committed to memory.

C. Practical skills - *able to:*

- demonstrate self awareness
- show good communication skills
- observe, record and interpret attachment

Teaching/learning methods and strategies

Students need to be self motivated and have good communication skills on placements where they are also required to observe, record and give account. IT skills are especially required in H Level research

- behaviour in an infant or young child
- to write reports to professional standards
- organise and manage meetings
- observe, record and give account of a social work organisation
- use current IT to word process, retrieve and analyse data and use email and the web
- work in teams and organizations

D. Transferable skills - able to:

- give oral presentations
- communicate in writing
- manage time
- plan their career
- work as part of a team
- problem solve
- apply basic numerical skills
- use of IT

module. Project work requires team work.

Assessment

IT skills are formally assessed through ECDL. A variety of assessment methods across the other modules - including the practice portfolios - assess practical skills.

Teaching/learning methods and strategies

Oral and written presentations are an important element in all three parts. Problem solving and team work exercises are present in all placements, whilst numeracy skills are developed specifically in ECDL. Time Management is emphasised throughout the programme especially on placement. There is scope to develop career management skills throughout the programme.

Assessment

Oral and written communication, team work and problem solving are assessed in all placements. Career planning is assessed, as is Time Management, in the Practice Portfolio and in the Social Work Theory and Practice 3 module.

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 and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.