

Title of Programme: BSc (Hons) Social Work

Programme Code: HHSW

Programme Specification

This programme specification is relevant to students entering:
02 September 2024

Associate Dean of School (Academic Quality Assurance):
Dr Jenny Lorimer



Signature

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

Summary of amendments to the programme:

Section	Amendment

If you have any queries regarding the changes please email AQO@herts.ac.uk

Programme Specification BSc (Hons) Social Work

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended 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 teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs).

Section 1

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	University of Hertfordshire
University/partner campuses	College Lane
Programme accredited by	Social Work England
Final Qualification	BSc Hons
All Final Award titles	Social Work
(Qualification and Subject)	
FHEQ level of award	6

A. Programme Rationale

The BSc Social Work Programme at the University of Hertfordshire aims to help students develop into social workers who are socially aware and critically engaged in debates concerning the quality, effectiveness and suitability of interventions with some of society's most vulnerable members.

The relationship between society, state and social work is central to the role of social work. During their time with us, students will assimilate the knowledge, practise the skills and interrogate the values which form the foundation of social justice and social work practice, synthesising learning to develop as evidence-based, reflexive practitioners and active global citizens.

Social Work is an occupational practice and an academic subject, which responds to changing social, political and economic contexts, the demands of contemporary society and the full range of practice settings. The programme team is committed to providing a challenging programme which ensures that graduates are competent, conscientious, compassionate and curious. Graduating students will hold both professional expertise and an awareness of the role and purpose of social work in diverse communities, nationally and internationally.

The impact of personal and social history and the influence of global forces are threaded through our teaching. Within the classroom, difference is viewed as a strength and multiple perspectives on theory, practice and society are valued and encouraged. The programme team is committed to facilitating a classroom culture of trust, underpinned by social work values and a commitment to anti-oppressive and anti-discriminatory practice, where students are able to challenge and be challenged.

Learning takes place in the classroom and online, in the full range of practice settings and in collaboration with employers, experts by experience and peers who will ultimately become colleagues. It lays the foundation for learning and development which spans the whole career. (BASW, 2017). The programme is aligned to Social Work England Professional Standards and the

award of the BSc(Hons) Social Work leads to eligibility to apply to the SWE Register and practice as a social worker.

B. Educational Aims of the Programme

Diversity and Inclusion

Our programmes are purposefully designed to enable all students to engage meaningfully with the curriculum by being accessible and representative. We will support students to shape their learning experience, removing barriers and enabling them to succeed. The curriculum explicitly includes multiple and representative perspectives, valuing collective identities and individual diversity. Learning, teaching and assessment activities help students to understand how they can enhance outcomes both for themselves and for others. All students belong to a learning community, and during their studies we really want to hear their voices, encourage them to listen to others, and express themselves.

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in [UPR TL03](#).

Additionally this programme aims to:

- prepare students for a rapidly changing work and wider social environment through a programme which promotes reflective self-motivated lifelong learning and continuing professional development to enable students to practice effectively as a professional social worker.
- provide students with an understanding of current trends in practice, developments in service provision, the philosophy underlying changes in legislation and the thinking behind new organisational patterns within a broad concept of social work. It is also to enable students to work in a variety of settings and with a range of service user groups with other professionals in an inter-professional and interagency context.
- enable students to be independent, research-minded, critical thinkers with transferable skills in the application of values, knowledge and skills to social situations and to their own practice, responding creatively to the intellectual stimulus of learning and research with a view to making a personal contribution to the study and development of social work theory and practice.
- develop a thorough understanding of, and ability to engage in critical debates about the significance of inequality and discrimination for social work policy and practice and reflect on their own values as citizens and workers.

Graduate Attributes

Our graduates will be capable and professional, creative and enterprising, and will build their social and global awareness throughout. In addition to their subject expertise and proficiency, as a University of Hertfordshire graduate, they will be:

- Professionally focused
- Globally minded
- Sustainability driven
- Digitally capable and confident
- Inclusive and collaborative
- Evidence based and ethical

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA benchmark statements for social work and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2021) have been used as a guiding framework for curriculum design.

Knowledge and Understanding	Teaching and learning methods	Assessment strategy
A1- Demonstrate an understanding of social work services and its impact on service users. This includes the social processes that lead to marginalisation, isolation and exclusion	Acquisition of knowledge and understanding is through a combination of tutorials, lectures, small group work (A1-A5), 170 day practice placements, simulation using video camera, role play. There are also 30 days skills; 20 in year 1 and 10 in year 2 to develop further students' skills (A1,A3,A5).	Knowledge and understanding are assessed through a combination of both formative and summative assessment processes utilized within the programme of study. All students are expected to complete both formative and summative assessment components through both coursework and practical types of assessment.
A2- Recognising service delivery including the historical and comparative perspective	Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learned and to broaden their individual knowledge and understanding of the subject.	Assessments are marked and moderated by university tutors and may include feedback from employer partners, experts by experience and peer assessment. This process ensures that knowledge is contextualized and relates to contemporary practice.
A3- The ethical and legal issues that have implications for social work practice	The overall curriculum has been devised in accordance with the Professional Capabilities Framework, the Knowledge and Skills Statement for Social Workers, and the Standards of Proficiency.	At specified points in each Semester, relevant feedback will be provided to students on all aspects of performance. Students will also submit a portfolio of their learning throughout the Programme which will then be assessed. This, combined with self-
A4- A broad understanding of social work theory and its application in practice	A combination of tutorials, lectures, small group work, 170 day practice placements, simulation using video camera, role play. There are also 30 days skills; 20 in year 1 and 10 in year 2 to develop further students' skills.	
A5- Explain the nature of social work practice across the range of settings		
A6- Understanding the role of research that informs practice and a critical understanding of research methods		
A7 - Has a detailed knowledge of values		

and their application in social work practice.	<p>The programme makes use of a 'flipped' classroom model in relation to teaching and learning. Students are expected to access resources before each class in order to develop initial baseline knowledge of the topic under discussion. This and other problem-based approaches means that classroom time is employed to engage students in discussion with the teaching team and with fellow students, thus developing an enquiry-based approach to knowledge acquisition.</p> <p>Additional support is provided by study skills modules, Learning Resource Centre and StudyNet. Classroom sessions are supported by module drop ins which take place regularly for clarification and enriched learning.</p> <p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p>	assessment, encourages students to reflect upon their performance and build upon previous ability and achievements.
Intellectual skills	Teaching and learning methods	Assessment strategy
<p>B1 – Implement communication and Information Technology (C & IT) and numerical skills including the use of C & IT for communication, information retrieval, searching, manipulation of numbers, statistics.</p> <p>B2 – Apply problem solving skills which includes managing problem solving activities, gathering</p>	<p>Intellectual skills are developed through the methods and strategies outlined in section A, above.</p> <p>At level 6 methods which enable more in-depth critical analysis are used such as case studies together with analysis and critical reports.</p> <p>Discussion in the classroom supports a research-tutored approach including formal</p>	<p>Intellectual skills are assessed through analysis, problem solving and modelling skills that will be developed through related classroom exercises, and through summative coursework at levels 4, 5 and 6 to check students' retention and understanding of information.</p> <p>The application of</p>

<p>information, assessment, analysing and evaluating intervention, planning, decision making, meeting deadlines, monitoring and reviewing.</p> <p>B3 - Communication skills which includes effective contact with individuals and organisations, negotiating boundaries, accurate written and verbal communication across potential barriers. Such as are required when on placement.</p> <p>B4 – Demonstrate skills in working with others including the involvement of, and consulting with, users of services, effective partnership with individuals groups and organisations.</p> <p>B5 – Identify skills in personal and professional development including reflection on behaviour, personal and professional boundaries, managing change, stress, conflict and challenge, and responsibility for continuous learning.</p> <p>B6 - Honours graduates will demonstrate applied skills in research in terms of collecting, analysing and interpreting relevant information.</p>	<p>debate, small group and plenary discussion, case study and scenarios, active evaluation of research evidence (including the use of evaluative frameworks). From here a spiral progression of intellectual development is envisaged. Research-informed teaching supports the growth of intellectual skills throughout the programme. Academic modules use enquiry-based techniques to support students in learning the skills required to become research-informed practitioners and can apply these to their learning. Research-informed teaching is embedded progressively from the Level 4 Enquiring Practitioner module through the Level 5 and 6 Practice Contexts modules and finally with the Research Informed Practice module which places a strong emphasis on research processes and problems.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study.</p>	<p>research to practice is developed incrementally through the programme. As can be seen from the Enquiring Practitioner and Research Informed Practice modules. For example, the Enquiring practitioner delivered in level 4 introduces the student to academic writing skills, referencing and sourcing relevant literature. This in turn supports the requirements for the Research Informed Proposal in level 6.</p>
Practical skills	Teaching and learning methods	Assessment strategy
C1 - Prepare for work with individuals, families, carers, groups and communities to assess	Practical skills are developed throughout the Programme by various modules e.g. the Skills	Practical skills are assessed through coursework assignments, case study

<p>their needs and circumstances.</p> <p>C2 - Plan, carry out and review social work practice with individual, families, carers, groups and communities and other professionals.</p> <p>C3 - Support individuals to represent their needs, views and circumstances.</p> <p>C4 - Manage and be accountable, with supervision and support, for your own social work practice within your organization.</p> <p>C5 - Demonstrate professional competence in social work practice.</p> <p>C6 – Discuss and respond to the demands of contemporary practice.</p>	<p>for Practice 1 and 2 modules. These modules will allow students to use the video suite to develop self- awareness and inter- personal skills. 30 days skills sessions are linked to the module which students are required to attend. These sessions are delivered by the team, practitioners/employers and Service Users. Practical skills will be further developed in the 70 days Practice Learning Placement in year 2. A block 2 weeks after the 70 day placement (10 days) will be given over to skills days to enhance the students' skills sets. There is further 100 days practice learning in year 3 which equip students with the necessary capabilities to progress into the newly qualified Social Work framework.</p>	<p>reports and presentations. In the Practice Learning Placement skills will be assessed through written feedback from the Practice Educator in the form of a report as well as the Reflective Practice Portfolio.</p>
Transferable skills	Teaching and learning methods	Assessment strategy
<p>D1 - Demonstrate the ability to develop their learning from reflection on their knowledge, values and skills.</p> <p>D2 - Recognise the significance of the concept of continuous professional development and an acceptance of the responsibility for their continuing development.</p> <p>D3 - Apply effective time management and self- management skills.</p> <p>D4 - Demonstrate appropriate people management skills.</p> <p>D5 - Identifying and accessing of information utilising a range of resources</p>	<p>Transferable skills are developed through student presentations, seminars and the Practice Learning Placement.</p> <p>Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.</p>	<p>Transferable skills are assessed through the coursework, reports, users' feedback, seminar presentations and successful completion of the Practice Learning placement</p>

D6 - Utilise skills of analysis and enquiry		
D7 - Initiate and complete projects/tasks.		

D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in a full-time (3 years) and part-time (6 years) mode and leads to the award of a BSc (Hons) Social Work. Intake is normally in September of semester A. All applicants will be interviewed for admission to the Programme. They will also need to provide an academic/professional reference. Before making the offer of a place, the Admissions Tutor will be expected to satisfy himself/herself that the entry requirements have been met.

Entry is normally at Level 4 (with A-level or equivalent qualifications/experience). Appropriate Accredited Prior Learning (APCL) or Accredited Prior Experiential Learning (APEL) is possible and is viewed on a case by case basis.

Professional and Statutory Regulatory Bodies

On successful completion of the Programme, students are eligible to apply to register with Social Work England.

Student Exchange programme

Incoming Exchange

The programme accepts incoming exchange students who are permitted to study modules at level 4,5 and 6.

Study Abroad

The course has outgoing exchange students who are permitted to study at level 6.

Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award. Any interim awards are identified in Table 1b, however, these awards do not entitle the recipient to apply for registration with SWE or any subsequent regulator. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

Mode of study: Full Time

Entry point: Semester A (September)

Level 4

Compulsory Modules

Module Title

Module Code

Credit Points

% Examination

% Coursework

% Practical

Semesters

Law and Policy 1	4HSK0066	30	0	100	0	AB
Human Growth & Development	4HSK0063	15	0	60	40	B
The Enquiring Practitioner	4HSK0062	15	0	100	0	A
Theories & Methods 1	4HSK0064	15	0	0	100	B
Inter-Professional Practice for Social Workers	4HSK2005	15	0	100	0	AB
Skills for Practice 1	4HSK0065	30	0	100 & P/F*	0	AB

Level 5

Level 5

Compulsory Modules

Module Title	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Law & Policy 2	5HSK0103	30	0	100	0	AB
Ethics, Values & Anti-Discriminatory Practice	5HSK0100	15	0	100	0	B
Skills for Practice 2	5HSK0101	15	0	100	0	B
Practice Contexts 1	5HSK0102	30	0	100	0	B
Practice Learning 1	5HSK0104	30	0	P/F*	100	AB

Level 6

Compulsory Modules

Module Title	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Research Informed Practice for Social Work	6HSK1054	30	0	100	0	AB
Research Methods for Social Work	6HSK2040	15	0	0	100	A
Practice Contexts 2	6HSK1056	15	0	100	0	A
Practice Learning 2	6HSK1057	45	0	P/F*	100	AB
Interprofessional Practice for Social Work 2	6HSK2034	15	0	100	0	A

*This Pass/Fail element of assessment must be successfully completed to pass the module; however it will not contribute to the overall numeric grade awarded.

Table 1b Outline Programme Structure

Mode of study: Part Time

Entry point: Semester A (September)

	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Level 4 - Year 1						
Compulsory Modules						
Module Title						
Law & Policy 1	4HSK0066	30	0	100	0	AB
The Enquiring Practitioner	4HSK0062	15	0	100	0	A
Theories & Methods 1	4HSK0064	15	0	0	100	B

	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Level 4 - Year 2						
Compulsory Modules						
Module Title						
Skills for Practice 1	4HSK0065	30	0	100 & P/F*	0	AB
Human Growth & Development	4HSK0063	15	0	60	40	B
Inter-Professional Practice for Social Workers	4HSK2005	15	0	100	0	AB

	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Level 5 – Year 3						
Compulsory Modules						
Module Title						
Law & Policy 2	5HSK0103	30	0	100	0	AB
Ethics, Values & Anti-Discriminatory Practice	5HSK0100	15	0	100	0	B
Skills for Practice 2	5HSK0101	15	0	100	0	B

	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Level 5 – Year 4						
Compulsory Modules						
Module Title						
Practice Contexts 1	5HSK0102	30	0	100	0	B
Practice Learning 1	5HSK0104	30	0	P/F*	100	AB

Level 6 – Year 5

Compulsory Modules

Module Title

Module Title	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Practice Learning 2	6HSK1057	45	0	P/F*	100	AB
Interprofessional Practice for Social Work 2	6HSK2034	15	0	100	0	A
Research Methods for Social Work	6HSK2040	15	0	0	100	A

Level 6 – Year 6

Compulsory Modules

Module Title

Module Title	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Practice Contexts 2	6HSK1056	15	0	100	0	A
Research-Informed Practice for Social Work	6HSK1054	30	0	100	0	AB

This Pass/Fail element of assessment must be successfully completed to pass the module, however it will not contribute to the overall numeric grade awarded.

Progression to level 5 normally requires a minimum of 120 credits and passes in all modules. Progression to level 6 normally requires a minimum of 240 credits and passes in all modules.

The award of a BSc (Hons) Social Work requires 360 credit points passed with a minimum of at least 120 at level 6 including the successful completion of a 70-day placement in Year 2 and a 100-day placement in Year 3. In addition, students must successfully complete the compulsory 30-days skills sessions on a pass/fail basis.

Honours classification

The University has approved structure and assessment regulations common to all programmes. Full details are provided in [UPR AS14](#), Section D.

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Final Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
BSc (Hons)	Social Work	360 credit points with passes in both practice placements and skills days elements	6	All programme learning outcomes (see Table 2)

“Social Worker” is a protected title and only students who have successfully completed all

compulsory modules and practice/skills elements can be awarded BSc (Hons) Social Work. Only students achieving this honours award will be eligible to apply to register with Social Work England.

Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
University Certificate		45 credit points at level 4	4	See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm
Certificate of Higher Education	Applied Social Studies	120 credit points at level 4	4, 5	A1-A4, B1,B3,B4, C1-C2, D1,D5.
Diploma of Higher Education	Applied Social Studies	240 credit points including at least 120 at level 5	5	As per Cert HE plus A5-A6, B2, B5, C3-C4, D2-D4, D6-D7.
BSc	Applied Social Studies	300 credit points including 180 at level 6/5 of which 60 must be at level 6	6	As per DipHE plus A1-A6, B1-B5, C1-C4, D1-D7
BSc (Hons)	Applied Social Studies	360 credit points without passes in both practice and skills days elements	6	As per BSc plus A7, B6

Programme-specific assessment regulations

The programme complies with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12/UPR AS13](#) and [UPR AS14](#)) with the exception of those listed below, which have been approved by the University:

Course Code	Course Instance	Award Title	Modules (child instance codes & title)	Must be included in classification algorithm?

- As specified by the external validating body, final compensatory credit (exemption from UPR AS14 section D4.4) and inter-modular compensation is not permissible within the programme.

Further programme-specific regulations (requiring School-level approval) are given below:

- Students awarded (FREN) for 4HSK0065 Skills for Practice 1 would **normally** be withdrawn from the programme.
- Students are required to attend 30-days skills sessions. Failure to do so may result in the student being withdrawn from the Programme. The skills days are assessed in 4HSK0065 Skills for Practice 1 (20 days) and 5HSK0101 Skills for Practice 2 (10 days).
- Students will be expected to fulfil the requirements for practice as per programme policy (including undertaking an enhanced disclosure and barring checks, attending occupational health screening when referred and (where applicable) completing a statutory declaration. Failure to complete will normally lead to the student being withdrawn from the programme.

- Students are required to pass both practice placements in order to progress and gain the BSc (Hons) Social Work award.
- Students may in exceptional circumstances be permitted to retrieve up to 30 credits following the award of a FREN , at the discretion of the Board of Examiners, based on the student's academic and practice profile. Students will be expected to sign a declaration indicating that they understand the implications and possible impact of retrieving a module while continuing their studies.
- In securing practice learning experiences, students will be offered up to three interview opportunities. Students who fail to obtain a placement opportunity for either the 70 or 100-day practice learning experiences following three interviews will normally be withdrawn from the programme
- Students are not permitted to refuse placements. If a student does so, then they may not be allowed to progress on the programme.
- Students should not unilaterally terminate a placement without first convening an extraordinary meeting. Students who leave placement without discussion or against the University's advice will normally be deemed to have failed the placement
- The Practice Educator is responsible for making a decision concerning the pass or fail of a student on placement. The PE must adduce sufficient evidence to support such a decision. If the Practice Assessment Panel (PAP), together with an external examiner is of the opinion that the evidence for pass or fail is not sufficient it may request further information. If that information is not provided, or remains insufficient, the portfolio will be reviewed by an independent Practice Assessor (a qualified PE). On the recommendation of that assessor the PAP and external examiner may recommend to the board that the decision of the PE be overturned.
- Students should note that they are not permitted to find their own placements; nor are they permitted to refuse placements that are offered. They should also note that many placements, especially those offered during the final year of study, may require students to be able to drive and have access to their own vehicle. In the event that students are unable to drive or are without access to a vehicle, this may lead to placement opportunities being restricted and could result in a delayed start to their placements.
- The University has regulations of the length of time and rate that somebody must study. In order to maintain currency of the qualification the BSc programme would normally discontinue a student after six years of study.

E. Management of Programme & Support for student learning.

Management

The programme is managed and administered through:

- Dean of School
- Associate Dean (Academic Quality Assurance) who had delegated responsibility for programmes in the School of Health & Social Work
- Head of Department who has overall responsibility for resourcing programmes within the Department of Allied health professions, Midwifery and Social Work
- Professional Lead for Social Work who is responsible for the professional element of all Social Work Programmes and Line Manager to the social work teaching staff.
- Programme Leader who is responsible for the day-to-day management of the qualifying Social Work Programme.
- An Admissions Tutor with specific responsibility for interview days and selection processes.
- Academic/Personal Tutors who have responsibility for the overview of the student's progress.
- Placement Tutors to assist with the procurement of placements.
- A designated programme administration team..
- Module Leaders who are responsible for individual modules.

- A Programme Committee, the membership of which includes employers, practitioners, experts by experience, student representatives for all three years, teaching staff and an Information Manager. The committee is chaired by the Programme Leader.

Support

Students are supported by:

An induction week at the beginning of each new academic session.

- Overseas Orientation
- You will have a Personal Tutor who will be an important point of contact, able to help you gain a good understanding of the School and programme you are studying.
- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters, accommodation, international student support, etc
- Office of Dean of Students, Student Wellbeing (incorporating Counselling, Mental Health and Disability Support), Chaplaincy, and Day Nursery
- A versatile on-line inter-active intranet and learning environment
- Guided student-centred learning on Canvas module sites
- Access to extensive digital and print collections of information resources
- Attractive modern study environments in 3 Learning Resources Centres
- Student Success Hubs, which include a Mathematics Drop-in Centre
- Medical Centre
- University Disability Advisors
- Careers and Employment
- Hertfordshire Student's Union
- Dedicated programme site

F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A dedicated programme site
- A Definitive Module Document (DMD) for each constituent module;

The [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07](#) 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>.

G. Entry requirements

The normal entry requirements for the programme are:

- Applicants must be aged 18 years at the commencement of the course.
- All applicants must have English GCSE Level C or equivalent and Maths Grade D or equivalent.
- All applicants are required to have 120 tariff points.
- Applicants with Access qualifications are required to have 60 points, 45 of which must be at Level 3, of which 12 must be at Distinction and 12 must be at Merit.

At the current interview stage, all candidates participate in a written test, an individual interview and a group exercise. If candidates do not meet the standards of all three elements they will not be accepted onto the programme.

Within the interview process, 'prospective students/candidates should demonstrate awareness of social context for social work practice, awareness of self, ability to develop rapport and potential to develop relevant knowledge, skills and values through professional training'. This is in line with the Professional Capabilities Framework (BASW).

All candidates are required to disclose any criminal convictions/cautions prior to entry. An Enhanced Disclosure and Barring Service (DBS) check is required on each student for the purpose of suitability for the Programme and practice. Students are required to inform the Programme Leader if they have been cautioned or convicted of a civil or criminal offence during the course of their studies. In addition, students must disclose to the Programme Leader whether they have been subject to any workplace disciplinary proceedings and whether they have been placed on registers held by local authorities. Students must disclose whether they have previously studied on other Social Work qualifying degree programmes

All applicants who are offered a place on the Programme will be required to undergo Occupational Health (OH) screening. Students are further required to inform the Programme Leader if any health concerns that might impact on their professional role become evident during the course of their studies.

International students are required to demonstrate an English Language capability with an overall average of IELTS 7.0, with no less than 6.5 in any band. Where appropriate, English language qualifications that are recognised by the University as equivalent to the specified IELTS bands may also be considered.

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in UPR SA03), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

If you would like this information in an alternative format please contact:
icaq@herts.ac.uk

If you wish to receive a copy of the latest External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk

BSc Social Work

Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

		Programme Learning Outcomes (as identified in section 1 and the following page)																										
		Knowledge & Understanding							Intellectual Skills						Practical Skills						Transferable Skills							
Module Title	Module Code	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7	
The Enquiring Practitioner	4HSK0062								X		X														X			
Human Growth & Development	4HSK0063	X			X						X				X						X				X			
Law and Policy 1	4HSK0066	X	X	X											X	X									X			
Theories & Methods 1	4HSK0064	X	X		X						X	X			X	X					X				X			
Inter-Professional Practice for Social Workers	4HSK2005										X										X							
Skills for Practice 1	4HSK0065				X						X	X	X		X	X					X				X			
Practice Learning 1	5HSK0104				X						X		X		X	X	X				X					X		
Ethics, Values & Anti-Discriminatory Practice	5HSK0100	X		X								X	X			X	X				X				X			
Skills for Practice 2	5HSK0101			X						X			X		X						X				X			
Practice Contexts 1	5HSK0102		X			X	X					X			X										X			
Law & Policy 2	5HSK0103	X	X	X						X													X		X		X	
Research-Informed Practice	6HSK1054						X		X					X		X							X		X		X	
Research Methods for Social Work	6HSK2020						X		X					X		X							X		X		X	
Practice Contexts 2	6HSK1056		X	X		X	X			X				X	X	X				X					X	X		
Practice Learning 1	6HSK1057	X			X			X		X			X		X	X	X	X	X	X		X			X		X	
Interprofessional Practice for Social Work 2	6HSK2034	X			X	X					X	X																

KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

- A1. Demonstrate an understanding of social work services and its impact on service users. This includes the social processes that lead to marginalisation, isolation and exclusion.
- A2. Recognising service delivery including the historical and comparative perspective
- A3. The ethical and legal issues that have implications for social work practice
- A4. A broad understanding of social work theory and its application in practice
- A5. Explain the nature of social work practice across the range of settings
- A6. Understanding the role of research that informs practice and a critical understanding of research methods
- A7. Has a detailed knowledge of values and their application in social work practice.

Intellectual Skills

- B1. Implement communication and Information Technology (C & IT) and numerical skills including the use of C & IT for communication, information retrieval, searching, manipulation of numbers, statistics.
- B2. Apply problem solving skills which includes managing problem solving activities, gathering information, assessment, analysing and evaluating intervention, planning, decision making, meeting deadlines, monitoring and reviewing
- B3. Communication skills which includes effective contact with individuals and organisations, negotiating boundaries, accurate written and verbal communication across potential barriers. Such as are required when on placement
- B4. Demonstrate skills in working with others including the involvement of, and consulting with, users of services, effective partnership with individuals groups and organisations
- B5. Identify skills in personal and professional development including reflection on behaviour, personal and professional boundaries, managing change, stress, conflict and challenge, and responsibility for continuous learning
- B6. Honours graduates will demonstrate applied skills in research in terms of collecting, analysing and interpreting relevant information

Practical Skills

- C1. Prepare for work with individuals, families, carers, groups and communities to assess their needs and circumstances
- C2. Plan, carry out and review social work practice with individual, families, carers, groups and communities and other professionals
- C3. Support individuals to represent their needs, views and circumstances
- C4. Manage and be accountable, with supervision and support, for your own social work practice within your organization
- C5. Demonstrate professional competence in social work practice
- C6. Discuss and respond to the demands of contemporary practice

Transferable Skills

- D1. Demonstrate the ability to develop their learning from reflection on their knowledge, values and skills
- D2. Recognise the significance of the concept of continuous professional development and an acceptance of the responsibility for their continuing development
- D3. Apply effective time management and self- management skills
- D4. Demonstrate appropriate people management skills
- D5. Identifying and accessing of information utilising a range of resources
- D6. Utilise skills of analysis and enquiry
- D7. Initiate and complete projects/tasks

Table 3: Development of Graduate Attributes in the Constituent Modules

This map identifies where the Graduate Attributes are delivered in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the development of the Graduate Attributes (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own personal and professional development as the programme progresses. [Note that there is no requirement for the Graduate Attributes to be assessed through these modules]

D = Delivered

	Module Title	Module Code	Professionally Focused	Globally Minded	Sustainability Driven	Digitally capable & confident	Inclusive and collaborative	Evidenced based and Ethical
Level 4	The Enquiring Practitioner	4HSK0062	D			D	D	
	Human Growth & Development	4HSK0063	D	D			D	D
	Law and Policy 1	4HSK0066	D	D	D			D
	Theories & Methods 1	4HSK0064		D			D	D
	Inter-Professional Practice for Social Workers	4HSK2005	D	D	D		D	D
	Skills for Practice 1	4HSK0065	D	D	D	D	D	D
Level 5	Practice Learning 1	5HSK0104	D	D	D	D	D	D
	Ethics, Values & Anti-Discriminatory Practice	5HSK0100	D	D	D		D	D
	Skills for Practice 2	5HSK0101	D	D	D	D	D	D
	Practice Contexts 1	5HSK0102	D	D		D	D	D
	Law & Policy 2	5HSK0103	D			D	D	D
Level 6	Research-Informed Practice	6HSK1054	D	D			D	D
	Research Methods for Social Work	6HSK2040	D	D			D	D
	Practice Contexts 2	6HSK1056	D	D		D	D	D
	Practice Learning 2	6HSK1057	D	D	D	D	D	D
	Interprofessional Practice for Social Work 2	6HSK2034	D	D	D	D	D	D

Section 2

Programme management

Relevant QAA subject benchmarking statements

Type of programme

Date of validation/last periodic review

Date of production/ last revision of PS

Relevant to level/cohort

Administrative School

Language of Delivery

Social Work

Undergraduate

October 18

March 2022

Level 4 entering September 2024

School of Health and Social Work

English

Table 4 Course structure

Course details			
Course Code	Course Description	HECOS	UCAS
HSSW	BSc (Hons) Social Work (Revised 2024)	100503	L500