Programme specification

(Notes on how to complete this template are provided in Annexe 3)

1. Overview / factual information

Programme/award title(s)	***BA (Hons) Social Work***
Teaching Institution	***New College Durham***
Awarding Institution	***The Open University (OU)***
Date of first OU validation	***April 2017***
Date of latest OU (re)validation	***May 2023***
Next revalidation	
Credit points achieved for the award	***360***
UCAS Code (if applicable)	***L500***
HECoS Code (if applicable)	
LDCS Code (FE Colleges England only	
Programme start date and cycle of starts if appropriate.	***September 2026***
Underpinning QAA subject benchmark(s)	***QAA Subject Benchmark Statement for Social Work***
Other external and internal reference points used to inform Programme outcomes (including QAA Characteristics Statements).	***Social Work England (SWE) Professional Standards for Social Workers*** ***SWE Education and Training Standards*** ***SWE Practice Placement Standards*** ***SWE Assessment of Students Guidance*** ***BASW Social Work Professional Capabilities Framework (PCF's).***

For apprenticeships, the standard or framework against which it will be delivered.	***N/A***
Professional/statutory/ accreditation recognition	***Registration with Social Work England (SWE)***
For apprenticeships more information on integrated Assessment. EPAO being used.	***Not Applicable***
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	***Full-time, Face-to-Face delivery of learning.***
Duration of the Programme for each mode of study	***3 years (1 year for each level)***
Dual accreditation (if applicable)	***Not Applicable***
Date of production/revision of this specification	***December 2025***

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 they 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 student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2. Programme overview

2.1 Educational aims and objectives

The BA (Hons) Social Work Degree Programme is designed to produce confident, competent, and qualified social work practitioners. It achieves this through the integration of current research, theoretical knowledge from the social sciences, legislative frameworks, and government guidance. The Programme equips students with the necessary knowledge, core values, and practical skills to meet the eligibility criteria for registration as a social worker with Social Work England (SWE).

The Programme has been developed in response to the threshold standards set by Social Work England's Standards for Qualifying Social Work Programme (2023), Qualifying Educational and Training Standards Social Work (2021) Education and Training Standards (2021), Education and training standards - Social Work England and the Professional Capabilities Framework Professional Capabilities Framework (PCF) | BASW (BASW, 2018). It also adheres to the Quality Assurance Agency (QAA) Subject Benchmark for Social Work Subject Benchmark Statement: Social Work and introduces students to the Knowledge and Skills Statement for Social Workers in Adult Services KSS.pdf (DH 2015) and the Knowledge and Skills for Child and Family Social Work Department for Education - (DfE 2014).

Upon successful completion of the Programme, students will be able to demonstrate:

Comprehensive Knowledge and Understanding: Students will develop a robust understanding of social work theory, values, and ethics, and will demonstrate their ability to apply this knowledge effectively across diverse

social care contexts and organisations, relevant to social work practice and service delivery.

Effective Engagement and Relationship Building: Students will be able to engage effectively with service users, carers, and professionals, demonstrating the capacity to build relationships that support individual and social change. They will also understand the importance of supervision in fostering professional development and reflecting on the limits and potential of social work.

Research and Enquiry Skills: Students will be equipped with the skills to use research and enquiry techniques to collect, analyse, and interpret information, making informed decisions and interventions that are evidence-based and responsive to service users' needs.

Critical Evaluation and Creative Application: Students will develop a critical approach to assessing knowledge and evidence from a variety of sources. They will be able to apply these skills creatively and effectively within core social work practice areas, ensuring high-quality interventions and outcomes.

Ethical Practice: Students will have a solid grounding in ethical principles and will demonstrate their ability to apply ethical decision-making within a social work context. They will operate with a high level of professional autonomy, adhering to codes of conduct and organisational standards.

Effective Communication: Students will develop exceptional communication skills, enabling them to communicate clearly and concisely with service users, carers, and other professionals. This will support the creation of positive working relationships and the promotion of effective collaboration in social work practice.

Autonomy and Initiative: Students will demonstrate the ability to make independent, informed decisions in complex situations, while recognising when to seek supervisory input. They will exhibit proactivity in problem-solving, balancing individual responsibility with collaborative, ethical practice.

Reflective Practice and Continuous Learning: Students will engage in ongoing reflective practice, critically appraising their own learning and development. They will actively use supervision and other support mechanisms to inform their continuous professional growth, ensuring that their practice evolves in response to feedback and experience.

Eligibility to Register and Practice: Upon successful completion, students will be eligible to apply for registration with Social Work England. They will be prepared for the next stage of their professional development, transitioning to the Assessed and Supported Year in Employment (ASYE) as Newly Qualified Social Workers (NQSW). During this transition, they will continue to apply the Professional Standards (SWE) and Professional Capabilities Framework (BASW, 2018), and demonstrate the skills outlined in the PQS KSS Knowledge

and Skills Statement for Social Workers in Adult Services (2015) or the Knowledge and Skills for Child and Family Social Work (DfE, 2014).

2.2 Relationship to other Programme and awards

(Where the award is part of a hierarchy of awards/Programme, this section describes the articulation between them, opportunities for progression upon completion of the Programme, and arrangements for bridging modules or induction)

Not applicable

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

Not applicable

2.4 List of all exit awards

The BA (Hons) Social Work Programme adheres to a range of academic frameworks and professional standards that guide the learning and development of social work students. These include the Frameworks for Higher Education Qualifications (FHEQ) of UK degree-awarding bodies, which outline the learning outcomes for each module of the Programme.

The Programme follows a progressive structure, with each year building on the previous one. Students move from understanding broad concepts to developing the ability to make informed decisions in complex and unpredictable situations. The Programme aims and learning outcomes align with the FHEQ descriptor for a Bachelor degree with Honours, meeting the requirements of Level 6 of the FHEQ, with a total of 360 credits.

In order to successfully complete the BA (Hons) Social Work Programme and become eligible to register as a social worker with Social Work England (SWE), students must pass all components of the Programme at each level.

List of the BA (Hons) Social Work Programme Exit Award:

Year 1 - FHEQ Level 4

At Level 4, students demonstrate fundamental communication skills and the ability to apply social work theories and problem-solving approaches. They engage with issues of discrimination and oppression, both on personal and institutional levels, and apply principles of social justice, inclusion, and equality.
Award: Certificate in Higher Education in Social Studies
For students who achieve 120 credits at Level 4 but do not progress to or achieve full 120 credits at Level 5.

Year 2 - FHEQ Level 5

At Level 5, students demonstrate an ability to critically analyse issues and propose solutions to complex problems. They uphold professional conduct and safe practice while recognising the limits of their knowledge, managing these through effective support and supervision networks. Students engage in reflective practice to address social care values, ethical dilemmas, and develop partnerships with service users.

Award: Diploma of Higher Education in Social Studies
For students who achieve 240 credits (120 at Level 4 and 120 at Level 5) but do not progress to or achieve sufficient credits at Level 6 to be awarded a BA in Social Studies.

Year 3 - FHEQ Level 6
At Level 6, students apply social work skills and methods in diverse contexts, demonstrating professional judgment and initiative. They assess and intervene effectively while respecting confidentiality and communicating information appropriately. Students engage with critical analysis and research techniques to support their arguments, operate within multi-agency partnerships, and contribute to the development of culturally sensitive services.

Award:

- Certificate in Higher Education in Social Studies
  For students achieving 120 credits at Level 4.
- Diploma of Higher Education in Social Studies
  For students achieving 240 credits (120 at Level 4 and 120 at Level 5).
- FHEQ Level 6 – Bachelor of Arts (BA) in Social Studies
  For students who achieve a minimum of 60 credits at Level 6 (excluding the dissertation module) but are unable to complete the full 120 credits.

- **Full Award**: Bachelor of Arts with Honours (BA Hons) in Social Work
  For students who achieve 360 credits, completing all components of the Programme including the dissertation.

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

Please adjust 'levels' to reflect SCQF if applicable

Programme Structure – LEVEL 4					
Compulsory modules	***Credit points***		***Credit points***	***Is module compensatable?***	***Semester runs in***
Law for Social Work	20		-	No	1 and 2
Framing Social Policy for Social Workers	20		-	No	2
Introduction to Sociology for Social Workers	20		-	No	1 and 2
Perspectives on Human Growth and Development	20		-	No	2
Communication and Intervention Skills for Social Workers	20		-	No	1 and 2
Academic Informed Skills and Critical reflection	20		-	No	1 and 2

	Programme Structure – Single Registerable Modules			
Compulsory modules	***Credit points***	***Pre-Requisite as SRM***	***Is module compensatable?***	***Semester runs in***
Not applicable			***No***	

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
Learning outcomes:	***Learning and teaching strategy/ assessment methods***
A1 Demonstrate an initial understanding of how research, social work theory, sociology, psychology, and social policy relate to social work. **A2** Describe the legal and policy frameworks which inform social work practice, recognising the scope for professional judgement. **A3** Identify psychological, socio-economic, environmental, and physiological factors which impact on people's lives, considering age and development. **A4** Identify a range of theories and models which inform social work interventions with individuals, families, local communities, and partner agencies/organisations. **A5** Identify and explain practice methods which can be used to draw upon the expertise of service users, carers, and other professionals. **A6** Identify the principles of human and civil rights	College-based Teaching Strategy: The learning outcomes related to knowledge and understanding in social work involves a variety of approaches to facilitate learning and comprehension. Lectures, workshops, and seminars are utilised to explore the connections between research, social work theory, sociology, psychology, and social policy. Case studies, discussions, and analysis of relevant literature enhance students' understanding of the practical application of these disciplines in social work practice. The teaching strategy also includes an exploration of legal and policy frameworks, considering the scope for professional judgment. Factors impacting people's lives, such as psychological, socio-economic, environmental, and physiological aspects, are examined through lectures and group discussions. Students are exposed to a range of theories, models, and practice methods utilised in social work interventions with individuals, families, local communities, and partner agencies/organisations. Additionally, the teaching strategy highlights the principles of human and civil rights, as well as equalities legislation, and their relevance to social work practice.

Learning Outcomes – LEVEL 4	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
and equalities legislation as they relate to social work practice.	College-based Assessment Methods: The assessment methods employed for the knowledge and understanding learning outcomes in social work aim to evaluate students' comprehension and application of the subject matter. Written assignments, examinations, and presentations assess students' understanding of the interrelationship between research, theory, sociology, psychology, and social policy. Analysis and critical evaluation of legal and policy frameworks, along with their implications for social work practice, are assessed through written assignments or presentations. Students' ability to identify and analyse the various factors that impact individuals' lives is evaluated through written assignments or case analyses. Assessments also focus on students' knowledge and recognition of theories, models, and practice methods informing social work interventions. Finally, students' understanding and application of human rights, civil rights, and equalities legislation in social work practice are assessed through written assignments, discussions, or presentations.

Learning Outcomes – LEVEL 4	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
	Placement-Based Teaching Strategy: The placement-based teaching strategy for the Level 4 shadowing placement prioritises the acquisition and application of knowledge and understanding in a practical setting. By directly observing and shadowing experienced professionals, students have the opportunity to witness real-world examples of professional practice. Through reflection and discussion, students can analyse and make connections between their observations and the theoretical knowledge they have acquired. This integration of theory and practice enhances their understanding of key concepts, policies, and theories relevant to social care. By documenting their experiences and reflections in a shadowing placement portfolio, students consolidate their knowledge and understanding and have tangible evidence of their engagement and growth in professional practice.

Learning Outcomes – LEVEL 4	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
	Placement-Based Assessment Methods: The assessment methods employed in the Level 4 shadowing placement focus on evaluating students' knowledge and understanding of social care practices. Direct observation allows assessors to gauge students' comprehension of theoretical concepts in action and assess their ability to apply this knowledge in real-world scenarios. Feedback from the experienced practitioners they shadow provides valuable insights into their understanding and application of knowledge. Reflective discussions further assess students' ability to critically analyse their observations, drawing on relevant theories, policies, and knowledge acquired during their studies. The creation and maintenance of a shadowing placement portfolio serves as a record that not only demonstrates their engagement but also demonstrates their deepened knowledge and understanding of professional practice. Additionally, the reflective assignment in the Communication and Intervention Skills for Social Workers module provides an opportunity for students to showcase their theoretical understanding and its application in practice, while formative feedback helps identify areas for further development and growth.

3B. Cognitive skills	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	***Learning and teaching strategy/ assessment methods***
B1 Consider the reliability and validity of information from different sources as an aid to evidence-based decision making within a social work setting. The evidence will include evidence from peer-reviewed research. **B2** Consider the importance of reflective practice in social work. **B3** Apply problem-solving skills to practice situations supported by theoretical knowledge.	College-based Teaching Strategy: The teaching strategy for the cognitive skills learning outcomes focuses on developing critical thinking, problem-solving abilities, and reflective practice in social work. It includes lectures, workshops, case studies, simulations, group discussions, and reflective exercises. The teaching approach emphasizes the consideration of reliability and validity of information from different sources, including peer-reviewed research, to support evidence-based decision making. Additionally, the importance of reflective practice is highlighted, incorporating reflective models, self-reflection exercises, and opportunities for critical analysis of personal and professional growth.

3B. Cognitive skills	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	College-based Assessment Methods: The assessment methods are designed to evaluate students' cognitive skills and their application in a social work setting. The assessments include written assignments, exams, reflective journals or portfolios, case analyses, and presentations. Students are assessed on their ability to evaluate the reliability and validity of information sources, make evidence-based decisions using peer-reviewed research, and demonstrate the integration of theoretical knowledge with problem-solving skills in practice situations. Furthermore, the assessments measure students' engagement in reflective practice, their ability to self-reflect, and their application of reflective principles to enhance personal and professional development. College-based Placement-Based Teaching Strategy: The Level 4 shadowing placement focuses on providing students with practical experience and learning from experienced professionals in a social care setting. Through direct observation and shadowing, students gain a comprehensive understanding of professional practice. The strategy emphasises the importance of observation and reflection on the skills, knowledge, and behaviours demonstrated by experienced practitioners. Reflective discussions, incorporating theoretical knowledge and policies, enable critical thinking and self-assessment. Additionally, students develop a shadowing placement portfolio to document their experiences and reflections, serving as evidence of their engagement and growing understanding of professional practice.

3B. Cognitive skills	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	College-based Placement-Based Assessment Methods: The Level 4 shadowing placement involves a combination of direct observation, feedback collection, structured discussions, and reflection. Students engage in direct observation by shadowing experienced practitioners in the voluntary sector, learning from real-life examples of practice in a social care setting. Feedback from the practitioners they shadow provides valuable insights to inform their development. Reflective discussions with the practitioners allow students to analyse and reflect on their observations, incorporating relevant knowledge, policies, and theories they have learned during their studies. The creation and maintenance of a shadowing placement portfolio document evidences students' experiences and reflections throughout the placement, serving as a tangible record of their engagement and progress. Additionally, students produce a reflective assignment as part of the Communication and Intervention Skills for Social Workers module, where formative feedback on the reflective piece is used to identify areas for growth, enabling students to deepen their understanding of professional practice as specified in the Professional Capabilities Framework in preparedness for readiness to practice and progression into Level 5.

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	***Learning and teaching strategy/ assessment methods***
C1 Identify the requirements of the professional regulator, Social Work England (SWE) to understand the authority of the social work role, as an accountable professional. **C2** Explain both personal and professional social work boundaries in practice situations. **C3** Demonstrate the ability to practice confidently in accordance with professional social work values and ethics. **C4** Demonstrate an awareness of managing conflicting or competing values and ethical dilemmas using professional supervision. **C5** Ability to create and build and maintain professional relationships with service users, carers, colleagues, and other professionals. **C6** Recognise and demonstrate individual rights to autonomy, self-determination and professional accountability in practice.	College Based Teaching Strategy: Practical and professional skills are addressed using a variety of methods to facilitate learning and skill development. Teaching includes lectures, workshops, case studies, role-plays, group discussions, and reflective exercises. The emphasis is on practical application, critical thinking, and the exploration of ethical dilemmas. The teaching approach promotes engagement with professional standards, values, and ethics, as well as the development of effective communication, empathy, and collaboration skills. Guest speakers and real-life examples are utilised to provide diverse perspectives and promote awareness of discrimination and social justice issues.

3C. Practical and professional skills	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
C7 Consider the impact of personal and organisational discrimination and oppression within social work. **C8** Discuss the competences required, in order to apply for registration with Social Work England.	College Based Assessment Methods: The assessment methods are designed to evaluate students' understanding, knowledge, and application of the learning outcomes. The assessments include written assignments, presentations, reflective journals or portfolios, case analyses, and role-plays. Students are assessed on their ability to analyse, reflect, and propose solutions to ethical challenges, boundaries, and dilemmas in social work practice. The assessments also measure their competence in practicing in accordance with professional values, demonstrating effective communication and relationship-building skills, recognising individual rights, and addressing discrimination and oppression. Additionally, students are evaluated on their understanding of the competences required for professional registration.

3C. Practical and professional skills	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	Placement-Based Assessment: Level 4 students undertake a shadowing placement to observe professional practice in a social care setting which focuses on practical experience and learning from experienced professionals. The main objective is to provide students with a comprehensive understanding of professional practice in the social care sector and to promote observation and reflection on the skills, knowledge, and behaviours demonstrated by experienced practitioners. Through direct observation and shadowing, students gain insights into the day-to-day operations, tasks, and interactions within a social care setting. Reflective discussions incorporating theoretical knowledge and policies enable critical thinking and self-assessment. The development of a shadowing placement portfolio allows students to document their experiences and reflections, serving as evidence of their engagement and growing understanding of professional practice.

3C. Practical and professional skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	Placement-Based Assessment Methods: The Level 4 assessment methods employed in the shadowing placement involve a combination of direct observation, feedback collection, structured discussions, and reflection. Students engage in direct observation by shadowing experienced practitioners in the voluntary sector, learning from real-life examples of practice in a social care setting. Feedback from the practitioners they shadow provides valuable insights inform their development. Reflective discussions with the practitioners allow students to analyse and reflect on their observations, incorporating relevant knowledge, policies, and theories they have learned during their studies. The creation and maintenance of a shadowing placement portfolio document provides evidence of students' experiences and reflections throughout the placement, serving as a tangible record of their engagement and progress. Additionally, the student has to produce a reflective assignment as part of Communication and Intervention Skills for Social Workers module where formative feedback of the reflective piece is used to identify areas for growth, enabling students to deepen their understanding of professional practice as specified in the Professional Capabilities Framework in preparedness for readiness to practice and progression into Level 5.

3D. Key/transferable skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	***Learning and teaching strategy/ assessment methods***
D1 Demonstrate awareness of current and changing legislative requirements relating to social work. **D2** Recognise effective team and group working including working in partnership with other agencies and professionals. **D3** Communicate respectfully and effectively with service users, carers, family members and other professionals. **D4** Demonstrate effective time management skills to prioritise tasks and meet deadlines. **D5** Apply basic numerical skills, demonstrating the need to interpret statistical information in social work. **D6** Demonstrate effective information technology skills relevant to effective learning and social work practice	College Based Teaching Strategy: The key/transferable skills learning outcomes in social work focuses on developing practical abilities that are essential for effective professional practice. To cultivate an awareness of legislative requirements, students engage in lectures, seminars, and case studies that explore the current and changing landscape of social work legislation. Effective team and group working skills are nurtured through group activities, role-plays, and discussions, emphasising the significance of collaboration and partnership with other agencies and professionals. Respectful and effective communication with service users, carers, family members, and professionals is fostered through communication skills workshops, role-plays, and feedback mechanisms. Time management skills are honed through workshops and assignments that require students to prioritise tasks and meet deadlines. Numerical skills and interpretation of statistical information are developed through instruction, practice exercises, and the application of numerical data in social work scenarios. Additionally, students are equipped with information technology skills relevant to effective learning and social work practice through technology-focused workshops and practical exercises.

3D. Key/transferable skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	College Based Assessment Methods: The methods employed for the key/transferable skills learning outcomes in social work evaluate students' proficiency in various essential areas. Assessments for awareness of legislative requirements involve written assignments or examinations that gauge students' knowledge and understanding of legislation, policies, and their implications in practice. Effective team and group working skills are assessed through group projects, presentations, and evaluations that assess students' collaborative abilities. Respectful and effective communication skills are evaluated through role-plays, simulations, and written assignments that demonstrate students' ability to engage with diverse stakeholders. Time management skills are assessed through assignments and reflections that evaluate students' task prioritisation and deadline adherence. Numerical skills and interpretation assessments require students to interpret statistical information in written assignments or case analyses. Information technology skills are evaluated through practical exercises, simulations, and assessments of technology use in assignments or practice-based tasks.

3D. Key/transferable skills	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	Placement-Based Teaching Strategy: The teaching strategy for the Level 4 shadowing placement is designed to develop key/transferable skills through hands-on experience and learning from seasoned professionals in a social care setting. Through direct observation and shadowing, students gain a comprehensive understanding of professional practice, focusing on the cultivation of specific skills. The strategy emphasises the significance of observation, reflection, and analysis of the skills, knowledge, and behaviors demonstrated by experienced practitioners. Reflective discussions, incorporating theoretical knowledge and policies, foster critical thinking, self-assessment, and the application of theoretical concepts in practical contexts. Furthermore, students are encouraged to create a shadowing placement portfolio to document their experiences and reflections, providing tangible evidence of their active engagement and the development of their key/transferable skills in professional practice.

3D. Key/transferable skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	Placement-Based Assessment Methods: The methods for the Level 4 shadowing placement revolve around direct observation, feedback collection, structured discussions, and reflection to evaluate students' acquisition of key/transferable skills. Students engage in direct observation by shadowing experienced practitioners in the voluntary sector, gaining insights from real-life examples of practice within a social care setting. Feedback from the practitioners they shadow serves as valuable guidance to inform their professional development. Reflective discussions with the practitioners allow students to analyse and reflect on their observations, incorporating relevant knowledge, policies, and theories acquired during their studies. The creation and maintenance of a shadowing placement portfolio serve as a comprehensive record, showcasing students' experiences and reflections throughout the placement, demonstrating their active engagement and progress in developing key/transferable skills. Additionally, students are required to produce a reflective assignment as part of the Communication and Intervention Skills for Social Workers module. Formative feedback on the reflective piece is utilised to identify areas for growth, enabling students to deepen their understanding of professional practice in alignment with the Professional Capabilities Framework. This holistic approach ensures students' preparedness for readiness to practice and progression into Level 5, consolidating their key/transferable skills in social work.

Programme Structure - LEVEL 5					
Compulsory modules	***Credit points***	***Optional modules***	***Credit points***	***Is module compensatable?***	***Semester runs in***
Working with Children, Young People and Families': Skills and Values	20	***None***	-	No	All modules are delivered in semester 1 except placement 1 which commences in semester 2.
Relating Theory to Social Work Practice	20	***None***	-	No	
Placement 1 (70 day)	30	***None***	-	No	
Critical Research Enquiries	20	***None***	-	No	
Organisation and Delivery of Adult Services	30	***None***	-	No	

	Programme Structure – Single Registerable Modules			
Compulsory modules	***Credit points***	***Pre-Requisite as SRM***	***Is module compensatable?***	***Semester runs in***
Not applicable			***No***	

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
Learning outcomes:	***Learning and teaching strategy/ assessment methods***
A1 Examine research and the application of social work theory, sociology, psychology, and social policy to inform social work practice, knowledge, and skills. **A2** Outline and apply the legal and policy frameworks informing social work practice, whilst demonstrating professional judgement. **A3** Illustrate the psychological, socio-economic, environmental, and physiological factors which impact on people's lives, whilst also considering age and development. **A4** Apply a range of key theories and models which inform social work interventions with individuals, families, local communities, and partner agencies/organisations. **A5** Recognise key legislation in social work which underpins the principles of human and civil rights, social justice, and equalities.	College Based Teaching Strategy: The Level 5 Knowledge and Understanding learning outcomes in social work focuses on providing students with a comprehensive understanding of research, theory, legal frameworks, factors impacting people's lives, and legislation relevant to social work practice. Lectures, seminars, and workshops are utilised to explore the application of social work theory, sociology, psychology, and social policy in informing practice, enhancing students' knowledge and skills. Case studies, critical analysis, and real-world examples help students bridge the gap between theory and practice. The teaching strategy also emphasises the examination of legal and policy frameworks, enabling students to develop professional judgment and decision-making skills. Psychological, socio-economic, environmental, and physiological factors impacting individuals' lives, considering age and development, are illustrated through lectures, presentations, and reflective exercises. Furthermore, the teaching strategy explores the application of key theories and models in social work interventions with various stakeholders, including individuals, families, communities, and partner agencies/organisations. It also highlights the recognition of key legislation that underpins the principles of human and civil rights, social justice, and equalities in social work practice.

Learning Outcomes – LEVEL 5	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
	College Based Assessment Methods: The assessment methods for Level 5 Knowledge and Understanding learning outcomes in social work encompass a range of approaches to evaluate students' knowledge, understanding, and application of the subject matter. Research-based assignments or projects assess students' ability to examine research literature and apply it to social work practice, demonstrating their grasp of research and theory. Written assignments and case studies assess students' comprehension and application of legal and policy frameworks, evaluating their professional judgment within the legal context. Reflective analyses, written assignments, or presentations enable students to demonstrate their understanding of the factors impacting people's lives and the consideration of age and development-related factors. The application of key theories and models in social work interventions is evaluated through written assignments, presentations, or critical analysis of case examples. Finally, written assignments, discussions, and the analysis of case studies or ethical dilemmas assess students' knowledge and understanding of legislation underpinning human and civil rights, social justice, and equalities, examining their ability to apply legislative principles in promoting rights and equalities in social work practice.

Learning Outcomes – LEVEL 5	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
	Placement Based Teaching Strategy: The teaching strategy for the 70-day work placement in social work focuses on providing students with a comprehensive and immersive learning experience in real-world practice settings enhancing knowledge and understanding. The strategy begins with pre-placement preparation, including orientation sessions and briefings on agency policies and procedures, ensuring students are well-prepared and familiar with the expectations of the placement. Throughout the placement, students receive ongoing supervision and mentorship from experienced Practice Educators and Onsite-superviors, who guide and support their day-to-day work, provide constructive feedback, and facilitate reflective practice. Students actively engage in a variety of social work activities, applying theoretical knowledge, developing practical skills, and gaining a deeper understanding of professional roles and responsibilities. Reflective practice is woven into weekly supervision sessions with the Practice Educator, allowing students to critically analyse their experiences, identify areas for growth, and deepen their understanding of the complexities of social work practice and ethical decision-making.

Learning Outcomes – LEVEL 5	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
	Placement Based Assessment Methods: The assessment methods for the 70-day work placement are designed to evaluate students' performance, growth, and readiness for professional practice. Direct observation and feedback from supervisors and mentors play a crucial role in assessing students' practical skills, professionalism, and the application of social work knowledge. Reflective assignments and the work placement portfolio provide students with an opportunity to document their learning experiences, engage in critical reflection, and demonstrate their understanding of theoretical concepts in the context of real-life practice situations. Formal evaluation from the Practice Educator provides an external perspective on students' competence, growth, and professional conduct during the beginnng, mid-way at at final point of the placement. Additionally, the assessment methods focus on assessing students' adherence to professional standards and ethical guidelines, evaluating their professionalism, maintenance of appropriate boundaries, and ethical decision-making in practice.

3B. Cognitive skills	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	***Learning and teaching strategy/ assessment methods***
B1 Analyse the reliability and validity of information from different sources as an aid to evidence-based decision making within a social work setting. **B2** Develop systematic, critical, and reflective reasoning. **B3** Analyse practice scenarios to develop an understanding of applied theoretical knowledge to inform decision-making.	College Based Teaching Strategy: The Level 5 learning outcomes in social work focuses on cultivating critical thinking, reflective reasoning, and the application of theoretical knowledge in decision-making within a social work setting. Lectures, seminars, and workshops provide students with the necessary knowledge and skills to analyse the reliability and validity of information from different sources, enabling evidence-based decision-making. The strategy promotes systematic and critical thinking through problem-solving exercises, case-based learning, and collaborative discussions. Additionally, it encourages reflective practice and self-assessment to enhance students' ability to engage in critical reflection and develop a deeper understanding of their own reasoning processes. The integration of theoretical knowledge with practice scenarios facilitates the practical application of theory in decision-making, ensuring that students can analyse and utilise theoretical concepts effectively.

3B. Cognitive skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	College Based Assessment Methods: The assessment methods employed for Level 5 learning outcomes in social work aim to evaluate students' proficiency in analysing information, engaging in systematic and critical reasoning, and applying theoretical knowledge to inform decision-making. Written assignments and case studies assess students' ability to critically evaluate the reliability and validity of information from various sources, demonstrating their understanding of evidence-based decision-making principles. Reflective assignments, journals, and structured reflections evaluate students' development of systematic, critical, and reflective reasoning, enabling them to articulate and defend their reasoning processes. Assessments focusing on the analysis of practice scenarios provide students with opportunities to apply theoretical knowledge in decision-making and demonstrate their understanding of how theory informs social work practice. These assessment methods ensure that students can effectively analyse information, reason systematically, and apply theoretical concepts to make informed decisions within a social work context.

3B. Cognitive skills	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	Placement-Based Teaching Strategy: Various learning and teaching strategies are employed during the 70-day practice placement to assess students' critical thinking, reflective reasoning, and the application of theoretical knowledge in decision-making within a social work setting during the placement. The assessment process begins with direct observation of students' practice by Practice Educators, who carefully observe their skills, knowledge, and behaviours in real-world settings. Feedback is collected from placement colleagues, service users, and carers, providing a well-rounded evaluation of the students' performance and their ability to apply theoretical knowledge in practice. Structured discussions and reflection sessions with the Practice Educator encourage students to critically analyse their practice, incorporating law, policy, research, and theory into their reflections, fostering critical thinking and self-assessment. Weekly formal supervision sessions with the Practice Educator provide further support and monitoring of the students' professional growth, ensuring their practice aligns with the required standards.

3B. Cognitive skills	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	Placement-Based Assessment Methods: The placement-based assessment process adopts a holistic approach, with the Practice Educator conducting a comprehensive evaluation of the student's practice capability based on the Professional Capabilities Framework (PCF). This assessment utilises evidence from various sources, including direct observation, feedback, and reflective discussions. Students maintain a placement portfolio that documents supporting evidence and feedback documentation, serving as a tangible record of their progression throughout the placement journey and alignment with the PCFs. Weekly supervision sessions with the Practice Educator offer ongoing feedback and support, while additional opportunities for formative feedback from colleagues, managers, service-users, carers and relevant parties contribute to students' learning and development. In the event that any issues are identified, the training team collaborates with the student to develop an action plan and closely monitor their progress, ensuring timely support and guidance throughout the placement journey.

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	***Learning and teaching strategy/ assessment methods***
C1 Apply the requirements of Social Work England to develop as an appropriately accountable professional social worker, upholding social work values and ethics, eg anti-oppressive and anti-discriminatory practice. **C2** Negotiate and maintain professional social work boundaries and relationships in practice situations. **C3** Demonstrate how to work with conflicting or competing values and ethical dilemmas using professional supervision. **C4** Demonstrate clear and effective communication skills to understand specific needs and build productive relationships with service users, carers, and other professionals. **C5** Demonstrate individual rights to autonomy and self-determination within the process of assessment. **C6** With guidance, use reflection and analysis in practice to inform professional development and learning.	College Based Teaching Strategy: The Level 5, 70-day placement in social work is designed to develop students' practical and professional skills in alignment with the specified learning outcomes. The strategy incorporates a range of interactive and reflective approaches to support students' growth as accountable and ethical professionals. Lectures, seminars, and workshops provide students with theoretical knowledge and practical guidance on the requirements of Social Work England, including the importance of upholding social work values and ethics. Case studies, guest speaker visitor sessions, group discussions, and reflective exercises enable students to analyse and apply anti-oppressive and anti-discriminatory practice principles in real-world scenarios. The strategy also emphasises the development of effective communication skills, negotiation of professional boundaries, and the ability to navigate conflicting values and ethical dilemmas through professional supervision. Reflective practice is encouraged to foster professional development and learning, promoting critical thinking and self-assessment throughout the placement.

3C. Practical and professional skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	College Based Assessment Methods: The 70-day placement aims to evaluate students' practical and professional skills in relation to the learning outcomes. These methods include a combination of written assignments, case studies, role-plays with peers and or guest speakers, and reflective assessments. Written assignments and classroom presentations enable students' build upon their understanding of the requirements of Social Work England and their ability to apply social work values and ethics in practice. Case studies and reflective assignments allow students to demonstrate their comprehension of anti-oppressive and anti-discriminatory practice principles and their application in real-world scenarios. Role-plays and case-based assessments evaluate students' skills in negotiating and maintaining professional boundaries and relationships. Assessments also focus on students' ability to analyse and navigate conflicting values and ethical dilemmas using professional supervision. Effective communication skills are assessed through role-plays, simulated scenarios, and observed interactions. The assessment methods provide students with opportunities to reflect on their practice, engage in critical analysis, and demonstrate their growth as accountable and ethical professionals throughout the placement.

3C. Practical and professional skills	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	Placement-Based Teaching Strategy: The teaching strategy for developing practical and professional skills during the placement is designed to provide students with experiential learning opportunities and targeted guidance. Various learning and teaching strategies are employed to foster their growth in these areas. Practice Educators directly observe students' practice, allowing them to assess and evaluate their skills, knowledge, and behaviours in authentic real-world settings. This direct observation is complemented by structured discussions and reflection sessions with the Practice Educator, where students are encouraged to critically analyse their practice. These discussions incorporate relevant factors such as law, policy, research, and theory, enabling students to reflect on their practice in a comprehensive manner. The strategy promotes critical thinking, self-assessment, and the application of theoretical knowledge into practical scenarios. Additionally, weekly formal supervision sessions with the Practice Educator provide ongoing support, feedback, and monitoring of students' professional growth, ensuring their practice aligns with the required standards.

3C. Practical and professional skills	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	Placement-Based Assessment Methods: The assessment methods for the placement are designed to provide a holistic evaluation of students' practical and professional skills, aligned with the Professional Capabilities Framework (PCF). The assessment process incorporates evidence from various sources, including direct observation, feedback, and reflective discussions. Practice Educators conduct a comprehensive assessment of the student's practice capability based on the PCF. Students maintain a placement portfolio that documents supporting evidence and feedback, showcasing their progression throughout the placement journey and alignment with the PCFs. Weekly supervision sessions with the Practice Educator offer ongoing feedback and support, while additional opportunities for formative feedback from colleagues, managers, service users, carers and relevant parties contribute to students' learning and development. In case any issues are identified, the training team collaborates with the student to develop an action plan and monitors their progress, ensuring timely support and guidance throughout the placement journey.

3D. Key/transferable skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	***Learning and teaching strategy/ assessment methods***
D1 Differentiate current legislative requirements relating to social work. **D2** Recognise discrimination and oppression and its impact, identifying ways this may be challenged appropriately. **D3** Contribute to effective team and group working including working in partnership with other agencies and professionals. **D4** Adopt appropriate and effective communication skills with service users, carers, professionals, and family members including the use of advocacy where relevant. **D5** Take responsibility for managing time and work priorities effectively. **D6** Demonstrate the ability to analyse and debate appropriate research methods to inform social work practice.	College Based Teaching Strategy: The strategy at Level 5 aims to equip students with the necessary knowledge and abilities to excel in various aspects of social work practice. The strategy employs a range of interactive and collaborative learning methods to promote skill development and deepen understanding. Lectures, seminars, and workshops provide students with theoretical knowledge and practical guidance on legislative requirements, discrimination and oppression, effective team and group working, communication skills, time and work management, and research methods. Case studies, guest speaker discussions, group discussions, role-plays, and simulations engage students in active learning and application of these skills in real-world scenarios. The strategy also emphasises reflection and critical analysis to foster the development of ethical and professional decision-making. Through a combination of theoretical instruction, practical exercises, and reflective activities, the teaching strategy ensures that students gain a comprehensive understanding of key/transferable skills necessary for successful social work practice.

3D. Key/transferable skills	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	College Based Assessment Methods: The assessment methods for developing key/transferable skills at Level 5 are designed to evaluate students' competence and understanding in relation to the specified learning outcomes. These methods include a variety of formative and summative assessments that provide a comprehensive evaluation of students' skills and knowledge. Written assignments and presentations are methods used to assess students' ability to differentiate legislative requirements, recognise and address discrimination and oppression, and analyse appropriate research methods. Case-based assessments, reflective assignments, and group presentations evaluate students' application of key skills such as effective team and group working, communication skills, and time and work management. Peer assessments, self-assessment exercises, and feedback sessions contribute to students' learning and development by providing opportunities for self-reflection and improvement. The assessment methods emphasise the practical application of key/transferable skills and ensure that students are equipped to meet the professional standards and challenges of social work practice.

3D. Key/transferable skills	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	Placement-Based Teaching Strategy: The teaching strategy for developing key transferable skills during the placement is focused on providing students with real-world practice experiences and targeted feedback from Practice Educators. This strategy utilises various learning and teaching methods to support students' growth in these skills. Direct observation of students' practice by Practice Educators allows for a comprehensive assessment of their key transferable skills, including communication, teamwork, time management, and critical analysis. Feedback collected from placement colleagues, service users, and carers provides valuable insights and evaluation of students' performance in these areas. Structured discussions and reflection sessions with the Practice Educator encourage students to critically analyse and reflect on their key transferable skills, incorporating relevant factors such as law, policy, research, and theory into their reflections on practice. This approach promotes the development and enhancement of practical and professional skills necessary for effective social work practice. Weekly formal supervision sessions with the Practice Educator further support students' growth by providing ongoing feedback, guidance, and monitoring of their key transferable skills, ensuring their practice aligns with the required standards.

3D. Key/transferable skills	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	Placement-Based Assessment Methods: The assessment methods for the placement are designed to provide a comprehensive evaluation of students' practical and professional skills, in alignment with the Professional Capabilities Framework (PCF). The assessment process incorporates evidence from various sources to create a holistic assessment of students' capabilities. Practice Educators conduct thorough assessments of students' practice capability, utilising direct observation, feedback from placement colleagues, service users, and carers, as well as reflective discussions. This multi-source approach provides a well-rounded evaluation of students' performance and growth. Students maintain a placement portfolio to document supporting evidence and feedback, to evidence their progression throughout the placement journey and demonstrating alignment with the PCFs. Weekly supervision sessions with the Practice Educator offer continuous feedback and support, facilitating students' learning and development. Additional opportunities for formative feedback from colleagues, managers, and relevant parties contribute to students' overall growth. In the event that any challenges or areas for improvement are identified, the training team collaborates with the student to develop an action plan and closely monitors their progress, ensuring they receive timely support and guidance throughout the placement journey.

Programme Structure – LEVEL 6						
Compulsory modules	***Credit points***	***Optional modules***	***Credit points***	***Is module compensatable?***	***Semester runs in***	***Available as single registerable module?***
Placement 2 (100 day)	40	None	**-**	***No***	***All semester 1***	***No***
Knowledge and Skills for Safeguarding Practice	20	None	**-**	***No***		***No***
Preparation for practice	10	None	**-**	***No***		***No***
Contemporary issues in Social Work	10	None	**-**	***No***		***No***
Dissertation	40	None	**-**	***No***		***No***

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	***Learning and teaching strategy/ assessment methods***
A1 Appraise research, social work theory, sociology, psychology, and social policy to evaluate the impact on social work practice, knowledge, and skills. **A2** Critically analyse the legal and policy frameworks informing social work practice, whilst demonstrating professional judgement. **A3** Critically evaluate the psychological, socio-economic environmental, and physiological factors which impact on people's lives, whilst considering age and development. **A4** Critically evaluate a range of theories and models which inform social work interventions with individuals, families, local communities, and partner agencies/organsations. **A5** Value and consider the expertise of service users, carers, and other professionals to inform critical reasoning to question and evaluate the reliability and validity of information from different sources.	College-Based Teaching Strategy: Developing knowledge and understanding at Level 6 focuses on providing students with advanced knowledge and critical analytical skills to evaluate the impact of research, theory, sociology, psychology, and social policy on social work practice. The strategy employs a range of interactive and collaborative learning methods to facilitate deep understanding and critical thinking. Lectures, seminars, and workshops provide students with theoretical foundations and practical guidance on appraising research, analysing legal and policy frameworks, evaluating factors impacting lives, critically evaluating theories and models, valuing service user expertise, analysing human rights and equalities legislation, and recognising the importance of professional leadership. Case studies, group discussions, debates, and reflective exercises engage students in active learning, encouraging them to apply theoretical knowledge to real-world social work scenarios. The teaching strategy also emphasises the development of critical analysis and reflective skills through independent study, research projects, and engagement with advanced professional learning resources. By fostering a comprehensive understanding of knowledge and understanding learning outcomes, the college-based teaching strategy prepares students for their Level 6 placement and their future careers as social work professionals.

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
A6 Critically analyse the principles of human and civil rights and equalities legislation considering competing rights and different needs and perspectives. **A7** Recognise the importance of and begin to demonstrate professional leadership as a social worker taking responsibility for continual professional learning and development.	

	College-Based Assessment Methods: The assessment methods for developing knowledge and understanding at Level 6 aim to evaluate students' advanced comprehension and critical analysis of the specified learning outcomes. These assessment methods incorporate a range of formative and summative approaches to provide a comprehensive evaluation of students' knowledge and understanding. Written assignments, essays, research papers, and case-based assessments are used to assess students' ability to appraise research, critically analyse legal and policy frameworks, evaluate factors impacting lives, critically evaluate theories and models, value service user expertise, and analyse human rights and equalities legislation. Reflective assignments, critical reflections, group presentations, debates, and ethical dilemma discussions assess students' critical reasoning skills, their ability to question and evaluate information from different sources, and their understanding of the ethical implications and challenges within social work practice. The college-based assessment methods also provide opportunities for students to demonstrate their professional leadership skills and demonstrate their commitment to continuous learning and development through reflective assignments, professional development plans, presentations, and case-based assessments. The comprehensive assessment methods ensure that students have the necessary knowledge and understanding to excel in their Level 6 placement, the final placement of 100 days, and to transition into their professional social work careers. Placement-Based Teaching Strategy: The strategy for developing knowledge and skills at Level 6 focuses on providing students with an immersive and transformative learning experience in real-world social work practice. The strategy aims to consolidate and enhance students'

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	advanced knowledge and skills in areas such as research, social work theory, sociology, psychology, social policy, legal frameworks, critical analysis, professional leadership, and continuous learning. Students engage in a range of placement activities, including direct client work, case management, advocacy, interdisciplinary collaboration, and engagement with service users, carers, and professionals. The teaching strategy emphasises experiential learning, reflective practice, critical analysis, and the application of theoretical knowledge to complex practice scenarios. Practice Educators play a crucial role in facilitating students' learning and growth through regular supervision, guidance, feedback, and the creation of a supportive learning environment. Students are encouraged to critically reflect on their practice, engage in professional discussions, and seek opportunities for continued learning and development.

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	Placement-Based Assessment Methods: The placement-based assessment methods at Level 6 aim to evaluate students' advanced knowledge and skills in alignment with the specified learning outcomes. These assessment methods incorporate a range of formative and summative approaches to provide a comprehensive evaluation of students' knowledge, skills, and professional capabilities. Direct observation by Practice Educators allows for the assessment of students' practical skills, critical thinking, decision-making, and their ability to apply theoretical knowledge in real-world situations. Students also engage in reflective assignments, case presentations, and critical reflections on their practice, demonstrating their ability to critically analyse and evaluate the impact of research, theory, legal frameworks, and policy on social work practice. Feedback from Practice Educators, colleagues, service users, and carers contributes to a well-rounded assessment of students' performance and growth. Additionally, the creation and maintenance of a placement portfolio document is evidence of students' engagement, learning, and professional development throughout the Level 6 placement. The portfolio serves as a tangible record of their achievements, critical reflections, and their demonstration of professional leadership and commitment to continuous learning.

3B. Cognitive skills	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	***Learning and teaching strategy/ assessment methods***
B1 Synthesise, appraise, and evaluate the reliability and validity of information from different sources as an aid to evidence-based decision making within a social work setting. The evidence will include evidence from peer-reviewed research. **B2** Synthesise systematic, critical, and reflective reasoning. **B3** Apply critical analysis, evaluative and problem-solving skills to complex practice situations underpinned and supported by theoretical knowledge.	College-Based Teaching Strategy: The strategy for developing cognitive skills at Level 6 focuses on equipping students with advanced cognitive abilities necessary for evidence-based decision making and critical analysis in social work practice. The strategy emphasises the synthesis, appraisal, and evaluation of information from diverse sources, including peer-reviewed research. Students engage in a range of learning activities to enhance their cognitive skills, such as lectures, seminars, workshops, case studies, research projects, and critical discussions. These activities facilitate the synthesis of information, critical analysis, and reflective reasoning. The teaching strategy also promotes the application of critical analysis, evaluative thinking, and problem-solving skills to complex practice situations. Theoretical knowledge serves as a foundation to support students' cognitive skills, enabling them to approach social work challenges with depth, insight, and evidence-based decision making.

3B. Cognitive skills	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	College-Based Assessment Methods: The methods for developing cognitive skills at Level 6 aim to evaluate students' ability to synthesise, appraise, and evaluate information, engage in systematic, critical, and reflective reasoning, and apply critical analysis, evaluative thinking, and problem-solving skills in complex practice situations. These assessment methods incorporate a range of formative and summative approaches to provide a comprehensive evaluation of students' cognitive skills and capabilities. Written assignments, research papers, and presentations require students to synthesise and critically appraise information from various sources, including peer-reviewed research, to inform evidence-based decision making. Case studies and reflective assignments assess students' ability to engage in systematic, critical, and reflective reasoning, demonstrating their capacity to evaluate different perspectives, analyse complex situations, and reflect on their practice. Problem-solving scenarios and evaluative exercises challenge students to apply critical analysis and evaluative skills to navigate complex practice situations, integrating theoretical knowledge to inform their decision-making process. Feedback from faculty members, peers, and professionals contributes to the assessment process, providing valuable insights and evaluation of students' cognitive skills development. The college-based assessment methods ensure that students are equipped with the cognitive abilities necessary for effective and evidence-informed social work practice at an advanced level.

3B. Cognitive skills	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	Placement-Based Teaching: The teaching strategy for developing cognitive skills at Level 6 focuses on providing students with opportunities to apply and enhance their cognitive abilities in real-world social work practice. The strategy aims to cultivate students' skills in synthesising, appraising, and evaluating information from diverse sources, including peer-reviewed research, as well as developing systematic, critical, and reflective reasoning. Students engage in a range of placement activities that expose them to complex practice situations, enabling them to apply critical analysis, evaluative thinking, and problem-solving skills underpinned by theoretical knowledge. Practice Educators play a vital role in facilitating students' cognitive skills development through regular supervision, guidance, and reflective discussions. Students are encouraged to critically analyse information, engage in evidence-based decision making, reflect on their practice experiences, and integrate theoretical knowledge to inform their practice.

3B. Cognitive skills	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	Placement-Based Assessment Methods: The assessment methods at Level 6 aim to evaluate students' cognitive skills development in alignment with the specified learning outcomes. These assessment methods incorporate a range of formative and summative approaches to provide a comprehensive evaluation of students' cognitive abilities. Practice Educators assess students' ability to synthesise, appraise, and evaluate information by reviewing their evidence-based decision-making processes and their engagement with peer-reviewed research within their placement activities. Reflective assignments, case presentations, and critical reflections on practice assess students' systematic, critical, and reflective reasoning skills as they analyse complex practice situations and apply theoretical knowledge. Problem-solving exercises and evaluative assessments within the placement context challenge students to apply critical analysis, evaluative thinking, and problem-solving skills to address practice challenges. Feedback from Practice Educators, colleagues, and service users contributes to the assessment process, providing valuable insights and evaluation of students' cognitive skills development. The creation and maintenance of a placement portfolio document evidence of students' cognitive skills growth throughout the Level 6 placement, serving as a tangible record of their application of cognitive skills and theoretical knowledge in real-world practice.

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	***Learning and teaching strategy/ assessment methods***
C1 Apply the requirements of the professional regulator, Social Work England (SWE) to exercise the authority of the social work role and use this appropriately as an accountable professional. **C2** Negotiate and maintain both respective personal and professional social work boundaries in complex practice situations. **C3** Practise confidently in accordance with professional social work values and ethics. **C4** Work with conflicting or competing values and ethical dilemmas ustilising professional supervision. **C5** Ability to create and build and maintain professional relationships with service users, carers, colleagues and other professionals. **C6** Value and take into account the expertise of service users and carers and professionals.	College-Based Teaching Strategy: The strategy for developing practical and professional skills at Level 6 focuses on preparing students to apply the requirements of the professional regulator, Social Work England (SWE), and exercise the authority of the social work role as accountable professionals. The strategy emphasises the development of skills in negotiating and maintaining both personal and professional social work boundaries in complex practice situations. Students engage in a range of learning activities, including lectures, seminars, workshops, case studies, and role-plays, to enhance their understanding and application of professional social work values and ethics. The teaching strategy also emphasises the development of skills in working with conflicting or competing values and ethical dilemmas, utilising professional supervision as a support mechanism. Building and maintaining professional relationships with service users, carers, colleagues, and other professionals are integral components of the teaching strategy. Students are encouraged to value and take into account the expertise of service users, carers, and professionals, fostering collaborative and person-centered approaches. Effective communication skills, both verbal and written, are emphasised to ensure students can communicate clearly and professionally with service users, carers, family members, and professionals in social work practice.

3C. Practical and professional skills	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
C7 Communicate clearly and effectively with service users, carers, family members and professionals in a professional manner in social work practice.	College-Based Assessment Methods: The assessment methods aim to evaluate students' application and proficiency in the specified learning outcomes. These assessment methods incorporate a range of formative and summative approaches to provide a comprehensive evaluation of students' practical and professional skills. Written assignments, case studies, role-plays, and reflective exercises assess students' ability to apply the requirements of the professional regulator, SWE, and exercise the authority of the social work role as accountable professionals. Assessments also focus on evaluating students' skills in negotiating and maintaining personal and professional boundaries in complex practice situations. Students engage in ethical dilemma discussions, case-based assessments, and reflective assignments to demonstrate their ability to work with conflicting values and ethical dilemmas utilising professional supervision. The assessment process also evaluates students' ability to create and build professional relationships with service users, carers, colleagues, and other professionals through the analysis of their interactions, role-plays, and reflective exercises. Effective communication skills are assessed through written assignments, presentations, and simulations, ensuring students can communicate clearly and professionally with diverse stakeholders in social work practice. Feedback from faculty members, peers, and professionals contributes to the assessment process, providing valuable insights and evaluation of students' practical and professional skills development.

3C. Practical and professional skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	Placement-Based Teaching Strategy: The strategy for developing practical and professional skills at Level 6 focuses on providing students with immersive and experiential learning opportunities in real-world social work practice. The strategy aims to prepare students to apply the requirements of the professional regulator, Social Work England (SWE), and exercise the authority of the social work role as accountable professionals. Students engage in a range of placement activities that allow them to negotiate and maintain both personal and professional social work boundaries in complex practice situations. Practice Educators play a vital role in facilitating students' skill development through regular supervision, guidance, and reflective discussions. The teaching strategy emphasises the integration of professional social work values and ethics into practice, fostering students' ability to confidently apply these principles. Students learn to work with conflicting values and ethical dilemmas through supervision and mentorship, enabling them to make informed decisions that uphold professional standards. Building and maintaining professional relationships with service users, carers, colleagues, and other professionals are core components of the teaching strategy, and students are encouraged to value the expertise of service users and carers in collaborative decision-making processes. Effective communication skills, both verbal and written, are emphasised, and students are provided with opportunities to practice and refine their communication abilities in professional social work contexts.

	Placement-Based Assessment Methods: The methods at Level 6 aim to evaluate students' development of practical and professional skills in alignment with the specified learning outcomes. These assessment methods incorporate a range of formative and summative approaches to provide a comprehensive evaluation of students' practical and professional capabilities. Practice Educators assess students' ability to apply the requirements of the professional regulator, SWE, and exercise the authority of the social work role through direct observation of their practice in the placement setting. Students' negotiation and maintenance of personal and professional social work boundaries are assessed through reflective assignments, case presentations, and discussions with Practice Educators. The assessment process also evaluates students' understanding and application of professional social work values and ethics through ethical dilemma analyses, case-based assessments, and reflective exercises. Students' ability to work with conflicting values and ethical dilemmas is assessed through their engagement in supervision sessions and reflections on practice. The assessment methods also focus on evaluating students' skills in creating and building professional relationships with service users, carers, colleagues, and other professionals through feedback from stakeholders, case discussions, and reflective assignments. Effective communication skills are assessed through written assignments, oral presentations, and interactions with service users and professionals. Feedback from Practice Educators, colleagues, and service users contributes to the assessment process, providing valuable insights and evaluation of students' practical and professional skills development. The creation and maintenance of a placement portfolio document provides evidence of students' practical and professional skills growth throughout the Level 6 placement, serving as a tangible record of their application of skills and adherence to professional standards.

3D. Key/transferable skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	***Learning and teaching strategy/ assessment methods***
D1 Plan and manage application of current and changing legislative requirements relating to social work and social care as part of a lifelong learning strategy. **D2** Recognise, appraise, and evaluate the impact of personal and organisational discrimination and oppression as they impact on social work practice. **D3** Recognise and evaluate factors which contribute to effective team and group working including working in partnership with other agencies and professionals, in order to maximise their own effectiveness. **D4** Communicate clearly and effectively with service users, using a variety of styles and methods, including the ability to use skills in advocacy.	College-Based Teaching Strategy: The strategy for developing key/transferable skills at Level 6 focuses on equipping students with the necessary knowledge and abilities to excel in their social work practice. The strategy emphasises the planning and management of current and changing legislative requirements relating to social work and social care. Students engage in lectures, seminars, workshops, and case studies to enhance their understanding of the legislative landscape and develop skills in applying this knowledge to their practice. The teaching strategy also emphasises the recognition, appraisal, and evaluation of the impact of personal and organisational discrimination and oppression on social work practice. Students critically analyse the factors contributing to effective team and group working, including partnerships with other agencies and professionals, to maximise their effectiveness. Effective communication skills are fostered through training in various styles and methods, including advocacy. Students also learn to take responsibility for managing work priorities and time, with an emphasis on appropriate use of supervision for support and guidance. The teaching strategy further promotes the synthesis and critical appraisal of numerical and statistical methods derived from research to inform evidence-based social work practice.

3D. Key/transferable skills	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
D5 Take responsibility for managing work priorities and time and begin to prioritise social work activities including appropriate use of supervision. **D6** Synthesise and critically appraise appropriate numerical and statistical methods from research to inform social work practice.	College-Based Assessment Methods: The assessment methods incorporate a range of formative and summative approaches to provide a comprehensive evaluation of students' abilities. Written assignments, case analyses, and presentations assess students' proficiency in planning and managing the application of legislative requirements in social work practice. The assessment process also evaluates students' recognition, appraisal, and evaluation of the impact of discrimination and oppression through critical reflections, case studies, and written assessments. Students' ability to contribute effectively to team and group working, including partnerships with other agencies and professionals, is assessed through group projects, role-plays, and reflective exercises. Communication skills are evaluated through written assignments, oral presentations, and simulated client interactions. Students' capacity to manage work priorities and time, including the appropriate use of supervision, is assessed through reflections, time management exercises, and feedback from supervisors. The assessment methods further focus on evaluating students' ability to synthesise and critically appraise numerical and statistical methods derived from research through data analysis assignments, research critiques, and interpretation of research findings. Feedback from faculty members, peers, and professionals contributes to the assessment process, providing valuable insights and evaluation of students' development of key/transferable skills.

3D. Key/transferable skills	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	Placement-Based Teaching Strategy: The strategy aims to equip students with the necessary skills and knowledge to excel in their social work roles and navigate the complexities of the profession. Students engage in placement activities that allow them to plan and manage the application of current and changing legislative requirements relating to social work and social care. They work alongside experienced practitioners and engage in discussions, case studies, and reflective exercises to deepen their understanding of the legislative landscape and develop skills in applying this knowledge to practice. The teaching strategy also emphasises the recognition, appraisal, and evaluation of the impact of personal and organisational discrimination and oppression on social work practice. Through direct observation, critical reflections, and discussions with Practice Educators, students analyse and evaluate the factors contributing to effective team and group working, including partnerships with other agencies and professionals. Effective communication skills, including advocacy, are fostered through role-plays, simulated client interactions, and ongoing feedback and guidance from Practice Educators. Students learn to take responsibility for managing work priorities and time within the placement context, with regular supervision sessions providing support and guidance. The teaching strategy further promotes the synthesis and critical appraisal of numerical and statistical methods derived from research, allowing students to apply evidence-based approaches to social work practice.

	Placement-Based Assessment Methods: These assessment methods incorporate a range of formative and summative approaches to provide a comprehensive evaluation of students' abilities. Practice Educators assess students' proficiency in planning and managing the application of legislative requirements through direct observation of their practice, case analysis, and discussions on legislative compliance. The assessment process also evaluates students' recognition, appraisal, and evaluation of the impact of discrimination and oppression through critical reflections, case studies, and written assessments. Students' ability to contribute effectively to team and group working, including partnerships with other agencies and professionals, is assessed through their engagement in group projects, team activities, and reflections on collaborative practice. Communication skills, including advocacy, are evaluated through direct observation, simulated client interactions, and written assignments that require clear and effective communication. Students' capacity to manage work priorities and time, including the appropriate use of supervision, is assessed through reflections, time management exercises, and feedback from Practice Educators. The assessment methods further focus on evaluating students' ability to synthesise and critically appraise numerical and statistical methods derived from research through data analysis assignments, research critiques, and interpretation of research findings. Feedback from Practice Educators, colleagues, service users, and other professionals contributes to the assessment process, providing valuable insights and evaluation of students' development of key/transferable skills. The creation and maintenance of a placement portfolio document provides evidence of students' skills growth throughout the Level 6 placement, serving as a tangible record of their application of skills and knowledge in real-world practice.

4. Distinctive features of the Programme structure

- ***Where applicable, this section provides details on distinctive featurs such as:***

- ***where in the structure above a professional/placement year fits in and how it may affect progression***
- ***any restrictions regarding the availability of elective modules***
- ***where in the Programme structure students must make a choice of pathway/route***

- ***Additional considerations for apprenticeships:***

- ***how the delivery of the academic award fits in with the wider apprenticeship***
- ***the integration of the 'on the job' and 'off the job' training***
- ***how the academic award fits within the assessment of the apprenticeship***

The BA (Hons) Social Work Programme is fortunate to have a highly qualified academic team comprised of Social Work England registered staff members who possess a wealth of expertise and experience in various fields. One notable aspect of the academic team, supporting via supply, is their previous experience and role, teaching the 'Step Up to Social Work' fast-track training course, within the last four years. Another supply member of the team remains some days in practice. Their practical experience and direct involvement in social work brings a unique perspective to the teaching and learning process.

Staff members bring statutory social work experience and extensive knowledge from having practice experience working within children, young people and family service settings, safeguarding, adoption, fostering and children looked after services, substance misuse, care and justice services including prisons, and services supporting adults with physical disabilities and older individuals. These diverse backgrounds and practical experience enhance the learning opportunities for students, providing firsthand knowledge of the challenges, complexities, and evolving nature of social work practice enables students receive relevant and up-to-date insights into the profession. By drawing upon the available extensive experience, the academic team enriches the learning opportunities for students, helping them to understand the realities and nuances of social work in a contemporary context.

Furthermore, the academic team includes a member with a doctorate in research methods, sociology, and social policy. This individual brings a high

level of expertise in research and academic rigor to the Programme. Their specialism strengthens the Programme's emphasis on research skills and fosters a culture of evidence-based practice. Students benefit from their guidance and support in undertaking research and writing dissertations, as an integral component of the Programme. This ensures that students are equipped with the necessary research skills and knowledge to critically analyse and contribute to the evolving field of social work.

The Programme team work collaboratively to ensure that the module titles, learning outcomes and delivery methods are consistent. Each module tutor has responsibility for researching and writing their own modules, but with input from the whole Programme team to ensure that each module's learning outcomes have been agreed as a team, so that everyone understands the Programme and how their module fits into the overall Programme structure. By incorporating staff members with diverse backgrounds and extensive experience in statutory social work and various specialised areas, as well as providing expertise in research methods and academic rigor, the BA (Hons) Social Work Programme creates a dynamic and comprehensive learning environment. Students are exposed to a wide range of perspectives and are empowered to develop the necessary skills and knowledge to excel in their future learning and development.

Unlike other Higher Education Institutions (HEIs) that may offer a shorter three-day shadowing placement at Level 4, the NCD BA (Hons) Social Work Programme distinguishes itself by providing a more extensive 15-day shadowing placement.

During the shadowing placement, students have the opportunity to observe learning in practice. They can witness first-hand how the communication and intervention skills taught in the Level 4 are applied in real-world situations. By observing professionals in action, students can see how effective communication techniques and intervention strategies are used to engage with service users, address their needs, and facilitate positive outcomes. This practical exposure enhances their understanding of the foundations of social work knowledge, skills and practice concepts as well as their application in a professional context.

Furthermore, the shadowing placement allows students to observe professional practice within the organisation they are placed in, usually within the voluntary sector. Students can gain familiarity with the practical application of legislative frameworks introduced in the Level 4 Law for Social Work module and observe how these frameworks are implemented and adhered to, providing the opportunity to see the real-world implications of legal regulations in social care practice. This exposure helps students to develop an understanding of how legislation influences decision-making, ethics, and best practices within the social work profession.

The shadowing experience, with its focus on observing learning in practice and professional practice within organisations, plays a vital role in preparing students for 'Readiness for Direct Social Work Practice'. By witnessing professionals in action, students gain valuable insights into the day-to-day responsibilities, challenges, and expectations of social care practitioners. This first hand exposure provides capacity to work as a member of an organisation, an opportunity to engage with service users and carers, apply basic social work communication skills, and expand on the foundation of learned knowledge and skills to make effective use of the placement, while developing a realistic understanding of the profession they are preparing to enter in Year 2, (70-day work placement) and Year 3, (100 day work placement).The experience also prepares students for completion of their Professional Development Plan, which informs the Readiness for Direct Social Work Practice interview prior to entering Level 5 (year 2) of the Programme.

Another successful feature of the Programme, is the opportunity for first year students (Level 4) to participate in an educational field trip to Beamish Museum. The museums own education department has produced and delivers an activity, which promotes learning related to sociology and social policy which introduces students to the historical and cultural aspects of early social work practice. The activity scenario introduces a theme whereby, a baby abandoned in the community church is found by the local Reverend. With this the students are provided with the scenario regarding the baby's circumstances. The students work in groups to interview individuals within the Beamish Community to establish the circumstances of the child's birth, parentage, and care.

Previous evaluation of the trip was very positive. Students provided feedback as to how much they enjoyed the visit, but above all, how they were able to link to their studies in sociology and social policy – enabling them to relate this learning to social work in an historical context. The historical comparatives were drawn between 1910 and present-day regarding processes and procedures regarding childcare, welfare and safeguarding. The students produced a photo album of the day and were also tasked with providing a reflective account of the day demonstrating their learning and experiences.

The academic team of the BA (Hons) Social Work Programme has established strong partnerships and collaborations with Local Authorities and the PVI sector. This has resulted in the development of updating some modules within the Programme's revalidation process, with input from specialists in both adult and children services. The involvement of these experts ensures that the curriculum reflects current practices and emerging issues in the field of social work.

Furthermore, the Programme benefits from the participation of guest speakers who bring their lived experience of social work. These speakers, representing various agencies, provide valuable insights into the realities of social work practice and offer students a unique perspective on the profession. Their

contributions help students connect theory with practice and gain a deeper understanding of the challenges and rewards of working in the social work field.

Collaborative working is an essential aspect of the Programme. This is an area of continuous development as we forge closer working links with academic colleagues across disciplines within college, such as Housing and Community Studies, Health and Social Care, Counselling and other related fields. We recognise the benefits of utilising specialist resources via such approaches, including physical resources such as the immersive ward where students can experience a health environment to practice skills of assessment and working together with colleagues from such disciplines to model multi agency approaches to practice. By leveraging academic partnerships and drawing upon the resources and expertise within the college, the BA (Hons) Social Work Programme creates a holistic and multidisciplinary learning environment. This approach ensures that students receive a comprehensive education that prepares them to address the complex and interconnected challenges they may encounter within the social work profession.

The social work Programme at New College Durham has small class sizes; therefore, staff can deliver personalised teaching. With small classes comes exceptional pastoral and academic support to the students, students have easy access to the academic team, this close professional relationship ensures the students feel they are comfortable to share their concerns (academic) with the Programme team, this in turn allows the team to offer specialist support to the students, often working with our learning support team, with this additional support many students have remained on Programme and have been successful in both their studies and employment.

In the past 5 years, all successful graduates from the social work Programme have been successful in obtaining work in their chosen areas. Many students are offered jobs as a direct result of the placements and find work before the end of their studies. In the 24/25 cohort, all students secured statutory social work position across 10 different Local Authorities.

5. Support for students and their learning (For apprenticeships this should include details of how student learning is supported in the workplace)

Overview of Support Arrangements

Personal tutors meet with all Level 4 students on an individual basis within the first two weeks of starting the Programme. During this meeting, the tutor and student complete the first section of the Personal Development Plan together.

This is an opportunity for the student to complete a skills audit highlighting their strengths and areas for development. They will have the opportunity to discuss any potential support needs, worries or concerns they may have. Support needs are addressed with students on an individual basis. 5.1, 5.2, 5.4. 'Education and training standards 2021: mapping for qualifying social work Programme'. This is reviewed prior to students going onto their Level 5 practice placement experience in relation to readiness to practice. 5.3 'Education and training standards 2021: mapping for qualifying social work Programme'.

Those students who are new to the college and are not previously known to the Programme team are encouraged to engage with additional support as follows:

Student Support Team
The Higher Education Student Support team provides support to a variety of students with a wide range of learning needs and are committed to providing inclusive education in a safe and positive environment. Examples of areas and disabilities they support with include:

- Specific Learning Difficulties such as dyslexia, dyspraxia.
- Autism Spectrum Conditions.
- Hearing and Visual (Sensory) Loss.
- Medical and/or Mobility Needs.
- Mental Well Being.

5.1, 5.2, 5.4'Education and training standards 2021: mapping for qualifying social work Programme'.

The Higher Education Student Support Team provision:

A Higher Education Access Adviser will contact the student directly to make an appointment and the adviser will remain the main point of contact for the service. They will arrange an initial assessment of the student's individual needs and requirements and provide guidance and advice including:

- Discussing and developing strategies to support the student through their Programme. 5.5 'Education and training standards 2021: mapping for qualifying social work Programme'.
- Arranging examinations concessions, library extensions, equipment. 5.4 'Education and training standards 2021: mapping for qualifying social work Programme'.
- Supporting students to share information with tutors so that they can get as much support as possible.5.2 'Education and training standards 2021: mapping for qualifying social work Programme'.
- Assisting students in claiming Disabled Students Allowance.5.2 'Education and training standards 2021: mapping for qualifying social work Programme'.
- Recommendations for referral for other (external) specialist assessment. (E.g., Visual processing or motor skills assessment). 5.1, 5.2 'Education

and training standards 2021: mapping for qualifying social work Programme'.

Digital Learning Centre (DLC)

The Digital Learning Centre is a large computing suite located on the first floor in the main college building. The Centre has over 250 computers all with Microsoft Office 365 software, internet access and some specialist software. Higher education students not only have access to Digital Learning Centre IT facilities in the Main Building but also have their own dedicated drop-in computer room on the first floor of the University Centre with access to computer and printing facilities. 5.2 'Education and training standards 2021: mapping for qualifying social work Programme'.

Virtual Learning Environment (VLE) 5.5, 5.6, 5.7 'Education and training standards 2021: mapping for qualifying social work Programme'.

New College Durham utilise a virtual learning environment as a valuable learning resource for students. In addition to using the system for obtaining valuable learning resources, it is also actively used for:

- Communication with staff and students via email.
- General or module specific discussion boards (student voice).
- Formative assessment through quizzes, multiple choice questions, etc.
- Timetabling and general Programme information.

Pastoral Support 5.1, 5.2, 5.5 'Education and training standards 2021: mapping for qualifying social work Programme'.

New College Durham is committed to providing a high quality, confidential and impartial information, and advice and guidance service. This is provided by the comprehensive Advice, Support Careers (ASC) Service. All students receive induction on the ASC service at the start of their Programme. The ASC service is designed to provide effective and timely information, advice and guidance on funding and welfare, career planning and provides access to confidential personal counselling support. The ASC service offers appointments and a 'drop-in' service. ASC information is also available to download from the College website, NCD on-line or to pick up from the dedicated ASC area within the Learning Resources Centre (LRC). The Student Development Co-ordinator, based in the Students' Union, also helps with social and health related issues. The PLC service does not have any specific criteria for referral, and any student who may benefit from such support can access the service. Students can be referred by their tutor, lecturer, and external advisor, such as ASC. This personalised referral system helps in identifying new students as well as continuing communication with progressing students. There is a dedicated page on the College internet and intranet. The service is also advertised via the

College television system, allowing students in communal areas of college to become aware of the provision.

Academic Support 5.2, 5.6, 5.7 'Education and training standards 2021: mapping for qualifying social work Programme'

Students are supported in their preparation for assessments by their module tutor and where relevant other academic staff within the Programme team. Students have access to additional academic support particular to assessment tasks from an independent Higher Education Academic Support Tutor. The tutor offers specific study skills advice and guidance through timely and meaningful feedback to students on their performance in assessments. Feedback is validated by second markers and the external examiner. Students are also provided with individualised appointments and group workshops on areas such as Academic Writing, Assignment/Essay Planning and Structuring, The Harvard System (for references & bibliographies), Open Athens & Online Information Retrieval, Literature Searching, Presentation Skills, Reading Efficiently, Report Writing, Revision and Examination Skills. Electronic advice and guidance booklets are available on the student intranet to download.

6. Criteria for admission
(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

The BA (Hons) Social Work Programme at New College Durham adopts a values-based recruitment strategy. This recruitment and selection process aims to be robust, comprehensive and standardised in line with the SWE Education and Training Standards, SWE Professional Standards and the Professional Capabilities Framework (PCFs) at the 'point of entry to training' level, as developed by the British Association of Social Workers (BASW).

Every effort is being made to recruit more students into Social Work. As part of the Programme, visits are conducted to local colleges, including other local Further Education Colleges, where we engage with students on the access Programme, informing them about the BA (Hons) Degree Programme. Additionally, we promote the Programme within New College Durham by delivering information sessions to students undertaking their A-levels and related Further Education social care Programme. Moreover, we actively participate in college information and guidance events, which are held twice a year. By visiting colleges, linking with local organisations, and actively engaging with students, we aim to attract a diverse range of individuals interested in pursuing a social work career, while ensuring that the opportunities provided by New College Durham's Higher Education Programme are well-known and accessible.

Entry Qualifications (1.1, 1.2. 1.4) Education and training standards 2021: mapping for qualifying social work Programme').

To be eligible for an interview, applicants must meet the following criteria in line with NCD admissions criteria and SWE Education and Training Standards 2021:

- Hold GCSE grade C or equivalent, or above in English Language or a minimum of Level 2 Functional Skills in Communication.
- It is desirable that applicants also hold a maths qualification, GCSE grade C or equivalent, or above, or a minimum of Level 2 Functional Skills in Numeracy. Students should be aware, that if they do not hold a maths qualification by the end of their degree, any Social Work/or related roles, might require this to be accepted for interview/role. Additionally, students who wish to undertake maths, will be supported to do so, as far as possible and the cost will be incurred by them.
- If English is not the applicants first language, they will also need International English Language Testing System (IELTS) at a score of 7.0 in all components.
- Hold the relevant UCAS (Universities and Colleges Admissions Service) tariff points (120 credits) which can be obtained from A-Levels, Access to HE Programme, or other University qualifications demonstrating academic readiness for our Programme, or hold a minimum of 96 credits, but can supplement this with extensive lived experience in the social care sector. (1.2) This reflects our belief that both academic achievements and real-world insights enrich our learning environment, providing a well-rounded, comprehensive perspective on social work.
- Entrants can apply for Recognition of Prior Learning upon enrolment onto the Programme. This is discussed at the interview stage in line with SWE Education and Training Standards 2021. (1.2)
- Provide a personal statement which identifies the individual's rationale for wishing to undertake the programme, how qualifications or studies have helped them to prepare, as well as useful experience outside of education. New College Durham, RPEL procedure will be followed.
- Have the appropriate personal/intellectual skills and qualities to be a social worker, including the capability to use information technology (ICT) to achieve Programme outcomes. 1.1 iv SWE Education and Training Standards 2021
- Have a satisfactory Disclosure and Barring Check (DBS). 1.4 SWE Education and Training Standards 2021
- Have a satisfactory occupational health check – This is undertaken by an external agency which is currently Kays Medical. The applicant will complete an online questionnaire that screens for both physical and mental wellbeing to assess suitability for the role and provide recommendations of support. Upon completion of the questionnaire, the applicant may/may not have a telephone consultation with Kays Medical. They will be provided with a certificate which can be viewed upon

successful completion of the questionnaire. 1.4 SWE Education and Training Standards 2021

Members of the interview panel:-

- Ensure that applicant's original qualification certificates are reviewed during the admissions process.
- Entrants have demonstrated an appropriate level of verbal communication skills during one-to-one interview and group-based activities during the interview process.
- Entrants have demonstrated an appropriate level of reading comprehension and academic writing during the written component of the interview process and within their personal statement of application.
- Ensure that applicants' prior relevant experience is considered as part of the admissions processes. (1.2 SWE Education and Training Standards 2021) this is also considered as part of the new UCAS questions.
- Entrants will be selected based on value-based recruitment. This forms the foundation of interview questions, written tasks and group-based activities. (Standard 1).
- Ensure that the admissions processes assess the suitability of applicants, including in relation to their conduct, health, and character. This includes criminal conviction checks. (1.4 SWE Education and Training Standards 2021)
- Ensure the interview panel comprises of key stakeholders including service user/co-educator/people with lived experience, Practice Educators and Social Work managers/Senior Social Workers. (1.3, 4.2 Education and training standards 2021: mapping for qualifying social work Programme'.)

Requirements for Admission: Programme Evidence and Documentation

The BA (Hons) Social Work Programme has specific prerequisites that applicants must meet. These requirements ensure that students are suitable for the demands of the social work profession and meet the Social Work England requirements for fitness to practise pertaining to character, health, and values.

With the prospective student's knowledge and consent, anonymous information outlining the nature of the disclosure is shared with a number of statutory organisations/ Local Authorities at "Strategic Management Level" for consideration. This evaluation helps determine if the recorded offence would prevent the student from being offered a statutory work placement or hinder future employment opportunities within the sector. *(1.4 SWE Education and Training Standards 2021)*

Additionally, students are required to complete and sign an annual disclosure form where they are required to state if there have been any changes including changes to their DBS.

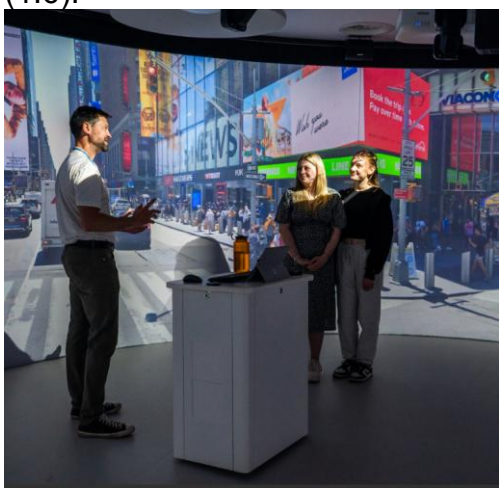
These additional specific requirements demonstrate the Programme's commitment to 'fitness to practice' and maintaining professional standards and safeguarding the well-being of service users. By ensuring that students meet the necessary criteria for character, health, and values, the Programme aims to prepare competent and ethical social work professionals who can contribute positively to the field. (1.4 Education and training standards 2021: mapping for qualifying social work Programme'.) Students are required to declare any changes in their health or criminal convictions and update this annually prior to each placement.

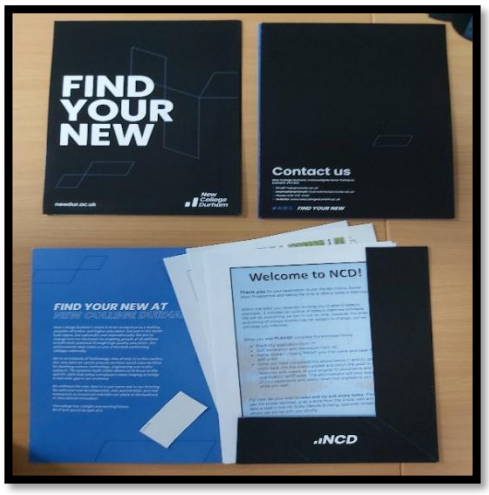
Overall New College Durham admissions process gives applicants the information they require to make an informed choice about whether to take up an offer of a place on a Programme. This will include information about the professional standards, research interests and placement opportunities. (1.6 SWE Education and Training Standards 2021).

Admissions Process

Potential applicants are assessed against the criteria in the Qualifying Education and Training Standards (2021) and must submit a completed application form and personal statement identifying the rationale for wishing to undertake the Programme via UCAS, to be short-listed for interview.

Once the candidate has confirmed attendance at their interview date, they will be sent a presentation 3 days beforehand, this will include criteria listed under (1.6).





The one-to-one interview will be held in person at NCD.~~via Teams. Then candidates will be given a further date to attend a half day where~~ tThey are required to produce original qualification certificates, photo identification, complete a pre-entry student support and engagement form about any support needs, health self-declaration form and take part in the final two features of the interview process.

- Partake in a group discussion, based on a case study provided. This case study could either be in written form or held in the Igloo (see pic above) for a more immersive experience (1.1).
- This will be followed by a written test, where applicants are provided with a further case study.
  NB: both of the above will come with an instruction sheet, clearly explaining the tasks and which criteria they are being assessed against.

The written task is designed to assist the applicant demonstrate an appropriate level of reading comprehension and academic writing needed at the point of entry to the Programme, (1.1 ii, SWE Education and Training Standards, 2021). See folder 'Admission Documentation' for supporting evidence.

PCF **Admission Section**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
UCAS	√				√		√		
presentation	√				√				
interview	√	√	√	√	√		√		
Written				√		√	√		
Group		√	√	√		√	√	√	√

The 1:1 interview will take place in person at NCD.~~first via Teams, this is in line with other local HEI's and will also improve the diversity of panel members, who are not always available in person.~~ The interview panel will comprise of Programme staff, key stakeholders including service user/co-educator/people with lived experience/Practice Educators.

The ‘Group Discussion’ is observed by the interview panel which comprises of those listed above for the interview *(1.3 SWE Education and Training Standards 2021*). Before the group discussion activity, all panel members receive a briefing and are provided with the chosen case study and assessment documentation. This ensures that the panel members have a clear understanding of the expectations and criteria for assessing the applicants.

Once the group activity concludes, applicants will be given instructions regarding their written exercise. After the group discussion activity, the panel members convene to discuss each applicant's contribution to the activity. They utilise the assessment outcome criteria based on previous guidance from NESWA (now disbanded) and also guidance under Standard 1.1.

The selection of successful applicants is determined by evaluating their performance during the interview, written assessment, and group activity. The panel considers various aspects of each applicant's abilities and skills to ensure a comprehensive and well-informed decision regarding their suitability is made. Upon reaching a decision, successful applicants are notified through their UCAS account and receive a "conditional Programme offer." This offer is subject to satisfactory references, DBS (Disclosure and Barring Service) checks, health checks, and references, which are standard procedures to ensure the applicants meet the necessary requirements.

Unsuccessful applicants are provided with feedback and guidance to assist them in exploring alternative study pathways that can enhance their current learning portfolio. It is not uncommon for applicants to be sign-posted to alternative Programme such as Health and Social Care Level 3 or Access Programme with the intention to enable applicants acquire the necessary skills and knowledge, they need to strengthen their candidacy for a future application to the BA Hons Social Work Programme.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including Professional Statutory Recognised Body requirements)

The Programme follows the OU assessment regulations with the following variances:

Academic Calendar
The BA(Hons) Social Work Programme operates outside the normal college calendar to meet the requirements for the 70-day and 100-day practice placements. Placement attendance is compulsory and requires the student to work in accordance with the placement providers business hours and work routine. This can include flexible working hours and scheduled rota work. This is in line with the sector norm for the profession.

Compensation
Due to the professional nature of the Programme **ALL** modules of the Programme **will not** be eligible for compensation.

Practice Placement Days
A student must be able to evidence the attainment of the shadowing placement, 70-day and 100-day placement across the whole Programme before the student can successfully complete the Programme and become eligible to apply for SWE registration.

Level 4 Shadowing Placement – Students are required to complete a 15~~20~~-day shadowing placement within a Private Voluntary Independent (PVI) sector organisation. The student is supported by an on-site supervisor who will oversee the day-to-day placement opportunities and arrangements. The placement experience informs an assessed written piece of reflective work as part of a 20-credit module, Academic Informed Skills and Critical Reflection.

Level 5 Social Work – Students are required to complete 70 days practice placement usually within a PVI sector organisation. The student is assessed on placement by a Practice Educator against the Professional Capability Framework (PCF's) usually off-site with an on-site supervisor from the organisation. This placement is a pass or fail placement, on successful completion of the placement and all academic modules, the students will proceed to Level 6.

Level 6 Social Work – The students complete a 100 Day placement usually in a statutory setting or a PVI that undertakes statutory work. The placement is assessed as pass/fail basis and carries 40 Credits. The students are supported on placement by a Practice Educator and assessed against the PCF's on successful completion of this and all academic modules the student will be presented to the Assessment Board and will be awarded a classification of degree. Once ratified by The Open University Ratification Panel, all students will be then presented as eligible for registration to Social Work England. 2.1,2.22.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2 3.3, 3.4, 3.5, 3.6, 3.7, 3.8., 3.9, 3.10. Education and training standards 2021: mapping for qualifying social work Programme'.

9. For apprenticeships in England, summary of how the End Point Assessment (EPA) links to the academic award

Not applicable.

10. Methods for evaluating and improving the quality and standards of teaching and learning including the student experience

Feedback from students regarding their experiences with teaching and learning is gathered through various channels: Programme. Team Meetings (primarily attended by student representatives, though all students are welcome to join), student participation in forums (both departmental and cross-college), student surveys, and feedback during one-on-one tutorials. These feedback mechanisms are integral to the college's internal quality assurance processes, which include learning drop-in's, conducted by Heads of School and the TLI Team (Teach, Learn, Innovate). Actions arising from the annual Programme evaluation are documented in an action plan, contributing to ongoing quality enhancement throughout the academic year, as well as programme team meetings and quality reviews.

Feedback from these observations is shared as 'Best Practice' and contributes to staff development. Professional development opportunities are available to staff throughout the year, with three designated development days, along with access to external opportunities such as conferences and workshops hosted by other learning providers.

The student voice plays a vital role in ensuring quality at the college, focusing on enhancing teaching and learning, meeting individual student needs, and fostering greater student engagement. This approach helps to create a culture where student involvement is central, ensuring that their feedback shapes the curriculum and academic provision.

Student feedback is fully utilised to plan, manage, and improve the curriculum. Regular student forums at Programme, school, and college levels facilitate open communication about Programme-related issues. These forums provide students with the opportunity to raise concerns, explore underlying causes, and collaborate with staff on solutions for improvement. Feedback from student surveys is also used to refine and adjust teaching and learning practices.

Additionally, there are clear processes in place to communicate improvements back to students, ensuring transparency and accountability. Nominated student representatives from each cohort attend Programme Team Meetings (CTMs), which occur approximately every six weeks. The outcomes of these meetings influence both the immediate resolution of student issues and the long-term Programme evaluation processes.

Cross-college surveys, such as an induction survey and an ongoing Programme survey, are conducted regularly. These surveys are aligned with questions from the National Student Survey (NSS), providing insight into the challenges faced by higher education students at the college. Participation in these surveys also familiarises students with the NSS format. Final-year students are encouraged to take part in the NSS, which is managed by the Office for Students and helps guide prospective student choices, improve the student experience, and ensure public accountability. The Student Union actively promotes participation in the NSS.

Survey results from both the cross-college surveys and the NSS are reviewed by the Higher Education Development and Quality Unit and shared with the Programme team. Following the analysis of student survey feedback, the Programme team identifies areas of concern and develops action plans to address them. These issues are revisited in quality review meetings and may lead to changes in Programme delivery, assessments, and student support. The survey results also contribute to the annual Programme evaluation and the self-assessment of Programme effectiveness.

Module-specific evaluations are conducted to allow the Programme team to assess student satisfaction and identify areas for improvement at the subject level. The results are discussed at staff-student committee meetings and form an essential part of the Programme's annual evaluation.

11. Changes made to the Programme since last (re)validation

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU Programme specification template

Annexe 1 – Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular Programme learning outcomes.

Please amend this mapping to suit frameworks used within the different nations if appropriate.

Level	Study module/unit	Programme outcomes																																Available as single registerable module?
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7		
4	Introduction to Sociology for Social Workers	/		/			/				/	/							/		/								/		/			no
	Academic Informed Skills and Critical Reflection	/					/			/	/							/	/	/						/		/			/			no
	Communication and Intervention skills for Social Work	/				/	/			/	/								/			/					/	/						no
	Framing Social Policy for Social Workers		/	/	/					/		/							/		/								/	/				no
	Law for Social Work		/				/				/	/							/	/	/	/		/	/	/					/			
	Perspectives on Human Growth and Development	/	/		/					/		/									/	/	/	/	/		/	/	/		/			no

Level	Study module/unit	Programme outcomes																															Available as single registerable module?
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	
5	Critical Research Enquiries	/		/						/	/							/	/	/										/		/	no
	Organisation and Delivery of Adult Services	/	/			/					/	/						/	/	/							/		/				no
	Placement 1	/	/	/						/	/							/	/	/	/	/	/			/	/	/	/	/	/		no
	Relating Theory to Social Work Practice	/			/					/		/							/			/					/			/		/	no
	Working with Children, Young People and Families: Skills and Values	/	/	/		/				/	/	/							/		/	/							/	/	/		no

Level	Study module/unit	Programme outcomes																															Available as single registerable module?
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	
6	Contemporary Issues in Social Work	/					/	/			/	/							/		/					/			/				no
	Dissertation	/		/			/				/	/								/	/					/			/				no
	Knowledge and Skills for Safeguarding Practice	/	/								/	/						/				/				/		/					no
	Placement 2	/	/		/					/		/						/	/		/	/	/			/	/	/	/		/		no
	Preparation for Practice				/	/		/			/							/	/					/					/	/			no

Annexe 3: Notes on completing Programme specification templates

1 - This Programme specification should be mapped against the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the QAA frameworks for HE qualifications: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in QAA subject benchmark statements that are relevant to the Programme/award: Subject Benchmark Statements

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the Programme contains validated exit awards (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For Programme with distinctive study routes or pathways the specific rationale and learning outcomes for each route must be provided.

7 – Validated Programme delivered in languages other than English must have Programme specifications both in English and the language of delivery.