

University of the West of Scotland
Undergraduate Programme Specification

Session: 2024/25**Last Modified: 27.3.24****Status: Published.**

1	Named Award Title:	BA (Hons) Social Work
2	Award Title for Each Award: ¹	BA (Hons) Social Work BA Social Studies Dip HE Social Studies Cert HE Social Studies
3	Date of Validation / Approval:	May 2024
4	Details of Cohorts Applies to:	All cohorts (Levels 7, 8, 9 and 10) across Paisley and Dumfries campus.
5	Awarding Institution/Body:	University of the West of Scotland
6	Teaching Institution(s)²:	University of the West of Scotland
7	Language of Instruction & Examination:	English
8	Award Accredited By:	Scottish Social Services Council (SSSC)
9a	Maximum Period of Registration:	6 years. Authorised Interruption Guidance notes (uws.ac.uk) Students are only allowed one repeat attempt for placement modules at levels 9 and 10.
9b	Duration of Study:	Full Time: 4 years. Placement (compulsory): x2 periods of 80 days completed in years 3 and 4.
10	Mode of Study:	On campus learning.
11	Campus:	Paisley campus and Dumfries campus.
12	School:	School of Education and Social Science

¹ Include main award and all exit awards e.g. BA / BSc / BEng / DipHE / CertHE

² University of the West of Scotland and include any collaborative partner institutions involved in delivery.

13	Programme Board:	Psychology and Social Work
14	Programme Leader:	Simon Gittins

15. Admission Criteria

Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

SQA National Qualifications:

BBBB plus English Standard Grade 2 or credit equivalent at SQCF level 5, Intermediate 2 or National 5 at grade C or above and Mathematics at Standard Grade 2, Intermediate 2 or National 5 at grade C or equivalent*.

or GCE

(Graded Unit must be achieved at a minimum grade of B). Social Sciences, Social Care or Social Studies or other relevant discipline plus English Literature and English Language at GCSE, Standard Grade 2 or credit equivalent at SQCF level 5, Intermediate 2 or National 5 at grade C or above and Mathematics at Standard Grade 2, Intermediate 2 or National 5 at grade C or equivalent*.

SQA National Qualifications/Edexcel Foundation

SQA HNC:

Graded Unit must be achieved at a minimum grade of B or its equivalent.

- Social Sciences, Social Care or Social Studies, Introduction to Social Services or other relevant discipline plus: English Literature and English Language at GCSE, Standard Grade 2 or credit equivalent at SQCF level 5, Intermediate 2 or National 5 at grade C or above
- and Mathematics at Standard Grade 3, Intermediate 2 or National 5 at grade C or equivalent. This is a requirement specified by Scottish government.

International Baccalaureate (IB) Diploma:

24 points (to include 2 Higher subjects at 4 points plus Mathematics and English at Standard Level Grade 5 or above).

International Baccalaureate (IB) Diploma:

28 points for consideration to second-year entry (to include 2 Higher subjects at 4 points plus Mathematics and English at Standard Level Grade 5 or above).

Articulated entry:

Candidates can be considered for direct entry into Level 8 on an exceptional basis. Examples of requirements to be eligible for such consideration include:

- At least an HNC in Social Sciences, Social Care or Social Studies or other relevant discipline with a Graded Unit of A, along with a minimum National Grade 5 (Standard Grade 2) in both English and Maths.
- A degree in a relevant discipline, at the discretion of the programme leader.

Due to the nature of the programme structure and placement requirements of the Social Work Education accrediting body, candidates are not eligible for articulation beyond level 8.

Direct entry candidates will only be considered to Dumfries campus for the social work programme at level 8.

Other Required Qualifications/Experience

It is a requirement of the SSSC, that all social work students are registered with the SSSC as social work students upon entry and for the duration of their studies.

In no case will a student be permitted to progress to level 8 without active SSSC registration.

In the event that for any reason the Scottish Social Services Council declines to offer registration to any student, or subsequently withdraws registration from any student, then that student will be suspended and subsequently withdrawn from the social work programme.

English language proficiency is a requirement, with candidates expected to achieve IELTS average standard of 7.0.

It is essential for students to demonstrate skills in literacy and criticality over the course of the degree programmes to fully meet the Standards in Social Work Education (SiSWE).

Students will need to be able to speak confidently in front of others throughout the programme.

Transfer between programmes:

Students cannot transfer into this programme.

Applicants who receive an offer to study Social Work on the Dumfries Campus are not permitted to transfer to Paisley. Similarly, students once enrolled, cannot transfer from Dumfries to Paisley.

Further desirable skills pre-application (i.e. to satisfy additional PSRB requirements or other)

Application to the social work programme is a competitive process.

Candidates who satisfy the entry requirements with additional experience of social care or social work settings, paid, voluntary or from life experience, will be preferred.

16	<p>General Overview</p> <p>Social work is located within the School of Education & Social Sciences at UWS, where we currently offer Scottish Social Services Council-accredited undergraduate and postgraduate qualifications.</p> <p>The undergraduate programme is focused predominantly on satisfying the Standards in Social Work Education (SiSWE) as required by accrediting body SSSC.</p> <p>Social work students complete a common programme of study in Paisley and Dumfries, leading to a professional social work qualification, ready for practice.</p> <p><i>Student Learning Journey</i></p> <p>Year 1: developing critical foundational knowledge.</p> <p>Year one of the BA (Hons) Social Work programme introduces students to essential knowledge underpinning professional practice. It provides navigation of the differing components of practice, theory to inform practice, research knowledge relevant for practice and introduces the concept of professional identity, which is developed throughout study.</p> <p>Year 2: enhancing specialist skills and knowledge for practice.</p> <p>Year Two of the BA (Hons) Social Work programme focuses on enhancing critical knowledge and seeks to develop specialist professional skills ready for practice. Skills of critical reflection, effective communication and engagement and contextualising practice by way of applied theory are enhanced. Professional identity is further developed.</p> <p>Year 3: strengthening applied knowledge to practice.</p> <p>Year Three of the BA (Hons) Social Work programme focuses on students' transition to practice. The transition is scaffolded by engagement in an innovative simulated practice module in Term 1 in which students have the opportunity to work collaboratively to apply their knowledge to a range of practice informed scenarios. Students undertake their first placement opportunity, underpinned by evidencing the requirements of SiSWE.</p> <p>Year 4: developing critical practice.</p> <p>Year Four of the BA (Hons) Social Work programme commences with students' final placement opportunity. In Year Four students also engage with a 'capstone' research-based assessment that links their knowledge with their practice experience. Students also engage in activities designed to prepare them for employment as professional social workers, including assessment connected to identifying ongoing professional development needs.</p> <p>Learning, Teaching and Assessment</p> <p>Students engage with practice informed and research informed learning, teaching and assessment to develop their applied knowledge and skills and to enhance their professional identity throughout the programme. Practice authenticity is prominent throughout the programme and learning and teaching reflects the diverse nature of social work practice</p>
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	<p>including working with vulnerable youth, children and families, older adults and dementia, mental health, justice, supporting resilience among social work practitioners and social work intervention processes and clinical practice.</p> <p>There is an expectation that students will be ready to learn using a range of online platforms. Programme teaching will predominantly be delivered on campus, but there may be module based learning requiring hybrid delivery consisting of a blend of online and required on campus learning, or on occasion, fully online where appropriate.</p> <p>Given the professionally-accredited nature of the programme, there is significant emphasis on applied learning. Students engage in assessed placements at Levels 9 and 10. Placement opportunities are sourced within social work and/or social care organisations predominantly in the West and South of Scotland.</p> <p>Students are assessed in a variety of ways throughout the programme. Programme assessment is informed by evolving social work practice demands, compassionate assessment theory and holistic assessment requirements.</p>
17	<p>Graduate Attributes, Employability & Personal Development Planning</p>
	<p>The BA (Hons) Social Work programme is fully aligned with institutional priorities around the development of graduate attributes and with the institutional policy on personal and professional development planning.</p> <p>The mapping of programme and module learning outcomes and employability-integrated assessment ensures the visibility of graduate attributes, employability and citizenship competencies.</p> <p>Personal and professional development is firmly embedded and explicitly signposted in the curriculum, with students provided with regular opportunities to capture and evaluate progression and development, stimulating reflection, self-regulation and constructive engagement with employability, as part of a developing professional identity.</p> <p>It is recognised that personal development planning is an essential component of lifelong learning and continuing and professional development. To support this activity, all students are provided with access to personal development planning tools. Additionally, students work closely with the Personal Academic Tutors to explore and develop key graduate attributes.</p> <p>The BA (Hons) Social Work provides a coterminous award combining academic and professional features in one qualification. The social work academic staff team maintains close links with a range of organisations to maximise the practice authenticity of teaching and learning.</p> <p>Student personal development planning (PDP) is supported through an embedded curriculum model of reflective self-learning across the four years of the BA (Hons) Social Work programme, as per the University of the West of Scotland Personal Development Planning (PDP) Policy (see http://www.uws.ac.uk/about-uws/services-for-staff/learning-innovation/strategies-and-policies/). Students are required to reflect on ongoing Continuous Professional Development needs in their final year of study, to ease the transition from education to professional social work employment.</p>

	<p>Student support and individualised learning have been prominent and distinctive features of the predecessor programmes of the BA (Hons) Social Work over four decades and staff maintain a strong commitment to this tradition. These features continue at the heart of the current programme. Social work is a challenging profession requiring professionals working to be able to seek support and guidance appropriately and to self-care. For these reasons, student support and personal development planning remain an integral part of the social work programme.</p>
18	Work Based Learning/Placement Details
	<p>At levels 9 and 10 social work students spend the equivalent of 160 days in directly assessed practice placement opportunities.</p> <p>Students are supervised in the field by qualified practice educators, or a person currently undergoing training to become a practice educator.</p> <p>Link workers, where appropriate, may also be a part of the learning team which supports students on assessed placements. The learning team is comprised of practice teachers, link workers (as appropriate) and the student's assigned academic tutor.</p>
19	Attendance and Engagement
	<p>In line with the Student Attendance and Engagement Procedure, Students are defined as academically engaged if:</p> <p>Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.</p> <p>For the purposes of this programme, academic engagement equates to the following:</p> <ul style="list-style-type: none"> • Students are required to attend all scheduled learning events and participate in all scheduled learning tasks as directed by module coordinators and to submit assessments in accordance with set deadlines. <p>Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework</p>
20	Equality and Diversity
	<p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.</p> <p>The programme and all of our partners are fully committed to the principles and practice of inclusiveness and our programme learning and teaching is designed to be accessible to all. Professional values and the professional commitment towards social justice are embedded throughout the programme.</p> <p>The social work programme is proud to have a population of students who have disclosed freely their lived experience as current or previous service users.</p>

Programme structures and requirements, SCQF level, term, module name and code, credits and awards ([Chapter 1, Regulatory Framework](#))

21	Learning Outcomes (Maximum of 5 per heading)
	<p>Outcomes should incorporate those applicable in the relevant QAA Benchmark statements.</p> <p>Please ensure that Learning Outcomes are appropriate for the level of study. Further information is available via SCQF: https://scqf.org.uk/support/support-for-educators-and-advisers/support-for-colleges-heis/ and a Level Descriptors tool is available (SCQF Level Descriptors Tool Scottish Credit and Qualifications Framework) and ensure appropriate cognisance of Chapter 1, Regulatory Framework. https://www.uws.ac.uk/media/6514/regulatory-framework-2023-2024.pdf</p>

SCQF LEVEL 7	
Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate knowledge and understanding of social work values and ethics for social work practice.
A2	Demonstrate a broad understanding of anti-racism, anti-oppressive practice and wider inequalities and their significance for practice.
A3	Demonstrate an understanding and criticality of core professional values and how they can inform professional decision making and professionalism.
A4	Demonstrate an understanding of the importance of learning from practice service failures.
A5	Demonstrate broad knowledge and understanding of the key foundational theory of sociology, social policy, psychology and research practice and their significance to practice.
Practice - Applied Knowledge and Understanding	
B1	Apply knowledge of the foundational theories, concepts and principles relevant to practice, to specific contexts and debates.
B2	Evidence an understanding of the application of knowledge, values and ethics in professional decision-making.
B3	Demonstrate a critical knowledge and understanding of a range of theories and approaches to inform practice with service users.

B4	Apply key concepts from sociology, social policy and psychology within disciplinary contexts.
B5	Apply foundational methodological principles when working with data, to aid interrogation of contextual research.
Communication, ICT and Numeracy Skills	
C1	Work autonomously and with others in ways that respect diversity and the value of collaboration.
C2	Demonstrate an appreciation of the range of communication formats required in professional practice and academic practice.
C3	Demonstrate an ability to use basic numerical and graphical skills to interpret quantitative information.
C4	Demonstrate core digital literacies appropriate to academic and social work practice.
C5	Evidence the ability to work collectively with others as part of a group/team/learning community, to co-produce outcomes in accordance with module learning, as directed.
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Demonstrate an ability to critically assess sources of data and evidence relevant to social work practice.
D2	Evaluate foundational concepts within sociology, social policy and psychology, relevant to professional practice.
D3	Demonstrate understanding of the ways in which social science research approaches can be used to inform an evidence base for social work practice.
D4	Consider contemporary social themes from both a professional perspective and a service user perspective.
D5	Construct analytical arguments relevant to practice and professional decision making, based on information and evidence.
Autonomy, Accountability and Working With Others	
E1	Recognise and embody elements of professional identity in readiness for social work practice.
E2	Identify and abide by key professional standards and accountabilities as social work students, including SSSC Codes of Practice and university student conduct policies.
E3	Evidence the ability to work autonomously to develop teaching and learning tasks in accordance with instruction and academic supervision.

E4	Identify, recognise and embrace the importance of self-directed learning for personal and professional development.
E5	Demonstrate the ability to engage in reflective practice as a component of continuous professional development and professional identity.

Learning Outcomes - Level 7 Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
7	SWRK 07005	Foundations to Practice (Social Work)	20	x			
7	SWRK 07003	Understanding and Learning from Service Failures	20	x			
7	APPD 07001	ASPIRE Level 7	20	x			
7	SWRK 07002	Sociological Inquiry (Social Work)	20		x		
7	SOCY 07001	Development of Social Policy	20		x		
7	PSCY 07011	Psychology Across the Lifespan	20		x		

Footnotes for Core Modules:

Students must undertake the re-assessment for any core module(s) that have not been passed or retake the module(s) the following year. Students are permitted a maximum of three attempts to pass assessment tasks of core modules.

Progression to Level 8 is also dependent upon active SSSC registration.

Learning Outcomes - Level 7 Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
Not applicable.							

22 a	Level 7 Criteria for Progression and Award
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	<p>Award of Cert HE Social Studies: at least 120 credits at SCQF Level 7 or above, including all cores for the level (UWS Regulation 3.15).</p> <p>Students will be awarded distinction in line with University Regulation 3.25</p> <p>Progression: In line with Regulation 3.13, students may progress to Level 8 only if they have undertaken all modules identified for Level 7 and achieved at least 80 programme credits from Level 7.</p> <p>Students must undertake the re-assessment for any modules that have not been passed or retake the module(s) the following year.</p> <p>Progression of Level 8 is also dependent upon active SSSC registration.</p> <p>Links: UWS Regulatory Framework; and Student Experience Policy Statement.</p>
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Level 8 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate knowledge and understanding of risk factors for social vulnerability and vulnerabilities caused by climate emergency.
A2	Demonstrate a critical understanding of how service user and carer narratives inform social work practice and process
A3	Demonstrate detailed understanding of the importance of practising responsiveness and how this relates to practising anti-oppressively.
A4	Demonstrate an understanding of the social work process in preparation for work with individuals, families, groups, and communities
A5	Demonstrate knowledge and understanding of relevant policy and legislation to enhance professional identity, specifically in relation to anti-oppressive requirements.
Practice - Applied Knowledge and Understanding	
B1	Demonstrate applied knowledge and critical understanding of professional practice as a political activity concerned with themes of power and social justice, relevant to practice.
B2	Demonstrate ability to apply approaches to self-care relevant to professional Social Work practice.
B3	Demonstrate critical understanding of how concepts of need, risk, and strengths are translated into practice.

B4	Demonstrate applied knowledge of relevant policy and legislation, to aid professional social work decision-making, including professional assessment.
B5	Demonstrate evidence of applied knowledge of the importance of reflective and reflexive practice.
Communication, ICT and Numeracy Skills	
C1	Demonstrate knowledge and understanding of professional formal written communication skills.
C2	Demonstrate ability to apply knowledge of communication models and approaches relevant to professional social work practice.
C3	Demonstrate understanding and relevance of both qualitative and quantitative research data.
C4	Communicate competently applying necessary ICT skills and knowledge, in accordance with developing professional identity.
C5	Apply effective research skills to support argument when undertaking academic assessment, including clear referencing of sources and key information.
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Critically analyse and evaluate contextual theories and concepts underpinning professional practice.
D2	Evidence the criticality of professional responsivity skills to maximise service user engagement and professional safety appropriately, within a learning context.
D3	Demonstrate effective risk assessment and needs assessment skills, ready for practice and understand how assessments inform professional practice.
D4	Critically engage in contextual policy, law and practice guidance and understand how legal and ethical responsibilities can impact professional decision-making.
D5	Demonstrate understanding of structural oppression and disadvantage, how to respond to contextual service user needs and the connection to social work as social action.
Autonomy, Accountability and Working With Others	
E1	Take accountability and responsibility for the development of professional identity and development of professional knowledge, skills and values.
E2	Value and critically reflect upon constructive feedback commentary from both academics and peers, to enhance professional practice.
E3	Demonstrate critical professional responsivity skills by evidencing how the service user voice and lived experience will influence professional decision making.
E4	Devise personal action plans informed by critical reflection, to enhance continuous professional development following practice simulation, to improve professional confidence and competence.

E5	Evidence effective dynamic risk assessment skills to enhance personal safety in practice and the safety of others.
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Learning Outcomes - Level 8 Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
8	SWRK 08007	Assessment in Social Work	20	x			
8	SWRK 08002	Social Work Law	20	x			
8	SWRK 08006	Professional Communication (Social Work)	20	x			
8	SWRK 08005	Reflective Practice (Social Work)	20		x		
8	SWRK 08008	Critical and Radical Social Work Practice	20		x		
8	New module	Practising Responsivity	20		x		

Learning Outcomes - Level 8 Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
Not applicable.							

22b	Level 8 Criteria for Progression and Award
	<p>Award of Dip HE Social Studies: at least 240 programme credits of which a minimum of 90 are at SCQF Level 8 or above, including all cores for the level (UWS Regulation 3.15).</p> <p>Students will be awarded distinction in line with University Regulation 3.25</p> <p>Progression: As an exception to Regulation 3.13, students may only progress to Level 9 provided they have undertaken and passed all modules identified at levels 7 and</p>

	<p>8. Progression with credit deficit is not possible due to professional body requirements. Students must also meet any modular 'must pass' criteria.</p> <p>Progression to Level 9 is also dependent upon active SSSC registration as a student social worker.</p> <p>Links: UWS Regulatory Framework; and Student Experience Policy Statement.</p>
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x

SCQF LEVEL 9 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate critical knowledge and understanding of a range of themes relevant to contemporary social work practice.
A2	Demonstrate critical and practice-informed understanding of how social workers recognise and challenge racism and inequalities, promote anti-oppressive practice and demonstrate professional competence and confidence.
A3	Demonstrate critical and practice-informed knowledge and understanding of how Social Workers work in partnership with other organisations, to plan, prepare, assess effectively and achieve positive outcomes with service users.
A4	Evidence understanding of who as professionals, student social workers are accountable to including service users, employers, university and SSSC.
A5	Evidence understanding of the student social work role, as it applies specifically to placement opportunity context, as well as the roles and responsibilities of their learning team.
Practice - Applied Knowledge and Understanding	
B1	Apply theoretical and conceptual frameworks critically in social work professional contexts.
B2	Demonstrate the ability to consult appropriate professional support when undertaking placement, where appropriate, and to respond appropriately to constructive feedback, to further inform development of professional identity and professional competence and confidence.
B3	Practice in line with the Standards for Social Work Education by applying a range of social work techniques, approaches and skills, some of which are specialist, in the context of placement learning.
B4	Proactively identify legal and ethical considerations in social work contexts and be able to relate this effectively to professional decision making where appropriate.

B5	Evidence critical reflective skills to enhance personal continuous professional development.
Communication, ICT and Numeracy Skills	
C1	Communicate effectively with a range of professionals in practice contexts, to evidence professional co-production.
C2	Communicate effectively with people using services in practice contexts.
C3	Ensure professional communication (verbal, non verbal, symbolic and written) satisfies the requirements of SSSC Codes of Practice, university student conduct expectations and placement organisational policy and expectation.
C4	Utilise professional communication systems and templates and satisfy communication deadlines, as directed by placement organisations and placement Practice Educators.
C5	Communicate risk and needs outcomes from formal assessments, clearly to service users and relevant organisational professionals and to utilise such outcomes to create, develop and review actions plans for service users in line with placement organisational procedures and templates.
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Critically analyse and evaluate contextual theories and concepts underpinning professional practice.
D2	Critically reflect on evidence-based practice and its connection to personal professional practice and professional identity.
D3	Evidence the ability to reflect-in-action to adapt professional skills to suit the needs and demands of service users.
D4	Demonstrate the skills of professional defensible decision making.
D5	Evaluate and review ongoing action planning to inform intervention work with service users, including multi-agency planning where appropriate.
Autonomy, Accountability and Working With Others	
E1	Demonstrate sensitivity and professionalism in interactions with people using services and other relevant stakeholders. This includes working with involuntary service users.
E2	Demonstrate the ability to effectively analyse complex practice-based scenarios.
E3	Work effectively with peers / placement colleagues / placement external partners / service users to provide an effective service in line with the expected role of the placement organisation.
E4	Be accountable for professionalism in both academic and practice contexts and promote openness and transparency of professional decision making, in line with placement organisational policy and professional standards.

E5	Evidence critical reflection skills to address and enhance any areas of practice as appropriate, with support from the placement learning team.
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Learning Outcomes - Level 9 Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
9		Advanced Skills	60	X			
9		Professional Practice	60		X		

Footnotes for Core Modules:

Students are only permitted two attempts to pass placement in line with accrediting body SSSC requirements.

Learning Outcomes - Level 9 Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
Not applicable.							

22c	Level 9 Criteria for Progression and Award
	<p>Award of BA Social Studies: at least 360 programme credits of which a minimum of 90 are at SCQF level 9.</p> <p>Students will be awarded distinction in line with University Regulation 3.25</p> <p>Progression: Students will not progress to SCQF level 10 carrying credit deficit (Reg 3.14). Students must pass the practice element of their placement in full.</p> <p>Where a student fails the written element, they will be offered a T3 resit which they must pass in order to progress to level 10. Students are only permitted two attempts at passing placement, in line with accrediting body regulations.</p>

	<p>Progression to level 10 is dependent upon active SSSC registration as a student social worker.</p> <p>Links: UWS Regulatory Framework; and Student Experience Policy Statement.</p>
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SCQF LEVEL 10 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate critical knowledge and understanding of professional practice and values, including anti-oppressive practice.
A2	Demonstrate critical insight into a specialist area of social work policy and practice.
A3	Demonstrate sophisticated understanding of research and inquiry techniques and methods.
A4	Demonstrate the importance of constructive feedback and continuous professional development, in accordance with enhancing professional identity.
A5	Demonstrate understanding of post-qualifying requirements as stipulated by SSSC.
Practice - Applied Knowledge and Understanding	
B1	Demonstrate professional competence in social work practice at by meeting all practice standards contained in the Standards in Social Work Education at level 10.
B2	Apply appropriate specialist methods of inquiry in a social work context, including ethical research practices and effective project planning and implementation strategies.
B3	Apply appropriate models of intervention based on assessment and responsivity needs, and informed by wider service user informed action planning.
B4	Demonstrate effective and robust formal assessment in accordance with organisational expectations and templates. This is to include assessment of personal safety and the safety of others in practice.
B5	Evidence critical reflective skills in accordance with professional development and professional identity.

Communication, ICT and Numeracy Skills	
C1	Communicate the outcomes of professionally-situated research and inquiry in ways that demonstrate insight into the expectations of different academic and professional audiences.
C2	Demonstrate professional communication skills in line with SSSC Standards of Social Work Education expectations.
C3	Evidence appropriate academic contextual assessment skills, including referencing resources as appropriate.
C4	Demonstrate professional confidence and competence in all communication.
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Utilise advanced analytical and evaluative skills while conducting a complex inquiry exercise.
D2	Apply appropriate methods of inquiry in a social work context, including ethical research practices and effective project planning and implementation strategies.
D3	Demonstrate critical insight into a specialist area of social work policy and/or practice.
D4	Demonstrate critical reflexivity within professional practice at Level 10.
Autonomy, Accountability and Working With Others	
E1	Generate insights into a specialist area of Social Work policy and practice.
E2	Demonstrate awareness and embody anti-oppressive Social Work practice

Learning Outcomes - Level 10 Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
10	SWRK 10008	Professional Practice and Inquiry	120	x	x		

Footnotes for Core Modules:

Students are only permitted two attempts to pass placement in line with accrediting body SSSC requirements.

Learning Outcomes - Level 10 Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
Not applicable.							

Footnotes for option modules

There are no optional modules for the BA (Hons) Social Work programme due to its vocational nature and requirements of SSSC.

22d	Level 10 Criteria for Award
	<p>Award of BA (Hons) Social Work: 480 programme credits, which includes all core modules at each level.</p> <p>Honours Classification will be awarded in line with the University Regulations 3.20 to 3.24.</p> <p>Links: UWS Regulatory Framework; and Student Experience Policy Statement.</p>

23	Regulations of Assessment
	<p>Candidates will be bound by the general assessment regulations of the University as specified in the University Regulatory Framework .</p> <p>An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework.</p> <p>To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.</p>
24	Combined Studies
	<p>There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided</p>

that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for a Combined Studies award (please see Regulation 1.61).

For students studying BA, BAcc, or BD awards the award will be BA Combined Studies.

For students studying BEng or BSc awards, the award will be BSc Combined Studies.

Change/Version Control

Changes made to the programme since it was last published:

What	When	Who
<u>Updated Links:</u> <ul style="list-style-type: none"> • Academic Engagement Procedure • Equality and Diversity • University Regulatory Framework • Removed invalid links 	19/10/2023	C Winter
Guidance Note 2023-24 provided	12/12/23	D Taylor
General housekeeping to text across sections and addition of links and some specific guidance. Addition of Duration of Study and some other text – for CMA.	12/12/23	D Taylor

Version Number: 1 (2024-25).

Simon Gittins.

27.3.24.