



Edge Hill
University

FACULTY OF HEALTH AND SOCIAL CARE

Department of Social Work

**MA Social Work
Programme Handbook**

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WELCOME

WELCOME & INTRODUCTION

The programme team warmly welcomes you to the Faculty of Health & Social Care and look forward to supporting you throughout the programme. You have successfully secured a place and elected to embark on a challenging programme of study, which will facilitate your personal development towards becoming a social worker.

Professional registration brings with it both responsibility and accountability and you will learn early in the programme that all social workers are bound by the professions core values and the requirements of the Health and Care Professions Council (HCPC), the Regulator, in relation to their Standards of Conduct, Performance and Ethics and their Standards of Proficiency and that as a social work student you must be able to demonstrate an understanding of, and adherence to, these values and standards of proficiency consistently. In addition, you will be required to attain the appropriate level of capability against the Professional Capabilities Framework.

- Standards of Conduct Performance and Ethics (<http://www.hpc-uk.org/assets/documents/10003B6EStandardsofconduct,performanceandethics.pdf>).
- Standards of Proficiency (<http://www.hpc-uk.org/assets/documents/10003B08Standardsofproficiency-SocialworkersinEngland.pdf>).
- Guidance on Conduct and Ethics for Students (<http://www.hpc-uk.org/assets/documents/10002C16Guidanceonconductandethicsforstudents.pdf>).

A copy of each of these documents (PDF) can be found in the general course area on Blackboard.

As part of the programme you will have the privilege to meet with and work with a wide range of service users, their families and carers within the local community. You will also be working alongside highly qualified academics, social work practitioners, policy makers and other professionals, having the benefit of their expertise to draw on as part of your experience. Successful progression through the course will depend on the respect that you demonstrate to all those with whom you engage on a daily basis.

Your engagement with the programme will determine the extent to which you make the most of the opportunities available to you. As a student at Edge Hill University we hope that you enjoy the journey and wish you every success.

The aim of this programme handbook is to provide an introduction to academic study and this two year postgraduate degree. The handbook is designed to provide you with all the information you need to understand the programme structure, organisation, management, assessment, progression, teaching and learning resources as well as academic and pastoral support.

In addition, you will be provided with a module handbook for each individual module you study, which contains information relevant to that particular module, outlining the aims, learning outcomes, content, assessment and timetable details.

It is important that you read and familiarise yourself with the contents of this handbook, as it contains important information about the University, support services and your programme of study.

Sue Holt
Programme Leader
MA Social Work

Note:

This Handbook is prepared at the commencement of your programme. Every effort is made to ensure that the information in the Handbook is accurate at the time of going to press.

Section 1: WHO TO GO TO FOR HELP

Head of Department

Dr Steve Hothersall
Head of Social Work Education
Tel: 01695 657331
Email: steve.hothersall@edgehill.ac.uk

The Head is responsible for the operational management of the social work provision and works closely with Programme and Module Leaders.

Programme Leader

Sue Holt
Tel: 01695 657974
Email: holts@edgehill.ac.uk

The Programme Leader is responsible for the day-to-day management, administration and quality of the programme. There are Module Leaders for each individual module within the programme and they will provide support for specific module assessments, as detailed in Section 9: Student Support.

Practice Learning Lead

Susan Williams
Tel: 01695 650769
Email: willias@edgehill.ac.uk

Personal Tutor and Support Roles

On commencement of your programme you will be allocated a personal tutor for the duration of the programme. Further details of the personal tutor role, the support they will provide and arrangements for meetings with students, is provided in Section 9: Student Support.

Practice Educators in Practice Learning

Please see further information regarding roles, responsibilities and processes in Section 5: Practice Learning.

Communication with Edge Hill Personnel

Student communication will take place via Faculty's Notice Boards as well as through Learning Edge Blackboard (VLE) announcements. Announcements will appear on both the Blackboard home page and on the home page of your course. An email with the contents of the announcement will be posted out to all students enrolled on the course.

Personal email addresses are often seen as SPAM and re-directed to a quarantine area. To ensure that your email reaches its intended destination **you are required to use your Edge Hill email account**. This is the only email account the University staff will use in contacting you once you have registered.

It is very important that you access your University email account on a daily basis – this is because we will use it to communicate important information.

Faculty of Health & Social Care: Help Desks

Help Desks are located within the foyer of each Health & Social Care building (Ormskirk, Aintree and Manchester) – please see further details in Appendix 5.

The Help Desks act as a one-stop-shop for all administrative enquiries relating to your programme. The Customer Service Administrators will assist you in finding the right person to resolve your queries.

External Examiner

The main function of external examiners is to ensure that the modules and the award offered are of comparable standard with those of other universities in the UK. External Examiners are, therefore, experts in particular fields of study and are drawn from other higher education institutions in the UK. Their duties are:

- to scrutinise all examination papers to ensure quality and fairness, identifying possible areas of overlap or ambiguity;
- to scrutinise a sample of assignments or examination answer scripts;
- to ensure an appropriate standard of marking;
- to make a report on the modules and their methods of assessment.

To allow for External Examiners to scrutinise a sample of assignments or examination answer scripts, they will have access to each of the relevant module areas within Blackboard, which will permit them to access all content within these areas.

In line with QAA requirements, the name, position and home institution of all external examiners are provided for students within the Health wiki and can be accessed using the following link:

<https://go.edgehill.ac.uk/display/health/External+Examiner+Info+for+Students>

University Support Services

A broad range of support is offered to all students at Edge Hill University from the following central departments:

- Academic Registry;
- Student Services;
- Learning Services;
- Careers Service.

Details of the support and resources available can be found in Appendices 1, 2, 3 and 4 of this handbook.

Section 2: GETTING STARTED, ATTENDANCE AND ABSENCE

Student Number

When you enrol you will be allocated a Student Number, which you retain throughout your studies at the University. This number will operate as your Edge Hill email account username.

Your student number will also serve as your login ID when accessing the Student Home Page and Blackboard area. Please always use your number as a reference in any correspondence.

Student Identification (Unicard)

When you register at the University Library you will be provided with your unicard. This will carry your photograph and act as a combined identity and library card. The card should be kept with you at all times when you are in the University and will be required if you wish to borrow any books or are sitting an examination. If you have an examination for your module it is essential to bring this card with you.

If you are undertaking a module online, access to the online library resources will be allocated to you once you have registered.

Confirmation of Student Status

The Admissions and Recruitment Office will confirm your student status for the purpose of Council Tax exemption as appropriate, if required.

Security of Personal Information, Data Protection and Computer Use

Personal details held by Edge Hill about staff and students are confidential and will not be given to unauthorised persons.

All staff and students have responsibilities under the Data Protection Act 1998. The University observes the eight Data Protection principles of good practice. Care should be taken by anyone processing or accessing information visible on computer monitors or using computer printouts. You must also read and abide by the university's Acceptable Use Policy.

Change of Address or Name and Change of Circumstances

It is your responsibility to provide us with up to date information regarding your contact details. If you change your name, address, contact details or employment, please advise the University using the online process, by following the instructions through Student Central, which can be accessed here:

<http://www.edgehill.ac.uk/registry/data-management-and-user-support/>

IMPORTANT: Please also advise the Placement Support Unit of change of details – by emailing: psu@edgehill.ac.uk

Attendance

You must attend **all** lectures, workshops, tutorials and seminars. Holidays must **not** be taken during term time (including family holidays).

It is very important to check your timetables on Learning Edge for information and especially prior to teaching sessions or tutorials, in case of any last minute changes of dates or venues.

Please note that attendance at **all** lectures, skills sessions and tutorials are essential to your course. If for some reason you miss a session it is your responsibility to inform the Faculty absence line/advise your tutor/Module Leader/designated other and provide evidence that you have obtained the notes/information from the session and completed any work required, including required reading. Attendance at all sessions is recorded.

Timetable

An integrated programme timetable will be posted in your Blackboard **Programme Area 4** weeks before your start date for each semester, each year. This timetable encompasses **all modules undertaken during that semester**, so you can see clearly, which days and times you are required in class.

Should there be any changes made to this timetable once the year has begun, the timetable will be updated and you will be notified via an announcement on Blackboard. If for any reason a session is cancelled at short notice, (i.e. on that same day), you will be sent a text message to alert you to this. There is a communication plan available in Blackboard adjacent to the timetable, to inform how different types of changes are communicated to students.

Practice Learning Attendance

There are two Practice Learning Placements during the course. There is a 70 day placement in Year 1 and a 100 day placement in year 2. An additional 30 days of skills-based activity will be spread across the life of the programme and will count towards your full 200 day complement of practice learning.

It is very important to note that, in order to successfully graduate from the programme, you must undertake the minimum of 200 days practice learning.

Reporting Sickness and Absence

In the event of sickness during campus-based learning, you must inform the Faculty of Health and Social Care via the 24 hour reporting line, telephone number, **01695 650746** at the earliest possible opportunity. This should be **before 10.00am** and you should state the reason for your sickness and your expected date of return. If you are unaware of your return date, please ensure that you notify the Faculty upon your resumption to practice or study.

Online Sickness & Absence Reporting: Report your sickness/absence via the FOHSC Online Reporting system. This facility can be found on Edge Hill "Student Home Page". Log in using your current Username and Password, select "Student Central" and finally, "Sickness & Absence Reporting".

It is expected that students will inform the programme or Module Leader if they are to be absent for any reason. Those students who do not attend lectures/sessions and who fail to report sickness/absence and/or fail to reply to correspondence relating to this, and who are absent for four weeks or more, may be deemed to have withdrawn from the programme of

study. It is essential that you keep the Programme Leader informed in advance of any likely absence during term time.

Sickness Certification

1-3 days inclusive: No certificate required.

4-7 days inclusive: Self-certification to be submitted to Placement Support Unit by day 7. (Copies are available in the Faculty of Health and Social Care, reception desk)

More than 7 days: A Doctor's certificate must be submitted to the Placement Support Unit within five days from the expiration of the previous self-certificate, or doctor's certificate. Each day of delay will be recorded as absenteeism.

Absence from Examinations and Presentations through Illness

Where a module has an examination/presentation, participation is compulsory and you should not be absent without good cause. Medical certificates for absence must be sent to the Placement Support Unit.

If you miss an examination/presentation due to health problems, you will be required to apply for Extenuating Mitigating Circumstances (EMC), see Section 7.

Holidays

You are **not** to arrange holidays during term time.

Special or Compassionate Leave

Special or compassionate leave may be granted for extreme domestic or personal circumstances. This can only be granted by the Faculty following the appropriate process without which a student would be deemed absent. Practice areas cannot agree to special or compassionate leave without the Faculty's authorisation.

Notification of Pregnancy

If you become pregnant it is important that you advise your placement area and personal tutor as a matter of urgency.

Risk assessments are required for both theory and practice settings during pregnancy and up to 12 months post-delivery. Further information can be obtained via Student Services; please follow the link:

<https://www.edgehill.ac.uk/student-services/the-health-well-being-centre/?tab=advice-for-pregnant-students>

Equality and Diversity

"Equality and diversity is core to Edge Hill University's mission in providing accessible higher education and services."

John Cater, Vice Chancellor

Edge Hill's vision for equality and diversity is that it will be a place where everyone feels able to participate, contribute, enjoy and influence every aspect of their experience; and where inclusive practices will be embedded in everything we do. Respect for and celebration of individual's diversity will shape institutional strategy, direction and behaviour.

A full copy of the Equality & Diversity Policy can be obtained from the Student Services Information Centre Helpdesk, Human Resources wiki or from Edge Hill's website www.edgehill.ac.uk

Or this link: <http://www.edgehill.ac.uk/governance/strategies-policies/>

Car Insurance

All students need to have appropriate car insurance (business use) if they are required to use a car during their practice learning placements.

Classroom Conduct

It is expected by staff and fellow students that you will be on time for lectures, tutorials, workshops and seminars, and that you arrive ready and prepared to actively learn. Students arriving late or in a dis-organised state cause unnecessary disruption to their peers, the lecturer and to their own learning. Start times for teaching will be in your module handbook / notified by the Module Leader. Whilst the class is in progress, please show respect for fellow students and speakers. Mobile phones **must** be switched off during lectures, except in exceptional agreed circumstances, and must not be visible to others.

Classrooms and common rooms should be left as you find them. This will make life easier and more pleasant for us all. Please do not leave your rubbish for others to deal with. Bins are provided for your use, please dispose of litter as appropriate. This will enhance the environment for all.

Complaints

The **Student Complaints Procedure**, which is cited within our Student Charter, can be found here:

<http://www.edgehill.ac.uk/governance/strategies-policies/>

Support for this process can be obtained from Student Services – please see Appendix 2.

Section 3: PROFESSIONAL REGISTRATION

Please refer to the Health & Care Professions Council (HCPC) website for full information and guidance about professional registration - <http://www.hcpc-uk.org/>. You may also wish to consider joining the British Association of Social Workers.

Additionally, the HCPCs 'Standards of Conduct, Performance and Ethics for Students' and other guidance and standard papers concerning professional practice and conduct are available on their website, and it is expected that you familiarise yourself with the contents as you embark on your career in professional practice.

These documents will be regularly referenced during your course of study:

- Standards of Conduct Performance and Ethics (<http://www.hpc-uk.org/assets/documents/10003B6EStandardsofconduct,performanceandethics.pdf>).
- Standards of Proficiency (<http://www.hpc-uk.org/assets/documents/10003B08Standardsofproficiency-SocialworkersinEngland.pdf>).
- Guidance on Conduct and Ethics for Students (<http://www.hpc-uk.org/assets/documents/10002C16Guidanceonconductandethicsforstudents.pdf>).

Management of a Cause for Concern in Practice

The Health & Care Professions Council (HCPC, 2008) state that you must act without delay if you believe that you, a colleague, or anyone else may be putting someone at risk. Service users, their carers and families must be protected from risk and you must protect and promote their individual interests and dignity.

As a student on the programme, you are expected to comply with the HCPC's standards of conduct and ethics. This code sets out the standards of conduct and practice expected of you by the University on behalf of the public, including employers, colleagues, carers and service users. The guidance sets out criteria that should guide your practice as a student social worker and sets the standards of conduct you are expected to meet.

Should you have any concerns about the practice of colleagues and/or the welfare of vulnerable adults and children that you are caring for in practice, in the first instance you must alert your practice educator. In addition, please also advise your Personal Tutor, who will inform your Head of Department at university to ensure that all concerns can be urgently addressed. Should your Personal Tutor not be available, please contact another member of the programme team.

Section 4: PROGRAMME DETAILS

The approved target award title is **MA Social Work**.

For further information regarding alternative awards and validated criteria relating to this programme, please see the full programme specifications, which is provided in Appendix 8.

Programme Aims

The overall programme aims are to produce social workers who can:

1. Produce capable and critically analytical professional social workers who are equipped to provide effective and ethical protection and support to people who use their services, continually review and evolve their practice and be resilient in the face of the increasing complexity, escalating demand and limited resources.
2. Structure its teaching, learning and assessment to meet the current and evolving requirements of professional social work qualifying education and training.
3. Develop the commitment to and skills for, independent and self-directed learning to support professional career development.
4. Equip programme graduates to use a range of techniques and research methods to demonstrate creative and innovative ways to engage with the complexity of contemporary social work.
5. Produce professional social workers who are able and willing to exercise initiative and provide professional leadership, with the knowledge, skills and values to work effectively with a range of other professionals, services and agencies to achieve positive change for and with people who use their services.
6. Focus on the needs of people who use services, their families and carers and to centre the whole learning experience around them.
7. Develop reflective, critically divergent and accountable thinkers, equipped to make robust and evidence informed decisions in conditions of uncertainty.

Programme Learning Outcomes

In addition to the programme aims, there are programme learning outcomes for each level of study within the following areas:

- Intellectual skills;
- Knowledge and understanding;
- Practical skills;
- Transferable skills.

The programme specification (Appendix 8) provides full details of all programme learning outcomes and the modules which are linked to them.

Programme Structure

Code	Module Title	Credits
SWP 4000	Contemporary Social Work Practice	20
SWP 4001	Research & Practice	20
SWP 4002	Specialist Social Work Practice with Children, Young People, Families & Carers	20
SWP 4003	Social Work Theory & Methods	20
SWP 4004	Specialist Social Work Practice with Adults	20
SWP 4005	Social Work Law & Policy	20
SWP 4007	Placement 1	10
SWP 4008	Placement 2	10
SWP 4009	Dissertation	40

Learning Opportunities

The programme has been constructed and is assessed holistically. Each block of learning will underpin those which have already been delivered and those which are to follow. In this way, the student will understand the ways in which the key skills of social work interlock and inform each other. Teaching will not take place in isolation – there are clear links throughout the programme to build on the relationships between theory and practice, between the needs of those receiving services and those delivering it.

The programme aims to incrementally equip the student with a portfolio of personal and professional attributes including a creative approach to solution finding. We aim to use our teaching and learning to send out graduates who are thinking, competent and absolutely aware of their potential to undertake relevant and respectful social work practice.

There is a strong influence on the programme by service users, their carer's and their families with their varied contributions running through the whole of the programme. A particular focus will relate to stakeholder and service user/carer involvement as well as wider partnership working, examining how, for example, diversity is expressed/responded to in service delivery. Service users and carers will also be involved in the reflective practice elements as well as in research led practice.

Each element of teaching and learning will be underpinned – and often delivered – by those who have direct experience. The stories and voices of users and practitioners to sit constantly alongside the critical academic perspective, and we will ensure that our students develop communication and interpersonal skills that allow them to learn from a wide range of contributors.

Much of the learning on the programme will involve you being involved in role-play/taking the perspective of service users/professionals and drawing on your own life and other experiences in these contexts. In order for this approach to teaching and learning to be as effective and enjoyable as possible, we ask that you formally consent to participate in these activities. Your personal tutor will discuss the consent process and the form we ask you to sign and if you have any concerns or issues, these will be fully explained and addressed.

Section 5: PRACTICE LEARNING OPPORTUNITIES

Practice placements will usually provide a contrast to any previous experience. Choices about the final placement will often relate to the kind of work students wish to undertake once qualified. However choice of placement may be limited to what agencies can offer.

Agencies: these may include statutory social services and health teams - children and adults, education, youth offending teams, the voluntary, private and independent sector.

Placement settings include: fieldwork, day care, residential care, children centres, hospitals, schools, social housing and employment services.

User Groups: older people, offenders, children, young people, families, those with mental health problems, learning/physical disability, homeless people, domestic violence, drug/alcohol misuse, carers.

In summary, all students are required to:

- Spend at least 170 days in practice learning settings;
- Have placements in at least 2 different settings;
- Have experience of providing services to at least 2 service user groups;
- Have experience of statutory interventions.

You may find that your placement is not in what you consider to be traditional social work and there may not be a qualified social worker in the agency. The emphasis on this first placement is on skill development i.e. communication, building relationships, interviewing and assessment.

It is also important that you broaden your knowledge of social care services to people in need - not all of whom require a statutory service - and understand the value of services provided by the private, voluntary and independent sector most of which are providers for statutory bodies.

Please see the separate Practice Learning Module Handbooks for further information and guidance.

Section 6: PERSONAL DEVELOPMENT PLANNING (PDP) and STANDARDS OF PROFICIENCY

Students are required to complete a PDP portfolio for each specific year and are strongly encouraged to add to the 'set' exercises through reflective pieces, analysis of issues and by other self-selected material.

The PDP Lead has responsibility for ensuring that all PDP requirements have been met by the end of the course.

The professional award will not be made without this confirmation.

Additionally, you are required to complete the reflective exercises within your PDP based on the HCPC Standards of Proficiency (SOPs). These vary across each year – in year 1 you are expected to focus on the superordinate SOPs (the 'headline' statements) – in year 2 you will have to reflect and comment upon each of the SOPs in their entirety – ie: the superordinate and the subordinate SOPs. Your tutor will discuss these with you.

Section 7: ASSESSMENT, ACADEMIC RULES AND REGULATIONS

To qualify for the award of MA Social Work and to be eligible to *apply* for professional registration with the HCPC, you must:

- have been assessed against the curriculum, and have met all elements of all modules;
- show that you have met the HCPC's Standards of Proficiency (SOPs) at the desired levels (readiness for direct practice; end of first placement; end of final placement);
- followed the University's equal opportunities policy;
- shown you are suitable to practise as a social worker;
- show evidence of an understanding of, and of having followed, the HCPC's Standards/Guidance on Conduct and Ethics for Students and their Guidance on Health and Character;
- have followed the University's code of conduct;
- have satisfied the requirements of the Disclosure and Barring Service regarding criminal convictions;
- have satisfied health and conduct checks by student self-declaration and GP statements, where appropriate;
- have been assessed as having literacy and numeracy skills that are suitable for professional practice; and
- have been assessed as competent to the level of the European Computer Driving Licence or its equivalent

The assessment details for each module can be found in each individual Module Handbook. This will include the assessment tasks, guidance on how to approach the tasks, assessment submission dates and comprehensive marking and grading criteria.

You should be aware that your work will be subject to internal and external moderation, where appropriate. This is to guarantee internal consistency in marking and to make sure that the standards of our programmes equate to those in other institutions.

Progression

Your programme is structured around modules (180 credits at MA level), to provide you with academic progression within level 7.

Exit awards are:

PG Dip Social Work;
PG Dip Applied Social Welfare Studies;
PG Cert Applied Social Welfare Studies.

Academic Registry – Online Resources and Information

Guidance for all academic regulations and assessment processes is available within the Academic Registry online resource 'Your Programme: Assessment and Results'. This can be accessed by the following link:

<http://www.edgehill.ac.uk/registry/assessment-and-results/>

This Student Handbook will introduce you to these regulations, however, you are advised to access the Academic Registry website for more detailed information.

Support Prior to Assessment Submission

The Faculty of Health & Social Care and their staff are committed to supporting its students in the completion of their academic assessments and in meeting this requirement, in a consistent and equitable manner. This policy sets out good practice guidelines regarding module tutor feedback for plans and drafts of assignments, prior to final submission. The aim of the policy is to provide support for both students and markers. Please refer to the full policy for further information:

<https://go.edgehill.ac.uk/display/health/Student+Forms>

Assessment Submission Deadlines

All students must submit their assessment tasks by the submission or presentation date and attend examinations on the dates notified, normally within their Module Handbooks.

Although submission dates are set by the Module Leader, it is your responsibility to ensure that you are aware of when, where and in what format you are expected to submit. Failure to submit by the agreed deadline, without an approved extension, will result in a mark of zero.

If you are referred or deferred in your academic assessments you will be required to resubmit any outstanding assessment during the summer reassessment period.

Academic Requirements – Submitted Assessments

To ensure that all students receive equal treatment the following procedures have been adopted in order to standardise the preparation, assessment and external moderation of course work:

- All assignments must be electronically generated.
- Please ensure that you keep a copy of your work prior to submitting.
- Assignments must be presented as 1.5 or double-spaced with left and right-sided margins and with the page number at the base of each page, with a suggested size 12 font.
- Students should refer to their Module Handbooks for specific assessment submission guidance.

Feedback on your Assessment

It is our aim to provide feedback to you on your assessment within four working weeks of the submission date. Students can discuss this with the relevant Module Leader and/or their personal tutor.

Pass/Fail Criteria

You must complete and pass all summative component assessments in each core module of the programme, with a minimum of 40% pass mark unless stipulated otherwise.

Please see the Practice Learning Handbooks for full information and guidance about the assessment of practice learning.

Re-assessment

All students have a single right of re-assessment (referral) in any failed academic module. Thereafter, any offer of further reassessment is discretionary and rests with the judgement of an Assessment Board at the end of each year. Assessment Boards can exercise discretion in the light of each student's overall profile and evidence of engagement with studies during this year.

It is extremely important that students are aware of the following:

- Should you be unsuccessful in any of your academic modules during this year, you will be entitled to one automatic opportunity to undertake a reassessment during the specified reassessment period.
- If you are unsuccessful with your reassessment, the University has the discretion to consider offering you one further, **and final**, attempt at the module.
- If you are offered a second reassessment and do not pass at that stage, the University holds no further discretion and you will be withdrawn from your module/programme.
- Re-assessment marks are capped at the element level. The best mark that can be awarded for a reassessed element is 40%.

The nature and timing of re-assessment is at the discretion of Scheme Progression & Award Boards and will be communicated to students via the explanation letter that accompanies results.

Deadline Extensions

Should you experience difficulties that may adversely affect your ability to submit, it is your responsibility to contact the Module Leader as soon as possible in order to discuss your position. All students should attempt to submit their work in a timely manner, however, in some cases it may be possible to grant an extension for special circumstances. A maximum period of **two weeks** can be requested and appropriate evidence must be provided. Please refer to the Extension Policy for further detailed information:

<https://go.edgehill.ac.uk/display/health/Student+Forms>

If an extension is granted it is on the basis that no additional academic supervision is required, the period of extended time is simply to complete the assessment strategy and submit.

In cases where an extension is not possible or further academic support is required, students should consult the University's guidance for the notification of Exceptional Mitigating Circumstances.

Extensions cannot be granted within 48 hours of the submission deadline.

Exceptional Mitigating Circumstances (EMC)

Application for an EMC may be made where there are serious mitigating circumstances which you could not have been expected to know about or plan for in advance. In general, this will relate to illness, bereavement or sudden changes in personal circumstances, over which you have no control. Students need to have a strong justification for being in this position and provide appropriate supporting evidence.

Further information relating to EMCs, including deadlines, forms and FAQs, can be found on Academic Registry online student information area:

<http://www.edgehill.ac.uk/registry/assessment-and-results/difficulties/>

Electronic Assessment Submission

Step-by-step online submission guidance is provided in module handbooks and short videos provide students with visual explanations and are available in the module Learning Edge Blackboard area. Students should store assignment files on their home drive and ensure an additional back up of the file is kept as computer failure is not accepted as valid grounds for mitigation.

▪ **Arrangements for submission**

Turnitin is the preferred method for the electronic submission of coursework. Where Turnitin is not appropriate (e.g. e-portfolios, visual/graphical/numerical submissions) other submission methods are available.

The method for submission for coursework will be published through Module Handbooks. Students will be provided with guidance as to what to do to submit coursework and view feedback.

Where electronic submission is required it will be the only method to submit the coursework; hard copies will not be accepted.

In your own interest, you must keep a copy of any work submitted electronically.

Useful link <http://www.eshare.edgehill.ac.uk/883/>

In the unlikely event that there is any service disruption (to either the Student Home Page, Blackboard or Turnitin) on a submission date, a decision will be made that an outage is significant enough to instigate an extension for all submissions, which MUST be authorised by a FoHSC Head of Department.

Note: an example of preparatory advice to students is available on the Learning Edge blog:

<http://blogs.edgehill.ac.uk/learningedge/2013/12/11/keep-calm-and-submit-this-christmas/>

Any students reporting difficulty with e-submission should be signposted to LS Ask Us or Help Desk in the first instance and their module tutors.

A new date will be set by the Head of Department when there is university network/software failure. This date will be posted out to you by means of communication available i.e. e-mail, letter, an announcement on Blackboard or on the Student Home Page.

▪ **Confirmation of submission**

An automatic e-mail is generated upon electronic submission. As such proof is the only evidence of submission, it must be saved. This is required to challenge a zero mark for non-submission.

An e-mail to your university account is sent informing you when you can view your feedback.

You have access to campus computers to submit coursework electronically and review feedback. *If you suspect university network/software failure please contact Learning Services Help Desk 01695 584286 or the Faculty of Health & Social Care Reception by phone on 01695 657050 who will instruct you on what to do.*

▪ **Security of electronic coursework**

Coursework, feedback and grades are protected with other digital data (see University Acceptable User Policy). Feedback and grades will only be made available to students through a secure online environment.

Students with extenuating circumstances will have access to electronic submission in accordance with extenuating procedures.

All coursework submitted electronically must comply with the regulations as set out in Section 5.

TURNITIN Feedback Studio: Originality Reports

The University uses the anti-plagiarism software called 'Turnitin Feedback Studio'. This package is designed to help students understand the requirements of and to develop their academic writing and prevent the use of plagiarism.

The originality report

All work submitted through Turnitin will be scanned automatically and checked against its database. This includes:

- Electronic books;
- Electronic journals;
- Websites;
- Student assignments that have already been submitted through Turnitin.

Turnitin states that the use of student essay constitutes as fair use under copyright law and that student intellectual property is protected. Therefore, all work submitted through Turnitin will be identified by the institution not the name of any student. Instructors and students are the only user types capable of viewing Originality Reports. Please see link for further details:

http://turnitin.com/en_us/about-us/privacy-center/copyright-protection

Once the paper is submitted through Turnitin, an Originality Report will be produced, which will provide a "similarity index". This is the percentage of your work that has been matched to other sources. This report lists the sources to the parts of your work that have been matched, which the student and tutor can view.

There is NO similarity score that the student should aim for as a target.

The originality reports do not detect plagiarism they merely highlight matched text, thus aiding you in checking that your work is correctly cited and referenced. The similarity score indicates text matches with other documents in the Turnitin database.

Work that has a similarity score of 0% is not a guarantee that the work has not been plagiarised.

The report will be available either within a few minutes following the first submission, or 24 hours, if you have already submitted previously.

Please be assured that if potential plagiarism issues are detected, your tutors will discuss this with you prior to deciding what action is required. (Academic Regulation H8 and Appendix 13 of the Academic Regulations).

Useful link: http://turnitin.com/en_us/training/student-training/viewing-originality-reports

Academic Malpractice

Academic malpractice, such as cheating, plagiarism and collusion, are taken very seriously by the Faculty and the institutional and procedures are in place to deal with such occurrences.

Malpractice is defined as an attempt to gain an advantage over other students by the use of unfair and unacceptable methods.

- **Cheating:** is an infringement of the rules governing conduct in examinations or other time-constrained assessment.
- **Plagiarism:** is where a student attempts to pass off work as their own, which is not their own.
- **Collusion:** is where a student knowingly collaborates with another student to submit a piece of work.

A case of academic malpractice or other dishonest practice, such as forging signatures, will be dealt with severely according to the university's regulations, which may include:

- Reducing the mark of a specific element of assessment;
- Deeming you to have failed the assessment;
- Deeming you to have failed the programme;
- Deeming you to have failed the programme and bar you from further study at the institution.

Further information and the academic regulations relating to academic malpractice, can be found on Academic Registry online student information area:

<http://www.edgehill.ac.uk/registry/assessment-and-results/academic-malpractice/>

Poor Practice (as identified in student work)

Please be aware that assignments or examination answers, which contain evidence of unsafe, harmful or discriminatory practice may be awarded a fail mark.

Confidentiality

There should be no reference within your assessed work to any name or identifying information relating to patients/clients or any staff member of any organisation. Inclusion of such information will result in a failed submission. Where it is *relevant* to state name of any organisation then the information should be supported by reference to published documents that are available to the general public and form approved official documentation relating the operation and provision of that organisation.

It would be considered relevant to include the name of an organisation when:

- Discussing/debating/analysing published data relating to the performance of that organisation.
- Discussing/debating/analysing published and approved policy and strategy of that organisation.
- Discussing/debating/analysing published research/evaluations/audit/opinion, which relates to and names that organisation.

Where the assignment requires reflection or analysis of specific practice/patient/client/service user scenarios, confidentiality must be maintained by the use of pseudonyms. Whilst retaining the essence of the scenario, where necessary some information may be altered to enhance anonymity, e.g. changing the number of siblings/children/place or type of work/accommodation or housing.

Consent

You are also reminded that it is a legal and professional requirement that where specific personal and/or organisational details are explicitly identified, for example use of photographs, the individual's valid consent is obtained and that furthermore, the consent is clearly documented and acknowledged at the commencement of the piece of academic work.

You are, therefore, strongly advised to seek tutorial guidance when contemplating the inclusion of aspects of consent within an academic piece of work.

Academic Appeals

All students have the right to submit an academic appeal against the outcomes of Assessment Boards, Malpractice or Fitness for Practice Panels.

However, students may only appeal on the grounds of:

- Procedural Irregularity in the Assessment Process
- Bias or Perceptions of Bias
- Exceptional Mitigating Circumstances, details which were, for good reason, not previously available to the appropriate Assessment Boards.

Further information regarding the academic appeals process can be found on Academic Registry online student information area:

<http://www.edgehill.ac.uk/registry/assessment-and-results/difficulties/>

Intercalation (pausing and returning to your studies at a later date)

Intercalation is an approved period of time taken away from formal studies as it is not unusual for students to need time out either for medical reasons or exceptional circumstances. If a student is considering intercalating they must contact Academic Registry as soon as possible to seek advice as it is not an automatic right and must be approved by the relevant parties.

Further information relating to intercalation, including forms and notes for guidance, can be found on Academic Registry online student information area:

<http://www.edgehill.ac.uk/registry/programmes/>

Withdrawal from the Programme

We hope that you enjoy your time at Edge Hill and will not wish to leave before the end of your studies. However, if you are unhappy about your programme, University life, or experience changes in your personal circumstances, please seek advice as early as possible, from the Programme Leader or your Personal Tutor or the Help Desk Officer in the Student Information Centre. You may be able to take a break in your programme (intercalate) or consider other alternatives to support you.

If you make the decision to withdraw from your course, you must contact your Programme Leader to complete the necessary documentation.

Section 8: ASSESSMENT IN PRACTICE

Your assessment in practice will be made by your Practice Educator, with contributions from others including service users and carers, peers and other professionals. Your Personal Tutor, on behalf of the University, will also make important contributions.

For each placement, you will complete a portfolio and full information about this is provided in separate and discrete guidance. In brief, however, a range of formal and informal assessment procedures will be employed during the learning process to support you in achieving the learning outcomes and to improve your performance in the summative assessment.

This summative assessment will be the completion of a final placement portfolio compiled in accordance with the requirements of the Practice Placement handbook.

Section 9: STUDENT SUPPORT IN THE FACULTY

Module Leader

The Module Leader has the responsibility for the day-to-day running of the module and will provide you with the assessment guidelines, offer you tutorial support and is your first point of contact should you experience personal or professional difficulties with a specific module. You are strongly advised to access the Module Leader's support and guidance as it is they who have the specialist knowledge and understanding.

Personal Tutor Support

Your Personal Tutor will provide you with details of group and individual tutorials. Your Tutor will also be available for ad-hoc meetings should you experience any personal or professional difficulties which you need to raise. Please remember that your Tutor has a large range of responsibilities and duties across the University, and so you are urged to email your Tutor in the first instance to request an appointment.

Your Tutor will support your academic development and will also liaise with you during your practice learning placements.

If your Tutor is absent from the University for a prolonged period of time, the Programme Leader should be your first point of contact if you have a personal or professional matter that you wish to discuss.

Personal Tutor Appointments

Please arrange or amend an appointment a personal tutor appointment with your personal tutor.

Technology Enhanced Learning (TEL): Online Support

This section outlines the main systems you will be required to use on the programme:

1. A computer;
2. Student E-Mail;
3. Learning Edge (Blackboard);
4. Electronic Assessment Management (Online Submission);
5. Online Enrolment.

Computers are available on all sites; to check PC availability use the PC available finder on the EHU app. Use this to find free computers (updates are every minute).

Please dedicate time at the start of each new academic year to ensure that your IT equipment works, as it should, by testing Internet connection. You will need to install the following software:

1. Adobe;
2. Up to date Java.

Please see Learning Edge system requirements guide at <http://eshare.edgehill.ac.uk/4617/1/LTD5030.pdf> to keep you up to date

Student e-mail

It is important/essential to check your student e-mail account, as this is the primary form of communication used by the Faculty. Your tutors and programme leads will communicate with you when appropriate through your EHU student e-mail account and through Bb Announcements.

It is your responsibility to check your EHU email account regularly.

Student Home Page

The Student Home Page is your personal gateway to the University's online environment (Edge Hill Home Page, click Students). It offers secure and easy one-step access to all online resources and systems, available to help you with your studies and it is the tool that lecturers will use to communicate with you. The Home Page can be accessed 24/7, wherever you are in the world, for access to Learning Edge.

Learning Edge (Blackboard)

Learning Edge is a suite of systems, which can be accessed online to support you and your learning. At the heart of Learning Edge is Blackboard, the University Virtual Learning Environment (VLE), where you will find your programme and module course areas. Within these course areas you have access to a range of tools and information, which include:

1. Communication and collaboration tools;
2. Course materials;
3. Online submission and feedback (Turnitin).

The VLE Blackboard will be used to provide you with information related to your programme, as well as learning resources, such as lecture notes and interactive activities. You should check the Blackboard sites you are enrolled onto on a regular basis. (**Please NOTE:** if you fail to enrol onto your course, access to Learning Edge will be denied).

Electronic Assessment Management (EAM)

The method for submission for course work will be published through Module Handbooks, where you will be provided with guidance as what to do to submit course work and view feedback.

Turnitin is the preferred method for EAM (see page 20 of this handbook for details) within the FOHSC. Where Turnitin (Tii) is not appropriate (e.g. Portfolios, visual/graphical/numerical submissions) other submission methods will be used.

Where electronic submission is required it will be the **only** method to submit the course work - hard copies will **not** be accepted.

In the case of a system failure (see page 19 of this handbook).

Back up all work regularly and save all course work to your University Network Drive.

Online Enrolment

Enrolment is a mandatory process that you must go through at the beginning of each new academic year to become a member of the University, activate your IT/Library account and benefit from all its services.

Additional Information

Recording lectures

Should you wish to record a lecture (in any format, whether audio or video), you must seek the permission of the lecturer before the lecture begins.

It is important you respect the lecturers' work and their rights to determine the manner in which the teaching is distributed (**NOTE:** lectures and learning materials are the intellectual property of the University). Any recording that is made with the lecturer's permission must **not** be distributed in any format and can **only** be used to support your own learning or others on the programme.

Digital Tattoo: managing your online identity

It is important to be aware of and take control of information about you, online, and remember that when you post online, even in a context that is considered private, it can be made public by others.

See link for further details:

<http://www.eshare.edgehill.ac.uk/3716/>

Please consider the following:

- Anything posted online **can** present in the public domain;
- **Don't** post explicit materials;
- **Do** learn to adjust your security settings.

Please NOTE: facilities are available through Learning Edge to add photos. See:

<http://eshare.edgehill.ac.uk/id/document/35140>.

Mobile devices

It is possible to access many of the online support using mobile devices through the Blackboard app, which is a free downloadable application designed to mimic the functionality of Learning Edge. This provides access to the EHU website, the Library Catalogue, Learning Edge to enable access to all Blackboard Courses.

Wireless Network

You are able to connect your laptop, phone or tablet to the University's wireless networks. To connect to Edgenet, login with your network ID and password. To connect to Eduroam, login using this format, Username@edgehill.ac.uk and your EHU password.

If you are experiencing problems with accessing Blackboard please change your password in the first instance as this may resolve your issue. If further assistance is required, contact Learning Services:

Email: lsdesk@edgehill.ac.uk

Tel: 01695 584286 or 4286

Section 10: THE STUDENT VOICE

Academic Representatives

The Students' Union, in partnership with Edge Hill University, values the views and opinions of its students. We want to hear the student voice and act upon your feedback regarding the quality of your learning experience. The Academic Representative System allows thousands of students to have their say on matters affecting their course of study.

Every year of every course at Edge Hill University will elect at least one Academic Representative. It is the Academic Representative's job to listen to student opinions on how the course is running and feed that back to staff. Representatives are democratically elected by the students on their course every year and attend meetings with staff to have the opinions of students heard.

Firstly, think about becoming an Academic Representative! You'll have lots of support (including training, networking events and a dedicated member of staff to support you) from the Students' Union, you'll be responsible for creating a positive driving force for change on your course and you will be making valuable suggestions that will change the way Edge Hill operates for the better. If interested, come and talk to the Students' Union upstairs in the HUB or email suvsacademicrep@edgehill.ac.uk.

Academic Representatives take an active lead in their studies and have the opportunity to be involved in wider student issues. The role allows you to help your fellow students resolve course related issues, but also enables you to leave Edge Hill with more than a degree - a great chance to learn and develop skills that are instantly recognisable by employers.

As a student it is your responsibility to know who your Academic Representative is and to raise anything you want to say with them. If you do not know who your Academic Representative is either email suvsacademicrep@edgehill.ac.uk or come and talk to the Students' Union.

Academic Representatives at Faculty Meetings

Academic Representatives are invited to attend **Student Staff Consultative Forums (SSCFs)**, which take place at least twice per year. This process enables consultation between staff and students on matters relating to the modules and programmes. Students have the opportunity to give constructive feedback to academic staff who are responsible for the delivery of the course. Any necessary action arising from the feedback and consultation is channelled through the appropriate structures and feedback is provided to all students in Blackboard. Minutes of the meeting will be made available via the Students' Union Website.

Additionally, student representatives are invited to attend the **Social Work Programmes Board**, which takes place 3 times per year. This meeting is responsible for monitoring the quality of all the degree programmes within the Department and benefits from the engagement of a broader membership, including representation from University central departments.

Help and advice for how to fulfil your role as an Academic Representative is available on the Students' Union website: www.edgehillsu.org.uk/coursereps

Module and Programme Evaluations

Student evaluation is key to constantly improving and enhancing our modules and enhancing our postgraduate provision. The input received from this process is valued and may result in modifications to teaching and learning, assessment and delivery of sessions.

Students are invited to evaluate each module and the programme as a whole. The module evaluations are undertaken towards the end of the module. Feedback will be given via a summary report in your Blackboard area.

The programme evaluation takes place at the end of the programme, comments will be reviewed and appropriate actions taken to inform future delivery. Feedback will be provided to students before completion of the course.

Student Engagement in Quality Assurance Processes

As well as engaging with Faculty meetings and completing evaluations, students may be invited to engage in a variety of other quality assurance processes relating to curriculum development, including consultation on changes to modules and programmes and the approval of new modules and programmes.

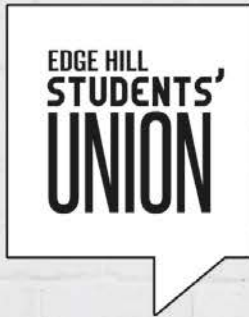
Student Focus Groups with the Dean of the Faculty are organised on an annual basis. These Focus Groups are an opportunity for students to share their views on all aspects of their learning experience by being asked a set of questions. Students may also be invited to other Focus Groups with professional bodies as part of an external review.

Mechanisms are in place to ensure that comments or concerns expressed by students through all engagement processes have been actioned appropriately and, in turn, this will be fed back to students so it is clear what steps have been taken to improve and enhance the student experience.

All methods of student engagement, as detailed above, are key to the Faculty in understanding what works well and indicating areas for development, with the overarching aim to improve the student learning experience year on year.

For further clarification or guidance please contact Victoria Easton, Student Engagement & Scheduling Officer in the Faculty of Health & Social Care (Victoria.easton@edgehill.ac.uk).

Students Union – see overleaf



Edge Hill Students' Union is a member-driven organisation, representing all students at Edge Hill University. We're here to ensure student voices are heard, valued and acted upon.

OUR VISION IS TO HELP OUR STUDENTS BE THE BEST THEY CAN BE.

We want to:

- Understand your priorities and respond effectively
- Ensure you enjoy a high quality academic experience
- Support and encourage you to develop your interests and shape your future
- Inspire you to develop new ideas, be creative, and campaign for change
- Provide a safe and sociable environment to help you make friends, have fun, and love life

We are committed to improving the quality of everything we do for our students, and to achieve this, we listen to your feedback and ideas, and offer guidance and support if things go wrong.

HELLO...

In 2017/2018, the Union is run by four elected officers:

Union President – Ben Whittle

Vice President Academic Representation – Luke Myer

Vice President Welfare – Rosie McKenna

Vice President Activities – Dan Bocharnikov



The Officers are here to engage with, and represent, the student body on a variety of issues that affect you. We want to understand the real issues facing our students today, and we represent your views at a number of University committees and boards. We also run a range of campaigns throughout the year to highlight issues and create change, so get involved!

The officer team are supported by a team of full and part time staff, as well as Part-Time Officers who are elected to represent:

- LGBT+ students
- Mature/Part Time students
- Women
- BME students
- Post Graduate students
- International students

Our PT Officers help to shape policy and inform projects that the SU work on, as well as running their own campaigns on behalf of the students they represent.

Academic Reps are also an integral part of our democracy and representation, ensuring all students' voices are being heard, at both course and faculty level, ensuring the student voice is always at the forefront of decision making.

Being an **Academic Rep** is a great experience where you will be responsible for creating a positive driving force for change on your course, as well as making valuable suggestions that will change the way Edge Hill operates, empowering yourself and your peers to make sure you're getting the best from your course.

Our hugely popular **Advice Centre** is also on campus to offer you support and guidance in key areas such as academic issues, welfare benefits, housing, money and debt... we're always here for a cuppa and a chat if you're feeling stressed, worried or lonely, so PLEASE get in touch with us if you need help. We offer both face to face and phone appointments to help make the service accessible for all students on and off-campus, and it's really easy to book an appointment at edgehillsu.org.uk/advice. We are totally independent from the university and so our advice is confidential, impartial, and free.

Joining a society is one of the best ways to get involved in student life at university, meet like-minded people and most importantly, have fun! We currently have around 70 active societies with more being created all the time – you can even start your own, and our team can help you to run it, recruit members and sort out the money stuff too.

We also run 'Team Edge Hill' competitive sports teams and BUCS (British Universities and Colleges Sport) games, organising transport for away games, kits, referee, training and coaches (have you seen our amazing sports facilities on campus?!) Whether you'd like to join a team, or become an avid flag-waving supporter, there are so many exciting things to be a part of.

EHSU prides itself on creating fantastic student events, with a jam-packed Welcome Week schedule and a better-than-ever 'GIVE IT A GO' calendar for 2017/18. We also organise the **Graduation Ball**, and run the **SU Bar** and **Venue**, with events on nearly every night on campus. The SU Bar also serves a fabulous food menu, and operates a late night take away (next stop: delivery service!) We are the official Edge Hill merch sellers on campus, and even have a hugely popular online shop when walking to the SU building is just too much effort! We're also licensed sellers of **NUS Extra cards** – a must for students to get amazing local, national and international discounts and deals.

Get ready for a year of more events, more communication, more videos, more participation, more competitions and more fun... we want you to want to be involved in everything we do, so follow us on Social Media (don't forget to like, share, tag and comment!) and get in touch with your thoughts, feelings, views, and ideas.

THE POWER TO CHANGE IS IN YOUR HANDS...

www.edgehillsu.org.uk @edgehillsu /edgehillsu edgehillsu edgehillsu



APPENDICES

APPENDIX 1: LEARNING SERVICES

All new students will have been provided with a booklet, 'Your Guide to Learning Services', which details the services and facilities available to support you with your learning resources at **Ormskirk**, **Aintree** and **Manchester** campuses, including:

- University Libraries
- Resources
- Learning Edge
- Academic Skills

Additionally, an extensive and comprehensive online service is available to you on the website:

<http://www.edgehill.ac.uk/lis/>

This facility will also provide you with up to date guidance intended to help you get started finding and using the information you need to study successfully at Edge Hill University, including opening hours and Frequently Asked Questions.

APPENDIX 2 - STUDENT SERVICES

Student Services is here to help and guide you during your time at university. We have dedicated teams who can support you with your studies and your wellbeing. The teams provide advice on a wide range of areas. If you are not sure who to speak to, visit the Student Information Desk in the SIC (Student Information Centre) or visit our webpages at www.edgehill.ac.uk/studentservices

Accommodation – providing information relating to on and off-campus accommodation, paying hall fees and handling any issues in halls.

Campus Life – helping students living on campus to settle in, make friends and feel part of the Edge Hill community. Connect with the team on social media: www.facebook.com/EHUCampusLife

Counselling – find solutions to your problems, ways of coping with university, or just a safe place to talk.

Health and Wellbeing – help to improve your mental health and wellbeing, sexual health information, diet and exercise advice, and drugs and alcohol awareness.

Inclusion – for students with disabilities, autistic spectrum conditions, and physical or sensory impairments.

Money Advice – providing funding information, advice if you're struggling financially, and help with budgeting. To get help with budgeting, visit blackbullion.com and register using your University email address.

Multi-Faith Chaplaincy – pastoral guidance, support and encouragement for students of all faiths and none.

Care Leavers – support during your time at university through a dedicated contact and access to the Care Leaver Bursary.

Questions? Get in touch with Student Services:

Email: studentservices@edgehill.ac.uk

Tel: 01695 584554

Web: www.edgehill.ac.uk/studentservices

Facebook: www.facebook.com/studentsehu

Twitter: www.twitter.com/studentsehu

APPENDIX 3 - ACADEMIC REGISTRY

Academic Registry, based in the Student Information Centre, is responsible for a wide range of administrative functions in relation to students and their programmes, including: enrolment, specification of programme, tuition fees, timetabling, room booking, assessment and the conferment of the final award.

An extensive and comprehensive online service is available to you on the website:

<http://www.edgehill.ac.uk/registry/student-information/>

APPENDIX 4 - CAREERS SERVICE

Using the Careers Centre at Edge Hill University provides students with many opportunities for learning, developing skills and gaining experience that help towards future career and job prospects. The Careers Centre at Edge Hill provides an award winning service, which students are encouraged to use from the first year onwards. The Centre is located on the ground floor of the Student Information Centre.

- **The Careers Website** provides access to the services available from the Careers Centre www.edgehill.ac.uk/careers. As well as resources including careers information specifically for students undertaking courses within the FOHSC, the website allows students to book an appointment and have queries answered online via 'Ask a Question'. Students can also view part time job vacancies and upcoming Careers events. Typical events including Health and Social Care Fairs, Volunteering and Part-Time Job Fairs and CV Workshops.
- **Volunteering** is a crucial part of a student's experience. It helps develop relevant job skills, confidence and provides experience that will enhance a CV. Check volunteering vacancies using 'Search Opportunities' www.edgehill.ac.uk/careers or make an appointment via the website to speak to one of our Volunteering Advisers. Students who take part in volunteering activities are eligible to enrol for the Volunteering Certificate Programme. Students can also apply for an On-Course Excellence in Volunteering Scholarship worth up to £2000. <https://www.edgehill.ac.uk/scholarships/>
- **Part-Time Work** helps pay for course fees as well as providing valuable work experience. Our Employment Adviser offers a CV checking service for part-time work and one-to-one help with finding part-time jobs and summer work in the UK and abroad. Part-time jobs are available on campus and within the local community. Go to: Search Opportunities' www.edgehill.ac.uk/careers
- **Careers Advice** is available to all students at Edge Hill and to all graduates for up to three years after graduation. Careers Advisers provide regular input during students' studies on a range of topics including 'Acquiring Graduate Employment Skills', 'Developing Quality CVs', 'Job Applications and Personal Statements', 'Interview Techniques' and 'Job Search'. Bookable, one-to-one confidential consultations with a careers adviser can be made via the website for in-depth discussions e.g. on career choice, CV/job application advice, mock interviews, changing course etc. For quick queries, students can use our 'Careers Express' drop-in service for a 15 minute slot, available all day every day from Mon-Fri. Or why not have your question answered via 'Ask a Question' www.edgehill.ac.uk/careers
- **Graduate Jobs:** The Careers Centre maintains close links with graduate employers (nationally and locally). Graduate vacancies are accessed using 'Search Opportunities' www.edgehill.ac.uk/careers

The Careers Centre is committed to promoting equality of access to education, employment, training and guidance regardless of race, religion, gender, disability, marital status, social class, age or sexual preference.

www.edgehill.ac.uk/careers

01695 584866

APPENDIX 5 - STUDENT FACILITIES

University Campuses

There are three main campus sites: **Ormskirk**, **Aintree** and **Manchester**

Location information for Ormskirk Campus, including maps and transport arrangements can be found on the university's website:

<https://www.edgehill.ac.uk/location/>

Additional information relating to the Faculty of Health and Social Care can be found on the Faculty's website:

<https://www.edgehill.ac.uk/health/about/faculty-overview/>

Car Parking

Postgraduate Education Centre, Aintree

A Pay & Display system is in operation on the site parking is charged at £5.50 per day. Fixed penalty fines are in operation within the University Hospital grounds for illegally parked vehicles.

Ormskirk Campus

A Parking Permit system is in place and students need to formally enrol on their course and receive their student number before they can apply. Further information can be found on: <https://www.edgehill.ac.uk/sustainability/travel/car-parking/>

Manchester Campus

No car parking facilities are available for students at the Manchester premises. However we do offer a concession rate for the Oxford Street NCP Car Park opposite St James'.

Help Desks

Postgraduate Education Centre, Aintree

Normally, open between 8.30am – 4.30pm.
(Reduced opening times during July and August)
Located with the Edge Hill University building on Aintree University Hospitals site.
Tel: 0151 529 6241

Ormskirk Campus

Open between 8.00am – 5.30pm (Monday to Thursday)
Open between 8.00am – 5.00pm (Friday)
Located within the Faculty of Health and Social Care building.
Tel: 01695 657050

Manchester Campus

Open between 8.45am – 4.30pm (Monday to Thursday)
Open between 8.45am – 4.15pm (Friday)
Located within the Edge Hill University building at St James' Building, Oxford Street, Manchester, M1 6EG
Tel: 01695 650797

Smoking

Postgraduate Education Centre, Aintree

There is a no smoking policy in operation in accordance with government legislation for hospital sites.

Ormskirk Campus

There is no smoking within campus buildings and students are required to observe the no smoking exclusion zones immediately adjacent to buildings where these are indicated.

Manchester Campus

There is no smoking within campus buildings.

Canteen/Catering

Postgraduate Education Centre, Aintree

All students are expected to access refreshment facilities within the Aintree University Hospitals main buildings. The dining room, cafes, and shops are open for extended periods on site.

Alternatively, access to the Postgraduate Education Centre kitchen is made available to students, providing they bring their own provisions. There is also a vending machine, drinks machine and water fountain within the premises.

The catering outlet at the Aintree Campus building is:
Zest Café – situated opposite the Postgraduate Centre and is normally open 8:30-2:30, Monday-Friday.

Ormskirk Campus

There are a variety of facilities located on campus, particularly within the university's Hub, opening times vary and are subject to change.

The catering outlet in the Faculty of Health and Social Care building is:

Cafe Rewind - situated on the Lower Ground floor and is normally open 8.00 am - 2.00 pm Monday – Friday.

Please be aware that during the summer facilities at the Ormskirk campus may have restricted/limited opening hours.

For those students attending the evening, there are vending machines within the Health and Social Care building, or facilities in the university's Hub are available.

Manchester Campus

FOHSC building is ideally located within the busy Manchester City Centre, with convenient access to cafes and shops.

There are vending machines within the Edge Hill University premises.

APPENDIX 6: GLOSSARY OF TERMS

Academic Credits: These are academic 'points'. To achieve a Degree, you will need to have achieved 120 credits at each academic level, (levels 4, 5 and 6).

Assessment Board: This is of a group of people who meet, (at established times during the academic year) to officially confirm your marks/results.

Blended Learning: Refers to a combination of teaching strategies for example; a combination of online and face-to-face/classroom teaching

Breach of Confidentiality: This occurs when you have either accidentally or intentionally included personal details and /or details regarding Institutions which clearly identifies them, without their explicit consent.

Collaboration: This is again where you've worked with someone but this time, and this is the key, you've clearly identified the shared partnership working.

Collusion: Collusion occurs when you have knowingly conspired with another/others to submit work that you present as your own.

Confidentiality: This is a statutory obligation upon everyone that certain information in respect to individuals, institutions and organisations are not revealed to the public or anyone without prior permission from the relevant individual/institutions/organisation.

Student Representatives: A volunteer who acts as a spokesperson for the group at University meetings/Boards. Your 'voice' in other words.

Deferred: This term is also used in regards to assessments, it relates to you having sought and been granted extra time for your assignment submission.

Evaluation: The value of something, ie, your module/programme. This is a vital source of information for the Faculty's quality assurance strategy.

Exceptional Mitigating Circumstances: These are events, which may have had an impact upon your ability to study.

External Examiners: These are experts in their particular fields of study who are drawn from other higher education institutions in the UK. Their function is to ensure that you and your assignment(s) are justly treated and to review the assessment processes.

Failed Module: This means that the Assessment Board has made the decision that you have exhausted all opportunities for assessment/re-assessment and you have failed without any further right of re-submission/re-sit.

Intercalation of Studies: This just means you are taking a break from your studies but you will be rejoining later.

Learning Outcomes: These are what you will be able to achieve (knowledge or skills) once you've successfully completed your module/pathway/programme.

Module: A single unit of study.

Plagiarism: This occurs when you have copied someone else's work and submitted it as your own original effort without acknowledging the source of your information.

Provisional Marks: These are temporary marks including the marker's feedback, which are sent to you once your assignment has been marked so that you can determine your progress

QAA: Stands for Quality Assurance Agency, they are an independent body whose responsibility is to ensure universities and colleges of higher education continue to provide a quality service for students.

Referred: To be referred means that you have been unsuccessful in meeting the learning outcomes of the module. You have the automatic right to a further opportunity at re-assessment if it is your first attempt.

Virtual Learning Environment (VLE): A collection of integrated tools enabling the management of on-line learning, providing a delivery mechanism, student tracking, assessment and access to resources. These integrated tools may be one product (eg, Blackboard) or an integrated set of individual tools.

Withdrawal: In this instance, you have decided not to continue with your programme.

APPENDIX 7: HCPC STANDARDS OF PROFICIENCY (SOP) and PROFESSIONAL CAPABILITIES FRAMEWORK (PCF)

Standards of Proficiency (SOPs)	Professional Capabilities Framework	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)
Registrant social workers must:		
1 be able to practise safely and effectively within their scope of practice	Recognise your personal limitations and how to seek advice – Professionalism 1.8 Understand and apply the profession's ethical principles and legislation, taking account of these in reaching decisions – Values and Ethics 2.1	SWP 4000 Indicative content SWP 4003 – ILO's SWP 4003 – Rationale/Indicative content SWP 4005 Indicative content/assessments SWP 4008 Indicative content/assessments SWP 4009 Content/Assessment Practice Learning Handbooks
1.1 know the limits of their practice and when to seek advice or refer to another professional	Recognise your personal limitations and how to seek advice – Professionalism 1.8 Value and take account of the expertise of service users, carers and professionals – Knowledge 5.12	SWP 4000 Indicative Content SWP 4007 Indicative content/assessments SWP 4008 Indicative content/assessments SWP 4003 Indicative content/assessments SWP 4002/4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4001 Indicative content/assessments
1.2 recognise the need to manage their own workload and resources and be able to practise accordingly	Take responsibility for managing your time and workload effectively, and begin to prioritise your activity including supervision time – Professionalism 1.5	SWP 4000 LO SWP 4003 Rationale/Indicative content SWP 4007/SWP 4008 Indicative content/assessments SWP 4009 Content SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4001 Indicative content/assessments Practice Learning Handbooks
1.3 be able to undertake assessments of risk, need and capacity and respond appropriately	Demonstrate an holistic approach to the identification of needs, circumstances, rights, strengths and risks – Intervention and Skills 7.4	SWP 4000 Indicative content-rights Justice SWP 4002 /SWP 4004 Indicative content/ILO's/Key note lectures SWP 4003 Indicative content/ILO SWP 4007 Indicative content/assessments SWP 4008 Indicative content/assessments
1.4 be able to recognise and respond appropriately to unexpected situations and manage uncertainty	Recognise complexity, multiple factors, changing circumstances and uncertainty in people's lives, to be able to prioritise your intervention – Intervention and Skills 7.10	SWP 4000 Formative assessments/assessment SWP 4002/SWP 4004 Indicative content SWP 4003 Indicative content/ILO

Standards of Proficiency (SOPs)	Professional Capabilities Framework	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)
	Know how to formulate, test, evaluate and review hypotheses in response to information available at the time and apply in practice – Critical Reflection and Analysis 6.5	SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4007 Indicative content/assessments SWP 4008 Indicative content/Assessments SWP 4000 Teaching strategy group work feedback/provide opportunity to reflect SWP 4001 Indicative content/assessments SWP 4009/Assessment
1.5 be able to recognise signs of harm, abuse and neglect and know how to respond appropriately	Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice – Knowledge 5.7 With support, identify appropriate responses to safeguard vulnerable people and promote their wellbeing Intervention and Skills: 7.13	SWP 4002/SWP 4004 Indicative content/ILO's/Key note lectures/ assessments SWP 4007 Indicative content/assessments SWP 4008 Indicative content/assessments SWP4007 Indicative content /assessments SWP 4008 Indicative content/assessments
2 be able to practise within the legal and ethical boundaries of their profession	Understand and apply the profession's ethical principles and legislation, taking account of these in reaching decisions – Values and Ethics 2.1 Identify concerns about practice and procedures and, with support, begin to find appropriate means of challenge – Professionalism 1.11	SWP 4000 Indicative content - Assessment achievement learning outcomes SWP 4003 – assessment - indicative content SWP 4009/Assessment SWP 4007 Indicative content/assessments SWP 4005 Indicative content SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4008 Indicative content/assessments SWP 4001 Indicative content/assessments Practice Learning Handbooks
2.1 understand current legislation applicable to the work of their profession	Understand and apply the profession's ethical principles and legislation, taking account of these in reaching decisions – Values and Ethics 2.1 Understand how legislation and guidance can advance or constrain people's rights and recognise how the law may be used to protect or advance their rights and entitlements – Rights, Justice and Economic Wellbeing 4.2 Work within the principles of human and civil rights & equalities legislation, differentiating and beginning to work with absolute, qualified and competing rights and different needs and perspectives – Rights, Justice and Economic Wellbeing 4.3	SWP 4003 – assessment SWP 4005 Indicative content/assessments SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4005 Indicative content SWP 4007 Indicative content/assessments SWP 4000 Teaching and learning strategy -group work feedback following group work SWP 4002 Indicative content SWP 4005 Indicative content SWP 4008 Indicative content/assessments

Standards of Proficiency (SOPs)	Professional Capabilities Framework	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)
2.2 understand the need to promote the best interests of service users and carers at all times	Understand how legislation and guidance can advance or constrain people's rights and recognise how the law may be used to protect or advance their rights and entitlements – Rights, Justice and Economic Wellbeing 4.2	SWP 4000 Indicative content/Assessment SWP 4007 Indicative content/assessments
	Work within the principles of human and civil rights and equalities legislation, differentiating and beginning to work with absolute, qualified and competing rights and different needs and perspectives – Rights, Justice and Economic Wellbeing 4.3	SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4000 ILO's 2,3 SWP 4007 Indicative content/assessments SWP 4001 Indicative content/assessments
2.3 understand the need to protect, safeguard and promote the wellbeing of children, young people and vulnerable adults	Identify concerns about practice and procedures and, with support, begin to find appropriate means of challenge – Professionalism 1.11	All modules SWP 4000 ILO 3 SWP 4007 Indicative content/assessments SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments
	With support, identify appropriate responses to safeguard vulnerable people and promote their wellbeing – Intervention and Skills 7.13	SWP 4005 Indicative content SWP 4007 Indicative content/assessments SWP 4001 Indicative content/assessments SWP 4009 Assessment
2.4 understand the need to address practices which present a risk to or from service users and carers, or others	Identify concerns about practice and procedures and with support begin to find appropriate means of challenge – Professionalism 1.11	SWP 4005 Indicative content/ILO SWP 4007 Indicative content/assessments
	Manage potentially conflicting or competing values, and with guidance, recognise, reflect on, and work with ethical dilemmas – Values and Ethics 2.3	SWP 4000-Seminar tasks SWP 4005 Formative assessments SWP 4002 /SWP4004 Indicative content/Keynote lectures/ILO/Assessments
	With support, identify appropriate responses to safeguard vulnerable people and promote their wellbeing – Intervention and Skills 7.13	SWP 4008 Indicative content/assessments SWP 4001 Indicative content/assessments SWP 4002/ SWP 4004 Indicative content/Assessments SWP 4003 Indicative content
2.5 be able to manage competing or conflicting interests	Manage potentially conflicting or competing values, and with guidance, recognise, reflect on, and work with ethical dilemmas – Values and Ethics 2.3	SWP 4000-Seminar Tasks SWP 4007 Indicative content/assessments SWP 4002/ SWP 4004content/Keynote lectures/ILO/Assessments
	Recognise and, with support, manage the impact of own values on professional practice – Values and Ethics 2.2	SWP 4008 Indicative content/assessments SWP 4009 /Assessments
2.6 be able to exercise authority as a social worker within the appropriate legal and ethical frameworks	Understand the authority of the social work role and begin to use this appropriately and confidently as an accountable professional – Intervention and Skills 7.11	SWP 4009 Indicative content
		SWP 4003-Indicative Content

Standards of Proficiency (SOPs)	Professional Capabilities Framework	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)
	Understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy and discretion – Contexts and Organisations 8.2	SWP 4007 Indicative content/assessments SWP 4002/SWP 4004 indicative content/Keynote lectures/ILO/Assessments SWP4008 Indicative content/assessments
2.7 understand the need to respect and uphold the rights, dignity, values and autonomy of every service user and carer	Demonstrate respectful partnership work with service users and carers, eliciting and respecting their needs and views, and promoting their participation in decision-making wherever possible – Values and Ethics 2.4	SWP 4000-Seminar group work Feedback via group work tasks Assessment strategy SWP 4003 Indicative content Assessment strategy
	Manage potentially conflicting or competing values, and, with guidance, recognise, reflect on and work with ethical dilemmas – Values and Ethics 2.3	SWP 4005 Indicative content SWP 4001 Indicative content/assessments
	Recognise and promote individuals' rights to autonomy and self-determination – Values and Ethics 2.5	SWP 4007 Indicative content/assessments
	Value and take account of the expertise of service users, carers and professionals – Knowledge 5.12	SWP 4000-Seminar group work Feedback via group work tasks Assessment strategy
	Work within the principles of human and civil rights and equalities legislation, differentiating and beginning to work with absolute, qualified and competing rights and different needs and perspectives – Rights, Justice and Economic Wellbeing 4.3	SWP 4000 Seminar group work Feedback via group work tasks Assessment strategy SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments SWP4008 Indicative content/assessments SWP3010 Indicative content/ILO's/Assessments SWP 4009 Indicative content/assessments HCPC Guidance on Conduct/Ethics/Health & Character
2.8 recognise that relationships with service users and carers should be based on respect and honesty	Demonstrate respectful partnership work with service users and carers, eliciting and respecting their needs and views and promoting their participation in decision-making wherever possible – Values and Ethics 2.4	SWP 4000 Indicative Content SWP 4002/SWP 4004 Indicative content SWP 4003 Indicative content
	Recognise and manage the impact on people of the power invested in your role – Diversity 3.3	SWP 4007Indicative content/assessments SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4001 Indicative content/assessments
	Demonstrate the ability to engage with people and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3	SWP4007/4008 Indicative content/ILO's/Assessments SWP 4003 Indicative content assessment strategy SWP 4009 Assessment
2.9 recognise the power dynamics in relationships with service users and carers and	Recognise and manage the impact on people of the power invested in your role – Diversity 3.3	SWP 4000 Indicative content SWP 4003 Assessment

Standards of Proficiency (SOPs)	Professional Capabilities Framework	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)
be able to manage those dynamics appropriately	Recognise the impact of self in interaction with others, making appropriate use of personal experience – Professionalism 1.6	SWP 4007 Indicative content/assessments SWP 4002/SWP 4004 Indicative content/Keynote lectures//Assessments SWP 4003 Assessment SWP 4008 Indicative content/assessments SWP 4001 Indicative content/assessments SWP 4009 Indicative content/Assessments
2.10 understand what is required of them by the Health and Care Professions Council	Be able to meet the requirements of the professional regulator – Professionalism 1.1	SWP 4005 SWP 4000 Indicative content SWP 4007 Indicative content/assessments SWP 4001 Indicative content/assessments SWP 4009 Indicative content/assessments HCPC Guidance on Conduct/Ethics/Health & Character HCPC Standards of Proficiency/PCF
3 be able to maintain fitness to practise	With support, take steps to manage and promote own safety, health, wellbeing and emotional resilience – Professionalism 1.10	SWP 4007/SWP 4008 Indicative content SWP 4004/SWP 4002 Indicative content/Keynote lectures/ILO/Assessments
	Be able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession – Professionalism 1.2	SWP 4000 LO'S SWP 4008 Indicative content/assessments SWP 4009 Assessments HCPC Guidance on Conduct/Ethics/Health & Character HCPC Standards of Proficiency/PCF Practice Learning Handbooks
3.1 understand the need to maintain high standards of personal and professional conduct	Be able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession – Professionalism 1.2	SWP 4000 LO SWP 4007/SWP 4008 Indicative content
	Demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness – Professionalism 1.4	SWP 4007/4008 Indicative content/assessments SWP 4002/4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4001 Indicative content/assessments SWP 4009 Indicative content/ILO's/Assessments HCPC Guidance on Conduct/Ethics/Health & Character HCPC Standards of Proficiency/PCF
3.2 understand the importance of maintaining their own health and wellbeing	With support, take steps to manage and promote own safety, health, wellbeing and emotional resilience – Professionalism 1.10	SWP 4007/4008 Indicative content/assessments SWP 4002/4004 Indicative content/Keynote lectures/ILO/Assessments

Standards of Proficiency (SOPs)	Professional Capabilities Framework	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)
3.3 understand both the need to keep skills and knowledge up-to-date and the importance of career-long learning	Demonstrate a commitment to your continuous learning and development – Professionalism 1.9	SWP 4002/4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4007/4008 Indicative content/assessments SWP 4009 Assessments HCPC Guidance on Conduct/Ethics/Health & Character HCPC Standards of Proficiency/PCF
3.4 be able to establish and maintain personal and professional boundaries	Be able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession – Professionalism 1.2	SWP 4000 LO1 Teaching and learning strategy - Group work
	Be able to recognise and maintain personal and professional boundaries – Professionalism 1.7	SWP 4002/4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4007/4008 Indicative content/assessments SWP 4001 Indicative content/assessments SWP 4009 Indicative content/assessments
3.5 be able to manage the physical and emotional impact of their practice	With support, take steps to manage and promote own safety, health, wellbeing and emotional resilience – Professionalism 1.10	SWP 4000 LO1 Teaching and learning strategy seminar preparation SWP 4002/4004 Indicative content SWP 4007/4008 Indicative content/assessments SWP 4009 Indicative content SWP 4001 Indicative content/ILO's/Assessments HCPC Guidance on Conduct/Ethics/Health & Character HCPC Standards of Proficiency/PCF
4 be able to practise as an autonomous professional, exercising their own professional judgement	Understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy and discretion – Contexts and Organisations 8.2	SWP 4000 Indicative Content SWP 4007/4008 Indicative content/Assessments SWP 4005 Indicative content SWP 4007/4008 Indicative content/assessments SWP 4002/SWP 4004 Assessments
	Apply imagination, creativity and curiosity to practice – Critical Reflection and Analysis 6.1	
	Recognise the importance of, and begin to demonstrate, professional leadership as a social workers – Professional Leadership 9.1	SWP 4002/4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4000 formative assessments/Seminars SWP 4007/4008 Indicative content/assessments SWP 4001 Indicative content/assessments SWP 4009 Indicative content/ILO's/Assessments HCPC Guidance on Conduct/Ethics/Health & Character HCPC Standard Practice Learning Handbooks of Proficiency/PCF

Standards of Proficiency (SOPs)	Professional Capabilities Framework	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)
4.1 be able to assess a situation, determine its nature and severity and call upon the required knowledge and experience to deal with it	Recognise complexity, multiple factors, changing circumstances and uncertainty in people's lives, to be able to prioritise your intervention – Intervention and Skills 7.10	SWP 4000 Indicative content SWP 4003 Indicative content/ILO
	Demonstrate an holistic approach to the identification of needs, circumstances, rights, strengths and risks – Intervention and Skills 7.4	SWP 4002/4004 Indicative content/Assessment SWP 4007/4008 Indicative content /assessment
	Select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service users – Intervention and Skills 7.5	SWP 4007/4008 Indicative content/assessments SWP 4002/4004 Assessment SWP 4003 Assessment
	Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence and to prevent harm – Intervention and Skills 7.6	SWP 4007/4008 Indicative content/assessments SWP 4001 Indicative content/Assessment SWP 4002/SWP 4004 Indicative content Assessment Keynote lectures/ILO/Assessments
	Begin to formulate and make explicit, evidence-informed judgements – Critical Reflection and Analysis 6.6	SWP 4003 Indicative content SWP 4005 Indicative content SWP 4001 Indicative content/assessment SWP 4007/4008 Indicative content/assessments SWP 4009 assessment
4.2 be able to initiate resolution of issues and be able to exercise personal initiative	Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence and to prevent harm – Intervention and Skills 7.6	SWP 4003 Indicative content SWP 4005 Indicative content SWP 4002 Indicative content/assessments
	Apply imagination, creativity and curiosity to practice – Critical Reflection and Analysis 6.1	SWP 4000 Group work SWP 4002/4004 Indicative content
	Recognise complexity, multiple factors, changing circumstances and uncertainty in people's lives, to be able to prioritise your intervention – Intervention and Skills 7.10	SWP 4000 Formative/assessments/group work SWP 4002/4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4007/4008 Indicative content/assessments SWP 4001 Indicative content/assessments
	Inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources – Critical Reflection and Analysis 6.2	SWP 4009 Indicative content//Assessments HCPC Guidance on Conduct/Ethics/Health & Character HCPC Standards of Proficiency/PCF

Standards of Proficiency (SOPs)	Professional Capabilities Framework	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)
4.3 recognise that they are personally responsible for, and must be able to justify, their decisions and recommendations	Begin to formulate and make explicit, evidence-informed judgements – Critical Reflection and Analysis 6.6	SWP 4001 Indicative content/Assessment SWP 4003 Indicative content/assessments/ILO's SWP 4007/SWP 4008 Indicative content/assessments SWP 4002/4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4009 Indicative content/assessments HCPC Guidance on Conduct/Ethics/Health & Character HCPC Standards of Proficiency/PCF
4.4 be able to make informed judgements on complex issues using the information available	Inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources – Critical Reflection and Analysis 6.2	SWP 4000 Seminar activities SWP 4003 – assessment SWP 4007/4008 Indicative content/assessments SWP 4002/4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4001 Indicative content/assessments SWP 4009 Indicative content/ILO's/Assessments
4.5 be able to make and receive referrals appropriately	Demonstrate an holistic approach to the identification of needs, circumstances, rights, strengths and risks – Intervention and Skills 7.4	SWP 4000 Indicative content SWP 4003 Indicative content SWP 4007 Indicative content/assessments
	Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade – Intervention and Skills 7.2	SWP 4003 Indicative content/assessment/LO SWP 4002/4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4008 Indicative content/assessments
5 be aware of the impact of culture, equality and diversity on practice	Understand how an individual's identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to understand their experiences, questioning assumptions where necessary – Diversity 3.1	SWP 4000 Indicative content SWP 4003 Indicative content SWP 4002/4004 Indicative content SWP 4009 Indicative content assessment SWP 4007 Indicative content/assessments
	Understand, identify and apply in practice the principles of social justice, inclusion and equality – Rights, Justice and Economic Wellbeing 4.1	SWP 4002/4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4001 Content Assessment SWP 4005 Indicative content
	Recognise the impact of poverty and social exclusion and promote enhanced economic status through access to education, work, housing, health services and welfare benefits – Rights, Justice and Economic Wellbeing 4.4	SWP 4000 Indicative Content, LO 2 SWP 4008 Indicative content/assessments SWP 4001 Indicative content/assessments

Standards of Proficiency (SOPs)	Professional Capabilities Framework	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)
5.1 be able to reflect on and take account of the impact of inequality, disadvantage and discrimination on those who use social work services and their communities	Understand how an individual's identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to understand their experiences, questioning assumptions where necessary – Diversity 3.1	SWP 4000 Indicative content SWP 4003 Indicative content SWP 4007 Indicative content/assessments SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4008 Indicative content/assessments SWP 4000 Learning outcome 2 SWP 4001 Indicative content/assessments
	Recognise the impact of poverty and social exclusion and promote enhance economic status through access to education, work, housing, health services and welfare benefits – Rights, Justice and Economic Wellbeing 4.4	
5.2 understand the need to adapt practice to respond appropriately to different groups and individuals	Understand how an individual's identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to understand their experiences, questioning assumptions where necessary – Diversity 3.1	SWP 4000 Indicative content SWP 4003 Indicative Content/assessment SWP 4007 Indicative content/assessments SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4008 Indicative content/assessments SWP 4001 Indicative content/assessments SWP 4009 Indicative content/ILO's/Assessments
5.3 be aware of the impact of their own values on practice with different groups of service users and carers	Manage potentially conflicting or competing values, and with guidance, recognise, reflect on, and work with ethical dilemmas – Values and Ethics 2.3	SWP 4000 Teaching and learning strategy Seminar group's Large lecture teaching Indicative Content. SWP 4003 Assessment SWP 4007 Indicative content/assessments SWP 4002/SWP 4004Indicative content/Keynote lectures/ILO/Assessments SWP 4008 Indicative content/assessments SWP 4001 Indicative content/assessments SWP 4009 Indicative content/ILO's/Assessments HCPC Guidance on Conduct/Ethics/Health & Character HCPC Standards of Proficiency/PCF
	Recognise and, with support, manage the impact of own values on professional practice – Values and Ethics 2.2	
5.4 understand the impact of different cultures and communities and how this affects the role of the social worker in supporting service users and carers	Understand how an individual's identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to understand their experiences, questioning assumptions where necessary – Diversity 3.1	SWP 4000 Indicative Content LO1 SWP 4003 Indicative content SWP 4007 Indicative content/assessments SWP 4008 Indicative content/assessments SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4003 Indicative content
	Recognise how systemic approaches can be used to understand the person-in-the-environment and inform your practice – Knowledge 5.5	

Standards of Proficiency (SOPs)	Professional Capabilities Framework	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)
	With reference to current legislative requirements, recognise personal and organisational discrimination and oppression and with guidance make use of a range of approaches to challenge them – Diversity 3.2	SWP 4007/SWP 4008 Indicative content /Assessments SWP 4005 Indicative content SWP 4001 Indicative content/ILO's/Assessments
6 be able to practise in a non-discriminatory manner	With reference to current legislative requirements, recognise personal and organisational discrimination and oppression and with guidance make use of a range of approaches to challenge them – Diversity 3.2	SWP 4000 Learning Outcomes 1, 3 SWP 4003 Assessment SWP 4005 Indicative content SWP 4007 Indicative content/assessments SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4008 Indicative content/assessments SWP 4001 Indicative content/assessments SWP 4009 Indicative content/ILO's/Assessments HCPC Guidance on Conduct/Ethics/Health & Character HCPC Standards of Proficiency/PCF Practice Learning Handbooks
6.1 be able to work with others to promote social justice, equality and inclusion	Understand, identify and apply in practice the principles of social justice, social inclusion and equality – Rights, Justice and Economic Wellbeing 4.1	SWP 4000 LO 1&2, Seminar preparation and feedback group work SWP 4007 Indicative content/assessments SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4008 Indicative content/assessments SWP 4009 Indicative content/ILO's/Assessments
6.2 be able to use practice to challenge and address the impact of discrimination, disadvantage and oppression	With reference to current legislative requirements, recognise personal and organisational discrimination and oppression and with guidance make use of a range of approaches to challenge them – Diversity 3.2	SWP 4005 Indicative content SWP 4007 Indicative content/assessments SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4000 LO3 SWP 4008 Indicative content/assessments SWP 4001 Indicative content/assessments SWP 4009 Indicative content/Assessments
7 be able to maintain confidentiality	Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing – Values and Ethics 2.6 Recognise and promote individuals' rights to autonomy and self-determination – Values and Ethics 2.5	SWP 4000 Learning Outcome 2 SWP 4007 Indicative content/assessments SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4000 Indicative content/LO3 SWP 4003 Assessment SWP 4008 Indicative content/assessments

Standards of Proficiency (SOPs)	Professional Capabilities Framework	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)
	Demonstrate skills in sharing information appropriately and respectfully – Intervention and Skills 7.9	SWP 4001 Indicative content/assessments HCPC Guidance on Conduct/Ethics/Health & Character HCPC Standards of Proficiency/PCF Practice Learning Handbooks
7.1 be able to understand and explain the limits of confidentiality	Understand and apply the profession's ethical principles and legislation, taking account of these in reaching decisions – Values and Ethics 2.1	SWP 4000 Indicative content Seminar activities SWP 4005 Indicative content SWP 4007 Indicative content/assessments SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4008 Indicative content/assessments SWP 4001 Indicative content/ILO's/Assessments HCPC Guidance on Conduct/Ethics/Health & Character HCPC Standards of Proficiency/PCF
	Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing – Values and Ethics 2.6	
7.2 be able to recognise and respond appropriately to situations where it is necessary to share information to safeguard service users and carers or others	Understand and apply the profession's ethical principles and legislation, taking account of these in reaching decisions – Values and Ethics 2.1	SWP 4000 Learning Outcome 2 Indicative Content SWP 4005 Indicative content SWP 4002/SWP 4004 Assessment SWP 4007 Indicative content/assessments SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4001 Indicative content/assessments SWP 4008 Indicative content/assessments HCPC Guidance on Conduct/Ethics/Health & Character HCPC Standards of Proficiency/PCF
	Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing – Values and Ethics 2.6	
8 be able to communicate effectively	Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples' ages, comprehension and culture – Intervention and Skills 7.1	All modules – teaching/learning/assessment tasks SWP 4003 Content/ Assessment SWP 4003 SWP 4002/SWP4004Indicative content/Keynote lectures/ILO/Assessments SWP4008 Indicative content/assessments SWP 4001 Indicative content/assessments/Proposal/participant information SWP 4009 Indicative content/assessments Practice Learning Handbooks
	Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade – Intervention and Skills 7.2	

Standards of Proficiency (SOPs)	Professional Capabilities Framework	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)
8.1 be able to use interpersonal skills and appropriate forms of verbal and non-verbal communication with service users, carers and others	Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples' ages, comprehension and culture – Intervention and Skills 7.1	All modules – teaching/learning/assessment tasks SWP 4003 Assessment SWP 4007 Indicative content/assessments SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4001 Indicative content/assessments/Proposal/participant information
8.2 be able to demonstrate effective and appropriate skills in communicating advice, instruction, information and professional opinion to colleagues, service users and carers	Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade – Intervention and Skills 7.2	All modules – teaching/learning/assessment tasks SWP 4007 Indicative content/assessments SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4008 Indicative content/assessments SWP 4001 Indicative content/assessments/Proposal/participant information SWP 4009 Indicative content/ILO's/Assessments
8.3 understand the need to provide service users and carers with the information necessary to enable them to make informed decisions or to understand the decisions made	Demonstrate respectful partnership work with service users and carers, eliciting and respecting their needs and views, and promoting their participation in decision-making wherever possible – Values and Ethics 2.4	SWP 4000 Learning Outcome 1, Indicative Content SWP 4003 ILO's SWP 4007 Indicative content/assessments SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments
	Recognise and promote individuals' rights to autonomy and self-determination – Values and Ethics 2.5	
8.4 understand how communication skills affect the assessment of and engagement with service users and carers	Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples' ages, comprehension and culture – Intervention and Skills 7.1	All modules – teaching/learning/assessment tasks SWP 4003 ILO's SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4003 ILO's/assessment SWP 4007 Indicative content/assessments SWP 4008 Indicative content/assessments SWP 4001 Indicative content/assessments/Proposal/participant information SWP 4009 Indicative content/ILO's/Assessments
	Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3	
8.5 understand how the means of communication should be modified to address and take account of a range of factors including age, capacity, learning ability and physical ability	Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples' ages, comprehension and culture – Intervention and Skills 7.1	All modules – teaching/learning/assessment tasks SWP 4003 ILO's/assessment SWP 4007 Indicative content/assessments SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4000 LO's
	Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade – Intervention Skills 7.2	

Standards of Proficiency (SOPs)	Professional Capabilities Framework	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)
	Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3	Teaching and Learning Strategy Engagement in group work activity SWP 4008 Indicative content/assessments SWP 4001 Indicative content/assessments/Proposal/participant information SWP 4009 Indicative content/ILO's/Assessment
8.6 be aware of the characteristics and consequences of verbal and non-verbal communication and how this can be affected by a range of factors including age, culture, disability, ethnicity, gender, religious beliefs and socio-economic status	Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples' ages, comprehension and culture – Intervention and Skills 7.1	SWP 4003 Indicative content SWP 4007 Indicative content/assessments SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4008 Indicative content/assessments SWP 4001 Indicative content/assessments/Proposal/participant information SWP 4009 Indicative content/ILO's/Assessment
	Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3	
8.7 understand the need to draw upon available resources and services to support service users' and carers' communication, wherever possible	Recognise the value of, and aid access to independent advocacy – Rights, Justice and Economic Wellbeing 4.5	SWP 4003 – assessment SWP 4007 Indicative content/assessments SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4008 Indicative content/assessments SWP 4001 Indicative content/assessments/Proposal/participant information SWP 4009 Indicative content/ILO's/Assessments
8.8 be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5	Be able to meet the requirements of the professional regulator – Professionalism 1.1	All modules Admission procedure – MVD/Appendix SWP 4000 Formative task SWP 4007 Indicative content/assessments SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4008 Indicative content/assessments SWP 4001 Indicative content/assessments/Proposal/participant information
8.9 be able to engage in inter-professional and inter-agency communication	Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7	SWP 4007/SWP 4004 Assessed readiness for direct practice SWP 4000 Indicative content/LO3 SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4008 Indicative content/assessments SWP 4001 Indicative content/assessments/Proposal/participant information SWP 4007/SWP 4008 Indicative content/ILO's/Assessments
	Be able to work within an organisation's remit and contribute to its evaluation and development – Contexts and Organisations 8.4	
8.10 be able to listen actively to service users and carers and others	Demonstrate the ability to engage with people and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3	SWP 4007/SWP 4008 Indicative content and assessment Assessed readiness for direct practice SWP 4003 assessment

Standards of Proficiency (SOPs)	Professional Capabilities Framework	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)
	Value and take account of the expertise of service users, carers and professionals – Knowledge 5.12	SWP 4007 Indicative content/assessments SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4000 Engagement of service users in sessions Teaching and learning strategy SWP 4008 Indicative content/assessments SWP 4001 Indicative content/ILO's/Assessments SWP 4009 Indicative content/assessments
8.11 be able to prepare and present formal reports in line with applicable protocols and guidelines	Maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgment and organisational responsibilities – Intervention and Skills 7.8	SWP 4000 Assignment SWP 4003 SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4008 Indicative content/assessments SWP 4001 Indicative content/assessments/Proposal/participant information SWP 4009 Indicative content/ILO's/Assessments
9 be able to work appropriately with others	Demonstrate the ability to engage with people and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3	SWP 4007/SWP 4008 Indicative content /Assessment Assessed readiness for direct practice SWP 4003
	Understand and respect the role of others within the organisation and work effectively with them – Contexts and Organisations 8.5	SWP 4000 Indicative content SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments
	Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7	SWP 4000 LO3, Teaching and learning strategy small group working group work tasks SWP 4008 Indicative content/assessments SWP 4001 Indicative content/assessments/Proposal/participant information Practice Learning Handbooks
9.1 understand the need to build and sustain professional relationships with service users, carers and colleagues as both an autonomous practitioner and collaboratively with others	Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3	SWP 4007/SWP 4008 Content and assessment SWP 4000 Content and LO3 Assessed readiness for direct practice SWP 4003 Content /Assessment
	Recognise the impact of self in interaction with others, making appropriate use of personal experience – Professionalism 1.6	SWP 4007 Indicative content/assessments SWP 4002/4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4008 Indicative content/assessments SWP 4008 Indicative content/ILO's/Assessments
	Understand and respect the role of others within the organisation and work effectively with them – Contexts and Organisations 8.5	

Standards of Proficiency (SOPs)	Professional Capabilities Framework	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)
	Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7	SWP 4000 LO3 SWP 4009 Indicative content/assessments HCPC Guidance on Conduct/Ethics/Health & Character HCPC Standards of Proficiency/PCF
9.2 be able to work with service users and carers to enable them to assess and make informed decisions about their needs, circumstances, risks, preferred options and resources	Demonstrate respectful partnership work with service users and carers, eliciting and respecting their needs and views and promoting their participation in decision-making wherever possible – Values and Ethics 2.4	SWP 4007/SWP 4008 Content and assessment Assessed readiness for direct practice SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4001 Indicative content/ILO's/Assessments SWP 4009 Indicative content/assessments
9.3 be able to work with service users and carers to promote individual growth, development and independence and to assist them to understand and exercise their rights	Recognise and promote individuals' rights to autonomy and self-determination – Values and Ethics 2.5	SWP 4007/SWP 4008 Content and assessment Assessed readiness for direct practice SWP 4003 Indicative content
	Select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service users – Intervention and Skills 7.5	SWP 4007 Indicative content/assessments SWP 4002/4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4008 Indicative content/assessments SWP 4001 Indicative content/assessments/Proposal/participant information SWP 4009 Indicative content/ILO's/Assessments
9.4 be able to support service users and carers rights to control their lives and to make informed choices about the services they receive	Recognise and promote individuals' rights to autonomy and self-determination – Values and Ethics 2.5	SWP 4000 Indicative Content SWP 4007/SWP 4008
	Recognise the value of, and aid access to, independent advocacy – Rights, Justice and Economic Wellbeing 4.5	Assessed readiness for direct practice SWP 4005 Content Assessment
	Value and take account of the expertise of service users, carers and professionals – Knowledge 5.12	SWP 4002/4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4009 Indicative content/ILO's/Assessments
9.5 be able to support the development of networks, groups and communities to meet needs and outcomes	Recognise how the development of community resources, groups and networks enhance outcomes for individuals – Intervention and Skills 7.7	SWP 4000 Indicative Content Seminar activity SWP 4007/SWP 4008 Content /Assessment Assessed readiness for direct practice SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4009 Indicative content/ILO's/Assessments
9.6 be able to work in partnership with others, including those working in other agencies and roles	Demonstrate respectful partnership work with service users and carers, eliciting and respecting their needs and views and promoting their participation in decision-making wherever possible – Values and Ethics 2.4	SWP 4000 LO 4 Seminar activity Assessed readiness for direct practice SWP 4003 Content/Assessment

Standards of Proficiency (SOPs)	Professional Capabilities Framework	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)
	Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7	SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4000 LO3 Seminar activity SWP 4007/SWP 4008 Content /Assessment
	Be able to work within an organisation's remit and contribute to its evaluation and development – Contexts and Organisations 8.4	SWP 4007 Indicative content/assessments SWP 4000 LO2 Seminar activity SWP 4008 Indicative content/assessments
	Understand and respect the role of others within the organisation and work effectively with them – Contexts and Organisations 8.5	SWP 4000 LO3
	Recognise the value of, and contribute to, supporting the learning and development of others – Professional Leadership 9.2	SWP 4001 Indicative content/assessments/Proposal/participant information SWP 4009 Content Assessment
9.7 be able to contribute effectively to work undertaken as part of a multi-disciplinary team	Take responsibility for your role and impact within teams and be able to contribute positively to effective team working – Contexts and Organisations 8.6	SWP 4000 Content SWP 4007/SWP 4008 Assessed readiness for direct practice SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments
9.8 recognise the contribution that service users' and carers' own resources and strengths can bring to social work	Value and take account of the expertise of service users, carers and professionals – Knowledge 5.12	SWP 4000 Indicative Content SWP 4007/SWP 4008 Assessed readiness for direct practice
	Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice – Knowledge 5.7	SWP 4007 Indicative content/assessments SWP 4002/4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4001 Indicative content/assessments/Proposal/participant information SWP 4009 Indicative content/Assessments
9.9 be able to work with resistance and conflict	Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3	SWP 4000 LO2, 3 Seminar activity -Assessment strategy SWP 4007/SWP 4008 Assessed readiness for direct practice SWP 4007/SWP 4008 Assessed readiness for direct practice SWP 4002/SWP 4004 Indicative content/assessment
	Recognise the factors that create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself and contribute to the assessment and management of risk – Intervention and Skills 7.12	SWP 4007/4008 Indicative content/assessments
	Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice – Knowledge 5.7	SWP 4002/4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4001 Indicative content

Standards of Proficiency (SOPs)	Professional Capabilities Framework	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)
9.10 be able to understand the emotional dynamics of interactions with service users and carers	<p>Recognise the impact of self in interaction with others, making appropriate use of personal experience – Professionalism 1.6</p> <p>Acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience – Knowledge 5.6</p>	<p>SWP 4000 Indicative Content SWP 4003/Assessment SWP 4007/SWP 4008 Assessed readiness for direct practice SWP 4003 Indicative content</p> <p>SWP 4002/4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4001 Indicative content/assessments/Proposal/participant information SWP 4009 Indicative content/ILO's/Assessment</p>
10 be able to maintain records appropriately	Maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgement and organisational responsibilities – Intervention and Skills 7.8	<p>SWP 4000 Indicative content SWP 4007/4008 Indicative content/assessments SWP 4002/4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4001 Indicative content/assessments/Proposal/participant information SWP 4009 Indicative content/assessments Practice Learning Handbooks</p>
10.1 be able to keep accurate, comprehensive and comprehensible records in accordance with applicable legislation, protocols and guidelines	Maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgement and organisational responsibilities – Intervention and Skills 7.8	<p>SWP 4007 Indicative content/assessments SWP 4007/4008 Indicative content/Keynote lectures/ILO/Assessments SWP 4001 Indicative content/assessments/Proposal/participant information SWP 4009 Indicative content/ILO's/Assessments HCPC Guidance on Conduct/Ethics/Health & Character HCPC Standards of Proficiency/PCF</p>
10.2 recognise the need to manage records and all other information in accordance with applicable legislation, protocols and guidelines	Maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgement and organisational responsibilities – Intervention and Skills 7.8	<p>SWP 4007 Indicative content/assessments SWP 4002/4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4008 Indicative content/assessments SWP 4001 Indicative content/assessments/Proposal/participant information SWP 4009 Indicative content/ILO's/Assessments</p>
11. be able to reflect on and review practice	<p>Demonstrate a capacity for logical, systematic, critical and reflective reasoning and apply the theories and techniques of reflective practice – Critical Reflection and Analysis 6.4</p> <p>Apply imagination, creativity and curiosity to practice – Critical Reflection and Analysis 6.1</p>	<p>SWP 4000- Indicative Content Feedback from group activities SWP4003 – ILO's assessment</p> <p>SWP4007 Indicative content/assessments SWP4002/4004 Indicative content/Keynote lectures/ILO/Assessments SWP4008 Indicative content/assessments SWP 4001 Indicative content/assessments/Proposal/participant information SWP 4009 Indicative content/ILO's/Assessments Practice Learning Handbooks/PDP</p>

Standards of Proficiency (SOPs)	Professional Capabilities Framework	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)
11.1 understand the value of critical reflection on practice and the need to record the outcome of such reflection appropriately	Demonstrate a capacity for logical, systematic, critical and reflective reasoning and apply the theories and techniques of reflective practice – Critical Reflection and Analysis 6.4	SWP 4000 Teaching and Learning strategy group work SWP 4003 Teaching strategy SWP 4007 Indicative content/assessments SWP 4002/4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4001 Indicative content/assessments/Proposal/participant information SWP 4009 Indicative content/ILO's/Assessments
11.2 recognise the value of supervision, case reviews and other methods of reflection and review	Demonstrate an effective and active use of supervision for accountability, professional reflection and development – Professionalism 1.3	SWP 4000 Teaching and Learning strategy Seminar activity feedback group work SWP 4007 Indicative content/assessments SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4008 Indicative content/assessments SWP 4001 Indicative content/assessments/Proposal/participant information SWP 4009 Indicative content/ILO's/Assessments
	Know how to formulate, test, evaluate, and review hypotheses in response to information available at the time and apply in practice – Critical Reflection and Analysis 6.5	
12 be able to assure the quality of their practice	Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health – Knowledge 5.1	SWP 4005 Indicative content SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4007 Indicative content/assessments SWP 4005 Indicative content/assessments SWP 4001 Indicative content/assessments/Proposal/participant information SWP 4009 Indicative content/ILO's/Assessments SWP 4002/4004/SWP 4003 Content/assess HCPC Guidance on Conduct/Ethics/Health & Character HCPC Standards of Proficiency/PCF Practice Learning Handbooks
	Demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognising the scope for professional judgement – Knowledge 5.2	
	Recognise the contribution, and begin to make use, of research to inform practice – Knowledge 5.10	
12.1 be able to use supervision to support and enhance the quality of their social work practice	Demonstrate an effective and active use of supervision for accountability, professional reflection and development – Professionalism 1.3	SWP 4007 Indicative content/assessments SWP 4008 Indicative content/assessments SWP 4001 Indicative content/assessments/Proposal/participant information SWP 4009 Indicative content/ILO's/Assessments
12.2 be able to contribute to processes designed to evaluate service and individual outcomes	Select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service users – Intervention and Skills 7.5	SWP 4003 Indicative content SWP 4007/4008 Indicative content/assessments SWP 4002/SWP 4004 Content

Standards of Proficiency (SOPs)	Professional Capabilities Framework	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)
	Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health – Knowledge 5.1	SWP 4008 Indicative content/assessments SWP 4002/SWP 4004 Content/Assessment
	Be able to work within an organisation's remit and contribute to its evaluation and development – Contexts and Organisations 8.4	SWP 4001 Indicative content/assessments/Proposal/participant information SWP 4009 Indicative content/ILO's/Assessments
12.3 be able to engage in evidence-informed practice, evaluate practice systematically and participate in audit procedures	Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health – Knowledge 5.1	SWP 4000 Assignment strategy (embed assignment using theory and research to inform work)
	Demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognising the scope for professional judgement – Knowledge 5.2	SWP 4007 Indicative content/assessments SWP 4002/4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4005 Assessment
	Be able to work within an organisation's remit and contribute to its evaluation and development – Contexts and Organisations 8.4	SWP 4008 Indicative content/assessments SWP 4001 Indicative content/assessments/Proposal/participant information SWP 4009 Indicative content/ILO's/Assessments
13 understand the key concepts of the knowledge base relevant to their profession	Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health – Knowledge 5.1	All modules – teaching/learning/assessment tasks SWP 4000 Seminar work Indicative content SWP 4003 Indicative content – ILO's
	Demonstrate a critical knowledge of the range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them – Knowledge 5.8	Practice Learning Handbooks SWP 4005 Indicative content
	Demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognising the scope for professional judgement – Knowledge 5.2	SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4001 Indicative content/assessments/Proposal/participant information SWP 4009 Indicative content/ILO's/Assessments
13.1 recognise the roles of other professions, practitioners and organisations	Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7	SWP 4000 LO3
	Understand and respect the role of others within the organisation and work effectively with them – Contexts and Organisations 8.5	SWP 4002/4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4000 Learning outcome 3 SWP 4007 Indicative content/assessments SWP 4008 Indicative content/assessments SWP 4009 Indicative content/ILO's/Assessments

Standards of Proficiency (SOPs)	Professional Capabilities Framework	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)
13.2 be aware of the different social and organisational contexts and settings within which social work operates	Understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice – Contexts and Organisations 8.3	SWP 4005 Indicative content SWP 4002/SWP 4004 Indicative content SWP 4007 Indicative content/assessments SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4000 Indicative Content, group work Learning Outcome 2 SWP 4003 SWP 4000 Learning Outcome 2,3, Seminar activity Group work tasks SWP 4000 Indicative content SWP 4008 Indicative content/assessments SWP 4002/4004 Indicative content/Assessments
	Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7	
	Be able to work within an organisation's remit and contribute to its evaluation and development – Contexts and Organisations 8.4	
	Understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy and discretion – Contexts and Organisations 8.2	
	Recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts – Contexts and Organisations 8.1	
13.3 be aware of changes in demography and culture and their impact on social work	Recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts – Contexts and Organisations 8.1	SWP 4000 Indicative content SWP 4007 Indicative content/assessments SWP 4002/4004 Indicative content/Keynote lectures/Assessments SWP 4008 Indicative content/assessments SWP 4001 Indicative content/assessments/ SWP 4009 Indicative content/Assessments
13.4 understand in relation to social work practice: – social work theory; – social work models and interventions; – the development and application of relevant law and social policy; – the development and application of social work	Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health – Knowledge 5.1	All modules SWP 4002/4004 SWP 4000/4003 Indicative content SWP 4007 Indicative content/assessments
	Demonstrate a critical knowledge of the range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them – Knowledge 5.8	

Standards of Proficiency (SOPs)	Professional Capabilities Framework	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)
<p>and social work values;</p> <ul style="list-style-type: none"> – human growth and development across the lifespan and the impact of key developmental stages and transitions; – the impact of injustice, social inequalities, policies and other issues which affect the demand for social work services; – the relevance of psychological, environmental, sociological and physiological perspectives to understanding personal and social development and functioning; – concepts of participation, advocacy and empowerment; and – the relevance of sociological perspectives to understanding societal and structural influences on human behaviour 	<p>Demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognising the scope for professional judgement – Knowledge 5.2</p>	<p>SWP 4005 Indicative content</p>
	<p>Demonstrate a critical understanding of social welfare policy, its evolution, implementation and impact on people, social work, other professions, and inter-agency working – Knowledge 5.9</p>	<p>SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4000 Indicative Content LO'S</p>
	<p>Demonstrate and apply a working knowledge of human growth and development throughout the life course – Knowledge 5.3</p>	<p>SWP 4002/4004 Content/assessment</p>
	<p>Recognise how systemic approaches can be used to understand the person-in-the-environment and inform your practice – Knowledge 5.5</p>	<p>SWP 4008 Indicative content/assessments</p>
	<p>Understand and apply the profession's ethical principles and legislation, taking account of these in reaching decisions – Values and Ethics 2.1</p>	<p>SWP 4000 Content SWP 4003 Assessment</p>
	<p>Recognise the value of, and aid access to, independent advocacy – Rights, Justice and Economic Wellbeing 4.5</p>	<p>SWP 4005 Content/Assessment</p>
	<p>Acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience – Knowledge 5.6</p>	<p>SWP 4002 Content/Assessment</p> <p>SWP 4001 Indicative content/assessments/Proposal/participant information</p>
	<p>Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice – Knowledge 5.7</p>	<p>SWP 4002/SWP 4004 Content assessment SWP 4009 Content/Assessment</p>
	<p>Understand, identify and apply in practice the principles of social justice, inclusion and equality – Rights, Justice and Economic Wellbeing 4.1</p>	<p>SWP 4000 Indicative Content Assessment strategy Essay SWP 4005 Indicative content SWP 4002/SWP 4004</p> <p>SWP 4000 Content SWP 4002 Indicative content/assessments SWP 4009 Indicative content/assessments</p>

Standards of Proficiency (SOPs)	Professional Capabilities Framework	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)
	<p>Recognise the short and long term impact of psychological, socio-economic, environmental and physiological factors on people's lives, taking into account age and development, and how this informs practice – Knowledge 5.4</p> <p>Understand how legislation and guidance can advance or constrain people's rights and recognise how the law may be used to protect or advance their rights and entitlements – Rights, Justice and Economic Wellbeing 4.2</p> <p>Value and take account of the expertise of service users, carers and professionals – Knowledge 5.12</p>	
<p>14 be able to draw on appropriate knowledge and skills to inform practice</p>	<p>Inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources – Critical Reflection and Analysis 6.2</p> <p>Select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service users – Intervention and Skills 7.5</p> <p>Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence to prevent harm – Intervention and Skills 7.6</p>	<p>SWP 4000 Indicative Content assessment strategy SWP 4003/SWP4005Content /Assessment</p> <p>SWP 4007 Indicative content/assessments Practice Learning Handbooks SWP 4003 SWP 4002/4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4008 Indicative content/assessments SWP 4001 Indicative content/assessments/Proposal/participant information SWP 4009 Indicative content/ILO's/Assessments HCPC Guidance on Conduct/Ethics/Health & Character HCPC Standards of Proficiency/PCF</p>
<p>14.1 be able to gather, analyse, critically evaluate and use information and knowledge to make recommendations or modify their practice</p>	<p>Inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources – Critical Reflection and Analysis 6.2</p> <p>With support, rigorously question and evaluate the reliability and validity of information from different sources – Critical Reflection and Analysis 6.3</p>	<p>SWP 4000 Assessment strategy Essay SWP 4002/4004 Indicative content/Keynote lectures/ILO/Assessments</p> <p>SWP 4008 Indicative content/assessments SWP 4001 Indicative content/assessments/Proposal/participant information SWP 4009 Indicative content/Assessments</p>

Standards of Proficiency (SOPs)	Professional Capabilities Framework	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)
14.2 be able to select and use appropriate assessment tools	Select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service users – Intervention and Skills 7.5	SWP 4003/Assessment SWP 4007 Indicative content/assessments SWP 4002/SWP 4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4008 Indicative content/assessments SWP 4001 Indicative content/assessments/Proposal/participant information SWP 4009 Indicative content/Assessments
14.3 be able to prepare, implement, review, evaluate, revise and conclude plans to meet needs and circumstances in conjunction with service users and carers	Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence to prevent harm – Intervention and Skills 7.6	SWP 4007 Indicative content/assessments SWP 4002/4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4008 Indicative content/assessments SWP 4009 Indicative content/ILO's/Assessments
14.4 be able to use social work methods, theories and models to achieve change and development and improve life opportunities	Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence to prevent harm – Intervention and Skills 7.6	SWP 4000/SWP 4003 SWP 4007 Indicative content/assessments SWP 4002/4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4008 Indicative content/assessments SWP 4009 Indicative content/assessments
14.5 be aware of a range of research methodologies	Demonstrate a critical understanding of research methods – Knowledge 5.11	SWP 4002/4004 Indicative content/Keynote lectures/Assessments SWP 4008 Indicative content/assessments SWP 4001 Indicative content/assessments/Proposal/participant information SWP 4009 Indicative content/ILO's/Assessments
14.6 recognise the value of research and analysis and be able to evaluate such evidence to inform their own practice	Recognise the contribution, and begin to make use, of research to inform practice – Knowledge 5.10	SWP 4000 Assessment strategy Essay SWP 4007 Indicative content/assessments
	Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health – Knowledge 5.1	SWP 4004/4002 Indicative content/Keynote lectures/ILO/Assessments SWP 4008 Indicative content/assessments SWP 4001 Indicative content/assessments/Proposal/participant information SWP 4009 Indicative content/assessments
14.7 be able to demonstrate a level of skill in the use of information technology appropriate to their practice	Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade – Intervention and Skills 7.2	Admissions procedure SWP 4007 Indicative content/assessments SWP 4008 Indicative content/assessments SWP 4001 Indicative content/assessments/Proposal/participant information SWP 4009 Indicative content/Assessments
14.8 be able to change their practice as needed to take account of new developments or changing contexts	Recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts – Contexts and Organisations 8.1	SWP 4000 Indicative Content SWP 4007 Indicative content/assessments SWP 4002/4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4008 Indicative content/assessments SWP 4001 Indicative content/assessments/Proposal/participant information SWP 4009 Indicative content/ILO's/Assessments

Standards of Proficiency (SOPs)	Professional Capabilities Framework	Please indicate where in the accompanying documentation, evidence relating to each SOP can be found (e.g. Programme Handbook, Page 6-8)
15 be able to establish and maintain a safe practice environment	Recognise the factors that create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself and contribute to the assessment and management of risk – Intervention and Skills 7.12	SWP 4000 Content SWP 4002/4004 key note themes , content assessments SWP 4007 Indicative content/assessments SWP 4008 Indicative content/assessments SWP 4001 Indicative content/assessments/Proposal/participant information SWP 4009 Indicative content/Assessments HCPC Guidance on Conduct/Ethics/Health & Character HCPC Standards of Proficiency/PCF Practice Learning Handbooks
15.1 understand the need to maintain the safety of service users, carers and colleagues	Recognise the factors that create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself and contribute to the assessment and management of risk – Intervention and Skills 7.12	SWP 4007 Indicative content/assessments SWP 4002/4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4008 Indicative content/assessments SWP 4001 Indicative content/assessments/Proposal/participant information SWP4009 Indicative content//Assessments
15.2 be aware of applicable health and safety legislation and any relevant safety policies and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these.	Understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy and discretion – Contexts and Organisations 8.2	SWP 4000 Indicative Content - Group work SWP 4007/SWP 4008; assessed readiness for direct practice SWP 4005 Indicative content SWP 4005 Indicative content SWP 4007/4008 Indicative content/Assessments
	Understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice – Contexts and Organisations 8.3	
	Identify concerns about practice and procedures and with support begin to find appropriate means of challenge – Professionalism 1.11	
15.3 be able to work safely in challenging environments, including being able to take appropriate actions to manage environmental risk	Recognise the factors that create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself and contribute to the assessment and management of risk – Intervention and Skills 7.12	SWP 4000 Indicative Content SWP 4007/SWP 4008 (Practice placement 2); assessed readiness for direct practice –SWP 4005 Whistleblowing policy SWP 4002/4004 Indicative content/Keynote lectures/ILO/Assessments SWP 4001 Indicative content/assessments SWP 4009 Indicative content/assessments

APPENDIX 8: PROGRAMME SPECIFICATION

Please see programme specification on the following pages.

Please note: that the module structure and delivery diagram is an example only.

Status Approved

PROGRAMME SPECIFICATION(POSTGRADUATE)

1. INTENDED AWARD		
2. Award	3. Title	
MA	Social Work	
4. DATE OF VALIDATION		17-JUN-15
Date of most recent modification (Faculty/ADQU use only)		
Version Number (ADQU use only)		1
5. AWARDING INSTITUTION	Edge Hill University	
6. TEACHING INSTITUTION	Edge Hill University	
7. ADMINISTRATIVE BASE	Faculty of Health & Social Care	
8. PLANNING UNIT	Social Work	
9. UNIT OF PERIODIC REVIEW	Social Work	
10. EHU COURSE CODE	MAS000094	
11. ENTRY REQUIREMENTS	<p>Students must hold a first degree. Typically, this would be in a related subject such as social sciences, psychology, criminology, or health and social care and normally at Classification 2.1 or above.</p> <p>Students must be able to evidence recent paid or unpaid experience and be able to relate this to social work.</p> <p>For all applicants clear evidence of competence in all aspects of written and spoken English is required. For international applicants, evidence of competence at IELTS 7 is a minimum requirement. These requirements will be tested during the selection process.</p> <p>Students must give evidence of:</p> <ul style="list-style-type: none"> - GCSE Maths and English grade C or above, as well as confirmation of their ability to use IT facilities, including word processing, internet browsing and use of email. - Fitness to Practise health check; - Enhanced DBS (Disclosure and Barring Service) check; - A professionally oriented attitude; - Commitment to complete the degree and work as a social worker; - Commitment to equality and diversity; - Good communication skills including competence in written and spoken English; - Understanding of the requirements of the social work role. 	
12. ALTERNATIVE AWARD(S)		
Course Code	Award	Title
	PG Dip	Social Work
	PG Dip	Applied Social Welfare Studies
	PG Cert	Applied Social Welfare Studies
	MA	Applied Social Welfare Studies
13. AVAILABLE MODES OF STUDY		
Mode of Study	Course Duration	Delivery Type
Full Time	2	Classroom
14a. PRIMARY QAA SUBJECT BENCHMARK STATEMENT	No Subject Benchmark Available	

14b. OTHER QAA SUBJECT BENCHMARK STATEMENT	
14c. ACADEMIC AND PROFESSIONAL BENCHMARKS	<p>The programme will be mapped to:</p> <p>Frameworks for Higher Education Qualifications for UK Degree Awarding Bodies (QAA, 2014).</p> <p>and</p> <p>Masters' Degree Characteristics (QAA, 2010).</p>
15. Accreditation by Professional, Statutory or Regulatory Bodies (PSRB)	
Name of PSRB	Name of Accreditation / Relationship
Health Professions Council (HPC)	Approved by the Health and Care Professions Council (HCPC) for the purpose of eligibility for entry to the HCPC register as a social worker in England.
The College of Social Work	Endorsed by the College of Social Work (TCSW).
16. PRIMARY SUBJECT AREA	
L500-Social work	
17. SECONDARY SUBJECT AREA (if applicable)	
-	
18. TERTIARY SUBJECT AREA	
-	
19. PROGRAMME AIMS	
<p>The programme aims to:</p> <ol style="list-style-type: none"> 1. Produce capable and critically analytical professional social workers who are equipped to provide effective and ethical protection and support to people who use their services, continually review and evolve their practice and be resilient in the face of the increasing complexity, escalating demand and limited resources. 2. Structure its teaching, learning and assessment to meet the current and evolving requirements of professional social work qualifying education and training. 3. Develop the commitment to and skills for, independent and self-directed learning to support professional career development. 4. Equip programme graduates to use a range of techniques and research methods to demonstrate creative and innovative ways to engage with the complexity of contemporary social work. 5. Produce professional social workers who are able and willing to exercise initiative and provide professional leadership, with the knowledge, skills and values to work effectively with a range of other professionals, services and agencies to achieve positive change for and with people who use their services. 6. Focus on the needs of people who use services, their families and carers and to centre the whole learning experience around them. 7. Develop reflective, critically divergent and accountable thinkers, equipped to make robust and evidence informed decisions in conditions of uncertainty. 	
20. PROGRAMME LEARNING OUTCOMES	
<p><i>The programme learning outcomes shown here describe the knowledge, understanding and skills that students will have demonstrated on achievement of their intended level 7 qualification award. Students who do not complete their full programme of study may qualify for an alternative award and the validated exit awards for this programme are listed at the front of this programme specification. The learning outcomes of level 7 exit awards are determined by the combination of modules taken and passed and can be identified from the table below.</i></p>	
Level 7	

Knowledge and Understanding	Mapped to Modules
Critically evaluate social work theory and associated perspectives, models, methods and tools, relevant to contemporary professional social work practice with children and their families and adults and their carers.	SWP4003; SWP4002; SWP4004; SWP4000
Develop a critical understanding of the rationale for and approaches to service user and carer involvement, participation, partnership and empowerment.	SWP4001; SWP4002; SWP4003; SWP4004; SWP4005; SWP4000
Critically analyse the essential social work knowledge base as outlined in the Professional Capabilities Framework and the Knowledge and Skills Statement for Child and Family Social Work and for Social Workers in Adult Services (or subsequent equivalents).	SWP4002; SWP4004; SWP4005
Develop a critical understanding of the organisational context of professional social work practice within the voluntary and statutory sectors and between and across services and professions and of the role of the social worker in providing professional leadership.	SWP4002; SWP4004; SWP4005; SWP4000
Critically evaluate professional and research ethics and the social work value base.	SWP4002; SWP4004; SWP4005; SWP4007; SWP4008; SWP4001; SWP4009; SWP4000
Demonstrate a comprehensive understanding of research methodology and the systematic use and application of research as an essential element of social work knowledge within professional practice.	SWP4001; SWP4009
Develop a critical understanding of complexity, risk assessment, risk management and accountability within contemporary professional social work practice.	SWP4002; SWP4003; SWP4004; SWP4005; SWP4007; SWP4008; SWP4000
Develop a critical understanding of contemporary legislative, regulatory, policy and guidance frameworks for professional social work practice with children and their families and adults and their carers.	SWP4002; SWP4004; SWP4005; SWP4007; SWP4008
Intellectual Skills	Mapped to Modules
Critically apply professional ethics and the social work value base within contemporary social work practice.	SWP4001; SWP4002; SWP4003; SWP4004; SWP4007; SWP4008; SWP4009
Develop critical analysis and reasoning in problem-solving approaches within contemporary social work practice.	SWP4002; SWP4004; SWP4007; SWP4008; SWP4000
Demonstrate appropriate capability in critical analysis, evaluation and synthesis of theory, research and experience within contemporary social work practice.	SWP4007; SWP4008; SWP4009
Transferable Skills	Mapped to Modules
Demonstrate appropriate capability in the effective use of information and audio-visual technology.	SWP4003; SWP4000
Use initiative and creativity appropriately within relevant professional accountability frameworks.	SWP4007; SWP4008; SWP4009
Work effectively and proactively as a member of a group or team.	SWP4002; SWP4003; SWP4007; SWP4008
Demonstrate professional resilience and effective professional self care skills.	SWP4007; SWP4008; SWP4000
Demonstrate appropriate capability in identifying, accessing, interpreting, synthesising and applying a range of information and data from a range of relevant and credible sources.	SWP4001; SWP4009; SWP4002; SWP4004; SWP4007; SWP4008

Manage time and task management skills.	SWP4007; SWP4008; SWP4009
Demonstrate appropriate capability in purposeful and effective oral and written communication in a range of settings.	SWP4007; SWP4008
Critically reflect and evaluate professional effectiveness and systematically plan, undertake and evaluate continuing professional development.	SWP4007; SWP4008
Practical Skills	Mapped to Modules
Maintain fitness to practice and suitability for professional registration.	SWP4007; SWP4008; SWP4009; SWP4001; SWP4002; SWP4003; SWP4004; SWP4005; SWP4000
Practice within the legal and ethical boundaries of the profession of social work.	SWP4005; SWP4007; SWP4008; SWP4000
Practice safely and effectively as a professional social worker across the range of practice specialisms.	SWP4005; SWP4007; SWP4008
Identify links between and synthesise requirements of HCPC Standards of Proficiency for Social Workers in England, HCPC Standards of Conduct, Ethics and Performance, TCSW Professional Capabilities Framework and Knowledge and Skills Statement for Child and Family Social Work and for Social Workers in Adult Services (or subsequent equivalents).	SWP4002; SWP4004; SWP4005; SWP4000
Exercise evidence informed, credible and reasoned professional judgement as an autonomous professional social worker and provider of professional leadership.	SWP4001; SWP4002; SWP4003; SWP4004; SWP4005; SWP4007; SWP4008; SWP4009; SWP4000

21. PROGRAMME STRUCTURE

1. Core modules are essential to learners' achievement of their target award, often in respect of meeting professional standards, and are excluded from the application of condonement by assessment boards.

2. Compulsory modules are prescribed modules but are not core and therefore are condonable.

3. Optional modules are offered within programmes to provide an element of choice and variety within the programme curriculum. They do not form part of the compulsory curriculum requirements for the programme. The availability of optional modules may vary from year to year which means that not all optional modules may be available in any given year and will be subject to the module achieving minimum student numbers. Students will be required to make optional choices on an annual basis for each academic year of study.

Module Code	Module Title	Credit Value	Module Type	Pathway (if applicable)
SWP4000	CONTEMPORARY SOCIAL WORK PRACTICE	20	CORE	
SWP4001	RESEARCH & PRACTICE	20	CORE	
SWP4002	SPECIALIST SOCIAL WORK PRACTICE WITH CHILDREN, YOUNG PEOPLE, FAMILIES & CARERS	20	CORE	
SWP4003	SOCIAL WORK THEORY & METHODS	20	CORE	
SWP4004	SPECIALIST SOCIAL WORK PRACTICE WITH ADULTS	20	CORE	
SWP4005	SOCIAL WORK LAW & POLICY	20	CORE	
SWP4007	PLACEMENT 1	10	CORE	
SWP4008	PLACEMENT 2	10	CORE	
SWP4009	DISSERTATION	40	CORE	

22 ai. STUDENT 'LEARNING JOURNEY'

YEAR 1**SEMESTER 1****Induction (Week 1)**

SWP 4000 Contemporary Social Work Practice (Week 2-13) (20 credits);
 SWP 4005 Social Work Law & Policy (Week 2-13) (20 credits);
 SWP 4003 Social Work Theory and Methods (week 2-25) (20 credits);
 SWP 4001 Research and Practice (Week 16-24, continuing in Yr 2) (20 credits).

(PG Certificate Applied Social Welfare Studies award eligibility on successful completion of a minimum of 60 credits - THIS IS NOT A PROFESSIONAL AWARD).

SEMESTER 2

SWP 4007 Placement 1 (week 26-41) (10 credits) (70 practice learning placement days);
 SWP 4002 Specialist Social Work Practice with Adults (week 42-46, continuing in Yr 2) (20 credits);
 SWP 4004 Specialist Social Work Practice with Children, Young People, Families and Carers (week 42-46, continuing in Yr 2) (20 credits).

YEAR 2**SEMESTER 1**

SWP 4001 Research and Practice (Week 53-59, continued from Yr 1) (20 credits);
 SWP 4002 Specialist Social Work Practice with Adults (Week 53-59, continued from Yr 1) (20 credits);
 SWP 4004 Specialist Social Work Practice with Children, Young People, Families and Carers (Week 53-59, continued from Yr 1) (20 credits);
 SWP 4008 Placement 2 (Week 60-82, continuing in Semester 2) (10 credits) (100 practice learning placement days);

(PG Diploma Applied Social Welfare Studies award eligibility on successful completion of a minimum of 120 credits, not including SWP 4008 but including sufficient credit accumulation at the requisite level - THIS IS NOT A PROFESSIONAL AWARD).

SEMESTER 2

SWP 4008 Placement 2 (Week 8-31, continued from Semester 1) (10 credits) (100 practice learning placement days);
 SWP 4009 Dissertation (Week 32-46) (40 credits);

(MA Applied Social Welfare Studies award eligibility on successful completion of 180 credits, not including SWP 4008 but including sufficient credit accumulation at the requisite level - THIS IS NOT A PROFESSIONAL AWARD).

Students who do not complete the placement requirements but who wish to receive one of the non-professional options must complete an approved 'shell' module(s).

Where eligibility for an aegrotat award exists, the award as such, DOES NOT CONFER ELIGIBILITY TO APPLY TO THE HCPC FOR REGISTRATION AS A SOCIAL WORKER. *An aegrotat award is NOT a professional award.*

Qualifying Awards (that confer eligibility to apply for registration as a social worker with the HCPC):

(PG Diploma Social Work award eligibility on successful completion of a minimum of 120 credits, which must include SWP 4007 and SWP 4008).

(MA Social Work award eligibility on successful completion of 180 credits, which must include SWP 4007 and SWP 4008).

Note regarding classifications: The assessments for the practice placement modules (SWP 4007 and SWP 4008) are pass/fail and would, therefore, not count towards the classification of any award. The target and all associated awards will be at Pass, Merit or Distinction.

23. LEARNING AND TEACHING AND ASSESSMENT STRATEGIES

The MA Social Work is a professional award that leads to eligibility for inclusion on the relevant HCPC register under the legally protected title of 'social worker'. Effective training for this profession must equip social workers to practice safely and effectively across a range of service areas and service user groups. Accordingly, the programme design facilitates a consistent and intensive focus on key themes and topics to enable students to centre their learning and understanding and consolidate their acquisition and exploration of knowledge, skills and values around discrete service user groups and service areas reflecting contemporary and evolving configurations in the real world of professional practice.

In addition, all modules are designed to emphasise the symbiotic relationship between theory and practice, reinforcing the importance of research and evidence-based approaches to social work as a distinct profession with its own identity, but one, which has as central to it the need to think, work and act collaboratively with other professions, agencies and individuals in order to achieve its stated outcomes.

As such, each module utilises a range of different approaches to teaching and learning, recognising that not everyone learns in the same way, and that exposure to new and different modes of learning to those previously encountered may well enhance the student experience at a number of different levels and make best use of different modes of learning. Some of the teaching and learning approaches will, of necessity, involve the students themselves as an integral part of the learning experience, particularly in the practice-focused modules. This will include role-play, action learning sets and other forms of experiential learning, both with their peers and with service users and carers and other professionals.

Lectures and student-led seminars will examine the core themes highlighted in the programme's learning outcomes and encourage students to integrate these across domains, ages and service user categorisations, contextualising each to the focus of practice learning placements. Throughout, teaching and learning will emphasise the importance of evidence-based and evidence-informed practice and the contributions of research from social work and related disciplines/professions.

This approach will enhance the programme's overall teaching and learning strategy by adding extra value to specialist modules, by providing opportunities to address social work themes and perspectives that are recognised as being central to many, if not all forms of practice, but which are often difficult to locate within a programme structure without generating what many students see as duplication. By approaching these core issues in this exciting way, teaching and learning will be more focused, more urgent and more critical and will have the added value of being able to draw readily on the combined and integrated expertise of a number of specialists from a range of areas and disciplines.

Learning is, therefore, achieved through a combination of teaching and other activities, including lectures, small group seminars, small group and individual tutorials, Action Learning Sets, group work and presentations, role play, case study analysis, workshop based skills development days (30 days), practice learning placements (170 days) and use of practitioners and service users and carers as co-presenters of module content. Learning is further supported through the use of directed independent reading and other activity, including the use of the virtual learning environment (VLE) to host discussions, relevant video and/or audio content and access learning consolidation and stretch activities.

The learner is expected to undertake required directed independent study activity and is strongly encouraged to undertake additional recommended directed study activity, alongside additional subject relevant reading and study.

Learning is assessed through a range of assessment methods, including academic essay, case study analysis, reflective exercises, presentations and observation of skills and practice.

Note regarding classifications: The assessments for the practice placement modules (SWP 4007 and SWP 4008) are pass/fail and would, therefore, not count towards the classification of any award. The target and all associated awards will be at Pass, Merit or Distinction.

24. FORMATIVE ASSESSMENT

Formative assessment of learning and progress across and within all modules is achieved through use of formative group work activity, simulated role play activities and presentations, the completion of virtual learning environment formative tasks and participation in seminar, tutorial and virtual learning environment discussion forums.

Recognising the likely diversity of existing qualifications and academic careers of students on enrolment, a formative

assessment task is located within SWP 4000 and is set early within the first semester of Year 1 to enable students to obtain early and focused feedback on their academic skills and the alignment of programme requirements and academic expectations around assessment at level 7.

Formative feedback on skill acquisition will be provided by practitioners and service users and/or carers, participating as co-presenters of relevant content within the skills development component of the programme (see SWP 4003, Year 1, Semesters 1 & 2), (SWP 4002 & SWP 4004, Year 2, Semester 1), and as part of the developmental approach to practice learning (SWP 4007 & SWP 4008), embodied in the concepts of professional capability and holistic assessment, which underpin the Professional Capabilities Framework (TCSW, 2010).

The programme also includes opportunities for students to be involved in formatively based peer-assessment activities and to review progress, recognise strengths and identify areas for development with their allocated personal tutor.

25. SUMMATIVE ASSESSMENT

Module Code	Module Title	Credit Value	Assessment Code	Assessment Type	Volume	Weighting
SWP4000	CONTEMPORARY SOCIAL WORK PRACTICE	20	CW1	Written Assessment (inc Essay)	4,500 words	100
Module Code	Module Title	Credit Value	Assessment Code	Assessment Type	Volume	Weighting
SWP4001	RESEARCH & PRACTICE	20	CW1	Written Assessment (inc Essay)	2,500 words	50
			CW2	Written Assessment (inc Essay)	2,000 words	50
Module Code	Module Title	Credit Value	Assessment Code	Assessment Type	Volume	Weighting
SWP4002	SPECIALIST SOCIAL WORK PRACTICE WITH CHILDREN, YOUNG PEOPLE, FAMILIES & CARERS	20	CW1	Written Assessment (inc Essay)	4,500 words	100
Module Code	Module Title	Credit Value	Assessment Code	Assessment Type	Volume	Weighting
SWP4003	SOCIAL WORK THEORY & METHODS	20	CW1	Written Assessment (inc Essay)	2,500 words	30
			EX1	Written Examination	2 hours	70
Module Code	Module Title	Credit Value	Assessment Code	Assessment Type	Volume	Weighting
SWP4004	SPECIALIST SOCIAL WORK PRACTICE WITH ADULTS	20	CW1	Report	2,000 words	40
			CW2	Written Assessment (inc Essay)	2,500 words	60
Module Code	Module Title	Credit Value	Assessment Code	Assessment Type	Volume	Weighting
SWP4005	SOCIAL WORK LAW & POLICY	20	EX1	Written Examination	2 hours	60
			PR1	Practical	20 minutes	40
Module Code	Module Title	Credit Value	Assessment Code	Assessment Type	Volume	Weighting
SWP4007	PLACEMENT 1	10	PR1	Practical	3,500 (notional)	100

Module Code	Module Title	Credit Value	Assessment Code	Assessment Type	Volume	Weighting
SWP4008	PLACEMENT 2	10	PR1	Practical	3,500 (notional)	100
Module Code	Module Title	Credit Value	Assessment Code	Assessment Type	Volume	Weighting
SWP4009	DISSERTATION	40	CW2	Dissertation	10,000 words	100

26. NON-MODULAR TEACHING AND LEARNING ACTIVITIES

LEVEL 7

Category	Type	Hours	Description	Rationale
Scheduled learning and teaching activities	Practical Classes and Workshops	210	Skills development days x 30	Required to partially meet professional training requirements of 30 Skills Development Days, leading to successful completion of Assessed Readiness for Direct Practice, as required by PSRB.
Placement / Year abroad	Work-Based Learning	612		Required to meet professional training requirements of 100 practice learning placement days on SWP 4008 Placement 2 (plus the 88 hours stated within the module).
Placement / Year abroad	Work-Based Learning	402		Required to meet professional training requirement of 70 practice learning placement days in SWP 4007 Placement 1 (plus the 88 hours stated within the module).
Total Hours of Non-Modular Teaching & Learning Activities				1224

Additional Information relating to non-modular activities

27. INTENDED MARKET