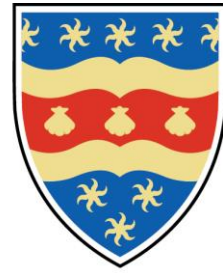




Highlands
University
College Jersey



**UNIVERSITY OF
PLYMOUTH**

PROGRAMME QUALITY HANDBOOK 2024 – 25

***BA (Hons) Social Work
(Jersey)***

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1. Welcome and Introduction to BA (Hons) Social Work (Jersey).

Welcome to the BA (Hons) Social Work (Jersey).

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

This Programme Quality handbook contains important information including:

- The approved programme specification
- Module records

Note: The information in this handbook should be read in conjunction with the current edition of:

- University of Plymouth's Student Handbook
 - available at:
<https://www.plymouth.ac.uk/your-university/governance/student-handbook>

2. Programme Specification

1. BA (Hons) Social Work (Jersey)

Final award title

BA (Hons) Social Work (Jersey)

Exit Awards:

Level 4 Intermediate award title(s)

Certificate in Higher Education

Level 5 Intermediate award title(s)

Diploma of Higher Education

Level 6 Exit Award

BA Social Care

UCAS code – N/A

HECOS code – 100503

2. **Awarding Institution:** University of Plymouth

Teaching institution(s): Highlands College, University College Jersey

3. **Accrediting body:**

This course is not directly accredited by Social Work England (SWE) due to the geographical location of Jersey. However, in course planning, design and delivery, UCJ have followed all SWE Qualifying Education and Training Standards (2021). Therefore, students who successfully complete the BA (Hons) Social Work (Jersey) programme may apply individually to register with SWE as international practitioners. UCJ staff are committed to assisting students with the process via

pastoral care. Students who have not successfully completed the programme and are in receipt of an exit award will not be eligible to apply for registration with Social Work England. This exemption also applies to Jersey Care Commission Registration.

4. Distinctive Features of the Programme and the Student Experience

The BA (Hons) Social Work (Jersey) programme is a three-part curriculum that blends practical social work with the principles, information, and abilities that define the field. Successful graduates may be able to apply for registration with SWE as international practitioners in addition to registration with Jersey Care Commission. The programme's design aligns with social work's core values of social justice and human rights and aims to equip students to meet the Professional Capabilities Framework (British Association of Social Workers [PCF]); Social Work England's Professional Standards (Social Work England, [SWEPS]) and The Knowledge and Skills Statements (Department for Education [KSS]). The Programme Lead must have current registration with Social Work England and the majority of the team are also qualified social workers.

This programme builds upon the achievements of the previous social work course at University College Jersey and focuses on cultivating the values (PCF 2; SWEPS 1, 5, 6), skills (PCF 7, SWEPS 2), and knowledge (PCF 5; SWEPS 4) necessary for social workers to excel in challenging and constantly evolving settings. The integration of practice learning in the programme's curriculum helps students gain the competence and confidence they need over the course of three years, through both guided and evaluated learning in increasingly intricate practice scenarios.

The programme has the following distinctive features:

1. Needs of the island – The existence of the degree is purely in response to the needs of the island. The Jersey Care Inquiry Recommendation 4 required Jersey to build a sustainable workforce. Highlands College responded to this with the

first ever on island social work degree programme. The Government of Jersey invested directly into this programme and has made a commitment to support the running of it for the foreseeable future.

2. Expert by Experience network - helping to inform models of delivery and support assessment. Development led by charity sector CEO, to give a voice to those who face challenges in having their say due to learning difficulties or mental health concerns. This network offers opportunities for EbyE's to get involved in every stage of the programme. To date they have been on interview panels, assessment panels for presentations, guest speakers in lectures and recorded voices of experience for World Social Work Day events.
3. Industry connections – being on a 9x5mile island, making industry connections geographically has been ideal. Work was completed over the past 4 years to educate the island organisations on how to best support students on placement and the value they can bring to the industry. This has resulted in successful employment of the first cohort and an eager approach to having students on placement in all areas of industry.
4. On island expertise – Prior to the on-island programme, social workers trained globally and returned to work in Jersey or moved here from their home nations. This has resulted in vast international knowledge of social work which is shared on the course through guest lectures. All Jersey social workers must be registered with Social Work England and are regulated by the Jersey Care Commission. This provides the much-needed quality assurance of the profession on the island.
5. Research focused; evidence-informed models – Jersey is in the unique position of choosing the best practices from around the world to ensure the best work is carried out here. Education, social care, and health are all arms of one government, members of which share offices and attend the same meetings. It is not unlikely that a member of the course team will be at a meeting with the minister for education. Such close connections allow for key influence on models of delivery on the island. University College Jersey is committed to sharing an ethos of research and evidence informed practice.
6. Sustainability pledge – Highlands College has a commitment to the United Nations 17 Sustainable Development Goals and the social work programme

recognises that social work involves adopting practices that prioritise the well-being of individuals, communities, and the environment in a way that can be maintained over time. Some aspects of sustainable social work include:

- Promoting social justice and equity: This involves addressing the root causes of inequality and oppression, advocating for social change, and empowering vulnerable and marginalised groups (PCF 2, 3, 4; SWEPS 1; KSS 8).
 - Protecting the environment: Sustainable social work recognizes that environmental sustainability is crucial for the well-being of current and future generations and seeks to promote sustainable practices that reduce the negative impact on the environment (PCF 2, 7, SWEPS 5; KSS 8).
 - Promoting community engagement and partnership: This involves working collaboratively with individuals, families, and communities to identify their needs and aspirations, and co-creating interventions and solutions that are effective and sustainable (PCF 1, 2, 3, 4, 8; SWEPS 1, 2; KSS 1, 2).
 - Prioritising self-care: Social work can be a demanding and emotionally taxing profession, so sustainable social work involves promoting self-care and developing strategies to reduce burnout and improve overall well-being (PCF 1, 2, 6, 7; SWEPS 3; KSS 2, 9).
 - Supporting evidence-based practice: Sustainable social work involves staying up to date with the latest research and evidence-based practices to ensure that interventions and services are effective and produce positive outcomes (PCF 1, 2, 5, 6, 7; SWEPS 3, 4, 5; KSS 7).
7. Hybrid and responsive teaching methods – During the pandemic, Jersey quickly responded to lock down learning and within two weeks Highlands College had successfully moved all learning online. This highlights the flexibility Highlands has in responding to the needs of its learners with the support of an excellent internal IT department. Lessons learned during this period have allowed University College Jersey to commit to flexible and hybrid learning, offering better

approaches to teaching and learning that will enhance the future of course delivery.

5. Relevant QAA Subject Benchmark Group(s)

The BA(Hons) Social Work (Jersey) programme has been developed in response to:

1. QAA Subject Benchmark 2. QAA FHEQ 3. SEEC level descriptors 4. OfS conditions

QAA Subject Benchmark Statement – Social Work 2019

[Subject Benchmark Statement: Social Work \(qaa.ac.uk\)](http://qaa.ac.uk)

6. Programme Structure

Stage One: Foundations for Social Work

Module Title	Number of Credits
HIGH1203 Contexts for Social Work 1 - Organisation, Law and Policy	20
HIGH1204 Developing Professional Skills	20
HIGH1205 Social Justice, Values and Ethics	20
HIGH1206 Human Development and the Social Environment	20
HIGH1207 Contemporary Social Work Methods	20
HIGH1208 Inclusive Practice with Diverse Populations	20

Stage Two: Transition to Professional Capability

Module Title	Number of Credits
HIGH2021 Contexts for Social Work 2 - Organisation, Law and Policy	20
HIGH2022 Working with Children, Young People and Families	20
HIGH2023 Personalisation and Citizenship - Empowering Adults	20
HIGH2024 Research Methods in Social Work	20
HIGH2025 Integrated Practice 1	40

Stage Three: Establishing Professional Capability

Module Title	Number of Credits
HIGH3313 Integrated Practice 2	40
HIGH3314 Enhancing Critical Skills	20
HIGH3315 Honours Project	40
HIGH3316 Wellbeing - Managing Risk, Decision Making and Self-care	20

BA (Hons) Social Work Structure Diagram

Stage One: Foundations for Social Work = 120 L4 credits	
Semester One	Semester Two
HIGH1205 Social Justice, Values and Ethics (20 credits)	HIGH1207 Contemporary Social Work Methods (20 credits)
HIGH1206 Human Development and the Social Environment (20 credits)	HIGH1208 Inclusive Practice with Diverse Populations
HIGH1203 Contexts for Social Work 1 – Organisation, Law and Policy (20 credits)	
HIGH1204 Developing Professional Skills (20 credits)	

Stage Two: Transition to Professional Capability = 120 L5 credits	
Semester One	Semester Two
HIGH2022 Working with Children, Young People and Families (20 credits)	HIGH2024 Research Methods in Social Work (20 credits)
HIGH2023 Personalisation and Citizenship – Empowering Adults (20 credits)	HIGH2025 Integrated Practice 1 (includes 70 days assessed practice) (40 credits)
HIGH2021 Contexts for Social Work 2 – Organisation, Law and Policy (20 credits)	

Stage Three: Establishing Professional Capability = 120 L6 credits	
Semester One	Semester Two
HIGH3316 Wellbeing – Managing Risk, Decision Making and Self-Care (20 credits)	
HIGH3313 Integrated Practice 2 (includes 100 days assessed practice) (40 credits)	

HIGH3314 Enhancing Critical Skills (20 credits)
HIGH3315 Honours Project (40 credits)

Legend	
Understanding & Exploring the Social World	
Law, Policy, and Organisations	
Evidence Informed Practice	
Knowledge & Applied Theory Values & Ethics	
Readiness for Practice/Assessed Practice	
Wellbeing, Risk and Decision Making	

7. Programme Aims

The goal of the social work programme is to graduate students who are responsible, skilled, confident, innovative, and independent practitioners (PCF 1, 2, 5, 6, 7, 9; SWEPS 3, 5; KSS 1- 10). They will have the capability to merge their theoretical understanding, ethical principles, and practical skills to apply critical thinking in order to advance and safeguard individual and community welfare in challenging circumstances (PCF 2, 5, 6, 7; SWEPS 1, 2, 3, 5; KSS 1 - 10). The BA (Hons) Social Work (Jersey) aims to provide:

1. a social work programme that meets the professional standards set by Social Work England and prepares students to become eligible for registration as social workers (PCF 1; SWEP 1 – 6; KSS 1 -10).
2. students that have a critical and reflective perspective on the constantly changing and complex social work environment (PCF 6; KSS 7 , 9).
3. a curriculum offering structured learning experiences that build transferable skills and knowledge across different social work settings (PCF 5, 7; KSS 1, 2, 3, 4, 5, 7, 8).
4. students with the ability to critically evaluate human needs, human behaviour, social policy and law, theories and methods of assessment and intervention, and

- ethical and human rights considerations (PCF 4, 5, 6, 7; SWEPS 1; KSS 3, 4, 5, 7, 8).
5. learning opportunities for students to apply research, theory, and evidence to inform their practice and make informed judgments (PCF 1, 4, 5, 7, 9; SWEPS 3; KSS 7).
 6. students with opportunities to hone their communication, assessment, and research skills for professional social work. They will gain competence in evaluating complex issues, using relevant knowledge and skills to address them, and exhibiting innovative practices in a collaborative and multi-disciplinary environment (PCF 1, 5, 7, 8, 9; SWEPS 3, 5; KSS 2, 6, 7, 10).
 7. a programme which emphasises anti-racist, anti-oppressive and anti-discriminatory approaches to social work, aligning with the Social Work England Professional Standards and Professional Capabilities Framework (PCF 1, 2, 3, 4; SWEPS 1, 6).
 8. graduates that will be competent, ethical practitioners with sound professional judgement who are also aware of global social work issues (PCF 2, 3, 4, 5; SWEPS 3, 5, 6).
 9. students that will be prepared to work as autonomous professionals within legal and policy frameworks in a complex and inter-professional social welfare environment (PCF 1, 4, 5, 8, 9; SWEPS 3; KSS 2, 8, 10).
 10. a programme that values the input of service users, carers, and those with lived experience and focuses on enhancing their outcomes (PCF 2, 3, 4; SWEPS 1, 2; KSS 1, 2).

The completion of the final award of BA (Hons) Social Work (Jersey) is a requirement of Social Work England for eligibility to apply for registration as a social worker. The programme's goals and learning outcomes are outlined for each stage, including the Certificate of Higher Education, Diploma of Higher Education, BA Social Care, and the final BA (Hons) Social Work (Jersey) award. It's important to note that none of the intermediate awards provide a license to practice and full completion of the final award is necessary for eligibility to become a registered social worker with Social Work England.

8. Programme Intended Learning Outcomes (PILOs)

The intended outcomes of this social work degree programme align with the professional standards set by Social Work England and the professional capabilities framework outlined by the British Association of Social Work. Graduates of the programme will have demonstrated proficiency in the knowledge, skills, and values necessary for professional social work practice (PCF 1, 2, 5, 7; SWEPS 1, 2, 3, 4; KSS 1 - 10). They will have also shown advanced levels of critical analysis and reflective practice and will have completed a dissertation making an original contribution to the field of social work (PCF 6; KSS 7). By the end of the programme, students will have gained a wide range of skills, along with the theoretical and practical knowledge required of a social worker (PCF 1, 5, 7; KSS 3, 4, 5, 8). They will have also demonstrated the ability to continuously reflect and learn from their practice, recognising the significance of lifelong learning and continuing professional development (PCF 1, 5, 6, 9; SWEPS 4). The programme is guided by a set of statements established in partnership with stakeholders, such as service users and caregivers, to ensure that students are assessed for competence in accordance with the standards expected of social work programmes.

8.1. Knowledge and understanding

On successful completion graduates should have developed:

1. A thorough understanding of the scope and nature of social work services, as well as the role and purpose of social work in a global context (PCF 1, 5, 8; SWEPS 3; KSS 10).

2. A strong appreciation of the socio-political context of social work practice and its implications (PCF 2, 3, 4, 5; SWEPS 3; KSS 10).
3. A deep understanding of service user and caregiver perspectives and experiences (PCF 1, 2, 3, 4; SWEPS 1, 2; KSS 1, 2).
4. A thorough understanding of social work values and ethics, including anti-oppressive practices, and the ability to navigate ethical dilemmas and collaborate to find solutions that inform practice (PCF 1, 2, 3, 4; SWEPS 1; KSS 1, 6, 7).
5. A solid knowledge of theoretical concepts from both social work and other disciplines, and the ability to apply them to social work and emerging knowledge/research (PCF 5, 8; SWEPS 3; KSS 3, 4, 5, 8, 10).
6. A comprehensive understanding of appropriate methods of practice, theoretical perspectives, and evidence-based research, and the ability to use them in practice (PCF 5, 7, 9; SWEPS 3; KSS 1, 2).
7. Skills related to the use of ICT, numeracy, problem-solving, communication, teamwork, and personal and professional development (PCF 5, 7; SWEPS 4).

8.2. Cognitive and intellectual skills

On successful completion graduates should have developed:

1. The ability to critically assess complex, incomplete, and contradictory areas of knowledge, and communicate outcomes effectively (PCF 1, 5, 6, 7, 9; SWEPS 3; KSS 7).
2. The ability to creatively synthesise complex information using social work knowledge, research, and processes (PCF 4, 5, 7; SWEPS 3; KSS 7).

3. A strong conceptual understanding that enables the evaluation of research, methodologies and advanced scholarship with the ability to propose alternative approaches (PCF 5, 7; SWEPS 3, 4; KSS 7).
4. The ability to independently identify, initiate, and solve problems with originality (PCF 7, 9; SWEPS 3; KSS 7).
5. The ability to independently plan and execute professional level tasks and make decisions in complex and uncertain circumstances (PCF 1, 7, 9; SWEPS 3; KSS 7).

8.3. Key and transferable skills

On successful completion graduates should have developed:

1. The ability to effectively work in a group, as both a leader and a member, by clearly defining tasks, utilising the strengths of group members, and confidently managing and resolving conflicts (PCF 1, 7, 8, 9; SWEPS 1, 3; KSS 2, 10).
2. The ability to access and utilise a wide range of learning resources (PCF 5, 7; SWEPS 3).
3. The ability to reflect on one's own and others' performance to improve practice (PCF 6, 9; SWEPS 3; KSS 7, 9).
4. The ability to independently conduct research and effectively manage information (PCF 5, 7, 9; SWEPS 3, 4; KSS 7).
5. The ability to be autonomous, creative, and self-directed in learning and to guide the learning of others (PCF 5, 7, 9; SWEPS 3, 4; KSS 2, 7).

6. Advanced communication skills, including the ability to confidently participate in academic and professional communication, clearly report on actions, build, and maintain professional relationships with a diverse range of people and organisations to promote social justice (PCF 1, 2, 3, 4, 7, 8, 9; SWEPS 1, 3; KSS 2, 7, 8, 10).
7. The ability to independently problem-solve and continue professional development and to use the appropriate resources and experts when needed. Showing a creative approach to solving problems (PCF 5, 7, 9; SWEPS 3; KSS 7)

8.4. Employment related skills

On successful completion graduates should have developed:

1. The ability to practice as a social worker competently and effectively in current health and social care settings (PCF 1 – 9; SWEPS 1 – 6; KSS 1 - 10).
2. An understanding of the importance of self-care and well-being in managing the demands and pressures of the social work role (PCF 1, 2, 7, 9; SWEPS 3, 5; KSS 9).
3. An appreciation for the valuable contributions of service users and caregivers in shaping and commissioning social care services (PCF 2, 3, 4; SWEPS 1, 2; KSS 1, 2).
4. An understanding of how to navigate and work within complex organisations with multiple demands and pressures (PCF 1, 7, 8, 9; SWEPS 3; KSS 7, 9, 10).

8.5. Practical skills

On successful completion graduates should have developed:

1. The ability to apply skills in complex and specialised contexts, with an understanding of the principles of good practice (PCF 7, 8, 9; SWEPS 3, 5, 6; KSS 1, 2, 7).
2. The ability to take initiative and assume personal responsibility in professional practice (PCF 1, 7, 9; SWEPS 3; KSS 7).
3. The ability to apply ethical principles in practice, assess, plan, and implement appropriate interventions (PCF 1, 2, 3, 7, 9; SWEPS 2, 3; KSS 6, 7).
4. The ability to effectively navigate and work with complex factors specific to social work practice such as risk, rights, cultural differences, and the balancing of protecting vulnerable individuals while allowing them to make their own choices, to promote the well-being and safety of all parties involved (PCF 1, 2, 3, 4, 7, 9; SWEPS 1, 2; KSS 1, 3, 4, 5, 7, 8, 10).
5. The ability to demonstrate technical expertise, being flexible and responsive to emerging situations (PCF 1, 7; SWEPS 3, 5).

9. Admissions Criteria, including RPL and Disability Service arrangements

Equality and diversity are integral to this programme. The recruitment process ensures equal opportunity by respecting support needs for learners with protected characteristics such as disability and implementing reasonable accommodations both on campus and in practice settings. The programme team values a diverse workforce that reflects the changing demographics of the local community and recognises the importance of diverse perspectives in workforce development. Applications are evaluated fairly and equitably without discrimination based on age, disability, sexual orientation, marital or parental status, religion, social class, nationality, or ethnic origin. A transparent and fair admissions process is followed, in accordance with the University of Plymouth Equality and Diversity Policy. In selecting students, the team evaluates an applicant's potential to complete

professional social work education and to apply for registration with Social Work England. The team, actively promote inclusivity and diversity through outreach efforts, such as working with care leavers, hosting open days and University talks with the Further Education department of Highlands College throughout the year.

Entry Requirements for BA (Hons) Social Work (Jersey)	
GCSEs or equivalent	5 at grade C/4 or above to include English. Preference to be given to applicants who have obtained these grades on application.
A-level/AS-level	Minimum 104 -120 points, grades BBB, excluding General Studies - a social science subject is preferred
BTEC National Diploma/QCF Extended Diploma	Grade: DMM Social Science preferred.
Access to Higher Education at Level 3 or equivalent	Pass a named Access to HE (Higher Education) Diploma with at least 45 credits at level 3, 33 at distinction or merit overall to include: 12 level 3 credits at Distinction and the remaining 21 level 3 credits at merit. Units preferably should be in a social science subject (e.g. Sociology, Psychology, Criminology etc). Will need GCSE English and Maths at grade C/4 if not already held.
Welsh Baccalaureate	Points of 120 acceptable as add on but also to have the 2 A Levels
Scottish Qualifications Authority	280 points to include BC at Advanced Highers preferably in Psychology or Sociology
Irish Leaving Certificate	BBCC @ Highers including a Social Science, Psychology, Science subjects. Irish Leaving Cert Ordinary Level Grade C or above for English and Maths
International Baccalaureate	26 overall to include 5 in a Social Science, Psychology, Science subjects at Higher Level If overseas and not studying English within IB, must have IELTS 7.0 overall with 6.5 each of the 4 components (listening, reading, writing, and speaking).

All candidates follow a robust interview process before an offer is made. The interview panel consists of an academic who leads the process, a representative from practice and an Expert by Experience. The selection process includes a pre-interview short essay submission, an individual interview and group task. If

selected to proceed, the next stage is an employer-based interview following their specific recruitment policy. The process has been mapped to the PCF entry level requirements.

Occupational Health (OH) and Disclosure and Barring Service (DBS) checks

Prospective students are required to demonstrate that they can complete the programme by providing a health declaration. If any health concerns are identified, students may be referred to the 'Fitness to Practice' procedures, which aim to support students in completing the programme while also ensuring that the programme's responsibilities to the public are met. Additionally, prospective students must complete an Enhanced Disclosure and Barring Service check, which are overseen by the Employability Team. If any issues arise during the check, the application will be reviewed by the Registry Team, Student Life Team, and the BA (Hons) Programme Lead.

Once accepted into the programme, students will be required to complete a self-declaration form each year of the programme to ensure that they continue to meet the Occupational Health and Disclosure and Barring Service requirements. Students are responsible for informing the Programme Lead of any changes that may affect their suitability in a timely manner rather than waiting until the next annual declaration is made.

10. Non-Standard Regulations

The following non-standard regulations apply to this programme:

- For students applying for transfer from a Social Work England (SWE) approved programme at another University, claims for accredited prior experiential learning (APEL) against theory and practice-learning modules are permitted. However, for those not requesting transfer from a SWE approved programme, claims for APEL are only permitted against theory

modules; APEL is not permitted against practice learning modules for applicants with experience outside of an SWE approved programme.

- Module pass criteria: All elements and components of assessment must be achieved, with a minimum of 40% for all percentage-weighted assessments.

Subject to successful completion of the programme requirements, students will normally graduate with a BA (Hons) Social Work (Jersey) after 3 years of study.

The programme offers a range of interim exit awards for candidates who are not able to complete the whole undergraduate curriculum. Exit awards will apply to students who decide to leave their study early and those students whose studies are terminated due to academic failure in line with University of Plymouth regulations or action following a Fitness to Practise Panel Procedure.

Summary of criteria for interim and final awards:

- Students who successfully complete stage 1 (120 credits) of the programme and wish to step off are awarded a Certificate in Higher Education.
- Students successfully completing stages 1 and 2 (240 credits) of the programme who wish to step off are awarded a Diploma in Higher Education.
- Students who successfully complete stages 1 and 2 (240 credits) and 80 credits or more at stage 3 may be awarded a BA Social Care. Students exiting with this award cannot return to the programme.
- Students who successfully complete all stages of the programme are awarded a BA (Hons) Social Work (Jersey) with eligibility to apply for registration with Social Work England as international practitioners and with the Jersey Care Commission.

Students who are in receipt of an exit award below the BA (Hons) Social Work degree **will not** be eligible to apply for registration with Social Work England.

Progression within the programme:

In addition to progression criteria within University regulations, the BA (Hons) Social Work programme has the following additional requirements:

- Students are required to successfully complete HIGH1204 prior to commencing the stage 2 practice module HIGH2025;
- Students are required to successfully complete the stage 2 practice module HIGH2025 prior to commencing the stage 3 practice module HIGH3313.
- There is no compensation within or across modules.

Students returning to the programme having interrupted study

Students who have interrupted their study for whatever reason may be required to undertake Disclosure and Barring Service vetting and/or Occupational Health declarations prior to re-starting the programme.

11. Transitional Arrangements for existing students looking to progress onto the programme

There are no expectations of students transferring to this course.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Demonstrate accurate technical knowledge and understanding of the legal duties and powers underpinning social work in adult social care, children's services, and mental health in England & Wales.	8.1.1, 8.1.2, 8.1.5, 8.1.78.3.2, 8.4.4, 8.5.1, 8.5.3 PCF 2, 4, 5 SWEPS 1, 5, 6 KSS 8, 10
2. Identify and explain how relevant legal rules in England & Wales give authority to the social work role in given case scenarios, and how they might be used to practice lawfully and ethically in those scenarios.	8.1.1, 8.1.2, 8.1.5, 8.1.78.3.2, 8.4.4, 8.5.1, 8.5.3 PCF 4, 5, 8 SWEPS 1, 3 KSS 8, 10
3. Demonstrate understanding of how human rights principles embedded in the legal framework in England & Wales impact upon social work decision-making.	8.1.1, 8.1.2, 8.1.5, 8.1.78.3.2, 8.4.4, 8.5.1, 8.5.3 PCF 4, 5, 8 SWEPS 1, 3 KSS 8, 10
4. Demonstrate the ability to Implement the legal and policy framework in an anti-oppressive manner in social work practice.	8.1.1, 8.1.2, 8.1.5, 8.1.78.3.2, 8.4.4, 8.5.1, 8.5.3 PCF 2, 4, 5, 8 SWEPS 1, 3 KSS 8, 10
5. Access online legal resources, use these to inform academic work and reference such work accurately in academic assessments following standard legal source referencing conventions.	8.1.1, 8.1.2, 8.1.5, 8.1.78.3.2, 8.4.4, 8.5.1, 8.5.3 PCF 2, 4, 5, 8 SWEPS 1, 3 KSS 7, 8, 10

DATE OF APPROVAL: 17/05/2023	FACULTY/OFFICE: UK PARTNERSHIPS
DATE OF IMPLEMENTATION: 09/2023	SCHOOL/PARTNER: Highlands College (UCJ)
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 1 & 2

Notes:

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024/25

MODULE LEADER: Laura Simpson

NATIONAL COST CENTRE: 131

OTHER MODULE STAFF:

Summary of Module Content

The module provides a grounding in the history, politics, and practice of social work in the UK. Key policy changes will be highlighted, and the political, contested, and controversial aspects of the social work role will be introduced. The module will introduce you to the structure of the English Legal System, and the legal rules that give social workers powers and duties to assess, support and intervene with children, their families, and adults in need of support. You will explore the relationship between law and social work values and reflect on the ways in which legal rules can support practice that is both lawful and ethical.

Legal Context	Responsibilities towards Children	Responsibilities towards Adults
Legal System (and the history of legislation for social work)	Principles of children's law	Legislative framework
Human Rights	Local authority duties	Capacity and Safeguarding
Information security and sharing	Court Applications	Deprivation of Liberty
	Youth Justice	Mental Health

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	27	4x3hr block week sessions plus 20x45mins learning day sessions
Online Learning	48	24x2hrs Combination of pre-recorded content and discussion forums including Q & A opportunities with lecturers
Guided Independent Study	125	This includes directed reading, independent reading, completion of formative assessment tasks and the development and completion of course work.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Online open book assessment	Law and its relevance to social work practice. ALO 1,2,3,4,5	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Online Open Book Assessment (New)	Law and its relevance to social work practice. ALO 1,2,3,4,5	100%

To be completed when presented for Minor Change approval and/or annually updated

Updated by:
XX/XX/XXXX

Date:

Approved by:
Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH1204 **MODULE TITLE:** Developing Professional Skills
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE(S) [max 3]:** 100503
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** N
SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module aims to provide students with the necessary knowledge, techniques, and abilities to perform as competent social workers in health and social care settings. Combining theory and practical training, students will develop critical thinking, problem-solving, communication and reflection, placing emphasis on nurturing key professional skills.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	70%	P1 (Practical)	30%
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Social Work

Professional body minimum pass mark requirement: 40%

MODULE AIMS:

- Enhance critical thinking, problem-solving, and decision-making skills in real-world scenarios.
- Promote effective communication and interpersonal skills in professional settings.
- Nurture ethical and informed decision-making through an understanding of governing principles, laws, and policies.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1.	8.1.4, 8.1.5, 8.1.7, 8.2.2, 8.2.4, 8.3.2, 8.3.5, 8.3.7, 8.4.2, 8.4.4, 8.5.1, 8.5.2

Comprehend the fundamental skills necessary for competent social work practice.	PCF 1, 7 SWEPS 1 – 6 KSS 1, 2, 7
2. Synthesise theoretical knowledge with practical application in real-world scenarios.	8.1.4, 8.1.5, 8.1.7, 8.2.2, 8.2.4, 8.3.2, 8.3.5, 8.3.7, 8.4.2, 8.4.4, 8.5.1, 8.5.2 PCF 1, 2, 5, 7 SWEPS 1, 3 KSS 1, 2, 6, 7
3. Evaluate self-growth in own practice through self-reflection.	8.1.4, 8.1.5, 8.1.7, 8.2.2, 8.2.4, 8.3.2, 8.3.5, 8.3.7, 8.4.2, 8.4.4, 8.5.1, 8.5.2 PCF 1, 6 SWEPS 3, 4 KSS 9
4. Display effective communication and interpersonal abilities in professional contexts.	8.1.4, 8.1.5, 8.1.7, 8.2.2, 8.2.4, 8.3.2, 8.3.5, 8.3.7, 8.4.2, 8.4.4, 8.5.1, 8.5.2
5. Demonstrate Readiness for Direct Practice Professional Capabilities Framework	8.1.4, 8.1.5, 8.1.7, 8.2.2, 8.2.4, 8.3.2, 8.3.5, 8.3.7, 8.4.2, 8.4.4, 8.5.1, 8.5.2 PCF 1 – 9

DATE OF APPROVAL: 17/05/2023	FACULTY/OFFICE: UK PARTNERSHIPS
DATE OF IMPLEMENTATION: 09/2023	SCHOOL/PARTNER: Highlands College (UCJ)
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 1 & 2

Notes:

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024/25

MODULE LEADER: Laura Simpson

NATIONAL COST CENTRE: 131

OTHER MODULE STAFF:

Summary of Module Content

This module will explore the concept of social work identity and offer opportunities to explore personal identity and any conflicts that may exist between the two. This is a skill building module where reflection will be utilised to explore personal and professional development as you develop a Personal and Professional Development Plan. 8 of the 30 Skills Days will be achieved alongside this module.

Content will include:

- Theories and models of reflection
- Social Work's Professional Identity
- Court Skills
- Report Writing
- Communication for assessment
- Time Management

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	27	4x3hr block week sessions plus 20x45mins learning day sessions
Online Learning	48	24x2hrs Combination of pre-recorded content and discussion forums including Q & A opportunities with lecturers
Guided Independent Study	125	This includes directed reading, independent reading, completion of formative assessment tasks and the development and completion of course work.
Skills Days	8 days	8 days achieved on block week learning at start and end of each term,

Total	200 + 8 days	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)
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SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	PPDP – Personal & Professional Development Plan & Reflective essay. ALO 1,3	70%
Practical	Readiness for Direct Practice VIVA. ALO 2,4,5	30%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (New)	PPDP – Personal & Professional Development Plan & Reflective essay. ALO 1,3	70%
Practical (New)	Readiness for Direct Practice VIVA. ALO 2,4,5	30%

To be completed when presented for Minor Change approval and/or annually updated

Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX
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UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH1205	MODULE TITLE: Social Justice, Values and Ethics
CREDITS: 20	FHEQ LEVEL: 4
PRE-REQUISITES: None	HECOS CODE(S) [max 3]: 100503
	COMPENSATABLE: N

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Social work is rooted in ethical and value-based foundations such as social justice, human rights, and anti-oppressive practice. These concepts shape practice, along with ethical principles & codes of conduct. Students will learn to apply these principles in complex situations, taking into consideration diverse perspectives and values of those served.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Social Work

Professional body minimum pass mark requirement: 40%

MODULE AIMS:

- Equip students with the ethical and value-based knowledge and skills required for social work practice, with a focus on addressing social injustice.
- Through a combination of theory and practical instruction, students will gain insight into their own values, biases, and assumptions and learn to navigate ethical dilemmas in their practice.
- The module encourages critical reflection and decision-making that prioritises the best interest of people with lived experience (PWLE) and aligns with a commitment to social justice.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Demonstrate a thorough understanding of ethical theories and principles as they relate to social work practice, with a focus on addressing social justice	8.1.3, 8.1.4, 8.1.7, 8.2.1, 8.2.4, 8.3.5, 8.4.4, 8.5.1, 8.5.3 PCF 1, 2, 4, 5, SWEPS 1, 2, 3 KSS 1, 2, 8
2. Review real-life scenarios and apply ethical considerations to make informed decisions, taking into account the implications of their actions.	8.1.3, 8.1.4, 8.1.7, 8.2.1, 8.2.4, 8.3.5, 8.4.4, 8.5.1, 8.5.3 PCF 1, 2, 3, 4, 5, 7, 9 SWEPS 1, 2, 3 KSS 1, 2, 6, 7
3. Discuss the impact of societal values and attitudes on social work practice and understand how these factors may impact the individuals they serve.	8.1.3, 8.1.4, 8.1.7, 8.2.1, 8.2.4, 8.3.5, 8.4.4, 8.5.1, 8.5.3
4. Reflect on their personal values and biases, students will develop an awareness of how these may shape their professional practice and work to align their actions with a commitment to ethical and value-based practice.	8.1.3, 8.1.4, 8.1.7, 8.2.1, 8.2.4, 8.3.5, 8.4.4, 8.5.1, 8.5.3 PCF 1, 2, 3, 4 SWEPS 1, 3 KSS 1, 2, 7
5. Demonstrate an awareness of social work values, ethics and theories specifically in relation to the concept of anti-oppressive practice, anti-racist and anti-discriminative practice.	8.1.3, 8.1.4, 8.1.7, 8.2.1, 8.2.4, 8.3.5, 8.4.4, 8.5.1, 8.5.3 PCF 1, 2, 3, 4, 5 SWEPS 1, 3 KSS 1, 2, 7
DATE OF APPROVAL: 17/05/2023	FACULTY/OFFICE: UK PARTNERSHIPS
DATE OF IMPLEMENTATION: 09/2023	SCHOOL/PARTNER: Highlands College (UCJ)
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 1

Notes:

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024/25

MODULE LEADER: Laura Simpson

NATIONAL COST CENTRE: 131

OTHER MODULE STAFF:

Summary of Module Content

The module brings social work theory to the fore and emphasises its importance for practice. A range of different social work theories are presented and analysed. The module examines the historical development and contemporary expression of social work values and ethics. It also considers the use of codes of ethics and codes of practice as well as the ethical and value basis to theories. The module will use case studies to tie the theoretical and ethical discussions to the reality of practice situations in order to better prepare students for future placements.

Content Typical content on this module will include:

- Anti-Oppressive/Anti Discriminatory Values in Social Work
- Ethics based on principles
- Ethics based on character
- Ethics, Religion and Spirituality
- Radical Theories of Social Work
- Liberal/Conservative Theories of Social Work
- Psychodynamic Theories and Social Work
- Systems Theories/Ecological Approaches
- Ethics, Theory and Culture
- Social Justice for Social Work

This module will provide students with a solid foundation for ethical and value-based practice and prepare them for the complex and often challenging work of serving marginalised communities and addressing the root causes of social injustice. Through a combination of classroom learning, self-reflection, and practical application, students will emerge from this module as ethical and values-driven practitioners, well equipped to serve the needs of individuals and communities in need.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	24	2x4.5hr block week sessions plus 10x90mins learning day sessions
Online Learning	36	12x3hrs Combination of pre-recorded content and discussion forums including Q & A opportunities with lecturers

Guided Independent Study	140	This includes directed reading, independent reading, completion of formative assessment tasks and the development and completion of course work.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	Ethical Dilemma Essay. ALO 1,2,3,4,5	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (New)	Ethical Dilemma Essay. ALO 1,2,3,4,5	100%

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH1206 **MODULE TITLE:** Human Development and the Social Environment
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE(S) [max 3]:** 100503
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** N
SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module explores social and psychological factors affecting human behaviour and the social environment. It covers theories, concepts and models in social work, examining human growth, wellbeing, grief, trauma, stress, resilience, coping and socio-cultural change and highlighting intergenerational issues in the human life cycle.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Social Work

Professional body minimum pass mark requirement: 40%

MODULE AIMS:

The aim of this module is to introduce some key theories of human growth and development and relate these to social work practice. The theories will be set within broader social and political contexts and will make connections between individual and family development and disadvantage. Additionally, this module will explore the role of cultural and diversity factors in shaping human behaviour and the social environment and its impact on social work practice. Overall, this module will help students to develop a holistic and evidence informed approach to understanding and working with individuals, families, groups, communities, and organisations in social work practice.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to

1. Describe a number of theories of human development.	8.1.3, 8.1.4, 8.1.6, 8.1.7, 8.3.1, 8.3.4, 8.3.5, 8.3.6, 8.4.3 PCF 5 SWEPS 1, 4 KSS 3, 4, 5
2. Evaluate how political and social processes and inequalities impact on human development.	8.1.3, 8.1.4, 8.1.6, 8.1.7, 8.3.1, 8.3.4, 8.3.5, 8.3.6, 8.4.3 PCF 2, 3, 4, 5 SWEPS 1 KSS 7
3. Assess the strengths and limitations of different approaches and methods used in the study of human behaviour and the social environment, and apply them to social work practice	8.1.3, 8.1.4, 8.1.6, 8.1.7, 8.3.1, 8.3.4, 8.3.5, 8.3.6, 8.4.3 PCF 5, 7 SWEPS 1 KSS 3, 4, 5, 7
4. Apply the knowledge and skills acquired in the module to the analysis of real-life cases and situations in social work practice.	8.1.3, 8.1.4, 8.1.6, 8.1.7, 8.3.1, 8.3.4, 8.3.5, 8.3.6, 8.4.3 PCF 5, 7, 9 SWEPS 1, 3 KSS 3, 4, 5, 6, 7
DATE OF APPROVAL: 17/05/2023	FACULTY/OFFICE: UK PARTNERSHIPS
DATE OF IMPLEMENTATION: 09/2023	SCHOOL/PARTNER: Highlands College (UCJ)
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 1

Notes:

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024/25

MODULE LEADER: Laura Simpson

NATIONAL COST CENTRE: 131

OTHER MODULE STAFF:

Summary of Module Content

In this module students will be encouraged to think about how individual life experiences interact with historical, cultural, and social contexts. Particular attention in lectures will be given to making sense of trauma, attachment, and identity, along with a range of theoretical approaches to understanding development across the lifespan. We will also look more closely at themes relevant to particular life stages (i.e. adolescence and ageing) or have salience across the lifespan, such as mental health, disability, bereavement and loss. These topics will be consistently situated in the socio-political context and students will be encouraged to take a critical approach to theory. Understanding these should assist students as developing practitioners in gaining respect, empathy, appreciation, and engagement with service users from diverse backgrounds - qualities which are fundamental to social work knowledge when working with people.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	24	2x4.5hr block week sessions plus 10x90mins learning day sessions
Online Learning	36	12x3hrs Combination of pre-recorded content and discussion forums including Q & A opportunities with lecturers
Guided Independent Study	140	This includes directed reading, independent reading, completion of formative assessment tasks and the development and completion of course work.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	Essay ALO1,2,3,4	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (New)	Essay ALO1,2,3,4	100%

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH1207 **MODULE TITLE:** Contemporary Social Work Methods
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE(S) [max 3]:** 100503
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** N
SHORT MODULE DESCRIPTOR: (max 425 characters)

This module studies the evolution of social work, analysing current trends and future developments while maintaining ethical and compassionate principles. Students will learn to adapt social work practices to tackle complex and evolving situations by examining theories, techniques, and innovative approaches in the present and the future.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Social Work

Professional body minimum pass mark requirement: 40%

MODULE AIMS:

- To provide students with a comprehensive understanding of current and emerging social work methods and interventions.
- To develop students' critical thinking skills and the ability to evaluate the effectiveness of different methods.
- To equip students with the knowledge, skills, and understanding needed to apply contemporary, evidence informed, and ethical social work practices in real-world contexts.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Apply critical thinking and ethical decision-making skills when using contemporary social work methods in practice.	8.1.5, 8.1.6, 8.1.7, 8.2.1, 8.2.2, 8.4.4, 8.5.1, 8.5.3 PCF 2, 6, 7, 9 SWEPS 1, 3 KSS 7, 9

2. Demonstrate the ability to use appropriate intervention strategies to meet the individual needs of service users in a culturally competent and sensitive manner.	8.1.5, 8.1.6, 8.1.7, 8.2.1, 8.2.2, 8.4.4, 8.5.1, 8.5.3 PCF 1, 2, 3, 5, 7, 9 SWEPS 1, 2 KSS 1, 2, 7
3. Critically evaluate the impact of systemic and institutional factors on outcomes and apply this understanding to the design and delivery of effective social work interventions.	8.1.5, 8.1.6, 8.1.7, 8.2.1, 8.2.2, 8.4.4, 8.5.1, 8.5.3 PCF 1, 2, 8 SWEPS 3, 5, 6 KSS 10
4. Demonstrate an understanding of current and emerging social work methods and intervention.	8.1.5, 8.1.6, 8.1.7, 8.2.1, 8.2.2, 8.4.4, 8.5.1, 8.5.3 PCF 1, 5 SWEPS 3 KSS 7
5. Develop the ability to continuously adapt to new and changing social work methods and practice contexts.	8.1.5, 8.1.6, 8.1.7, 8.2.1, 8.2.2, 8.4.4, 8.5.1, 8.5.3 PCF 1, 7, 8, 9 SWEPS 3 KSS 10
DATE OF APPROVAL: 17/05/2023	FACULTY/OFFICE: UK PARTNERSHIPS
DATE OF IMPLEMENTATION: 01/2024	SCHOOL/PARTNER: Highlands College (UCJ)
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 2

Notes:

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024/25

MODULE LEADER: Jess Garner

NATIONAL COST CENTRE: 131

OTHER MODULE STAFF:

Summary of Module Content

Students will be supported to explore how different theoretical approaches provide different ways of thinking about the nature of social work in advanced modern societies and their implications for social work practice. The debates covered will vary year-on-year to reflect changes in the social and political landscape, but key issues are likely to include how to protect children and vulnerable adults; personalisation and agency adult care; the role of research in social work and the meaning of 'evidence informed practice' and the impacts of power and inequality.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	24	2x4.5hr block week sessions plus 10x90mins learning day sessions
Online Learning	36	12x3hrs Combination of pre-recorded content and discussion forums including Q & A opportunities with lecturers
Guided Independent Study	140	This includes directed reading, independent reading, completion of formative assessment tasks and the development and completion of course work.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting

Coursework	Conference Poster Presentation. ALO 1,2,3,4,5	100%
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REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (New)	Conference Poster Presentation. ALO 1,2,3,4,5	100%

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH1208 **MODULE TITLE:** Inclusive Practice with Diverse Populations
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE(S) [max 3]:** 100503
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** N
SHORT MODULE DESCRIPTOR: (max 425 characters)

Social and cultural factors impact diverse populations greatly and it's crucial to engage with and support them. To do so, reflection on personal biases and developing cultural competence is necessary. To be effective, practitioners must be culturally responsive and inclusive. Cultural competence can be achieved through reflection and developing strategies for inclusivity.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Social Work

Professional body minimum pass mark requirement: 40%

MODULE AIMS:

- To analyse the influence of cultural and personal biases on social work practice with diverse populations.
- To evaluate the strengths and limitations of various approaches to inclusive practice in social work.
- To demonstrate knowledge and application of theories of diversity, equity, and effective engagement with individuals from diverse backgrounds and cultures in social work practice.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1.	8.1.3, 8.1.4, 8.1.5, 8.1.7, 8.1.2, 8.3.2, 8.4.3, 8.4.4, 8.5.1

Analyse the influence of cultural and personal biases on social work practice with diverse populations	PCF 2, 3, 4, 6, 7 SWEPS 1, 3 KSS 1, 7, 9, 10
2. Evaluate the strengths and limitations of various approaches to inclusive practice	8.1.3, 8.1.4, 8.1.5, 8.1.7, 8.3.2, 8.4.3, 8.4.4, 8.5.1 PCF 2, 3, 4, 5, 6, 7 SWEPS 1, 3 KSS 7
3. Demonstrate knowledge of the diverse experiences and challenges faced by different populations, such as marginalised communities and those facing discrimination.	8.1.3, 8.1.4, 8.1.5, 8.1.7, 8.3.2, 8.4.3, 8.4.4, 8.5.1 PCF 3, 4, 5 SWEPS 1, 3 KSS 4, 5, 7
4. Apply theories of diversity and equity to social work assessments and interventions.	8.1.3, 8.1.4, 8.1.5, 8.1.7, 8.3.2, 8.4.3, 8.4.4, 8.5.1 PCF 5, 7, 9 SWEPS 1, 3 KSS 6, 7
5. Demonstrate reflective thinking skills in relation to participating as a member of a group.	8.1.3, 8.1.4, 8.1.5, 8.1.7, 8.3.2, 8.4.3, 8.4.4, 8.5.1 PCF 6, 8 SWEPS 3, 4, 5, 6 KSS 9, 10

DATE OF APPROVAL: 17/05/2023	FACULTY/OFFICE: UK PARTNERSHIPS
DATE OF IMPLEMENTATION: 01/2024	SCHOOL/PARTNER: Highlands College (UCJ)
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 2

Notes:

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024/25

MODULE LEADER: Jess Garner

NATIONAL COST CENTRE: 131

OTHER MODULE STAFF:

Summary of Module Content

The module aims to equip social work students with the knowledge and skills to work effectively with diverse populations. It focuses on the impact of cultural and personal biases on social work practice and the importance of engaging with and supporting individuals from diverse backgrounds. The module will provide students with the opportunity to reflect on their own biases and assumptions and to develop strategies for creating inclusive and culturally responsive practices.

One of the key components of the module is to evaluate various approaches to inclusive practice and to understand the diverse experiences and challenges faced by different populations, such as marginalised communities and those facing discrimination. Students will also learn about theories of diversity and equity and how they can be applied to social work assessments and interventions.

The module will also equip students with the skills to effectively engage and communicate with individuals from diverse backgrounds and cultures. This will be achieved through a combination of lectures, group discussions, and practical exercises that encourage students to reflect on their own experiences and to develop strategies for inclusive practice.

Overall, this module will provide students with a solid foundation in cultural competence and inclusive practice, helping them to become culturally competent, inclusive practitioners who are equipped to work effectively with diverse populations. It will enable them to approach their work with greater awareness and sensitivity, helping them to better understand and support the needs of those they serve.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	24	2x4.5hr block week sessions plus 10x90mins learning day sessions
Online Learning	36	12x3hrs Combination of pre-recorded content and discussion forums including Q & A opportunities with lecturers
Guided Independent Study	140	This includes directed reading, independent reading, completion of formative assessment tasks and the development and completion of course work.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	Case Study Group Presentation ALO 1,2,3,4	80%
	Reflection on Group working ALO 5.	20%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (New)	Case Study Group Presentation ALO 1,2,3,4	80%
	Reflection on Group working ALO 5.	20%

To be completed when presented for Minor Change approval and/or annually updated

Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX
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UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH2021 **MODULE TITLE:** Contexts for Social Work 2 – Organisation, Law and Policy
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE(S) [max 3]:** 100503
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** N
SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Advancing on Contexts of Social Work 1 this module will explore organisational culture and give students the opportunity to put knowledge into practice as they analyse the complexities of policy and legislation in preparation for and during their 70-day placement. The module will emphasise the importance of critical thinking in understanding and addressing the challenges that social workers encounter in their practice.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Social Work

Professional body minimum pass mark requirement: 40%

MODULE AIMS:

- To equip students with a comprehensive understanding of the complexities of policy and legislation in social work.
- To develop students' critical thinking and problem-solving skills to address the challenges faced by social workers in their practice.
- To provide students with the opportunity to apply their knowledge and skills by analysing real-world cases and understanding the intersections between law, policy, and social work practice.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1.	

Demonstrate accurate technical knowledge and understanding of the legal duties and powers underpinning social work in adult social care, children’s services, and mental health in Jersey.	8.1.1, 8.1.2, 8.1.5, 8.1.6, 8.1.7, 8.2.2, 8.2.4, 8.3.2, 8.3.5, 8.3.6, 8.4.4, 8.5.1, 8.5.3 PCF 1, 4, 8 SWEPS 1, 3 KSS 8, 10
2. Apply critical thinking and problem-solving skills to real world cases to demonstrate an understanding of the intersections between law, policy, and social work practice and ethics	8.1.1, 8.1.2, 8.1.5, 8.1.6, 8.1.7, 8.2.2, 8.2.4, 8.3.2, 8.3.5, 8.3.6, 8.4.4, 8.5.1, 8.5.3 PCF 4, 5, 6, 7 SWEPS 1, 3 KSS 8, 10
3. Demonstrate understanding of how human rights principles embedded in the legal framework in Jersey impact upon social work decision-making.	8.1.1, 8.1.2, 8.1.5, 8.1.6, 8.1.7, 8.2.2, 8.2.4, 8.3.2, 8.3.5, 8.3.6, 8.4.4, 8.5.1, 8.5.3 PCF 4, 5, 8 SWEPS 1, 3 KSS 8, 10
4. Demonstrate the ability to apply legal concepts when working with people in specific contexts of social work practice.	8.1.1, 8.1.2, 8.1.5, 8.1.6, 8.1.7, 8.2.2, 8.2.4, 8.3.2, 8.3.5, 8.3.6, 8.4.4, 8.5.1, 8.5.3 PCF 1, 2, 4, 6 SWEPS 1, 3 KSS 2, 8, 10
5. Demonstrate an ability to critically analyse the complexities of organisational culture in social work and understand its impact on policy and legislation.	8.1.1, 8.1.2, 8.1.5, 8.1.6, 8.1.7, 8.2.2, 8.2.4, 8.3.2, 8.3.5, 8.3.6, 8.4.4, 8.5.1, 8.5.3 PCF 4, 5, 8 SWEPS 1, 3 KSS 8, 10
6. Effectively communicate reflections on implementing policy into practice	8.1.1, 8.1.2, 8.1.5, 8.1.6, 8.1.7, 8.2.2, 8.2.4, 8.3.2, 8.3.5, 8.3.6, 8.4.4, 8.5.1, 8.5.3 PCF 4, 5, 8 SWEPS 1, 3 KSS 8, 10
DATE OF APPROVAL: 17/05/2023	FACULTY/OFFICE:
DATE OF IMPLEMENTATION: XX/XX/XXXX	SCHOOL/PARTNER:
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 1 & 2

Notes:

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024/25
MODULE LEADER: Laura Simpson

NATIONAL COST CENTRE: 131
OTHER MODULE STAFF:

Summary of Module Content

The teaching of the content will build on the foundations of English law that the students have acquired, noting the differences and similarities between the two legal systems without creating confusion. This will both reinforce learning, and enable the students to apply their knowledge to the context in which they will be working. To achieve these objectives the Jersey course will follow a similar basic structure, but consider the different circumstances in place.

Legal Context	Responsibilities towards Children	Responsibilities towards Adults
The legal and political system in Jersey	The principles of children’s law in Jersey, including a comparison to England and Guernsey	Adult social care in Jersey, legislation and agencies
Human Rights and Discrimination in Jersey	Government Support for children and Families in Jersey, including a comparison with the duties in place in the UK	Capacity and Mental Health legislation in Jersey (including safeguarding and restriction of liberty)
Information Security and Sharing in a small jurisdiction – law and practice	Court Applications, including a comparison with the UK and good practice and procedure.	Legislation relating to health care, working and housing status in Jersey.
Regulation – including the role of the serious case review	Youth Justice	Adult Justice (including deportation)
Reform		

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	48	4x90mins block week sessions plus 20x45mins learning day sessions
Online Learning	24	24x1hrs Combination of pre-recorded content and discussion forums including Q & A opportunities with lecturers
Guided Independent Study	128	This includes directed reading, independent reading, completion of formative assessment tasks and the development and completion of course work.
Skills Days	10 days	10 days achieved on block week learning at start and end of each term.
Total	200 + 10 Skills Days	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	Organisational Culture Presentation ALO 1,2,3,4,5,6	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (New)	Organisational Culture Presentation. ALO 1,2,3,4,5,6	100%

To be completed when presented for Minor Change approval and/or annually updated

Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX
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UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH2022 **MODULE TITLE:** Working with Children, Young People and Families
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE(S) [max 3]:** 100503
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** N
SHORT MODULE DESCRIPTOR: (max 425 characters)

To provide students with a comprehensive understanding of the complex issues, challenges, and practices involved in working with children, young people, and families within a social work context. Students will gain knowledge and skills in assessing the needs of children, young people, and families, and develop a nuanced understanding of the systemic and cultural factors that impact their well-being.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Social Work

Professional body minimum pass mark requirement: 40%

MODULE AIMS:

- To develop a person-centered and strengths-based approach to social work practice with children, young people, and families.
- To understand and consider ethical, legal, and cultural implications in social work practice.
- To acquire the necessary skills and knowledge to promote the well-being and improve the quality of life of children, young people, and families.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1.	8.1.3, 8.1.4, 8.1.5, 8.1.6, 8.1.7, 8.2.1, 8.2.2, 8.2.4, 8.2.5, 8.3.1, 8.3.6, 8.4.3, 8.4.4, 8.5.1, 8.5.2, 8.5.3, 8.5.4

Analyse and critically evaluate the social work practice with children, young people, and their families	PCF 2, 5, 6, 7 SWEPS 1, 3 KSS 3, 5, 6, 7
2. Apply theoretical and conceptual frameworks to practice situations with children, young people, and their families	8.1.3, 8.1.4, 8.1.5, 8.1.6, 8.1.7, 8.2.1, 8.2.2, 8.2.4, 8.2.5, 8.3.1, 8.3.6, 8.4.3, 8.4.4, 8.5.1, 8.5.2, 8.5.3, 8.5.4 PCF 2, 5, 7 SWEPS 1, 3 KSS 3, 5, 6, 7
3. Demonstrate a critical awareness of the impact of social, cultural, and historical factors on the wellbeing of children, young people, and their families.	8.1.3, 8.1.4, 8.1.5, 8.1.6, 8.1.7, 8.2.1, 8.2.2, 8.2.4, 8.2.5, 8.3.1, 8.3.6, 8.4.3, 8.4.4, 8.5.1, 8.5.2, 8.5.3, 8.5.4 PCF 2, 3, 4, 5, 6 SWEPS 1, 3 KSS 3, 4, 5, 7, 8
4. Apply effective communication and interpersonal skills in working with children, young people, and families.	8.1.3, 8.1.4, 8.1.5, 8.1.6, 8.1.7, 8.2.1, 8.2.2, 8.2.4, 8.2.5, 8.3.1, 8.3.6, 8.4.3, 8.4.4, 8.5.1, 8.5.2, 8.5.3, 8.5.4 PCF 1, 7, 9 SWEPS 1, 2, 3 KSS 1, 2, 3, 4, 5, 7
5. Use ethical and evidence informed decision-making to inform practice with children, young people, and families.	8.1.3, 8.1.4, 8.1.5, 8.1.6, 8.1.7, 8.2.1, 8.2.2, 8.2.4, 8.2.5, 8.3.1, 8.3.6, 8.4.3, 8.4.4, 8.5.1, 8.5.2, 8.5.3, 8.5.4 PCF 1, 2, 3, 4, 5, 6, 7, 9 SWEPS 1, 2, 3 KSS 1, 2, 3, 4, 5, 7, 8

DATE OF APPROVAL: 17/05/2023	FACULTY/OFFICE: UK PARTNERSHIPS
DATE OF IMPLEMENTATION: XX/XX/XXXX	SCHOOL/PARTNER: Highlands College (UCJ)
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 1

Notes:

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024/25

MODULE LEADER: Jess Garner

NATIONAL COST CENTRE: 131

OTHER MODULE STAFF:

Summary of Module Content

You will learn about the key roles and tasks of social workers in multi-disciplinary children's services settings. Attention will be paid to aspects of needs and risk assessment, protective intervention and early, preventive work with vulnerable children in the community. The module will also consider care planning for children and young people in public care. A variety of learning and teaching strategies will be used, including formal lectures, discussion, debates, video, simulation, and small group work.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	29	2x4.5hr block week sessions plus 10x2hr learning day sessions
Online Learning	36	12x3hrs Combination of pre-recorded content and discussion forums including Q & A opportunities with lecturers
Guided Independent Study	135	This includes directed reading, independent reading, completion of formative assessment tasks and the development and completion of course work.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting	REFERRAL ASSESSMENT
Coursework	Child Protection Conference Report. ALO 1, 3, 5 Mock Child Protection Conference. ALO 2, 4	100%	
Element Category	Component Name	Component Weighting	
Coursework (New)	Child Protection Conference Report. ALO 1, 3, 5 Mock Child Protection Conference. ALO 2, 4	100%	

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH2023 **MODULE TITLE:** Personalisation and Citizenship – Empowering Adults
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE(S) [max 3]:** 100503
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** N
SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Students will learn key components of personalisation and citizenship and how these can be applied in practice, how to support adults to participate in their community, make informed choices and develop personal care and support plans. The module provides opportunities to reflect, improve skills in working with adults in a person-centered way and understand importance of empowering adults to lead meaningful lives.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Social Work

Professional body minimum pass mark requirement: 40%

MODULE AIMS:

- To understand and analyse the principles of personalisation and citizenship as they apply to empowering adults in the social work context.
- To critically evaluate the impact of social, cultural, and political factors on the experiences of adults seeking support, and to develop practical skills in applying a person-centred approach to support.
- To reflect on ethical considerations involved in working with adults, including privacy, informed consent, and self-determination, and to develop an understanding of the importance of empowering adults to lead meaningful lives.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Demonstrate the principles of personalisation and citizenship as they relate to empowering adults in the social work context.	8.1.3, 8.1.4, 8.1.5, 8.1.6, 8.1.7, 8.2.1, 8.2.2, 8.2.4, 8.2.5, 8.3.6, 8.4.3, 8.4.4, 8.5.1, 8.5.2, 8.5.3, 8.5.4 PCF 1, 2, 3, 4, 5 SWEPS 1, 3 KSS 1, 2, 4, 7, 8
2. Evaluate the impact of different social, cultural, and political factors on the experiences of adults seeking support.	8.1.3, 8.1.4, 8.1.5, 8.1.6, 8.1.7, 8.2.1, 8.2.2, 8.2.4, 8.2.5, 8.3.6, 8.4.3, 8.4.4, 8.5.1, 8.5.2, 8.5.3, 8.5.4 PCF 2, 3, 4, 5, 6 SWEPS 1, 3 KSS 4, 7, 8,
3. Develop practical skills in applying a person-centred approach to support adults to access their rights, resources, and opportunities.	8.1.3, 8.1.4, 8.1.5, 8.1.6, 8.1.7, 8.2.1, 8.2.2, 8.2.4, 8.2.5, 8.3.6, 8.4.3, 8.4.4, 8.5.1, 8.5.2, 8.5.3, 8.5.4 PCF 1, 2, 3, 4, 7, 9 SWEPS 1, 2, 3 KSS 1, 2, 4, 7, 8
4. Demonstrate knowledge of ethical considerations involved in working with adults, including issues of privacy, informed consent and self-determination	8.1.3, 8.1.4, 8.1.5, 8.1.6, 8.1.7, 8.2.1, 8.2.2, 8.2.4, 8.2.5, 8.3.6, 8.4.3, 8.4.4, 8.5.1, 8.5.2, 8.5.3, 8.5.4 PCF 1, 2, 3, 4, 5 SWEPS 1, 3 KSS 4, 8
5. Evidence robust decision making through effective assessment of needs.	8.1.3, 8.1.4, 8.1.5, 8.1.6, 8.1.7, 8.2.1, 8.2.2, 8.2.4, 8.2.5, 8.3.6, 8.4.3, 8.4.4, 8.5.1, 8.5.2, 8.5.3, 8.5.4 PCF 1, 5, 7, 9 SWEPS 1, 3 KSS 4, 7, 8

DATE OF APPROVAL: 17/05/2023	FACULTY/OFFICE: UK PARTNERSHIPS
DATE OF IMPLEMENTATION: XX/XX/XXXX	SCHOOL/PARTNER: Highlands College (UCJ)
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 1

Notes:

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024/25

MODULE LEADER: Jennie Pasternak

NATIONAL COST CENTRE: 131

OTHER MODULE STAFF:

Summary of Module Content

The syllabus will include the following elements:

- Adopting a person-centred holistic approach to working with adults, especially those with complex and changing needs. This includes recognising the impact of social and environmental factors, disadvantage difference and diversity, discrimination, and oppression.
- Promoting effective partnership with service users that emphasises choice, empowerment, and independence; including working collaboratively with service user and carer appointed advocates.
- Understanding how the legal policy and framework from community care to personalisation impacts on the nature of social work.
- Working positively with other professionals and agencies in a way that promotes Inter-professional working.
- Exploring current, evidence informed interventions.
- Evaluating the impact and effectiveness of professional intervention.

The syllabus is constructed in a rapidly changing policy and practice environment and therefore is indicative, designed to respond to local and national changes.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	29	2x4.5hr block week sessions plus 10x2hr learning day sessions
Online Learning	36	12x3hrs Combination of pre-recorded content and discussion forums including Q & A opportunities with lecturers

Guided Independent Study	135	This includes directed reading, independent reading, completion of formative assessment tasks and the development and completion of course work.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	Assessment & Recommendations Report. ALO 1,2,5	50%
	Role Play. ALO 3, 4	50%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (New)	Assessment & Recommendations Report. ALO 1,2,5	50%
	Role Play. ALO 3, 4	50%

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH2024 **MODULE TITLE:** Research Methods in Social Work
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE(S) [max 3]:** 100503
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** N
SHORT MODULE DESCRIPTOR: *(max 425 characters)*

The module aims to educate students on diverse research methods, including qualitative and quantitative, and mixed methods and familiarise students with ethical considerations and critical understanding of the relationship between research and practice in social work. Students gain knowledge and skills for independent research and informed decision-making on method selection, implementation, and evaluation.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Social Work

Professional body minimum pass mark requirement: 40%

MODULE AIMS:

- Develop a deep understanding of the different research paradigms and their impact on social work research.
- Acquire the ability to critically evaluate and select appropriate research methods and designs to address specific research questions in social work.
- Enhance research skills, including the ability to synthesise and analyse relevant literature, develop a comprehensive research proposal, and apply methodology and data collection methods.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1.	8.1.6, 8.1.7, 8.2.3, 8.2.4, 8.3.2, 8.3.3, 8.3.5

Demonstrate understanding of different research paradigms and their implications for social work research	PCF 5 SWEPS 3 KSS 7
2. Critically evaluate different research methods and designs, including quantitative and qualitative approaches, and select appropriate methods for specific research questions	8.1.6, 8.1.7, 8.2.3, 8.2.4, 8.3.2, 8.3.3, 8.3.5 PCF 5, 6, 7 SWEPS 3 KSS 7
3. Synthesise and critically analyse relevant literature to address a specific research question in social work	8.1.6, 8.1.7, 8.2.3, 8.2.4, 8.3.2, 8.3.3, 8.3.5 PCF 5, 6, 7 SWEPS 3 KSS 7
4. Apply research skills to develop a comprehensive research proposal, including methodology and data collection methods.	8.1.6, 8.1.7, 8.2.3, 8.2.4, 8.3.2, 8.3.3, 8.3.5 PCF 5, 6, 7 SWEPS 3 KSS 7
5. Apply ethical principles and practices in the conduct of social work research.	8.1.6, 8.1.7, 8.2.3, 8.2.4, 8.3.2, 8.3.3, 8.3.5 PCF 2, 4, 5, 6, 7 SWEPS 3 KSS 7

DATE OF APPROVAL: 17/05/2023	FACULTY/OFFICE: UK PARTNERSHIPS
DATE OF IMPLEMENTATION: XX/XX/XXXX	SCHOOL/PARTNER: Highlands College (UCJ)
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 2

Notes:

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024/25

MODULE LEADER: Laura Simpson

NATIONAL COST CENTRE: 131

OTHER MODULE STAFF:

Summary of Module Content

This module aims to equip students with the knowledge and skills necessary for conducting research in the field of social work. The module covers a range of research approaches, including qualitative, quantitative, and mixed methods, and provides an overview of ethical considerations in social work research. It also focuses on fostering a critical understanding of the relationship between research and practice and the importance of evidence informed decision-making in social work.

- Designing a research project
- Composing a literature review
- Data search and analysis
- Methodologies
- Ethics for research
- Quantitative research
- Qualitative research
- Research methods

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	29	2x4.5hr block week sessions plus 10x2hr learning day sessions
Online Learning	36	12x3hrs Combination of pre-recorded content and discussion forums including Q & A opportunities with lecturers
Guided Independent Study	135	This includes directed reading, independent reading, completion of formative assessment tasks and the development and completion of course work.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	Proposal ALO 1,2,3,4,5	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (New)	Proposal. ALO 1,2,3,4,5	100%

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH2025 **MODULE TITLE:** Integrated Practice 1
CREDITS: 40 **FHEQ LEVEL:** 5 **HECOS CODE(S) [max 3]:** 100503
PRE-REQUISITES: HIGH1204 **CO-REQUISITES:** None **COMPENSATABLE:** N
SHORT MODULE DESCRIPTOR: (max 425 characters)

This module aims to enhance students' professional growth by merging theoretical concepts, methods, abilities, information, and values into their practical approach. By combining both theoretical and practical learning opportunities, students will gain a diverse set of critical knowledge, skills, evidence informed practices, and effective interventions that are relevant to working with diverse individuals and situations in society.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)	Pass/Fail		
T1 (Test)		O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Social Work

Professional body minimum pass mark requirement: 40%

MODULE AIMS:

- To understand and critically analyse the impact of cultural and personal biases in social work practice with diverse populations.
- To evaluate and apply theories of diversity, equity, and inclusion in social work assessments and interventions.
- To develop effective communication and engagement skills with individuals from diverse backgrounds and cultures in social work practice.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to

1. Demonstrate across the practice portfolio evidence of capability in relation to all the domains of the Practice Capability Framework	8.1.1, 8.1.3, 8.1.5, 8.1.6, 8.1.7, 8.2.1, 8.2.2, 8.2.4, 8.2.5, 8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.3.5, 8.3.6, 8.3.7, 8.4.1, 8.4.3, 8.4.4, 8.5.1, 8.5.2, 8.5.3, 8.5.4, 8.5.5 PCF 1 – 9 SWEPS 1 – 6 KSS 1 - 10
2. Describe, discuss, and analyse direct practice and communication with service users/carers, including an analysis of the assessment, planning, intervention, and review undertaken, using social work knowledge, theory, research and law in the analysis.	8.1.1, 8.1.3, 8.1.5, 8.1.6, 8.1.7, 8.2.1, 8.2.2, 8.2.4, 8.2.5, 8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.3.5, 8.3.6, 8.3.7, 8.4.1, 8.4.3, 8.4.4, 8.5.1, 8.5.2, 8.5.3, 8.5.4, 8.5.5 PCF 1, 2, 3, 4, 5, 6, 7, 9 SWEPS 1, 2, 3 KSS 1, 2, 3, 4, ,5 6, 7, 8
3. Identify and critically reflect on oppression and demonstrate the ability to practice in accordance with social work values.	8.1.1, 8.1.3, 8.1.5, 8.1.6, 8.1.7, 8.2.1, 8.2.2, 8.2.4, 8.2.5, 8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.3.5, 8.3.6, 8.3.7, 8.4.1, 8.4.3, 8.4.4, 8.5.1, 8.5.2, 8.5.3, 8.5.4, 8.5.5 PCF 1, 2, 3, 4, 6, 7, 9 SWEPS 3, 5, 6 KSS 7, 8, 9
4. Discuss and reflect on the challenge of working in a context of change and uncertainty.	8.1.1, 8.1.3, 8.1.5, 8.1.6, 8.1.7, 8.2.1, 8.2.2, 8.2.4, 8.2.5, 8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.3.5, 8.3.6, 8.3.7, 8.4.1, 8.4.3, 8.4.4, 8.5.1, 8.5.2, 8.5.3, 8.5.4, 8.5.5 PCF 1, 2, 5, 6, 7, 8, 9 SWEPS 1, 3, 5, 6 KSS 7, 9, 10
5. Identify and critically reflect on oppression and demonstrate the ability to practice in accordance with social work values.	8.1.1, 8.1.3, 8.1.5, 8.1.6, 8.1.7, 8.2.1, 8.2.2, 8.2.4, 8.2.5, 8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.3.5, 8.3.6, 8.3.7, 8.4.1, 8.4.3, 8.4.4, 8.5.1, 8.5.2, 8.5.3, 8.5.4, 8.5.5 PCF 1, 2, 3, 4, 6, 7, 9 SWEPS 3, 5, 6 KSS 7, 8, 9

DATE OF APPROVAL: 17/05/2023	FACULTY/OFFICE: UK PARTNERSHIPS
DATE OF IMPLEMENTATION: XX/XX/XXXX	SCHOOL/PARTNER: Highlands College (UCJ)
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 2

Notes:

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024/25

MODULE LEADER: Jess Garner

NATIONAL COST CENTRE: 131

OTHER MODULE STAFF:

Summary of Module Content

Work based learning constitutes an essential part of the social work degree. It will enable the student to develop skills and job knowledge, to take on increasing responsibility and make well founded decisions to prepare them for their future career.

Over the course, the students have 200 days of integrated practice, this module consists of:

70 Day Placement: Students spend 70 days in a work placement in term 2 of second year. The aim would be for this placement to take place in an organisation, which is new to the student to broaden their social work knowledge and skills. This would ideally be in the community or voluntary sector, to offer students a different understanding of social work practice and to develop different skills.

All components of integrated practice will contribute to the student evidencing their Professional Capabilities Framework, Social Work England Professional Standards and in the final year, understanding the Knowledge and Skills Statements for Children. This will be demonstrated through the completion of a portfolio of evidence.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	24	2x4.5hr block week sessions plus 10x2hr learning day sessions
Online Learning	36	12x3hrs Combination of pre-recorded content and discussion forums including Q & A opportunities with lecturers
Guided Independent Study	140	This includes directed reading, independent reading, completion of formative assessment tasks and the development and completion of course work.
Total	200 + 70 days	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	Critical Analysis. ALO 1,2,3,4,5	100%
Generic Assessment	70 days Integrated Practice Portfolio. ALO 1,2,3,4,5	Pass/Fail

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (New)	Critical Analysis. ALO 1,2,3,4,5	100%
Generic Assessment (New)	70 days Integrated Practice Portfolio. ALO 1,2,3,4,5	Pass/Fail

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH3313 **MODULE TITLE:** Integrated Practice 2
CREDITS: 40 **FHEQ LEVEL:** 6 **HECOS CODE(S) [max 3]:** 100503
PRE-REQUISITES: HIGH2025 **CO-REQUISITES:** None **COMPENSATABLE:** N
SHORT MODULE DESCRIPTOR: (max 425 characters)

This module further enhances students' professional growth by merging theoretical concepts, methods, abilities, information, and values into their practical approach within a statutory setting. By combining both theoretical and practical learning opportunities, students will gain a diverse set of critical knowledge, skills, evidence informed practices, and effective interventions that are relevant to working with diverse individuals and situations in society.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)	Pass/Fail		
T1 (Test)		O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Social Work

Professional body minimum pass mark requirement: 40%

MODULE AIMS:

- To understand and critically analyse the impact of cultural and personal biases in social work practice with diverse populations.
- To evaluate and apply theories of diversity, equity, and inclusion in social work assessments and interventions.
- To develop effective communication and engagement skills with individuals from diverse backgrounds and cultures in social work practice.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Demonstrate via the Practice Portfolio evidence of competence in relation to the	8.1.1, 8.1.3, 8.1.5, 8.1.6, 8.1.7, 8.2.1, 8.2.2, 8.2.4, 8.2.5, 8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.3.5, 8.3.6, 8.3.7, 8.4.1, 8.4.3, 8.4.4, 8.5.1, 8.5.2, 8.5.3, 8.5.4, 8.5.5

qualifying level of the domains of the Professional Capabilities Framework and in line with the proficiencies and standards of the social work regulatory body.	PCF 1 – 9 SWEPS 1 – 6 KSS 1 - 10
2. Evaluate direct practice and communication with service users/carers, including an analysis of the assessment, planning, intervention and review undertaken, using social work methods, concepts and models.	8.1.1, 8.1.3, 8.1.5, 8.1.6, 8.1.7, 8.2.1, 8.2.2, 8.2.4, 8.2.5, 8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.3.5, 8.3.6, 8.3.7, 8.4.1, 8.4.3, 8.4.4, 8.5.1, 8.5.2, 8.5.3, 8.5.4, 8.5.5 PCF 1, 2, 3, 4, 5, 6, 7, 9 SWEPS 1, 2, 3 KSS 1, 2, 3, 4, 5, 6, 7, 8
3. Demonstrate evidence of all required skills for qualified practice at the level appropriate to that of a newly qualified worker and to be able to critically reflect upon learning needs, and development.	8.1.1, 8.1.3, 8.1.5, 8.1.6, 8.1.7, 8.2.1, 8.2.2, 8.2.4, 8.2.5, 8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.3.5, 8.3.6, 8.3.7, 8.4.1, 8.4.3, 8.4.4, 8.5.1, 8.5.2, 8.5.3, 8.5.4, 8.5.5 PCF 1 – 9 SWEPS 1 – 6 KSS 1 - 10
4. Critically analyse and reflect on the complexity of social work practice in your placement including risk assessment, management and decision-making processes reflecting on skills and challenges of working in a context of change and uncertainty.	8.1.1, 8.1.3, 8.1.5, 8.1.6, 8.1.7, 8.2.1, 8.2.2, 8.2.4, 8.2.5, 8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.3.5, 8.3.6, 8.3.7, 8.4.1, 8.4.3, 8.4.4, 8.5.1, 8.5.2, 8.5.3, 8.5.4, 8.5.5 PCF 1 – 9 SWEPS 3 KSS 7, 8, 9, 10
5. Identify and critically reflect on oppression and demonstrate the ability to practice in accordance with social work values.	8.1.1, 8.1.3, 8.1.5, 8.1.6, 8.1.7, 8.2.1, 8.2.2, 8.2.4, 8.2.5, 8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.3.5, 8.3.6, 8.3.7, 8.4.1, 8.4.3, 8.4.4, 8.5.1, 8.5.2, 8.5.3, 8.5.4, 8.5.5 PCF 1, 2, 3, 4, 6, 7, 9 SWEPS 3, 5, 6 KSS 7, 8, 9

DATE OF APPROVAL: 17/05/2023	FACULTY/OFFICE: UK PARTNERSHIPS
DATE OF IMPLEMENTATION: XX/XX/XXXX	SCHOOL/PARTNER: Highlands College (UCJ)
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 1 & 2

Notes:

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2025/26

NATIONAL COST CENTRE: 131

MODULE LEADER: Jess Garner

OTHER MODULE STAFF:

Summary of Module Content

Work based learning constitutes an essential part of the social work degree. It will enable the student to develop skills and job knowledge, to take on increasing responsibility and make well founded decisions to prepare them for their future career.

Over the course, the students have 200 days of integrated practice, this module includes:

100 Day Placement: In the final year of the course, students spend 100 days in a work placement. This should be within their organisation of employment. It is important that the student spends their work placement in the role of a “social work student” as opposed to any previous role they held within the organisation. This gives them the opportunity to gain an understanding of statutory social work and to develop their professional identity.

All components of integrated practice will contribute to the student evidencing their Professional Capabilities Framework, Social Work England Professional Standards and in the final year, understanding the Knowledge and Skills Statements for Children. This will be demonstrated through the completion of a portfolio of evidence.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	39	2x4.5hr block week sessions plus 20x1.5hr learning day sessions
Online Learning	24	24x1hr Combination of pre-recorded content and discussion forums including Q & A opportunities with lecturers
Guided Independent Study	137	This includes directed reading, independent reading, completion of formative assessment tasks and the development and completion of course work.
Total	200 + 100 days	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	Critical Analysis. ALO 1,2,3,4,5	100%
Generic Assessment	100 days Integrated Practice Portfolio. ALO 1,2,3,4,5	Pass/Fail

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (New)	Critical Analysis. ALO 1,2,3,4,5	100%
Generic Assessment (New)	100 days Integrated Practice Portfolio. ALO 1,2,3,4,5	Pass/Fail

To be completed when presented for Minor Change approval and/or annually updated

Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX
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UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH3314 **MODULE TITLE:** Enhancing Critical Skills
CREDITS: 20 **FHEQ LEVEL:** 6 **HECOS CODE(S) [max 3]:** 100503
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** N
SHORT MODULE DESCRIPTOR: *(max 425 characters)*

The module aims to equip students with the skills necessary to engage in independent and reflective thinking, to question assumptions, and to approach social work practice with a critical lens. The module also aims to foster a culture of critical inquiry that encourages students to engage in ongoing, self-directed learning and to continuously challenge their own thinking and practice.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	80%	P1 (Practical)	20%
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Social Work

Professional body minimum pass mark requirement: 40%

MODULE AIMS:

- To equip students with the ability to engage in independent and reflective thinking, question assumptions, and approach social work practice with a critical lens.
- To encourage students to engage in ongoing, self-directed learning and to continuously challenge their own thinking and practice, creating a culture of critical inquiry.
- To encourage students to continuously challenge their own thinking and practice, promoting ongoing, self-directed learning and professional growth.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Analyse social work practices critically: Students will be able to critically analyse	8.1.5, 8.1.6, 8.1.7, 8.2.2, 8.2.4, 8.3.4, 8.3.5, 8.3.6, 8.3.7, 8.4.2, 8.4.3, 8.4.4

social work practices and identify strengths and weaknesses.	PCF 1, 2, 6, 7, 9 SWEPS 3, 4 KSS 7, 9
2. Engage in self-reflection: Students will engage in self-reflection and be able to critically evaluate their own thoughts and actions.	8.1.5, 8.1.6, 8.1.7, 8.2.2, 8.2.4, 8.3.4, 8.3.5, 8.3.6, 8.5.7, 8.4.2, 8.4.3, 8.4.4 PCF 1, 2, 6, 7, 9 SWEPS 3, 4 KSS 7, 9
3. Continuously improve professional practice: Students will be able to continuously improve their professional practice through ongoing self-directed learning and critical reflection.	8.1.5, 8.1.6, 8.1.7, 8.2.2, 8.2.4, 8.3.4, 8.3.5, 8.3.6, 8.5.7, 8.4.2, 8.4.3, 8.4.4 PCF 1, 2, 6, 7, 9 SWEPS 3, 4 KSS 7, 9
4. Communicate ideas effectively: Students will develop the ability to communicate their ideas and perspectives effectively and persuasively, both orally and in writing.	8.1.5, 8.1.6, 8.1.7, 8.2.2, 8.2.4, 8.3.4, 8.3.5, 8.3.6, 8.5.7, 8.4.2, 8.4.3, 8.4.4 PCF 1, 2, 6, 7, 9 SWEPS 3, 4 KSS 2, 7, 9
5. Apply critical inquiry to ongoing learning: Students will apply critical inquiry to ongoing learning, continuously challenging their own thinking and practice and remaining current in their field.	8.1.5, 8.1.6, 8.1.7, 8.2.2, 8.2.4, 8.3.4, 8.3.5, 8.3.6, 8.5.7, 8.4.2, 8.4.3, 8.4.4 PCF 1, 2, 5, 6, 7, 9 SWEPS 3, 4 KSS 7, 9

DATE OF APPROVAL: 17/05/2023	FACULTY/OFFICE: UK PARTNERSHIPS
DATE OF IMPLEMENTATION: XX/XX/XXXX	SCHOOL/PARTNER: Highlands College (UCJ)
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 1 & 2

Notes:

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2025/26
MODULE LEADER: Jess Garner

NATIONAL COST CENTRE: 131
OTHER MODULE STAFF:

Summary of Module Content

The module content is focused on helping students analyse social work practices, question assumptions, and engage in self-reflection. By the end of the module, students will be equipped with the skills necessary to approach social work practice with a critical lens and make informed decisions.

Over the course, the students have 200 days of integrated practice, of which there are 3 components, including 30 Skills Days. This module will include 12 of the Skills Days which consist of practice development workshops, which are fully integrated into the student's timetable over the 3-year course. They are delivered by industry experts at the university in order to enhance the students' knowledge of social work practice in varying contexts. Students begin the workshops immediately prior to the start of their first placement and they will continue until the end of their final placement.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	42	4x3hr block week sessions plus 20x1.5hr learning day sessions
Online Learning	24	24x1hr Combination of pre-recorded content and discussion forums including Q & A opportunities with lecturers
Guided Independent Study	134	This includes directed reading, independent reading, completion of formative assessment tasks and the development and completion of course work.
Skills Days	12 days	12 days achieved on block week learning at start and end of each term,
Total	200 + 12 Skills Days	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	Reflective Analysis Essay	80%
Practical	Newly Qualified Social Worker Professional Capabilities Framework VIVA	20%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (New)	Reflective Analysis Essay	80%
Practical (New)	Newly Qualified Social Worker Professional Capabilities Framework VIVA	20%

To be completed when presented for Minor Change approval and/or annually updated

Updated by:
XX/XX/XXXX

Date:

Approved by:
Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH3315	MODULE TITLE: Honours Project	
CREDITS: 40	FHEQ LEVEL: 6	HECOS CODE(S) [max 3]: 100503
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: N

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module will normally focus on a complex issue that is of importance to one organisation in the social care sector in Jersey and which has the potential to directly benefit that organisation or its stakeholders. Students will be required to demonstrate their ability to specify, plan and implement a project in a real-world situation, to time, cost and specification.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Social Work

Professional body minimum pass mark requirement: 40%

MODULE AIMS:

To provide students with the opportunity to undertake a rigorous study on a theme which they have identified, and which is of importance to the social care sector. Drawing on advice from a member of academic staff, the honours project aims to enable students to undertake the entire process of scholarly research.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Agree a project brief and develop an appropriate project proposal and plan.	8.1.6, 8.1.7, 8.2.1, 8.2.3, 8.2.4, 8.2.5, 8.3.2, 8.3.3, 8.3.4, 8.3.5, 8.4.4, 8.5.2, 8.5.3 PCF 5, 7, 9 SWEPS 3, 4

	KSS 7, 10
2. Gather and analyse relevant data recognising the reliability of data and the assumptions that were made in its analysis.	8.1.6, 8.1.7, 8.2.1, 8.2.3, 8.2.4, 8.2.5, 8.3.2, 8.3.3, 8.3.4, 8.3.5, 8.4.4, 8.5.2, 8.5.3 PCF 5, 6, 7, 9 SWEPS 3, 4 KSS 7, 10
3. Evaluate performance of organisations and develop effective plans to improve that performance and achieve strategic goals.	8.1.6, 8.1.7, 8.2.1, 8.2.3, 8.2.4, 8.2.5, 8.3.2, 8.3.3, 8.3.4, 8.3.5, 8.4.4, 8.5.2, 8.5.3 PCF 1, 5, 7, 8, 9 SWEPS 3, 4 KSS 7, 10
4. Generate useful conclusions, based on a range of scenarios which account for the uncertainty in the data and analysis.	8.1.6, 8.1.7, 8.2.1, 8.2.3, 8.2.4, 8.2.5, 8.3.2, 8.3.3, 8.3.4, 8.3.5, 8.4.4, 8.5.2, 8.5.3 PCF 5, 6, 7, 8, 9 SWEPS 3, 4 KSS 7, 10
5. Communicate effectively with a range of stakeholders and audiences	8.1.6, 8.1.7, 8.2.1, 8.2.3, 8.2.4, 8.2.5, 8.3.2, 8.3.3, 8.3.4, 8.3.5, 8.4.4, 8.5.2, 8.5.3 PCF 1, 7, 8, 9 SWEPS 3, 4 KSS 2, 7, 10
6. Demonstrate effective self-management	8.1.6, 8.1.7, 8.2.1, 8.2.3, 8.2.4, 8.2.5, 8.3.2, 8.3.3, 8.3.4, 8.3.5, 8.4.4, 8.5.2, 8.5.3 PCF 1, 9 SWEPS 3, 4 KSS 7

DATE OF APPROVAL: 17/05/2023	FACULTY/OFFICE: UK PARTNERSHIPS
DATE OF IMPLEMENTATION: XX/XX/XXXX	SCHOOL/PARTNER: Highlands College (UCJ)
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 1 & 2

Notes:

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2025/26
MODULE LEADER: Sue Le Masurier

NATIONAL COST CENTRE: 131
OTHER MODULE STAFF: Laura Simpson

Summary of Module Content

As part of your social work degree you are required to write an Honours Project. You will be encouraged to undertake a project in the area or on an issue that is of importance to the sector. Students undertaking HIGH3315 should have received project preparatory information over the Summer, encouraging an early start with regards to selecting a possible project subject area. During the Autumn term, students will be expected to get the project under way and to complete it during the first two terms of the final year.

Why do we require students to successfully complete an Honours Project (or as it is often referred, a dissertation)? In brief, the Honours Project allows students to demonstrate a broad range of skills and a deep understanding of a particular subject area. More specifically, the Project gives you the opportunity to:

- Look in detail at a theoretical question or an area of Social work which you find particularly interesting;
- Practice and demonstrate skills in information gathering across a variety of media;
- Practice and demonstrate the skills of managing a lot of information and ordering it into a coherent form.
- Experience taking responsibility for a project from conception to completion; and
- Create a piece of research that is uniquely your own.

The Honours Project is an extended piece of written work in which students can explore in depth a particular subject in a critical manner. The subject is chosen by the student, but it is important to discuss this choice with a tutor to make sure that the subject is appropriate.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	38	4x4.5hr block week sessions plus 20x1hr learning day sessions
Online Learning	24	24x1hr Combination of pre-recorded content and discussion forums including Q & A opportunities with lecturers
Guided Independent Study	338	This includes directed reading, independent reading, completion of formative assessment tasks and the development and completion of course work.
Total	400	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting

Coursework	Consultancy Project. ALO 1,2,3,4,5,6	100%
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REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (New)	Consultancy Project. ALO 1,2,3,4,5,6	100%

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH3316 **MODULE TITLE:** Wellbeing – Managing Risk, Decision Making and Selfcare
CREDITS: 20 **FHEQ LEVEL:** 6 **HECOS CODE(S) [max 3]:** 100503
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** N
SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This Module focuses on students understanding the importance of personal well-being and self-care for professional social work. Provides knowledge and skills to manage well-being and make informed decisions. Explores impact of stress, burnout, ethical dilemmas and equips students with strategies for managing these challenges emphasising the role of self-reflection, supervision and effective self-care.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Social Work

Professional body minimum pass mark requirement: 40%

MODULE AIMS:

- To equip students with the knowledge and skills needed to manage their own well-being and make informed decisions that support their continued professional development in social work.
- To provide students with a comprehensive understanding of the impact of stress, burnout, and ethical dilemmas on practitioners and strategies for managing these challenges.
- To emphasise the importance of self-reflection, supervision, and effective self-care in promoting their own wellbeing and ensuring they are equipped to provide high-quality support as social workers.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Analyse the impact of stress, burnout, and ethical dilemmas on social work practitioners and evaluate strategies for managing these challenges.	8.1.5, 8.1.6, 8.1.7, 8.2.4, 8.3.2, 8.4.2, 8.4.4, 8.5.1, 8.5.2 PCF 1, 2, 5, 6, 7, 9 SWEPS 3 KSS 7, 9
2. Demonstrate an understanding of the role of self-reflection, supervision, and effective self-care in promoting personal wellbeing in the context of professional social work practice.	8.1.5, 8.1.6, 8.1.7, 8.2.4, 8.3.2, 8.4.2, 8.4.4, 8.5.1, 8.5.2 PCF 1, 2, 5, 6, 7, 8, 9 SWEPS 3 KSS 2, 7, 9, 10
3. Develop practical skills for managing personal stress, building resilience, and maintaining professional boundaries.	8.1.5, 8.1.6, 8.1.7, 8.2.4, 8.3.2, 8.4.2, 8.4.4, 8.5.1, 8.5.2 PCF 1, 7, 9 SWEPS 3 KSS 2, 7, 9
4. Evaluate the importance of promoting personal wellbeing for effective and ethical social work practice and identify ways to prioritise self-care in a busy and demanding work environment.	8.1.5, 8.1.6, 8.1.7, 8.2.4, 8.3.2, 8.4.2, 8.4.4, 8.5.1, 8.5.2 PCF 1, 2, 5, 7, 8, 9 SWEPS 3 KSS 2, 7, 9
5. Reflect on personal experiences and develop a personalised self-care plan for managing stress and promoting wellbeing.	8.1.5, 8.1.6, 8.1.7, 8.2.4, 8.3.2, 8.4.2, 8.4.4, 8.5.1, 8.5.2 PCF 1, 2, 5, 7, 9 SWEPS 3 KSS 7, 9
6. Analyse the role of supervision in supporting personal and professional development, and wellbeing.	8.1.5, 8.1.6, 8.1.7, 8.2.4, 8.3.2, 8.4.2, 8.4.4, 8.5.1, 8.5.2 PCF 1, 6, 7, 9 SWEPS 3 KSS 7, 9

DATE OF APPROVAL: 17/05/2023	FACULTY/OFFICE: UK PARTNERSHIPS
DATE OF IMPLEMENTATION: XX/XX/XXXX	SCHOOL/PARTNER: Highlands College (UCJ)
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 1

Notes:

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2025/26

MODULE LEADER: Laura Simpson

NATIONAL COST CENTRE: 131

OTHER MODULE STAFF:

Summary of Module Content

This module aims to equip students with the knowledge and skills needed to manage their own well-being and make informed decisions that support their continued professional development in social work. It provides a comprehensive understanding of the impact of stress, burnout, and ethical dilemmas on practitioners and strategies for managing these challenges. The module emphasises the importance of self-reflection, supervision, and effective self-care in promoting personal wellbeing and ensuring students are equipped to provide high-quality support as social workers.

Throughout the module, students will analyse the impact of stress, burnout, and ethical dilemmas on social work practitioners and evaluate strategies for managing these challenges. They will also develop practical skills for managing personal stress, building resilience, and maintaining professional boundaries. Additionally, students will reflect on personal experiences and develop a personalised self-care plan for managing stress and promoting wellbeing.

The module also covers the role of supervision in supporting personal and professional development, and the ethical considerations of seeking and receiving supervision. Finally, students will evaluate the importance of promoting personal wellbeing for effective and ethical social work practice and identify ways to prioritise self-care in a busy and demanding work environment.

In conclusion, this module is designed to provide students with the tools and understanding necessary to maintain their wellbeing and effectiveness in the complex and demanding profession of social work. The content is designed to help students build resilience, foster self-awareness, and cultivate a strong foundation for ethical and effective practice.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	24	2x4.5hr block week sessions plus 10x1.5hr learning day sessions
Online Learning	36	24x1.5hr Combination of pre-recorded content and discussion forums including Q & A opportunities with lecturers
Guided Independent Study	140	This includes directed reading, independent reading, completion of formative assessment tasks and the development and completion of course work.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	Essay. ALO 1,2,3,4,5,6.	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting

Coursework (New)	Essay. ALO 1,2,3,4,5,6.	100%
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To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX