

Programme Specification

Programme Title: BA (Hons) Social Work

Awarding Institution:	University of Bolton		
Teaching Institution:	Bradford College		
Department and/or School/Curriculum Area:	School of Social Care and Community Practice Department of Education and Social Care		
Professional accreditation	Professional body	Professional body URL	Status of graduates
	Social Work England	https://socialworkengland.org.uk/	Eligible to apply for registration with Social Work England
Final award(s):	BA (Hons) Social Work Bachelor of Arts - BA (Hons)		
Exit or Fall-back award(s)	<p>Students are eligible for an intermediate award whilst working towards their target award. Students who do not achieve the minimum performance required for the target award shall be recommended for the conferment of a lower (intermediate) award they have achieved -</p> <ul style="list-style-type: none"> ▪ a student who does not meet the full academic and practice requirements at Level 6 is eligible for a BA Social Studies if s/he achieves at least 300 credits overall, including 120 credits at Level 4 and 120 credits at Level 5 and a minimum of 60 credits at Level 6. This will be an ordinary degree and an unclassified award. ▪ a student is eligible for a Diploma of Higher Education in Social Studies if they achieve 240 credits (including 120 credits at Level 4 and 120 credits at Level 5) but do not proceed with their studies or do not achieve at least 300 credits (including 120 credits at Level 4, 120 credits at Level 5 and 60 credits at Level 6). This will be an unclassified award. ▪ a student is eligible for a Certificate of Higher Education in Social Studies if they successfully complete 120 credits at Level 4 but do not proceed with their studies or do not complete the academic and practice requirements for achievement of 120 credits at Level 5. This will be an unclassified award. <p>In these cases, the student is not qualified to practice Social Work.</p>		

Programme title(s)	Social Work
HECoS Code	100503
University Course Code(s)	PFUB048
QAA Benchmark Statement(s)	The following benchmark statements apply to this programme: QAA benchmark statement for Social Work (28 Nov 2019)
Other internal and external reference points	<ul style="list-style-type: none"> ▪ The Professional Capabilities Framework hosted by British Association of Social Work (BASW) ▪ Social Work England - Standards of Proficiency ▪ Social Work England - Standards of Education and Training.
Language of study	English
Mode of study and normal period of study	The BA (Hons) Social work is a 3 year programme delivered on a full-time basis.
Admissions criteria	
<p>The programme will recruit students who have the capability and suitability to develop the knowledge and skills necessary to meet the professional standards and be eligible to apply to register with Social Work England upon completion of the programme. The following admissions criteria apply but, in line with Social Work England's qualifying education and training standards, this BA (Hons) Social Work degree programme also welcomes applicants with experience of working or volunteering in social care fields.</p> <ul style="list-style-type: none"> ▪ 120 UCAS tariff bearing entrance points or/equivalency. An overall Access course pass, to include a minimum of 18 points at merit level. ▪ GCSE pass at grade 4 or C in English or/equivalency. ▪ IELTS level 7 in English for International students who are 2nd language speakers. This is the Social Work England requirement. ▪ Satisfactory enhanced Disclosure and Barring Service check (DBS). Disclosures that are received by the College that record a conviction, reprimand or warning, are considered by the College's DBS panel. Applicants may be interviewed by the Team Leader or Head of Department, dependent upon the nature of the offence and the period of time that has elapsed. This serves to both determine the effect of this record on the College's ability to secure placement opportunities for the student, and on the student's future employment prospects. ▪ Prospective students are asked to prepare a reflective commentary about disclosures which are shared anonymously with key employers to assist decision making over suitability. If a conviction was deemed too serious or a concern for public safety, or would be seen to preclude the students from future employment or placement in the field then a decision would be taken as a programme team not to proceed with the offer. ▪ Students are required to declare whether they have had any social care involvement individually or as part of their family. If they have, students will be interviewed by the team leader regarding this to determine their readiness and the appropriateness to commence a social work programme. 	

<ul style="list-style-type: none"> ▪ Satisfactory Health check to comply with fitness to practice standards (Social Work England). Students are required to complete a College health screening form at application as well as a disclosure form at interview. If the health issue is disclosed the student would be referred to Occupational Health and Learner Support Services. The OH team are familiar with the programme and its professional requirements and are able to make suitable decisions and recommendations about the students' welfare on the programme. ▪ Students are asked to declare if they have started a social work programme at any other institution. If so, students will be interviewed regarding this and the reason(s) for exiting the course. The institution concerned may be contacted in such cases. ▪ 100 hours relevant social care experience in employment or from direct personal experience. ▪ A reference of good character and conduct. ▪ Pass a writing task at interview. ▪ Pass a personal interview as part of admissions process. <p>Additional criteria</p> <p>None.</p>
<p>Additional admissions matters</p> <ul style="list-style-type: none"> ▪ Students with a recognised learning difficulty in English, such as dyslexia, who do not fully meet the GCSE requirements above, may be considered for interview based on the discretion of the programme team. ▪ RPL/RPEL will be considered.
<p>Fitness to practise declaration</p> <p>Students on the programme will be subject to the College's Fitness to Practise policy and relevant Social Work England guidelines.</p>
<p>Aims of the programme</p>
<p>The principal aims of the programme are to:</p> <ul style="list-style-type: none"> ▪ Produce graduates who are eligible to apply for registration as a Social Worker with Social Work England. ▪ Produce social workers that put people and human rights at the heart of their practice. ▪ Prepare students to work as part of the social care workforce, working increasingly in integrated teams across and within specialist settings. ▪ Produce critically reflective qualified social workers, competent to practise effectively and who are committed to lifelong continuous learning as social work practitioners. ▪ Develop in students the flexibility and commitment to cope and adapt to change as well as to influence the programme of change in professional practice and service delivery. ▪ Produce social workers committed to and able to deliver, anti-oppressive and anti-discriminatory approaches to services. ▪ Enable students to develop the knowledge and skills embedded within the Professional Capabilities Frameworks.
<p>Distinctive features of the programme</p>

The programme includes a large number of enrichment opportunities, such as guest lecturers who are national/international experts in their field, and people who use services.

The Adversity, Trauma and Resilience module introduces the theory and knowledge central to the role of a professional working in the field of trauma studies. It will draw on best practice in relation to implementing trauma-informed care and feeds into the Adverse Childhood Experiences (ACEs)/Adversity, Trauma and Resilience Strategy 2021-24 for the Bradford District.

The Risk Assessment and Professional Judgement module draws on knowledge from practice and research to assess adults' and children's needs enabling judgments to be made about welfare and risk which the team feels is a crucial part of social work practice in all fields.

Bradford College has a long and successful history in delivering professional social work qualifications. This degree has been developed in consultation with partner agencies, people who use services and students to embrace the Professional Capabilities Frameworks and support student success in the Assessed and Supported Year in Employment (ASYE).

The BA (Hons) Social Work degree has well developed partnerships with people who use services and who contribute significantly to the programme. During the admissions process, people who use services and tutors work together to interview candidates. These partnerships have also led to improved learning opportunities in the preparation of students' readiness to practice where people who use services and external partner agencies have provided innovative experiences acting as role players and drawing on personal testimonies to assess the quality of students' communication and interviewing skills. Throughout the curriculum, the staff team seeks to improve the relevance of teaching materials by using partnerships with service users and practitioners to increase their contribution to programme delivery and design.

Programme learning outcomes

K. Knowledge and understanding

On completion of the programme, successful students will be able to demonstrate systematic knowledge and understanding of:

K1. The underlying concepts and principles of social work theory and practice, including diversity and inclusion.

K2. The law and statutory duties of social workers to promote, safeguard and protect people who use services and people who care for them.

K3. How to make effective and defensible, ethical assessments and decisions with people who use services.

K4. How to implement the trauma-informed approach to empower people who use services.

K5. The integration of models of risk assessment.

C. Cognitive, intellectual or thinking skills

On completion of the programme, successful students will be able to demonstrate the ability to:

C1. Critically evaluate and synthesise information from appropriate sources with intellectual flexibility to make independent judgements and apply to social work practice.

C2. Identify and define complex problems using flexible approaches/tools/methods to reach resolutions relevant to social work practice.

C3. Critically appraise and synthesise social work practice using reflective skills to review continuing development needs and review their progress towards becoming an effective and ethical social work practitioner.	
C4. Critically analyse and evaluate key concepts and techniques and their application and relationships within and across social work and inter-professional practice.	
P. Practical, professional or subject-specific skills	
On completion of the programme, successful students will be able to demonstrate the ability to:	
P1. Act autonomously and ethically using anti-oppressive, anti-discriminatory approaches, taking initiative to achieve appropriate solutions in complex and unpredictable practice contexts.	
P2. Critically analyse, evaluate and reflect upon their continuing professional development needs as a social work student, taking responsibility for their own learning.	
P3. Demonstrate research-informed practice by applying evidence-based approaches to manage complexity in practice placements.	
P4. Demonstrate critically reflexive judgements and autonomy in decision-making using ethical frameworks to manage social work dilemmas and conflicts.	
P5. Critically evaluate and challenge inequality and discrimination in service delivery, and in the lives of carers and people who use services, demonstrating increasing commitment to anti-oppressive, anti-discriminatory practice and the ability to challenge social injustice.	
P6. Apply the standards of professionalism as set out by Social Work England to uphold public confidence and trust in the social work profession.	
T. Transferable, key or personal skills	
On completion of the programme, successful students will be able to demonstrate the ability to:	
T1. Develop self-awareness, self-care and emotional resilience.	
T2. Demonstrate employment potential and ability to manage themselves in terms of time, organisation, engagement, motivation, initiative, reliability, record keeping and professional relationships.	
T3. Apply interpersonal skills effectively - including listening, influencing and negotiation - in normal circumstances and conflict resolution.	
T4. Assess and reflect on academic, professional and personal goals; lifelong learning; and accept responsibility for their own continuing development.	
Programme structure	
Full-Time route	
Year 1	
Semester 1	Semester 2
Introduction to Psychology and Human Development	Social Work Theory and Practice
Readiness for Direct Practice 1	Readiness for Direct Practice 2
Equality, Empowerment and Rights	

The Politics of Social Policy

PLUS 20 Skills Days

Year 2

Semester 1	Semester 2
Adult Social Work Practice	Evidence-Based Practice
Social Work with Children, Young People and Families	Adversity, Trauma and Resilience
Social Work Law	Professional Practice 1
Preparation for Professional Practice 1 <i>0 credits</i>	
PLUS 5 Skills Days	

Year 3

Semester 1	Semester 2
International Social Work	Professional Practice and Research <i>30 credits</i>
Mental Health Social Work	Risk Assessment and Professional Judgement <i>30 credits</i>
Inclusive Assessment and Decision Making	
Preparation for Professional Practice 2 <i>0 credits</i>	
PLUS 5 Skills Days	

Module Code	Module title	Core/ Option (C/O)	Credits	Length (1, 2 or 3 periods)
MUB40177	Introduction to Psychology and Human Development	C	20	1
MUB40178	Social Work Theory and Practice	C	20	1
MUB40179	Readiness for Direct Practice 1	C	20	1
MUB40180	Readiness for Direct Practice 2	C	20	1
MUB40181	Equality, Empowerment and Rights	C	20	2

MUB40182	The Politics of Social Policy	C	20	2
MUB50194	Adult Social Work Practice	C	20	1
MUB50195	Social Work with Children, Young People and Families	C	20	1
MUB50196	Social Work Law	C	20	1
MUB50197	Evidence-Based Practice	C	10	1
MUB50198	Adversity, Trauma and Resilience	C	20	1
MUB50199	Professional Practice 1	C	30	1
MUB50200	Preparation for Professional Practice 1	C	0	1
MUB60150	International Social Work	C	20	1
MUB60151	Mental Health Social Work	C	20	1
MUB60152	Inclusive Assessment and Decision Making	C	20	1
MUB60153	Risk Assessment and Professional Judgement	C	30	1
MUB60154	Professional Practice and Research	C	30	1
MUB60155	Preparation for Professional Practice 2	C	0	1

Learning and teaching strategies

The modules are delivered through a range of strategies including: lectures, group work, seminars, individual tutorial support, personal study time, and provision of multi-media resources through the VLE. Lecturers will communicate the theoretical content of a module to students; however, throughout this delivery, students will be expected to relate theory to practice through practice-based observations and exercises. Students have the opportunity to learn inter-professionally through attendance on and participation in modules that are shared with other disciplines such as Counselling and Psychology, and Health and Social Welfare. The teaching will support students in reflective activity that considers theory in relation to current practice, leading to the beginning of reflection on - and in - practice. Students will be expected to undertake a wide range of personal reading from sources provided on the VLE, and through library-based research.

Integral to the teaching and learning strategy is the involvement of people who use services and carers who deliver a range of in class lectures, webinar seminars and online forums. They are also involved in role plays and contribute to the formative feedback of student performance throughout the programme. In addition, service users and carers participate in the quality assurance of the programme via attendance at meetings and planning events.

Teaching is supported via the VLE, MS Teams and Microsoft 365. The VLE gives students access to lecture notes and hand-outs and is the primary means of communication between staff and students. It is also a key tool for online collaboration between students helping them to engage in effective group work and peer-to-peer support. It can also be used for secure electronic submission of assessed work and for equally secure return of marked work and feedback.

In addition to theoretical learning, students undertake two different practice placements which are organised and planned in conjunction with the benchmark statements for practice learning in England. The Placement Learning Co-ordinator identifies and quality assures placements under a memorandum of co-operation with the Teaching Partnership and other regional stakeholders.

From the outset of the programme, students are supported to develop research skills by tutors and by the subject specialist librarian. At Levels 4 and 5, students extend their skills and confidence in research and become increasingly independent and self-motivated. At Level 6, students benefit from an update on research skills which is increasingly focused on e-resources and subject specific material.

Learning activities (KIS entry)

Course Year	HE4	HE5	HE6
Scheduled learning and teaching activities	30.0%	21.2%	22.5%
Guided independent study	70.0%	64.5%	77.5%
Placement	0.0%	14.3% + 70 days	100 days

Assessment strategy

The programme uses differentiated teaching and learning strategies to promote diversity in learning styles. Assessments include a range of tasks to promote criticality and enhance reflexive learning as a social work professional, such as:

- Essays
- Examination
- Presentations - group and individual
- Group work
- Book Club
- Digital story
- Online forums and peer learning groups
- Communication skills workshops
- Recorded role plays
- Direct observations in practice
- Reflective journals
- Case studies
- Learning journals
- Research in Practice

Formative assessment opportunities provide a less pressurised opportunity for students to assess their own learning, and a chance to both give and receive peer feedback, developing critical, analytical and leadership skills, progressing toward personal and academic maturity. Formative feedback takes the form of written and/or verbal feedback, tutorials and personal targets, and peer feedback. These serve to develop academic skills such as referencing and study skills as well as areas such as self-appraisal and self-reflection. This helps students to reflect and revise their planning and preparation ready for their summative work.

Summative assessment measures student achievement of intended learning outcomes. Assignment tasks and assessment criteria are set out in module handbooks and are regularly discussed during teaching sessions and assessment workshops. Written and verbal feedback provided to students is designed to indicate the extent to which students have addressed the relevant learning outcomes in their assignment submission.

Students are given clear guidance on assessment requirements and criteria in written form and through teaching sessions and formative assessment. They are helped through the levels of study to progress to more mature, analytical and academically critical styles.

Assessment methods (KIS entry)

Course Year	HE4	HE5	HE6
Written exams	0%	14.3%	11.7%
Coursework	83.3%	46.4%	63.3%
Practical	16.7%	39.3%	25.0%

Assessment regulations

Assessment Regulations for Undergraduate/Postgraduate Taught Programmes apply to this programme.

Regulations can be found at:

<https://www.bolton.ac.uk/student-policy-zone>

Grade bands and classifications

Degree

Grade	Mark
First class	70-100%
Upper Second Class	60-69%
Lower second Class	50-59%
Third Class	40-49%

Role of external examiners

External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, viewing assessed samples of work with corresponding feedback/feed forward, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.

Support for student learning

Students interact with the curriculum through involvement in student-led seminars, presentations and discussions. The development of independent learning and leadership skills, including self-evaluation and conscious awareness of effective learning techniques is promoted through interactive teaching approaches such as personal tutorials, e-mail, VLE-based activities and the requirement to pursue independent research. In addition, the programme and the College have well-developed and successful learning support mechanisms as part of on-going commitment to widening participation. These include support for academic writing which is delivered by specialist in-house staff. In addition, the Social Work team has structured the programme to embed the following early support strategies for learning;

- Diagnostic testing at interview stages and disclosure of specific learning needs requiring reasonable adjustments.
- On entry at Level 4, diagnostic academic writing task to formulate a personal plan for learning using pastoral support.
- Tutor referral to in-house learner support teams to enable students to access support and to obtain a formal reasonable adjustment support plan.
- Improved preparation of students for placement by providing additional support seminars delivered by our Placement Learning Co-ordinator with support from the Teaching Partnership and modules Preparation for Professional Practice 1 and 2.
- Student support during the practice placements by skilled and trained practice educators who comply with practice educator professional standards of Social Work England.
- Tutors undertake two formal visits during the practice placements to prepare personal learning plans, monitor progress and review the quality of learning experiences. Tutors support the student and placement.

Throughout their studies, students have an allocated personal tutor who offers one-to-one pastoral tutorials to review personal targets for learning. In addition to this directed 'contact time', tutors are widely accessible both in person as well as online through the VLE forums/e-mail. Student representatives attend programme committee and practice partnership meetings providing the opportunity for the programme team to adapt and problem solve barriers to learning.

During induction, students are advised about confidentiality and the sharing of personal information as part of discussion about professional boundaries and behaviour. Students are informed that all information is confidential to the classroom setting as part of the process of learning. They are also advised that relevant life experience such as being a service user or carer can evoke powerful and critical learning experiences. Students are encouraged to use personal tutorials to prepare for exposure to in class material and plan strategies for emotional safety. Students are also advised about their right to keep information private from their peers and are signposted to relevant support services which are universally available.

The College also has well established supplementary support services to meet additional needs such as:

- Student counselling services via the Safeguarding/Well-being team.
- The Students' Union.
- Student services includes the provision of support for mental health wellbeing and student finances.

Methods for evaluating and enhancing the quality of learning opportunities

- Student/staff programme committees.
- Module reviews by staff and students.
- Student Experience Surveys (post-induction and end stage).
- National Student Survey (NSS).
- Annual programme monitoring and evaluation reports - including analysis of key performance indicators e.g. admissions, retention, achievement, degree classifications, employment destinations, etc - including action planning.
- Professional development programme for staff.
- External Examiner reports.
- Students encouraged to give ongoing feedback to tutors
- Module/programme exam boards.

Other sources of information

- Bradford College website: <https://www.bradfordcollege.ac.uk/>
- HE Student Handbook: <https://www.bradfordcollege.ac.uk/wp-content/uploads/2023/10/185021-BC-HE-STUDENT-Handbook-2023-A4-V4.pdf>
- VLE: <https://moodle.bradfordcollege.ac.uk/>
- Student Portal: <https://learnerportal.bradfordcollege.ac.uk/>
- Students' Union: <https://www.bradfordcollegesu.co.uk/>
- External Examiners reports: <https://moodle.bradfordcollege.ac.uk/mod/book/view.php?id=302018&chapterid=7993>
- Library Services: <https://www.bradfordcollege.ac.uk/help/knowledge-base/library-services/>
- College careers advice: <https://www.bradfordcollege.ac.uk/about-us/careers-advice/>

Document control

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Date approved:	
Effective from:	September 2024
Document History:	

Learning Outcomes Map (*D – Developed; T – Taught; A – Assessed*)

Level 4

Module title	Module Code	Status C/O	K1	K2	K3	K4	K5	C1	C2	C3	C4	P1	P2	P3	P4	P5	P6	T1	T2	T3	T4
Introduction to Psychology and Human Development	MUB40177	C	DT					DT			DTA		D	DT						DT	
Social Work Theory and Practice	MUB40178	C	DTA		DT	DT	DTA	DT	DT	DT	DTA		D	DT		DT				DT	DT
Equality, Empowerment and Rights	MUB40181	C	DA	DT	DTA	DT	DT	DT	DT	DT	DT	DT	DT	DT	DT	DTA	DT	DTA	DT	DT	
The Politics of Social Policy	MUB40182	C	DT	T	DT			DA			DTA					DT	DT			DT	
Readiness for Direct Practice 1	MUB40179	C	DA	D	DTA	DT	DT	DT	DT	DT	D	D	DA	D	DT	DT	DTA	DT	DTA	DTA	DT
Readiness for Direct Practice 2	MUB40180	C	D	D	DTA	DT	DTA	DA	DA	DT	D	DA	D	D	DTA	DT	DTA	DTA	DTA	DT	DTA

K. Knowledge and understanding P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills T. Transferable, key or personal skills

Level 5

Module title	Module Code	Status C/O	K1	K2	K3	K4	K5	C1	C2	C3	C4	P1	P2	P3	P4	P5	P6	T1	T2	T3	T4
Social Work Law	MUB50196	C		DTA			DT	D			DA					DT	D				DT
Adult Social Work Practice	MUB50194	C	DTA	DTA	DT		DTA	DTA	D		DTA	D		DT		DT	DT		DA	DT	
Social Work with Children, Young People and Families	MUB50195	C	DTA	DT	DA	DT	DTA	DTA	DA			DA		DT		DT	DT	DT	DA	DTA	
Adversity, Trauma and Resilience	MUB50198	C	DT		DT	DTA	D	DT	DT				DT		DT	D	D		DT	DT	DT
Evidence-Based Practice	MUB50197	C	DT		DT		D	DA	DTA	D			DT	DTA			DTA		DT		DT
Preparation for Professional Practice 1	MUB50200	C	DT	DT	DT	DT	DT	D		DTA	DTA	DT	DT		DT	D	DTA	DTA	DT	DT	
Professional Practice 1	MUB50199	C	DT	DTA	DTA	DTA	DA	DA	DA	DT	DA	DT	DTA		DTA	DA	DTA	DT	DTA	DTA	DTA

K. Knowledge and understanding P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills T. Transferable, key or personal skills

Level 6

Module title	Module Code	Status C/O	K1	K2	K3	K4	K5	C1	C2	C3	C4	P1	P2	P3	P4	P5	P6	T1	T2	T3	T4
Mental Health Social Work	MUB60151	C	DTA			DT	DT	DT			DT			DA		DT	D	DTA			D
Inclusive Assessment and Decision Making	MUB60152	C		DT		DT	DTA	DA	DT	D	DA	DTA		DT	DT		DA	DT	DT	DT	
International Social Work	MUB60150	C	DT		DA		DT	DTA	DT		DT			DA		DT	D		DT		DT
Risk Assessment and Professional Judgement	MUB60153	C	DA	DT	DTA	D	DTA	DTA	DA	DT	DA	DA			DTA	D	DT	DTA	DA	DTA	D
Preparation for Professional Practice 2	MUB60155	C		DT	D	D	DT	D		DTA	D	DT	DT		DT	D	DT	DT	DTA	DT	
Professional Practice and Research	MUB60154	C	D	DA		DA	DA	DA	DA	DT	DA	DTA	DTA	DT	DA	DA	DA	DTA	DTA	DTA	DA

K. Knowledge and understanding P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills T. Transferable, key or personal skills

Module Listing and Assessments Map

Module title	Module Code	New ? ✓	Level	Credits	Type	Core/Option /Elective C/O/E	Pre-requisite Module	Assessment 1			Assessment 2		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item
Introduction to Psychology and Human Development	MUB40177		4	20	Standard	C	No	Presentation	25%		Written Academic Piece	75%	Y
Social Work Theory and Practice	MUB40178		4	20	Standard	C	No	Written Academic Piece	100%	Y			
Equality, Empowerment and Rights	MUB40181	✓	4	20	Standard	C	No	Written Academic Piece	75%		Presentation	25%	Y
The Politics of Social Policy	MUB40182		4	20	Standard	C	No	Written Academic Piece	75%		Presentation	25%	Y
Readiness for Direct Practice 1	MUB40179	✓	4	20	Standard	C	No	Written Academic Piece	75%		Presentation	25%	Y
Readiness for Direct Practice 2	MUB40180	✓	4	20	Standard	C	No	Written Academic Piece	100%		Decision of Readiness to Practice panel	Pass/Fail	Y

Module title	Module Code	New ? ✓	Level	Credits	Type	Core/Option/ Elective C/O/E	Pre-requisite Module	Assessment 1			Assessment 2		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item
Social Work Law	MUB50196		5	20	Standard	C	No	Exam	10%	Y	Exam	45%	Y
							Assessmt 3	Exam	45%	Y			
Adult Social Work Practice	MUB50194		5	20	Standard	C	No	Presentation	25%		Written Academic Piece	75%	Y
Social Work with Children, Young People and Families	MUB50195		5	20	Standard	C	No	Written Academic Piece	75%	Y	Group Presentation	25%	
Adversity, Trauma and Resilience	MUB50198	✓	5	20	Standard	C	No	Written Academic Piece	75%	Y	Presentation	25%	
Evidence-Based Practice	MUB50197		5	10	Standard	C	No	Written Academic Piece	100%	Y			
Preparation for Professional Practice 1	MUB50200		5	0	Practical	C	No	Readiness Self-Evaluation checklist	Pass/Fail	Y			
Professional Practice 1	MUB50199		5	30	Placement	C	No	Portfolio	100%		Decision of Practice Placement Panel	Pass/Fail	Y

Module title	Module Code	New ? ✓	Level	Credits	Type	Core/Option/ Elective C/O/E	Pre-requisite Module	Assessment 1			Assessment 2		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item
Mental Health Social Work	MUB60151		6	20	Standard	C	No	Written Academic Piece	75%		Presentation	25%	Y
Inclusive Assessment and Decision Making	MUB60152		6	20	Standard	C	No	Written Academic Piece	50%		Written Academic Piece	50%	Y
International Social Work	MUB60150		6	20	Standard	C	No	Written Academic Piece	75%	Y	Presentation	25%	
Risk Assessment and Professional Judgement	MUB60153	✓	6	30	Standard	C	No	Exam	75%		Presentation	25%	Y
Preparation for Professional Practice 2	MUB60155		6	0	Practice	C	No	Readiness Self-Evaluation checklist	Pass/Fail	Y			
Professional Practice and Research	MUB60154	✓	6	30	Placemen t	C	No	Written Academic Piece	75%		Presentation	25%	
							Assesmt 3	Decision of Practice Placement Panel	Pass/Fail	Y			