This Course Handbook should be read alongside the School of Social Work, Care and Community Student Assessment Handbook. The Assessment handbook can be accessed in the School’s ‘student office’.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Head of School. This applies to the materials in their entirety and to any part of the materials.
UCLan Mission statement

WE PROMOTE ACCESS TO EXCELLENCE ENABLING YOU TO DEVELOP YOUR POTENTIAL
We value and practise equality of opportunity, transparency and tolerance. We strive for excellence in all we do: locally regionally, nationally and internationally. We work in partnership with business, the community and other educators. We encourage and promote research innovation and creativity.

Student Charter
The Student Charter has been developed by the University and the Students’ Union so that students gain the maximum from their UCLan experience. It is a two-way commitment or ‘contract’ between the University and each individual student. It acts as a means of establishing in black and white what students can expect from the University and the Union in terms of support, and in return what we expect from our students. Read the full Student Charter

Supporting Diversity at UCLan
UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to
- experience “an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported.”
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan Equality and Diversity Policy for further information.
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1. Introduction to the course

1.1 Welcome to the course

The staff team and I are delighted to welcome you to your BA (Hons) Social Work Degree here at the School of Social Work, Care and Community, University of Central Lancashire. We hope you enjoy your experience with us.

Simon Rogerson is your Programme Leader and has overall responsibility for co-ordinating the course. At the Preston campus Craig Diver is year one lead; Jane Lloyd is year two lead and Lowis Charfe is year three lead. At Burnley College, for year 1 students Maqsoodah Ashraf is year lead whilst students in year 2 and 3 at Burnley have Stephen Gethin-Jones as their year lead. Other staff details can be found in this handbook.

The School of Social Work, Care and Community at UCLan has been educating social workers as far back as 1966, and therefore has a long and established tradition in social work education. The BA Social Work course is approved by the Health and Care Professions Council (HCPC) and has recently been reviewed and updated in line with national changes to social work education.

This handbook provides information for full time undergraduate and part-time, (employment based) students. Whatever route you follow the information applies unless indicated otherwise. This handbook is also for students at Burnley college but you will receive additional written information about the specific arrangements and facilities provided there.

Your course includes study within the university/college and periods of practice learning within partner agencies. This handbook provides general course information. You need to read it in conjunction with:

- The Students Guide to Regulations
- The Practice Learning Handbook
- Module Handbooks
- School of Social Work Care and Community Assessment Handbook

These resources can be found on the Blackboard Learning System.

Course information will be updated annually. This means that information in this handbook may change during the course of your programme of study. We will let you know if there are changes. Whilst we try to ensure that this handbook provides accurate information relating to the course, please note that minor amendments to the course may be made as a result of circumstances beyond our control, for example staffing changes or other exceptional circumstances.
1.2 Rationale, aims and learning outcomes of the course

1.2.1 Rationale:

Social workers work with a wide cross section of society, which includes a significant proportion of some of the most disadvantaged and excluded people in our society. Social work students therefore need to develop the knowledge, skills and appropriate values to work positively with service users and carers. This course will offer you opportunities to develop and integrate knowledge, skills and values for and in practice, which will allow you to demonstrate your competence in practice by the end of the course.

Social workers need to demonstrate capabilities across a range of practical and interpersonal skills, and ensure that their practice is underpinned by both a strong evidence base and a commitment to social work values. It is our view that social work with people who are often vulnerable and experiencing a range of emotional and practical difficulties, should be carried out by professionals who:

- Are able to work in a skilful way with service users and other professionals;
- Are able to utilise high levels of interpersonal skills;
- Demonstrate sensitivity, integrity, honesty and compassion;
- Are committed and adhere to the values of social work and are able to put them into practice;
- Draw upon a range of up-to-date and relevant theory, law, and policy to inform and illuminate their practice, which is evidence based;
- Are thinking, critically reflective, professionals.

The BA (Hons) Social Work has been developed following extensive consultation with service users and carers, existing students, and employers.

Recently the course underwent Periodic Course Review with the resultant course informed by guidance from the following stakeholders:

- **The Health Care Professions Council (HCPC)** is the new regulator for social work training and education, taking over from the General Social Care Council. Its Standards of Education and Training set out the standards education providers must meet in order to be approved by the HCPC. HCPC Standards of Proficiency [http://www.hpc-uk.org/assets/documents/10003A8CS0PsforSocialworkers-priortopublication.pdf](http://www.hpc-uk.org/assets/documents/10003A8CS0PsforSocialworkers-priortopublication.pdf) outline the required standards necessary for safe and effective practice that registrants as Social Workers need to achieve. The standards indicate what an individual must know, understand and be able to do when they enter the Register and begin practising their profession. These standards ensure that any person who completes an approved programme such as the BA Social Work at UCLan meets the standards of proficiency for their profession and is therefore eligible to apply for admission to that profession. Admission to the profession is also governed by Standards of Conduct Performance &
The College of Social Work (TCSW) which produced the Professional Capabilities Framework (PCF) which all social work education and Continuing Professional Development should relate to. There are separate PCF statements that relate to entry to social work, readiness for practice, end of first placement, end of final placement within degree programmes and beyond qualified status. TCSW has also produced detailed curriculum guidance which has informed the programme.

All students are advised that following a Government announcement in June 2015, The College of Social Work will close in September 2015. The School will provide further information relating to this and the status of the PCF once we have received national guidance from the College.

Quality Assurance Agency (QAA Benchmark Statements for Social Work 2008) set out expectations about standards of degrees in specific subject areas. They describe what gives a discipline its coherence and identity, and define what can be expected of a graduate in terms of the abilities and skills needed to develop understanding or competence in the subject.

1.2.2 What are the Aims and Objectives of the BA programme?

Aims:

The programme will:

- Enable students to a) develop the knowledge, skills and values required to qualify as a social worker and register with the HCPC and b) demonstrate the Professional Capabilities at qualifying level set by the College of Social Work
- Develop a critical understanding of the contested and evolving nature of social problems and social work and provide the theoretical frameworks, models and methods applicable to social work contexts
- Enable students to use professional judgement in making decisions in complex situations within the legal and ethical boundaries of their profession
- Develop key principles of service user consultation, empowerment and partnership working as core themes for critical social work practice
- Enable students to recognise the impact of culture, equality and diversity on practice and apply anti-discriminatory and anti-oppressive principles to practice
Objectives:

A. Knowledge and understanding: On successful completion of the programme students will have knowledge and understanding in the following areas:

A1 Social work services and service users, including the processes that lead to marginalisation and exclusion; social divisions; the range and nature of social work services in a diverse society; the interrelationship between agency policy, legal requirements and professional boundaries.

A2 The service delivery context, including the location of social work within historical and comparative contexts; the significance of legislative frameworks and service delivery standards; the range of statutory, voluntary and private agencies proving a range of care; interrelationships with health, education, housing and income maintenance.

A3 Values and ethics, including the nature, historical development and application of social work values; codes of practice; values dilemmas and ethical debates

A4 Social work theory; including research based concepts; sociological perspectives; psychological perspectives; models and methods of assessment; models and methods of intervention

A5 The nature of social work practice, including practice in a range of settings; requisite skills and theoretical underpinnings; inter-disciplinary working; evidence based practice; evaluation and reflection.

[B. Subject Specific Skills: On successful completion of the programme, students will be able to:

B1. practise safely and effectively within their scope of practice
B2. practise within the legal and ethical boundaries of their profession
B3. maintain fitness to practise
B4. practise as an autonomous professional, exercising their own professional judgement
B5. be aware of the impact of culture, equality and diversity on practice
B6. practise in a non-discriminatory manner
B7. maintain confidentiality
B8. communicate effectively
B9. work appropriately with others
B10. maintain records appropriately
B11. reflect on and review practice

[QAA subject benchmarks for Social Work 2008]
B12. assure the quality of their practice
B13. understand the key concepts of the knowledge base relevant to their profession
B14. draw on appropriate knowledge and skills to inform practice
B15. establish and maintain a safe practice environment

[HCPC: Standards of Proficiency]

B16. Standards of conduct and ethics [HCPC]: students will be able to:

- always act in the best interests of their service users.
- respect the confidentiality of their service users.
- keep high standards of personal conduct
- provide any important information about their conduct, competence or health to their education provider.
- limit their study or stop studying if their performance or judgement is affected by their health
- keep their professional knowledge and skills up to date.
- act within the limits of their knowledge and skills.
- communicate effectively with service users and their education provider and placement providers.
- get informed consent to provide care or services (so far as possible).
- keep accurate records on service users
- deal fairly and safely with the risks of infection.
- behave honestly
- make sure that your behaviour does not damage public confidence in their profession

C. Thinking Skills: By the end of the programme students will:

C1. Be able to devise and sustain arguments, and/or to solve problems, drawing on theory, ideas, data and other abstract concepts from social sciences;
C2. Be able to describe and comment upon particular aspects of current research, or equivalent advanced scholarship in social work practice;
C3. Have an appreciation of the uncertainty, ambiguity and limits of knowledge;
C4. Have the ability to manage their own learning and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to Social Work).
C5. Be able to apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects.

C6. Be able to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

[FHEQ for Level 6 Bachelor Degree with honours]

1.2.3 Important course information

How will I learn about the course?

Welcome week

Your first week on this course is called ‘Welcome Week’ which will be facilitated by the course leaders and will give you an opportunity to meet other students and staff; and to familiarise yourself with the School and university.

During induction you need to make sure you equip yourself with a range of information.

The following offers some guidance:

1. Enrol online with the university
2. Register with the Library
3. Complete declaration process for Health & Care Professions Council and apply for a DBS check through the University (see below)
4. Read this course handbook
5. Familiarise yourself with the course timetable via the student portal, and work out where you need to be and when
6. Obtain copies of the other handbooks referred to in this handbook (these are available through Blackboard)
7. Familiarise yourself with the University. There are a wide range of services and facilities available to students within the university. The library has a range of leaflets that offer a good starting point for new students. You should find the ‘I’ in the Library Building, which is a one stop shop for student information.
8. Explore the library (or learning resource centre). There is a subject specific librarian who can provide specific help and support. There are computing facilities both in the University library and in the School of Social Work, Care and Community on the 3rd floor of Harrington Building

All students: Remember: starting a new course is usually both exciting and sometimes stressful as there is a lot of information to absorb. Check the course handbook and other
material you will have been given and, if in doubt, ask your tutor, administrative staff or support staff.

1.2.4 International students

We also welcome our international students and hope you can visit the website and services offered by the UCLan International Office Student Support Team

1.2.5 Will this course provide a professional social work qualification?

In 2005 the Government introduced a legal restriction which resulted in the protection of the title Social Worker. This means only suitably qualified and registered social workers can described themselves as such. Successful completion of this course means that you will be eligible to apply go on the Social Work Register of the Health & Care Professions Council (HCPC). It is important to point out that being a student on this course does not guarantee that you will eventually be registered with the HCPC. The HCPC are an independent body who retain the right to make their own decisions regarding who they accept on the register. As a registered Social Worker you will then be able to apply for a range of social work posts in Local Authorities, with a diverse range of Voluntary Agencies and in the private sector.

The HCPC does not register students studying on the social work degree courses in England. However, students spend an average of 170 days working with service users, so it is important that they meet the same criteria as qualified social workers and practise according to the highest ethical standards. The Guidance on Conduct & Ethics for Students is therefore based on the Standards of Conduct Performance & Ethics for registered social workers. As part of your induction you will be required to complete a declaration of suitability. This, together with your Disclosure & Barring Service (formerly Criminal Records Bureau) enhanced disclosure, must be completed before you can embark on any social work placements (see below). Further information is available at: http://www.hcpc.org.uk/apply/students/

1.2.6 Will the course involve service users, carers and practitioners?

The BA course team and module leaders work hard to engage a range of external stakeholders in the management and organisation of the programme. One of our close partners is the Service User and Carer Advisory Group (SUCAG) which is a sub group of the COMMENSUS Project. We have extensive involvement of service users and carers across the course modules and at a more strategic level. One of the modules studied in the first year of the course has been designed by and will be delivered by service users from SUCAG who have been supported and trained to be involved in social work education. We are very proud of this initiative and feel sure that this will enhance teaching and learning, but also provide a higher level of involvement that is more comprehensive than just face to face teaching. SUCAG is now represented at all levels of the course programme from selection and interviewing, induction through to farewells on the course, programme management and committees and a range of involvement and consultation over module teaching, learning and assessment and the organisation of annual congresses. This is reviewed regularly by a SUCAG strategy group.
We also have strong links to Social Work practitioners from statutory, voluntary and independent sectors. Many of our qualified BA students keep in touch and return to offer seminars and presentations. At an inter-professional level the School is fully committed to the principles of inter-professional education and learning; speakers from a range of occupational backgrounds such as nursing, police, doctors are often invited to provide presentations.

1.2.6.1 Student confidentiality and consent for involvement in role play, self-disclosure and similar exercises

Students are advised that the nature of professional social work training may bring them into contact with emotionally charged situations and varying levels of distress, both in practice and in the classroom. The course team will work with you to help you to both understand and manage the impact of this on you. As part of your preparation for practice, you may be asked to participate in role play or simulation exercises to assist you to develop the skills needed for practice. The staff team will facilitate such activities in sensitive and supportive ways, both briefing and debriefing students as part of the learning process. Unless such activities form part of assessments, participatory is optional and you will be asked for your consent.

Additionally, the nature of the curriculum content sometimes means that students may be involved in self disclosure and/or reflective work linked to their own personal and professional development. Developing self-awareness, along with an understanding of our own life experiences and how they have the potential to impact upon practice is an important part of training. The member of staff involved in any class discussions will always emphasise the need for confidentiality in the classroom and it is extremely important that this is adhered to, in line with professional ethics and values. Students will be advised of any specific guidelines that apply in relation to modules where this may form part of assessed work. Confidentiality in practice settings relating to service users, carers and other professionals is also of vital importance and will be discussed in depth at induction and throughout your training. In order to ensure that you have understood this information, we will ask you to sign a consent form relating to the above aspects of social work training.

1.2.7 Disclosure and Barring Service – DBS (formerly Criminal Records Bureau)

Please read this section of the handbook very carefully, irrespective of your criminal record/barring status. As this course will involve regular access to children and/or vulnerable adults students will be required to obtain an Enhanced Disclosure, including checks on both children’s and adults’ barring lists, from the Disclosure and Barring Service.

Having a DBS check

- All students embarking on placements must apply for a DBS check through the University. This is an essential process to meet the requirements of agencies accepting UCLan social work students on placement. To allow enough time for responses from the DBS, you will receive an email invitation to complete an online application for a DBS check prior to you starting your course.
In order to ensure that the application process runs as smoothly as possible, and that there are no delays processing your DBS application, you will need to bring the correct documentation to Brook Hub, Room 204, Brook Building to enable the admin team to verify your identification within the first two weeks of starting your course. You will be provided with information about accepted identity documents for DBS applications, or for further information go to the web site www.gov.uk/DBS.

It is the student’s responsibility to ensure that they apply for a DBS certificate when instructed to do so. Failure to do so will result in a delayed placement and may be deemed to be unprofessional behaviour.

What if things change?

It is the student’s responsibility to inform their tutor and course leader immediately (verbally and in writing) if their Disclosure status changes, or if police investigations are proceeding, at any point during the duration of the course and a decision will be made as to whether the student may remain on the programme. If students are found not to have disclosed any changes to their Disclosure status, they will be required to leave the programme.

DBS and placements

- No student will be permitted commence a placement, unless they have had their DBS certificate verified and agreed as being appropriate for social work training.

- Where students have offences or bars recorded on their DBS record, the Practice Learning Team will be required to share details of these with prospective placement agencies. This will be done anonymously at first: the student’s name will only be shared if the agency is considering offering a placement to that student. The agency may wish to invite the student for a meeting to discuss their DBS status further.

- Agencies reserve the right not to accept students. Students who have offences or bars on their DBS certificate are advised that in some circumstances, it may take some time to find a placement for them. Exceptionally, it may not be possible to find a placement. Where this situation arises, the student will be informed and counselled with a view to pursuing an alternative course of study. In very exceptional circumstances, a student’s DBS certificate may be returned with ‘additional information’. In such circumstances the School may be unable to allocate a practice learning opportunity.

- Students are required to take their DBS certificate to the pre-placement meetings, to show to their practice educator and have this available for further inspection should the agency require it at a later date.
1.2.8 What are the students’ responsibilities during social work training?

Fitness to Practice

Social work is a professional activity that works with a range of people, who are sometimes vulnerable and experiencing difficulty. It is because of the responsibilities that social workers carry, and the influence and impact they can have on the lives of vulnerable people, that students on professional courses are required to demonstrate their fitness to practice. This involves the rigorous assessment of attainment of the required level of knowledge, skills and values. However, being a professional social worker goes further than this. Social workers are also required to demonstrate high levels of integrity, honesty, and professionalism and ensure that their conduct does not fall short of the Health & Care Professions Council Standards.

Openness and honesty

Students are required to share, openly and honestly with the University, details of any occurrence in their lives which may call into question their fitness to practice. This may include changes to health circumstances; any involvement with Social Services; any involvement with the police, or similar. If in doubt, students must seek advice from their tutor. Failure to disclose may subsequently lead to termination of the student’s training. Students are advised that the University may be required to inform the Health & Care Professions Council of any matter which may impact upon future professional registration.

In order to protect the interests of service users and carers, and future employers, it is a requirement of the Health & Care Professions Council that Higher Education Institutes have in place procedures which consider and evaluate students’ fitness and suitability to practice. The purpose of this is to ensure that students who are unsuitable to practice as social workers are prevented from being awarded their professional qualification. If a student’s fitness and suitability to practice is called into question, the procedures outlined in appendix 3 of the Regulations for the Conduct of Students will be implemented.

http://www.uclan.ac.uk/students/life/assets/aqasu_student_regs.pdf

1.2.9 Fitness to Practice Panel

This panel will be convened when there are concerns at any time about a student’s personal or professional suitability to remain on the programme. For example, when a student:

- Has a physical or mental health problem that may put themselves or others at risk, or compromise their judgement
- Demonstrates unprofessional or inappropriate behaviour which contravenes HCPC Standards.
• Has committed an offence or other serious misconduct which raises doubt about professional suitability

• Fails to disclose information pertaining to their health status or DBS status at the point of admission which later becomes apparent

• Engages in any behaviour which raises doubts about their integrity or honesty

1.2.10 Practice issues Panel

The Practice Issues Panel is a sub group of the Assessment Board and will consider:

• all failed/failing placements with a view to making a recommendation to the assessment board regarding the outcome for the student

• requests for placement extensions and significant alterations to a placement

• issues that might arise in relation to fitness to practice. If any fitness to practice concerns exists, these will be considered by the Fitness to Practice Panel, under the Academic Regulations

All parties are required to submit papers; students are advised to attend the pre-panel meeting; Practice Educators may also attend. The panel will make a recommendation.

To be noted: where the panel recommend that a student is offered a repeat placement opportunity it is normal practice to repeat the full number of placement days. Further details can be found in the Practice Learning Handbook.

There may also be very serious concerns about the student’s professionalism which calls into question their fitness and suitability to practice. In this case, the matter will be considered by the Fitness to Practice Panel.

1.2.11 How will the course equip students to become social workers?

The BA Social Work has been developed in partnership with a range of key stakeholders, including social work service users and carers, and representative from social work agencies. It has been developed in accordance with:


• The Quality Assurance Agency (QAA) bench mark statements

• The College of Social Work Professional Capabilities Framework, Social Work Qualifying Programmes levels.

The course will equip you with the knowledge, skills and values required by qualifying social workers. **NB. Successful completion of this course means that you are eligible to apply for HCPC registration; it does not guarantee it.** The different standards, subject
benchmarks and descriptors for social work education listed above have been integrated into programme delivery and assessment to provide you with a sound underpinning knowledge for practice. The integrated curriculum offers a robust framework for the education, training and assessment of social workers. The College of Social Work Professional Capabilities Framework, together with the HCPC Standards of Proficiency, identify what employers currently require of newly qualified social workers and these standards underpin practice learning and assessment of practice learning opportunities, but are not confined to the practice modules.

The PCF means that during any social work course there will be four points of assessment, starting from the point at which you applied for the course:

1. **Entry requirements for social work education** - By the point of entry to social work (SW) qualifying programmes, prospective students/candidates should demonstrate awareness of social context for social work practice, awareness of self, ability to develop rapport and potential to develop relevant knowledge, skills and values through professional training.

2. **Readiness for direct practice** - by the point of assessment of readiness for direct practice (prior to first placement), students should demonstrate basic communication skills, ability to engage with users, capacity to work as a member of an organisation, willingness to learn from feedback and supervision, and demonstrate basic SW values, knowledge and skills in order to be able to make effective use of first practice placement.

3. **End of first placement** - by the end of the first placement, students should demonstrate effective use of knowledge, skills and commitment to core values in social work in a given setting in predominantly less complex situations, with supervision and support. They will have demonstrated capacity to work with people and situations where there may not be simple clear-cut solutions.

4. **End of last placement/qualification** - by the end of qualifying programmes, newly qualified social workers should have demonstrated the knowledge, skills and values to work with a range of user groups, and the ability to undertake a range of tasks at a foundation level, the capacity to work with more complex situations; they should be able to work more autonomously, whilst recognising that the final decision will still rest with their supervisor; they will seek appropriate support and supervision. These capabilities will have been demonstrated through the last placement together with the final assessment of other work in the qualifying programme. At this point students should also be able to demonstrate how they have met the HCPC Standards of Proficiency for Social Workers in England.

At each of these levels, the PCF indicates what levels of capability are needed to successfully pass that aspect of the training.
You will under-take 30 skills development days, and 170 days in practice learning placements. In order to qualify as a social worker, students are required to meet the following thresholds:

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<td>before year 2 placement</td>
<td>(PCF)</td>
</tr>
<tr>
<td>End of first placement level</td>
<td>by end of year 2</td>
<td>(PCF)</td>
</tr>
<tr>
<td>Qualifying level</td>
<td>by end of year 3</td>
<td>(PCF plus SOP)</td>
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Students will need to complete all elements of the “Readiness to practice” standards before being eligible to undertake a 70 day first placement in semester 1 of year 2. Successful completion of the first placement will confirm the student achieved PCF standards at level “End of first placement” and they will thus be eligible to undertake a 100 day final placement in semester 1 of year 3 subject to “Readiness for Final Placement” standards.

Progression between years will also depend on completion of all academic work. Successful completion of final placement, together with completion of year 3 modules, will confirm that the student has achieved PCF standards at “Qualifying level” and also the HCPC Standards of Proficiency. This will trigger eligibility to register with HCPC as a social worker.

1.2.12 What is the process to ensure quality of the programme?

Academic and administrative staff work with a range of other people to manage the programme (including students, service users, carers and employers). There are a number of formal committees (Course Committee as well as Module Boards and Examination Boards), key people (external examiners) and external bodies (QAA, HCPC) who are all involved in ensuring the programme meets external requirements for educating qualifying social workers. The programme is carefully mapped to the required standards of the external bodies mentioned; it has been validated by the University’s Academic Quality and Standards Unit review panel and approved by the HCPC.

School staff have responsibility for managing and delivering the course and meet once a semester as a Course Committee, once a semester as a Module Board and twice a year as an Assessment Board. There is also a course curriculum development meeting at the end of each year. Student representatives are nominated by the student body at the beginning of the course and meet regularly with course leaders to provide feedback about the course. Course leaders also meet with the whole cohort, once each semester to obtain feedback about the course. We hope this enables students to have their voice heard at a strategic level as well as more generally – for example, through completion of module and module evaluation questionnaires.

Many of the activities you are engaged in (e.g. electing student representatives and completing module evaluations) are important because they provide information about how we deliver the programme and hopefully help us all reflect together on how we ensure that it is of good quality. See later sections of this handbook for more information.
Additionally each year the course undergoes annual monitoring, which is a process of review that captures feedback from all of its stakeholders, including students, the course team, service users and carers, external examiners and agency colleagues. An annual report is produced for the Head of School and for the Academic and Quality Standards Committee.

1.3 Course Team

BA Social Work key staff: Preston

**BA Social Work Programme Lead:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Phone</th>
<th>Office</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simon Rogerson</td>
<td>Senior Lecturer</td>
<td>01772 895463</td>
<td>Ha343</td>
<td><a href="mailto:SJRogerson@uclan.ac.uk">SJRogerson@uclan.ac.uk</a></td>
</tr>
<tr>
<td>Craig Diver</td>
<td>Senior Lecturer</td>
<td>01772 893470</td>
<td>Ha314</td>
<td><a href="mailto:CSDiver@uclan.ac.uk">CSDiver@uclan.ac.uk</a></td>
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**Year Two Lead:**

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<tr>
<td>Jane Lloyd</td>
<td>Senior Lecturer</td>
<td>01772 893475</td>
<td>Ha310</td>
<td><a href="mailto:JLloyd1@uclan.ac.uk">JLloyd1@uclan.ac.uk</a></td>
</tr>
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</table>

**Year Three Lead:**

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<tr>
<td>Lowis Charfe</td>
<td>Senior Lecturer</td>
<td>01772 895406</td>
<td>Ha344</td>
<td><a href="mailto:Lcharfe@uclan.ac.uk">Lcharfe@uclan.ac.uk</a></td>
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**Employment-based Lead:**

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<tr>
<td>Pam Field</td>
<td>Senior Lecturer / Practice Learning</td>
<td>01772 892729</td>
<td>Ha342</td>
<td><a href="mailto:PField@uclan.ac.uk">PField@uclan.ac.uk</a></td>
</tr>
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**UCLan Burnley Year Two and Three lead:**

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<tr>
<td>Stephen Gethin-Jones</td>
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<td>01772 895463</td>
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<td><a href="mailto:sgethin-jones@uclan.ac.uk">sgethin-jones@uclan.ac.uk</a></td>
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**BA (Hons) Social Work Burnley College: Key staff members**

<table>
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<th>Name</th>
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<tr>
<td>Anna Gillespie</td>
<td>Hourly Paid</td>
<td>01282 733373</td>
<td><a href="mailto:a.gillespie@burnley.ac.uk">a.gillespie@burnley.ac.uk</a></td>
</tr>
<tr>
<td>Maqsoodah Ashraf</td>
<td>Programme Leader</td>
<td>01282 733342</td>
<td><a href="mailto:m.ashraf@burnley.ac.uk">m.ashraf@burnley.ac.uk</a></td>
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<tr>
<td>Lyndsey Layton</td>
<td>Lecturer</td>
<td>01282 733342</td>
<td><a href="mailto:l.layton@burnley.ac.uk">l.layton@burnley.ac.uk</a></td>
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<tr>
<td>Jacqui Duckworth</td>
<td>Administrator</td>
<td>01282 733143</td>
<td><a href="mailto:he.admin@burnley.ac.uk">he.admin@burnley.ac.uk</a></td>
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<tr>
<td>Peter Mounsey</td>
<td>HE Manager</td>
<td>01282 733187</td>
<td><a href="mailto:p.mounsey@burnley.ac.uk">p.mounsey@burnley.ac.uk</a></td>
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<tr>
<td>Yeend Emily</td>
<td>Research</td>
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</table>
1.4 Academic Advisor

You will be allocated a tutor during the induction week and arrangements will be made for you to meet your tutor within the first week of your studies. Check who your tutor is and introduce yourself (by email in the first instance). Your tutor will arrange to meet with you for a group tutorial in the first week and will subsequently arrange to meet with you at least once every semester. The tutor is responsible for: supporting, advising and signposting regarding generic academic matters; pastoral support; placement support; authorising extensions; supporting at risk students identified by year leaders; and attending Practice Issues Panel and Fitness to Practice Panel meetings. Tutors will individually negotiate with tutees how they maintain contact. Please bear in mind that tutors are engaged in a range of activities and roles including: academic administration and management; teaching and developing teaching and learning materials; placement visits; and academic research.

You can record your tutor’s name and contact details in the space below for future reference:

Name: .............................................................................................................
E-Mail: ...........................................................................................................@uclan.ac.uk
Telephone: .....................................................................................................

1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located at Brook Building on the 2nd floor, room no. BB204 and is open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The Brook Hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals. Course specific information is also available via school blackboard sites.

The Brook Hub telephone number is 01772 891993
The hub email contact is BrookHub@uclan.ac.uk

1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread. You should regularly check Blackboard for course and module related information. If you change your address or telephone number it is extremely important that you update your details on ‘My UCLAN’

Good communication is a core principle of social work and social care, and it is important that this underpins relationships in the School of Social Work, Care and Community between students and members of staff. The School has developed principles to guide students when communicating with staff members to achieve the most effective outcomes.
1.6.1 General points

- It is important to remember that academic staff are involved in a range of activities, including teaching across a number of different courses; attending placement visits all over the North West; attending meetings inside and outside the University; and undertaking scholarly research. Consequently, although student emails and telephone messages are afforded a high level of priority, responses are unlikely to be instant, as staff are often not at their desk.

- The School has a large and diverse student body with a range of different needs. At times, some student’s needs are particularly pressing. In such instances, staff will prioritise responding to those students, as in any other workplace.

- Where students have joined the University from Schools and Colleges, they will notice that the HE environment is different to that which they have been used to. Tutors will explain this to students during induction. School staff are committed to supporting students with their studies; however there is also an emphasis upon independent learning within the HE environment. Where students run into difficulty, they are strongly encouraged to seek help.

- Academic and Administrative staff are not permitted to give out marks via email or on the telephone, as stated in the Academic regulations. Students can access their results via ‘My Uclan’ and will be showed how to do this.

- Communication is a two way process and it is important that students and staff work together to constantly improve communication, so that it is mutually beneficial. This will be discussed at Staff/Student liaison meetings with feedback sought from all.

1.6.2 E-mails

- Students should take care to use appropriate language in emails and are reminded of the importance of being courteous at all times. Where inappropriate language is used, for example ‘text language’, members of staff will politely point this out to students.

- Where staff are away from University, they will routinely use their automated email response facility, which clearly states a return date. This is important for students so that they understand when staff are on leave or working away from the University.

- Staff will aim to respond to emails from students within 3 working days (unless they are on annual leave), by providing an acknowledgement of the email, even if the matter cannot immediately be resolved. However, students are politely reminded that the answer to very many queries lies in module or course handbooks and they should consult these first to try and find an answer. This helps to ensure that students who are in genuine need of assistance will receive a prompt response.

- If students do not get a response in 3 working days, they should email the member of staff again. If there is still no response and the matter remains unresolved, students should bring this to the attention of another member of staff, such as their year or course leader, or the designated principal lecturer for an ‘action request’. This colleague will then address the matter with the original member of staff.
• CC-ing in emails - Students are encouraged to send emails directly to the person from whom they want a response. Students should avoid needless copying in many staff members, as this decreases the likelihood of an efficient response and increases work for academic staff. Where other staff are cc’d into the email, it should be made clear why. eg. I am copying in my course leader so that they are also aware of this situation.

1.6.3 Appointments

• Tutors will make it clear how students can make an appointment with them. Most tutors publish drop in times on their doors. If you wish to request an appointment with a member of staff, it is usually best to email them to request a time, clearly stating what the matter is about.

• Students will be helped to understand the different roles of staff during induction. For example, all students will have a Academic Advisor who is normally the first port of call for personal issues, and advice and guidance about progression on the course. If students need advice on module specific matters, eg resubmission of essays, they should consult module staff, not their Academic Advisor. Module leaders will publish dates of assignment workshops for all students at the beginning of the semester.

• When students have appointments with staff, it is very important that they keep them. Where they are unable to keep them, students must let the member of staff know, out of courtesy, but also to ensure staff can manage their workload.

1.7 External Examiners

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

Robert Cecil of Canterbury Christchurch University.

Prospera Tedam of University of Northampton
2. Structure of the course

2.1 Overall structure

All students are required to take and successfully complete all modules. Students are only permitted to progress to the following year following the successful completion of all modules from their current year. It is not possible for modules to be condoned on this course. The course has been developed with academic level and Professional Capabilities Statements levels in mind.

Referring to the separate PCF statements: ‘readiness for practice’ equates to progression from year one to two; end of first placement equates to progression from year two to three; and ‘end of final placement’ equates to honours degree.

In terms of academic level the course becomes increasingly more intellectually demanding as you progress through it. Within the higher education context the following level descriptors provide a broad outline of general learning outcomes. At a specific level students should be able to demonstrate that they can:

Level 4 (HE) (Year 1 undergraduate)

Develop a rigorous approach to the acquisition of a broad knowledge base and a range of subject specific, cognitive and transferable skills; understand key concepts and theories; evaluate the appropriateness of different approaches to solving problems and communicate the outcomes clearly using structured arguments.

Level 5 (HE) (Year 2 undergraduate)

Apply and critically evaluate key concepts and theories within and outside the context in which they were first studied; select appropriately from and deploy a range of subject specific cognitive and transferable skills and problem-solving strategies to well defined problems in the field of study and in the generation of ideas; effectively communicate information and arguments in a variety of forms.

Level 6 (HE) (Year 3 undergraduates - Honours degree)

Critically review, consolidate and extend a systematic and coherent body of knowledge; critically evaluate new concepts and evidence from a range of sources; transfer and apply subject specific, cognitive and transferable skills and problem-solving strategies to a range of situations and to solve complex problems; communicate solutions, arguments and ideas clearly and in a variety of forms.
2.1.1 Overall structure BA Social Work - Full Time

Semester 1

SW1072 Preparation for Social Work Practice (20 credits)

SW1067 Social justice in practice (20)

SW1069 Learning from Service Users and Carers Experience and Knowledge (20)

SW1068 Human Growth & Development (20)

SW1070 Law & Safeguarding (20)

SW1071 Communication & Interpersonal Skills (20)

Semester 2

SW2072 Social Work Practice 1: Applying Theory, Methods and Research (40)

SW2069 Working with Children, Young People & Families (40)

SW2070 Personalisation & Citizenship; empowering adult service users (20)

SW2071 Social Perspectives on Mental Health & Distress (20)

SW3072 Social Work Practice 2: Critical Application of Theory, Methods and Research (40)

SW3071 Leadership, Enterprise and Employability (20)

SW3074 Psychosocial Studies (20)

SW3073 Research for Specialist Professional Practice (40)

BA (Hons) Social Work award
COMMENTARY

YEAR 1:

The focus of this year is to introduce students to the key academic knowledge, values, skills, policy and law that underpin generic social work practice and to assess their readiness for direct practice in year 2. Embedded across the modules are skills for practice days which focus on

- Developing skills for observation of people and practice
- Developing interviewing and communication skills
- Direct communication and learning from service users and carers.
- Developing understanding of the social work context and social work practice

Students can only progress to year 2 following approval from the Readiness to Practice Panel.

YEAR 2:

Year 2 begins with a week of campus based learning attached to the module SW2072 Social Work Practice 1: Applying Theory, Methods and Research. Students then commence their 70 day placement which is linked to this module. In semester 2 students return to campus where they take three modules which build upon the generic module content from year 1 to apply this across specialist services. This prepares students for the final placement where they will be working in agencies which perform statutory roles. Students must pass their placement and all academic work, and achieve “Readiness for Final Placement” in order to progress to year 3.

YEAR 3:

By the end of year three students are able to critically evaluate the knowledge and research that they are using in practice and they are required to develop greater reflection on their professional development and thinking.

It begins with week of campus based learning attached to SW3072 and SW3073. Students then undertake a 100 day placement linked to SW3072, returning to campus mid-semester 2 to sit SW3071 Leadership, Enterprise, Employability; SW3073 Research for Specialist Professional Practice; and SW3074 Psychosocial Studies.
2.1.2 Overall Structure Employment Based Route

Semester One

Year 1

SW1072 Preparation for Social Work Practice (20 credits)

SW1067 Social Justice in Practice (20)

Year 2 subject to Readiness Panel approval

SW1069 Learning from Service Users and Carers Experience and Knowledge (20)

SW1068 Human Growth & Development (20)

Year 3

SW2072 Social Work Practice 1: Applying Theory, Methods and Research (40)

SW2070 Law & Safeguarding (20)

SW1071 Communication & Interpersonal Skills (20)

Year 4 subject to Readiness for Final Placement Panel

SW3072 Social Work Practice 2: Critical Application of Theory, Methods and Research (40)

SW3071 Leadership, Enterprise and Employability (20)

SW3074 Psychosocial Studies (20)

Year 5

SW3073 Research for Specialist Professional Practice (40)

BA (Hons) Social Work
Employment Based Route  Intake 2012- these students are in their final year of an ‘old’ programme

Semester 1

Placement

Social Research (SW2201) 20 credits (teaching will be delivered in ‘block’ at the beginning of the academic year alongside students studying the ‘new’ SW3073). There will be one session outside this block. Module Leader Craig Diver.

Semester 2

Psychosocial Studies (SW2053) 20 credits : students will attend SW3074 Psychosocial Studies Teaching. Module Leader Julian Manley

Critical Lit Review (SW3028) 40 credits (Teaching will be integrated with Sw2201/SW3073 teaching)

80 credits

Information about the employment-based route

The employment based route of the BA (Hons) Social Work is a part time course for students who are supported by their employing agencies. It runs for four years plus one semester of a fifth year. This route is not available to other students. Supporting agencies undertake to pay the fees of students for the duration of the programme, subject to satisfactory progression at the end of each year. They also agree to provide and arrange two placements of 70 days (first placement) and 100 days (final placement).

Agencies are important stakeholders in the social work degree. The employment based route was designed in partnership with stakeholders to meet their employment and training needs. Students may study the entire employment based route at the Preston or at Burnley campus.

Attendance at University

Throughout term time (usually September to end of April) employment based students are usually scheduled to attend for no more than two days per week. This is subject to central timetabling arrangements. Employers and students will be informed of the timetable as soon as it is available before the term starts.

Induction

At the beginning of each academic year, employment based students will be expected to attend for induction and enrolment. This will take place alongside the full time students, and on occasions may be more than the two days for term time. In such instances, both employers and students will be notified in advance.

Management of the employment based route

The employment based route is managed alongside the full time route, and is overseen by Pam Field who should be contacted in the first instance if there are issues pertinent to the employment based route: PField@uclan.ac.uk Tel: 01772 892729
**Practice learning: employment based route**

Employment based students are required to complete the same practice learning components of the award as full time students. They will be subject to the same Assessment of Readiness for Direct Practice criteria as full time students.

The employing agency is responsible for setting up and administering both periods of practice learning for employment based students. Arrangements must be discussed with the employment based Course lead (Pam Field). The first 70 day placement may be in the student’s own place of work. However this must be suitable for the student’s needs and employment based students, in line with full time students, will have a practice learning agreement set up which clearly states what opportunities the student has to demonstrate competence against the assessment criteria. Students will normally be given some work to do which is distinct and different from normal expectations of their job. The second 100 day placement must take place in a contrasting setting. It is a requirement of the final placement that all students have experience of:

- At least two practice settings
- Statutory social work tasks involving legal interventions

From September 2013 all students must be supervised and assessed on placement by a practice educator trained to the required standard. At final placement level the educator must also be a registered social worker. All students will be allocated a Academic Advisor who is responsible for overseeing their professional development. Tutors will meet with students whilst on placement and will fulfil the requirements set out in the practice learning handbook.

The first placement will take place from September in year 2, on a part time basis, alongside teaching. The students will therefore be away from their work base full time during this period. The second placement will take place as soon as the students are able to enrol for year 4, usually the beginning of August, and is full time until semester 2, when they will be expected to attend for some teaching alongside placement.

**Assessment**

At the end of each semester, the results of employment based route students will be sent to employing agencies for their information. This is in accordance with the agreement between the School of Social Work, Care and Community and employing agencies.

**Attendance**

In exceptional circumstances students may be required to attend University on extra days, which are over and above the two days specified. In the event of this happening, students’ employers will be notified in good time.

If students are off sick from their employment, they are not permitted to attend the University.
2.2 Modules Available

**List of Modules:** FULL TIME PROGRAMME (see Appendix for Module Descriptors)

You will complete the following modules by the end of year 1.

<table>
<thead>
<tr>
<th>Module code</th>
<th>Module Title</th>
<th>Module Level</th>
<th>Module Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW1067</td>
<td>Social Justice in practice</td>
<td>L4</td>
<td>20</td>
</tr>
<tr>
<td>SW1068</td>
<td>Human Growth &amp; Development</td>
<td>L4</td>
<td>20</td>
</tr>
<tr>
<td>SW1069</td>
<td>Learning from Service Users and Carers Experience and Knowledge</td>
<td>L4</td>
<td>20</td>
</tr>
<tr>
<td>SW1070</td>
<td>Law &amp; Safeguarding</td>
<td>L4</td>
<td>20</td>
</tr>
<tr>
<td>SW1071</td>
<td>Communication &amp; Interpersonal Skills</td>
<td>L4</td>
<td>20</td>
</tr>
<tr>
<td>SW1072</td>
<td>Preparation for Social Work Practice</td>
<td>L4</td>
<td>20</td>
</tr>
</tbody>
</table>

By the end of year 2 you will complete:

<table>
<thead>
<tr>
<th>Module code</th>
<th>Module Title</th>
<th>Module Level</th>
<th>Module Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW2069</td>
<td>Working with children, young people and families</td>
<td>L5</td>
<td>40</td>
</tr>
<tr>
<td>SW2070</td>
<td>Personalisation &amp; Citizenship; empowering adult service users</td>
<td>L5</td>
<td>20</td>
</tr>
<tr>
<td>SW2071</td>
<td>Social Perspectives on mental health &amp; distress</td>
<td>L5</td>
<td>20</td>
</tr>
<tr>
<td>SW2073</td>
<td>Social Work Practice 1: Applying Theory, Methods and Research</td>
<td>L5</td>
<td>40</td>
</tr>
</tbody>
</table>

By the end of year 3 you will complete:

<table>
<thead>
<tr>
<th>Module code</th>
<th>Module Title</th>
<th>Module Level</th>
<th>Module Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW3071</td>
<td>Leadership, Enterprise, Employability and the Future of Welfare</td>
<td>L6</td>
<td>20</td>
</tr>
<tr>
<td>SW3072</td>
<td>Social Work Practice 2: Critical Application of Theory, Methods and Research</td>
<td>L6</td>
<td>40</td>
</tr>
<tr>
<td>SW3073</td>
<td>Research for Specialist Professional Practice</td>
<td>L6</td>
<td>40</td>
</tr>
<tr>
<td>SW3074</td>
<td>Psychosocial Studies</td>
<td>L6</td>
<td>20</td>
</tr>
</tbody>
</table>
List of Modules:  PART TIME (EMPLOYMENT BASED) PROGRAMME

You will complete the following modules by the end of part time year 1.

<table>
<thead>
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<th>Module Level</th>
<th>Module Credits</th>
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</thead>
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<td>L4</td>
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<tr>
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<td>Communication &amp; Interpersonal Skills</td>
<td>L4</td>
<td>20</td>
</tr>
<tr>
<td>SW1072</td>
<td>Preparation for Social Work Practice</td>
<td>L4</td>
<td>20</td>
</tr>
</tbody>
</table>

By the end of part time year 2 you will complete:

<table>
<thead>
<tr>
<th>Module code</th>
<th>Module Title</th>
<th>Module Level</th>
<th>Module Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW1068</td>
<td>Human Growth &amp; Development</td>
<td>L4</td>
<td>20</td>
</tr>
<tr>
<td>SW1069</td>
<td>Learning from Service Users and Carers Experience and Knowledge</td>
<td>L4</td>
<td>20</td>
</tr>
<tr>
<td>SW2072</td>
<td>Social Work Practice 1: Applying Theory, Methods and Research</td>
<td>L5</td>
<td>40</td>
</tr>
</tbody>
</table>

By the end of part time year 3 you will complete:

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<td>SW2071</td>
<td>Social Perspectives on mental health &amp; distress</td>
<td>L5</td>
<td>20</td>
</tr>
</tbody>
</table>

By the end of part time year 4 you will complete:

<table>
<thead>
<tr>
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<th>Module Level</th>
<th>Module Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW3071</td>
<td>Leadership, Enterprise, Employability and the Future of Welfare</td>
<td>L6</td>
<td>20</td>
</tr>
<tr>
<td>SW3072</td>
<td>Social Work Practice 2: Critical Application of Theory, Methods and Research</td>
<td>L6</td>
<td>40</td>
</tr>
<tr>
<td>SW3074</td>
<td>Psychosocial Studies</td>
<td>L6</td>
<td>20</td>
</tr>
</tbody>
</table>

By the end of part time year 5 you will complete:

<table>
<thead>
<tr>
<th>Module code</th>
<th>Module Title</th>
<th>Module Level</th>
<th>Module Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW3073</td>
<td>Research for Specialist Professional Practice</td>
<td>L6</td>
<td>40</td>
</tr>
</tbody>
</table>
2.2.1 How are Placements organised?

During the course of your BA Social Work you will undertake

- 30 Skills Development Days:
- First Placement of 70 days:  Year 2 semester 1
- Final Placement 100 day:  Year 3 semester 1

At the beginning of the course you will have access to a Practice Learning handbook which should be read in conjunction with this handbook. You will be asked to complete a profile which will be used to allocate your learning placements. A preference form will also be completed which will include a section where you can identify limited choice of first and final placements. However, all social work qualifying courses are required to provide learning experiences with two different service user groups in a least two different settings with statutory tasks in at least one of the settings. Therefore it is possible that we may not be able to accommodate every choice. Efforts are made to accommodate students’ needs and requirements in terms of personal and family commitments and home location. 

Due to reasons of equity, objectivity of assessment and relationship protocols with partner agencies, Students are not permitted to find their own placements.

Applicants are advised that the course includes 170 days mandatory placement learning. Students may be placed up to one hour away from the University. Students in receipt of a bursary receive a fixed contribution towards their placement travel expenses from their term time address to the placement agency. Students will need to cover any additional placement travel costs themselves. It is expected that the agency offering the placement will contribute towards the in-placement travel costs incurred while carrying out placement duties.

Applicants should consult the NHS/BSA website for further information
http://www.nhsbsa.nhs.uk/Students/1224.aspx

(NB: For students on a part-time route, placements will take place in Years 2 & 4 respectively).

2.2.2 IT Requirement

It is essential that social work students develop IT literacy during their training and that social work practitioners and managers are able to ethically use the IT applications, tools and systems they will encounter in practice and have the understanding and awareness to take up opportunities to improve the service user experience of practice as the technology develops.

The revised QAA requirements for IT teaching, learning and assessment are now integrated throughout the curriculum.

2.2.3 Progression

Discussions about your progression through the course normally take place during meetings with your Academic Advisor and also at the Course Assessment boards in June and September. You have to pass all academic assignments as well as your practice placements to progress onto the next year of your programme. For students progressing from year 1 to
year 2 and year 2 to 3 this is subject to approval from the Readiness to Practice and Readiness for Final Placement Panels. In addition to passing your academic assignments the panel will take into account factors such as attendance (see below) and whether there are any Fitness to Practice concerns.

For students who are struggling with either their academic work or practice placement, there are processes in place to support and guide students and you should discuss these at the earliest opportunity with your Academic Advisor.

2.3 Study Time

2.3.1 Weekly timetable

The weekly timetable is available on line. For all year 2 and 3 students and year one Preston students your timetable is available through the eportal:

https://portal.uclan.ac.uk/webapps/portal/frameset.jsp

The specific first year timetable for your campus (Preston or Burnley) will vary and so you are advised to become familiar with timetable arrangements for your location.

2.3.2 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study. You will note from the module descriptors that the majority of hours allocated to modules is in the form of self-directed study

Practice placements are full-time for full-time students. Other arrangements may be in place for EBR students. This means that a typical placement will require approximately 37 hours per week.

2.3.3 Attendance Requirements: School of Social Work, Care and Community

There are clear links between attendance at University and academic success. All students are expected to attend 100% of the course. The School monitors attendance carefully.

Why is attendance monitored?

- Social Work is a professional activity that requires social workers to have a full and comprehensive knowledge of theory and practice delivered in University and in placement settings.

- The Health and Care Professions Council requires the university to identify where attendance is mandatory and to have in place mechanisms for monitoring attendance.

- In view of the complexity of the social work role and the associated knowledge base, the School requires students to attend all parts of the programme.
How does the School monitor attendance?

- Students are informed of the importance of attendance during the Head of School Speech and during Welcome Week.

- All students on a professional course will be asked to sign an attendance contract which lays out the requirements of their programme.

- Students are required to submit a sample signature during induction.

- Lecturers will monitor attendance in all lectures and seminars, via paper registers which students are required to sign, and through the University Attendance Monitoring System. Students will need to bring their library card with them to each teaching activity in order to scan in using the SAM system.

- Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that you must only enter your own details on the system. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

- Practice educators and tutors monitor student attendance on placement via placement calendars which must be signed and verified.

How do students report genuine absence?

- If students are absent for any reason, they should telephone or email their Academic Advisor who will formally log it and pass details of the absence onto relevant module leaders.

- If students are absent on placement, they must telephone the nominated person in the agency to inform them at the earliest opportunity on the first day of absence. It is not acceptable to send a text.

- If Students are absent for seven days or more due to illness, a medical certificate must be produced and submitted to the Academic Advisor who will file it in the Brook Hub BB204.

What triggers procedures for low attendance at lectures and seminars?

- If students miss two sessions without good cause, they will be reminded of the importance of attendance and asking them to make contact with their Academic Advisor to discuss the reason for their absence and their plans to complete missing
work. Failure to do so will result in the matter being referred to the Head of School or nominee.

What action will be taken if attendance is a cause for concern?

- Where students continue to be absent or have patchy attendance, they will be called to a meeting with the Head of School or nominee.

- At this stage, a verbal warning may be issued, or in serious cases, the student may be withdrawn from the course, or considered by the University Fitness to practice procedures.

- Students who miss more than 30% of teaching regardless of their circumstances may not be deemed Ready to Practice and will be unable to progress to year 2 or year 3 of the degree even if they have passed all their modules.

- Students who miss between 20 and 30% of their teaching will only be able to progress to years 2 and 3 only after successfully completing work to demonstrate how they have made up for the learning they missed.

- Students should note that by failing to achieve Readiness to Practice at the Panel in June there may be implications in terms of their access to student bursaries.

Extenuating circumstances

- In the event of significant absence which may impact on academic performance, students will need to discuss with their tutor and may need to submit extenuating circumstances. If a student has missed a significant amount of the course, they will normally be required to repeat the year.

Responsibilities of students who are absent for genuine and unavoidable reasons

- In genuine cases of illness or severe personal circumstances, if students miss any taught sessions, they must demonstrate that they have caught up and gained the knowledge missed. The onus is on the student to ensure they have done this to a satisfactory standard. Students are advised that this is a requirement of the HCPC and will be monitored through the Readiness Panels.

- If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Attendance requirements on placement
• Students are required to attend 100% of placement learning days and any absences, irrespective of the reason, will need to be made up. Where student’s attendance causes concern on placement, practice educators will inform the University and a meeting with the students tutor will be convened. Depending upon the circumstance, an action plan may be drawn up, or in serious cases, the placement may be terminated and referred to the Practice Issues Panel.

Attendance requirements for international students

• For international Tier 4 students there are additional responsibilities under the Home Office’s Points-Based System (PBS) – international Tier 4 students MUST attend their course of study regularly; under PBS, UCLan is obliged to tell the Home Office if a Tier 4 student withdraws from their course, defers, transfers or suspends their studies, or if they fail to enrol or attend the course regularly. International Tier 4 students may be required to complete additional check-in processes on a weekly basis. While they are away from the university on placement, they will be required to provide a weekly report on their attendance at placement, verified by their Practice Educator.

Further implications of non attendance

• If Students have not gained the required authorisation for leave of absence, and do not respond to communications from the University and are absent for four weeks or more, they may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance. The NHS Bursary Authority will be notified of any such withdrawals. Students need to be aware that the NHSBA actively pursue students for the recovery of any part of their bursary that has been paid to them, which is deemed repayable as they have withdrawn from the course.

Skills Days Attendance

All timetabled skills days should be attended in full. By the end of year 2 students should have attended 30 skills days.

In year 1 we will offer 28 skills days across the following modules. In order to be ‘on track’ you should attend a minimum of 20 skills days. Each module handbook will clearly set out how the skills days can be achieved.

Sw1068- 2 days
Sw1069- 5 days
SW1070 – 6 days
Sw1071- 10 days
In year two students will have the opportunity to attend 15 skills days across the following modules. Module handbooks will set out the detailed content and dates for these days.

- **Sw1072** - 5 days
- **Sw2072** - 4 days
- **Sw2069** – 5 days
- **Sw2071** – 3 days
- **SW2070** - 3 days

In year three students will have the opportunity to attend a further 6 skills days.

- **SW3072** - 2 days
- **Sw3074** - 2 days
- **SW3071** - 1 day
- **Sw3073** - 1 day

### 2.4 Data Protection

All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University’s policy on the use and disclosure of personal information, please contact the Information Governance Officer, Clark to the Board Service, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk.

The BA (Hons) Social Work programme is regulated by the HCPC consequently, UCLan may, on occasion, have to share personal information about students. For example, there may be a need to discuss criminal convictions which may raise concerns about suitability.
3. Approaches to teaching and learning

3.1 Expertise of staff

Staff in the School of Social Work, Care and Community have a range of relevant backgrounds in social work, social care and social policy; further to this there is a strong research element within the School. Many of the staff team are qualified social workers who have practice experience in statutory, voluntary or ‘third sector’ settings. Within the staff team there are a range of specialist areas of practice including: disability, adult mental health, rehabilitation, service user participation, children and family support, adoption, children looked after, migration/asylum, youth justice / youth work, older people, community care and homelessness. Importantly, staff have experience of working with social work students in placement settings.

There are a wide range of professors and research staff based in the school who research projects locally, nationally and internationally. Details about UCLAN’S and the School’s various research projects can be located on the UCLAN website and you are also encouraged to access information via the following link. School of Social Work research UCLAN's research profile

Research seminars

In recent years the School of Social Work, Care and Community research seminar series has provided a forum for new/early career researchers and for established researchers and academics to present their research and encourage debate about a range of topics, research methods and approaches bringing together students, researchers, practitioners, academics, stakeholders and service user/carer groups. Recent seminar topics have included: Peer Support in the Transition from Hospital to Home for People with Mental Health Problems; Drug and Alcohol dependency amongst LGB people; and Adolescent Sexual Coercion. We look forward to seeing you at these stimulating and thought provoking research events.

3.2 Learning and teaching methods

As a student on a professional course of study, learning will take place both within the University and within placement settings. Staff work together to ensure we provide a learning package that enables you to meet all the requirements associated with this award, including the necessary 1200 hours ‘under the direction of an educator’, including 30 skills development days and 170 practice days. Within the University, staff will provide: lectures; seminars; tutorial support; self-directed study groups; Eskills tasks and workshops.

Learning resources are uploaded by staff on to the Blackboard system so that students can read prior to and subsequent to lectures and seminars. Each module is linked to the library catalogue. There will be some modules which feature ‘discussion boards’ where students are expected to make contributions to on-line discussions which will be monitored by the instructors.
3.2.1 E-Learn

Much of your course material for example module handbooks, lecture notes, and assignment details will be posted on the Blackboard Learning System. This allows you to access information either from within the university or from home if you have remote access to the university’s intranet. Blackboard will mean that you can refer to information without carrying large quantities of paper everywhere. Each module is listed on Blackboard and you will be guided by individual lecturers when you need to access information. You should also check your emails daily for information that maybe sent out to you, or for example when a tutor wishes to contact you. The School of Social Work, Care and Community has a centralised Blackboard student office where course information is easily accessed.

3.3 Study skills

Learning skills are embedded across all the modules and are identified in the module descriptors. During the induction programme in year 1 students learn about how to use blackboard and access library services and support. As part of the Sw1072 module students have the opportunity to attend study skills workshops held on Monday mornings at the beginning of semester 1.

Students benefit from a formative assessment mid-semester 1 on which they receive face to face feedback and support.

There are a variety of services to support students and these include

WISER https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id= 33 1

LIS https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id= 25 1

Students may also seek input from a peer support learning approach called M&M Mentoring http://www.uclan.ac.uk/students/health/m_and_m/index.php This resource provides students with informal input from other students.

3.4 Learning resources

3.4.1 Learning Information Services (LIS)

Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study

There is input from the LIS (Library Information Services) to support you in various aspects of your course, including input to the research methods teaching.

3.4.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.
Online Journals

Almost all the journals included in the module reading lists can be accessed free of charge via various databases that are available via the library’s web pages. These include EBSCO and SCOPUS, both of which provide full-text access to journal articles.

Blackboard

All of your modules should be available on Blackboard, which is the platform the University uses to deliver online content to assist you with your studies. Blackboard will typically be used as a means of getting information to you, whether this be announcements, extracts from key sources, module handbooks or lecture notes. Module tutors will inform you about how they use Blackboard when they are introducing their modules.

3.5 Personal development planning

Personal Development Planning is intended to provide a process by which students can reflect upon their learning and action plan for their personal and career development. You will need to produce a personal development file from the outset of the programme and contribute to it throughout the course. Please note that reflective practice is a key feature in social work training; this will be integrated into on-going PDP work.

During tutorials in University your Academic Advisor will be asking about the PDP requirements, setting objectives and planning for practice placements. Further to this whilst in placement the agency will provide a supervisor / Practice Educator who will also guide you through this task. You will be required to book a tutorial meeting with your Academic Advisor towards the end of each academic year to hold a reflective conversation about your progress and learning needs for the future. This will result in a PDP summary sheet being agreed and signed by both parties which you will need to keep in your PDP folder.

3.6 Preparing for Your Career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
• You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using Pebblepad, the university's e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

It’s your future: take charge of it!

**Careers** offers a range of support for you including:
- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

Students who graduate with a BA (Hons) Degree in Social Work will be strongly placed to gain employment in a wide range of areas of social work, social care, youth justice, education welfare, substance misuse, housing, hospital social work teams. Graduates have gained employment in a range of agencies including Local Authority, voluntary sector, charity organisations, ‘third-sector’, community projects.

Additionally, students benefit from the SW3071 Leadership, Enterprise and Employability module which gives them experience of job searching, making job applications and job interviews with valuable input from employers. This module is delivered and planned in conjunction with local employers and Careers staff at UCLan.
4. Student support, guidance and conduct

Students are able to access various support in the School of Social Work, Care and Community.

In the first instance your Academic Advisor should be your initial source of support. You will have been made aware of the name of your Academic Advisor during the induction week and this is the person you should build a relationship with and work with closely throughout the duration of your course.

If there are any particular issues about your year of the programme, you should contact your named year leader. For overall course issues, it may be more appropriate to speak with your course leader.

4.1 Academic Advisors

You will be allocated an Academic Advisor during your induction week. Your Academic Advisor will be an important means of support for you in the School, academically, pastorally and professionally. Wherever possible you will keep the same tutor over the course of your studies.

Academic Advisors will arrange to meet with you twice per semester. For year 1 students the first meeting will take place during the first week of your programme. Tutorials can be either individual and/or as part of a group. For year 2 and 3 students on placement the tutor provides a vital link with the University. The role of the tutor whilst on placement is outlined in the Placement Handbook.

Students are advised to communicate by e-mail. Please note that tutors have various responsibilities and will be extremely busy. You are able to read more details about the School’s communication guide in section 1.6 of this handbook.

4.2 Student Support

The ‘i’ is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Portable Financial Credits, (continuing students only, Printing and Printer Credit, UCLan Cards, the ‘i’ shop and UCLan Financial Support Bursary (first year students only).

4.3 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.
Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk

Within the School Fiona Cameron is the member of staff with responsibilities in dealing with enquiries about issues about disability. Fiona's contact details are: FCCameron@uclan.ac.uk Tel: 01772 895405.

4.4 Health and Safety

As a student of the University you are responsible for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

4.5 Conduct

You will be expected to abide by the Regulations for the Conduct of Students in the University. UCLan expects you to behave in a respectful manner demonstrated by using appropriate language in class, and switching mobile phones / other devices off prior to attending classes.

If your behaviour is considered to be unacceptable, any member of staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the regulations for the Conduct of Students.

4.6 Students’ Union

The Students’ Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students’ Council. The Students’ Union building is located at the heart of the Preston campus, and is the hub for all student activities.

 Representation and campaigning for students’ rights is at the core of what we do and is encompassed by our tag line of, Making Life Better for Students. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Union is where your voice can be heard, actions taken, or campaigns launched.

Your Union is also the home to a fantastic range of student-led societies, sports teams and multitudes of volunteering opportunities. You can also receive help in finding part-time work,
 whilst you study. Not sure where to go pop into the Opportunities Centre on the ground floor of the Students’ Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then our dedicated staff team in the Advice and Representation Centre are on hand to help. As we are independently run from the university, we can offer truly impartial advice.

More information on all these things, as well as details about all our (not-for-profit) commercial services, including our student supermarket (Essentials) and student-bar (Source) can be found at http://www.uclansu.co.uk/

The Opportunities Centre is the Union's One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

If you are one of the thousands of students who are not studying on the main UCLan campus in Preston, the Students Union is still your union, please check http://www.uclansu.co.uk/ for full details on what we may be running in your partner institution.
5. Assessment

Please note that all modules will be assessed according to validated learning outcomes. These have been devised to comply with external reference frameworks, such as the QAA Subject Benchmark Statements and Undergraduate Degrees characteristics, the HCPC Standards of Performance; HCPC Standards of conduct, performance and ethics, The College Social Work Professional Capabilities Framework. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

All assessments are internally and externally moderated. This means all assignments are first marked and then a sample is second marked by another member of staff. The sample includes some assignments that have been awarded a first class mark or a fail by the first marker. Once module assessments have been first and second marked within the School, a sample, of approximately 10% of work will be sent to external examiners including some work that is marked as a fail (less than 40%).

Work associated with placements will be compiled within a portfolio, one for each placement. Guidance for this work will be given in the Practice Learning Handbook. Portfolios are assessed on a pass/fail basis by your Practice educator and verified by your tutor.

5.1 Assessment Strategy

Assessment is an inescapable aspect of formal education. The key purpose of assessment is to provide you with the opportunity to demonstrate that you have met the learning outcomes for the course and achieved the standard required for the award of BA Social Work. Assessments is also an important process in supporting learning and development e.g. through reading / acting on the feedback from academic staff.

The programme combines assessment in practice with academic assessment in university. Assessment on the BA Social Work is underpinned by the University Academic Regulations (see particularly section G, H and I) which can be accessed via the following link:

http://www.uclan.ac.uk/information/services/sss/quality/regulations/files/acareg_1213.pdf

Additionally, the following course specific factors apply:

- All assessments are designed to allow students the opportunity to meet the validated learning outcomes for the module
- All students must complete all modules - there are no optional modules. This is to ensure that all students meet all HCPC Standards of Proficiency
- Students are not permitted to ‘trail a fail’. Students cannot proceed unless all modules have been successfully completed at the end of the academic year
- The maximum number of attempts at any assignment within one year is two – the original attempt and one resit. Beyond this, if students are exceptionally given a third attempt, they will be required to re-sit the entire module by part time study
- Condonement and compensation are not permitted on social work programmes
- The maximum length of time in which a student can complete the programme is five years
- Where students fail a placement module, normally they will have one resit attempt if the Practice Issues Panel permits this (assuming there are no serious fitness to practise concerns)

There are a range of assessments that are designed to align with the various learning outcomes in the modules descriptors listed. The learning outcomes relate to the aims of the course which are outlined above. Assessments strategies include; case studies, exams, coursework, presentations, assessment of skills, reflective accounts of practice, and interactive discussions. Remember assessment is a learning activity in itself. Students learn from reading, writing and acting on feedback from their tutors

5.1.1 Hand in dates and deadlines

The dates for the submission of all academic work will be specified in module information packs.

The assignment handing-in dates must be strictly adhered to. There are 3 important reasons for meeting deadlines:

- Planning for, and meeting, a deadline is part of your professional development.
- Equal opportunities – students who submit late without penalty have had extra time to produce assignments, which may positively affect the mark awarded.
- Your progression – completing the assessment process (to ensure your marks can be presented to the Assessment Boards) is jeopardised if assignments are handed in late.

5.2 Notification of assignments and examination arrangements

Students will be informed about the assignments requirements and submission details at the start of the module. These will be available on Blackboard.

5.3 Referencing

The School of Social Work, Care and Community uses the Harvard referencing systems. It is crucial that you reference the source of all the material you use in your essay. For guidance on this, see the School's Assessment Handbook which is located in the Student Office on Blackboard

5.4 Confidential material

During practice placements you may have access to service user details, confidential files and legal documents. You are respectfully reminded that you are should abide by the University's
ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations. You must be aware of and work within the HCPC Standards of Conduct, Performance and Ethics


When you are producing portfolio evidence from placement, you need to make sure that you include a confidentiality statement and maintain anonymity of third parties.

5.5 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity to your Academic Advisor.

Authorisation of the late submission of work requires written permission. Your School is authorised to give permission for one extension period of between 1 and 10 working days where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances (Academic Regulations).

You should complete and submit an extension request form, with any supporting evidence, by email, to your dedicated School email address. Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University’s Policies and Procedures on Extenuating Circumstances (Academic Regulations and Assessment Handbook).

5.5.1 Extenuating circumstances

Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their studies than can be solved by the use of an extension. If this applies to you, the University is ready to support you both with regard to your course and your personal wellbeing through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook).

Normally extenuating circumstances will relate to a change in your circumstances since you commenced your course, which have had a significant, adverse effect on your studies. Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note. The University does not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time students. The normal work commitments of part-time students would not constitute an extenuating circumstance. A disability or learning difficulty does not constitute an extenuating circumstance (see Academic Regulations).
Further information is available on the Student Portal at:
https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

You can apply for extenuating circumstances online via myUCLan. You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester. All evidence that is provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than is necessary and will be destroyed shortly after the end of the current academic year.

Further information about the submission process is available at:
https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances_submission.php

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances (Academic Regulations and Assessment Handbook).

5.5.2 Late submissions

If you submit work late and unauthorised, a universal penalty will be applied in relation to your work:
- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

5.6 Feedback Following Assessments

UCLan is committed to giving you clear, legible and informative feedback for all your assessments (Academic Regulations: G2.4). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress through the course.

You will be provided with feedback on module assessment within 15 working days of the submission deadline. Feedback may be oral, typed / written, or electronic.

5.6.1 What happens if I fail a piece of work

The Student Guide to Regulations states a module can only be reassessed once following initial failure. The best mark that can be awarded for any module following reassessment is 40%. Students who have failed any module (or modules) will generally be asked to resubmit. If you fail a semester 3 module, the reassessment date will be confirmed by the September Assessment Board.
Should a student have to retake a module with attendance they cannot progress until they have completed the module (and therefore the level of study), they cannot ‘trail a fail’ with attendance. In practice, if a repeat opportunity of the module is given, this means the student will have to undertake their studies on a PART TIME basis in the year they are retaking module(s). Once they have successfully completed outstanding module(s) they can proceed and continue their subsequent studies on a FULL TIME basis. This may have implications for NHS bursaries.

Should a student fail to pass any module they retake they may be eligible for an alternative exit award even though they have not completed all modules associated with the course. There are differing options available for failing students at different times and students are advised to seek academic counselling from their Academic Advisor or course leader. Exit awards may be available if the student has sufficient academic credits (please see Programme Specification). It is important to point out that if you are given an exit award, you will not be eligible to apply for registration with the HCPC as you will not have satisfied all of the required standards of proficiency for social workers.

On occasions where students have satisfied all academic requirements, but are unable to meet the SOPS in relation to professional practice, students may be supported to transfer to an alternative course of study. Again, where this is the case, they will not be eligible to apply for registration with the HCPC.

5.6.2 What happens if I fail my placement?

Students are required to pass their placements before being allowed to proceed on the course. Details of procedures are given in the Practice Learning Handbook.

5.7 Cheating, plagiarism, collusion or re-presentation

You are required to sign a declaration indicating that individual work submitted for an assessment is your own.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations and the Assessment Handbook.

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student’s work - this includes with the other student’s consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another’s answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
Re-presentation is an attempt to gain credit twice for the same piece of work.

The process of investigation and penalties which will be applied can be reviewed in the Assessment Handbook. If an allegation is found to be proven then the appropriate penalty will be implemented:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:

- the penalty will be 0% for the element of assessment, and an overall fail for the module.
- the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark.
- when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

5.7.1 Turnitin

The School of Social Work, Care and Community now has a policy that all work (except dissertations and placement portfolios) will be submitted online via Turnitin. Dissertations and portfolios are submitted to the Brook Hub BB204.

Turnitin also enables you to check and make changes to your work prior to the submission deadline. You can resubmit your work to the system as many times as you wish, up to 24 hours ahead of the submission deadline. Students are strongly advised to ensure that they are satisfied that the final submission is the version they wish to be assessed. The Student Office on Blackboard provides you with a facility for submitting assignments for familiarity reports.

5.8 Appeals against assessment board decisions

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University Academic Regulations: Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student’s academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the Students' Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

6.0 Course regulations

6.1 Course requirements

Students have to complete and pass all modules, condonement is not permitted on this programme. The minimum pass grade is 40%.

Students have to complete and pass 170 days in practice placements under the guidance of an educator.

Students are reminded that it is their responsibility to ensure that their conduct does not jeopardise their suitability to apply for HCPC registration and that any issues which arise must be reported to the School as soon as possible.

6.1.1 Procedure for ending a student’s involvement in the social work degree

In exceptional circumstances, information or events may come to light which may lead to questions as to the suitability of a student for social work. Concerns may arise as a result of behaviour which is deemed to be damaging or dangerous to service users, students or programme providers – constituting a breach of the HCPC Standards and/or University procedures. Whilst normally the behaviour in question will be linked to course activity (college based or placement activity) other behaviour/actions, particularly related to criminal behaviour, which takes place outside the conduct of the course will also be considered.

In concerns are raised about a student we are required by the Health & Care Professions Council to investigate the matter and if we see fit to operate a procedure for ending a student’s involvement in the social work degree.

In addition to the HCPC Code of Conduct and Ethics for Students, students are also subject to the UCLAN procedure for the consideration of Fitness to Practise. The procedures are set out in full detail in Appendix 3 of the ‘Regulations for the Conduct of University Students’ in your Student Guide to Regulations.

http://www.uclan.ac.uk/students/life/assets/aqasu_student_regs.pdf
6.2 Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

7. Student voice

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement. Module leaders will distribute Module Evaluation Questionnaires on completion of modules. We will inform you in module handbooks how the student voice has informed changes to module delivery. We invite student representatives to meet with external examiners when they attend course boards. This informs external examiner reports which are published on Blackboard.

Last academic year in response to feedback from students we have: made changes to the assessment tasks; introduced pre-placement days prior to the first practice placement; made changes to assessment schedules and we have reviewed module learning outcomes.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students’ Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union’s Student Affairs Committee (SAC), members of Students’ Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students’ Union and elect the students they see as most able to represent them.

7.1 Course Representatives and School Presidents

A course representative is a student who represents their fellow students’ views and opinions to the course team, school, university and students’ union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and
voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the Students’ Union website or by emailing: coursereps@uclan.ac.uk.

School Presidents meanwhile are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who is your School President or more about the role visit the Students’ Union website or email: coursereps@uclan.ac.uk

7.2 Student Staff Liaison Committee Meetings (SSLC)

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester. Your Course Leader will facilitate the meetings using Guidelines and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year). Your Student Liaison Officer will be invited to attend and support the resolution of any issues. The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting:

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner’s report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, Academic Advisor arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. resources, IT, library;
- Any other issues raised by students or staff.
SSLC meets each semester. It is usually attended by year leads, course lead and a representative from the placement team. A senior member of staff delegated by the Head of School will also attend.

7.2.1 Module Evaluation Questionnaires

Module evaluation questionnaires provide one of the most important means for you to express your opinion about your teaching and learning experience. They capture feedback on your experience within each module and inform staff about where improvements could be made. Your module leaders will ensure that you receive the forms for completion, please complete and return these to ensure your voice is heard - all responses are anonymous. You are likely to see the module team responses to previous student feedback in your module handbooks / information packs.

7.3 Complaints

The University recognises that there may be occasions when you have cause for complaint about the service you have received, when this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system which ensures as effective, prompt and appropriate response. Click on this link for more information Complaints Procedure.

As a student registered for a University award at a partner college, who is dissatisfied with the provision at the college, you should pursue your complaint in accordance with the college’s complaints procedure in the first instance. In the event of continuing dissatisfaction upon exhaustion of the college’s procedure, you will be entitled to submit your complaint to UCLan.
8. Appendices

8.1 Programme Specification

UNIVERSITY OF CENTRAL LANCASHIRE

**Programme Specification**

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

*Sources of information on the programme can be found in Section 17*

| 1. Awarding Institution / Body | University of Central Lancashire |
| 2. Teaching Institution and Location of Delivery | Preston Campus: years 1, 2 and 3  
Burnley Campus: years 2 and 3  
Burnley College: year 1  
Kendal College: year 1 |
| 3. University School/Centre | Social Work, Care and Community |
| 4. External Accreditation | Health and Care Professions Council (HCPC) |
| 5. Title of Final Award | BA (Honours) Social Work |
| 6. Modes of Attendance offered | FULL and PART-TIME (Employment Based Route) |
| 7. UCAS Code | L500 |
| 8. Relevant Subject Benchmarking Group(s) | Social Work |
| 9. Other external influences | HCPC Standards of conduct, performance and ethics;  
HCPC Standards of Education and Training (SETs);  
| 10. Date of production/revision of this form | January 2013 |

11. Aims of the Programme:
The programme will:

- Enable students to a) develop the knowledge, skills and values required to qualify as a social worker and register with the HCPC and b) demonstrate the Professional Capabilities at qualifying level set by the College of Social Work.
- Develop a critical understanding of the contested and evolving nature of social problems and social work and provide the theoretical frameworks, models and methods applicable to social work contexts.
- Enable students to use professional judgement in making decisions in complex situations within the legal and ethical boundaries of their profession.
- Develop key principles of service user consultation, empowerment and partnership working as core themes for critical social work practice.
- Enable students to recognise the impact of culture, equality and diversity on practice and apply anti-discriminatory and anti-oppressive principles to practice.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

On successful completion of the programme students will have knowledge and understanding in the following areas:

A1 Social work services and service users, including the processes that lead to marginalisation and exclusion; social divisions; the range and nature of social work services in a diverse society; the interrelationship between agency policy, legal requirements and professional boundaries.

A2 The service delivery context, including the location of social work within historical and comparative contexts; the significance of legislative frameworks and service delivery standards; the range of statutory, voluntary and private agencies proving a range of care; interrelationships with health, education, housing and income maintenance.

A3 Values and ethics, including the nature, historical development and application of social work values; codes of practice; values dilemmas and ethical debates.

A4 Social work theory; including research based concepts; sociological perspectives; psychological perspectives; models and methods of assessment; models and methods of intervention.

A5 The nature of social work practice, including practice in a range of settings; requisite skills and theoretical underpinnings; inter-disciplinary working; evidence based practice; evaluation and reflection.

[QAA subject benchmarks for Social Work 2008]

Teaching and Learning Methods

- Keynote lectures, seminars and discussion groups, tutorials, material for self-directed learning, e-learning, presentations, role play and workshops will form part of university based learning provision;
- Practice learning opportunities will be provided for students in a range of practice settings, providing a learning experience of 170 days as well as 30 days for development of practice and professional skills; students will be required to complete self-appraisal and reflective assessments, reflective logs, undertake supervision and produce portfolio work;
- In all settings students will be encouraged to reflect on their personal and professional development; to build on existing skills/develop new skills to consolidate their learning across the academic and practice placements they have experienced;
- There will be various opportunities for input from practitioners, service users and carers across all modules.

Assessment methods

- A range of assessment methods will include essays, exams, group presentations, video presentations, case studies, critical analysis of practice (CAPs) and personal development folders. Assessment in practice will be by portfolio, which will be verified by Practice Educators and assessed by tutors. Students will be required to demonstrate an acceptable level of competence as defined by the HCPC Standards of Proficiency, HCPC Standards of conduct, performance and ethics and The College of Social Work Professional Capabilities Framework at the appropriate level.
### B. Subject-specific skills

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

- **B1. Practise safely and effectively within their scope of practice**
- **B2. Practise within the legal and ethical boundaries of their profession**
- **B3. Maintain fitness to practise**
- **B4. Practise as an autonomous professional, exercising their own professional judgement**
- **B5. Be aware of the impact of culture, equality and diversity on practice**
- **B6. Practise in a non-discriminatory manner**
- **B7. Maintain confidentiality**
- **B8. Communicate effectively**
- **B9. Work appropriately with others**
- **B10. Maintain records appropriately**
- **B11. Reflect on and review practice**
- **B12. Assure the quality of their practice**
- **B13. Understand the key concepts of the knowledge base relevant to their profession**
- **B14. Draw on appropriate knowledge and skills to inform practice**
- **B15. Establish and maintain a safe practice environment**

**[HCPC: Standards of Proficiency]**

- **B16. Standards of conduct and ethics [HCPC]: students will be able to:**
  - Always act in the best interests of their service users.
  - Respect the confidentiality of their service users.
  - Keep high standards of personal conduct.
  - Provide any important information about their conduct, competence or health to their education provider.
  - Limit their study or stop studying if their performance or judgement is affected by their health.
  - Keep their professional knowledge and skills up to date.
  - Act within the limits of their knowledge and skills.
  - Communicate effectively with service users and their education provider and placement providers.
  - Get informed consent to provide care or services (so far as possible).
  - Keep accurate records on service users.
  - Deal fairly and safely with the risks of infection.
  - Behave honestly.
  - Make sure that your behaviour does not damage public confidence in their profession.

### Teaching and Learning Methods

- Keynote lectures, seminars and discussion groups, tutorials, material for self-directed learning, e-learning, presentations, role play and workshops will form part of university based learning provision;
- Practice learning opportunities will be provided for students in a range of practice settings, providing a learning experience of 170 days as well as 30 days for development of practice and professional skills; students will be required to complete self-appraisal and reflective assessments, reflective logs, undertake supervision and produce portfolio work;
- In all settings students will be encouraged to reflect on their personal and professional development; to build on existing skills/develop new skills to consolidate their learning across the academic and practice placements they have experienced;
- There will be various opportunities for input from practitioners, service users and carers across all modules.

### Assessment methods

A range of assessment methods will include essays, exams, group presentations, video presentations, case studies, critical analysis of practice (CAPs) and personal development folders. Assessment in practice will be by portfolio, which will be verified by Practice Educators and assessed by tutors. Students will be required to demonstrate an acceptable level of competence as defined by the HCPC Standards of Proficiency, HCPC Standards of conduct, performance and ethics and The College of Social Work Professional Capabilities Framework at the appropriate level.
### C. Thinking Skills

On successful completion of the programme students will

**C1.** Be able to devise and sustain arguments, and/or to solve problems, drawing on theory, ideas, data and other abstract concepts from social sciences;

**C2.** Be able to describe and comment upon particular aspects of current research, or equivalent advanced scholarship in social work practice;

**C3.** Have an appreciation of the uncertainty, ambiguity and limits of knowledge;

**C4.** Have the ability to manage their own learning and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to Social Work).

**C5.** Be able to apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects

**C6.** Be able to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

[FHEQ for Level 6 Bachelor Degree with honours]

### Teaching and Learning Methods

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### D. Other skills relevant to employability and personal development

On successful completion of the programme students will be able to

**D1.** Communicate clearly and effectively with a wide range of audiences

**D2.** Develop qualities needed for employment in complex and unpredictable environments where sound judgment, personal responsibility / reliability and initiative are required

**D3.** Develop and reflect on their own learning

### Teaching and Learning Methods

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### 13. Programme Structures*  

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 6</td>
<td>SW3071</td>
<td>Leadership, Enterprise, Employability and the Future of Welfare</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>SW3072</td>
<td>Social Work Practice 2: Critical Application of Theory, Methods and Research</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>SW3073</td>
<td>Research for Specialist Professional Practice</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>SW3074</td>
<td>Psychosocial Studies</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>*SW3075</td>
<td>Project Module</td>
<td>40</td>
</tr>
</tbody>
</table>

### 14. Awards and Credits*  

<table>
<thead>
<tr>
<th>Target Award</th>
<th>Diploma in Higher Education Social Care Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA (Hons) Social Work</td>
<td>Requires 360 credits including a minimum of 120 at level 5 and 120 at level 4. This must include SW3072</td>
</tr>
<tr>
<td>BA (Hons) Social Care Studies</td>
<td>Requires 360 credits including a minimum of 120 at level 5 and 120 at level 4. This must include SW3075</td>
</tr>
</tbody>
</table>

### 15. Personal Development Planning (PDP)  

Personal Development Planning (PDP) is intended to provide a process by which students can reflect on their learning and plan for their personal and career development. The primary objective of PDP is to improve each student’s capacity to understand what and how they are learning, and to review, plan and take responsibility for their own learning. The programme supports this initiative. It is expected as a matter of course that students will retain copies of and reflect upon their feedback from assignments as a guide to future improvement and development. In conjunction with this, the course team will provide individual advice and discuss progress and future career or further study plans with students as a fundamental part of the tutorial role, and encourage students to make use of all of the University’s range of support services as and where appropriate. All students will graduate with a student transcript setting out details of their academic learning, which is generated by the university and will be provided at the end of the course.
Students will be supported to engage with this process from the start of their course and will track and log their learning in relation to the outcomes for qualifying social work of the Professional Capabilities Framework and to encourage a lifelong learning approach throughout their career.

### 16. Admissions criteria

#### 280 UCAS point or equivalent for BA Social Work

Examples of 280 UCAS points-
- A levels (for example B, C, C) must be a minimum of three C grades
- BTEC National Extended Diploma DMM
- BTEC National Diploma D*D*
  - BTEC Subsidiary Diploma D* plus two A levels grades CC or above
- Access to HE Diploma at distinction (at least 30 level 3 credits at distinction)
- UCLan Foundation year entry Community and Social Care: Policy and Practice pass at 50%
- Cache level 3 Diploma in Child Care Education
- OCR level 3 National Diploma
- Access to HE Diploma 30 level 3 credits at distinction
- NVQ 4 pass
- Scottish Certificate of Higher Grade
- Irish Leaving Certificate Higher Grade
- International Baccalaureate

Maths and English GCSE grade C or above or equivalent

International applicants - IELTS pass mark of 7.0

Significant experience to help candidate prepare for social work training

A personal statement which -
- demonstrates positive motivation for social work training
- discusses significant experience
- shows an understand of the social work role
- is written in accurate English

Reference (academic reference needed if possible for candidates who have been in education during the last 3 years)

### 17. Key sources of information about the programme

- BA (Hons) Social Work fact sheet
- UCLAN admissions website
- UCAS
- School of Social Work, Care and Community’s website
<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C)</th>
<th>Programme Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Knowledge and understanding</td>
<td>Subject-specific Skills</td>
<td>Thinking Skills</td>
</tr>
<tr>
<td>LEVEL 6</td>
<td>SW3071</td>
<td>Leadership, Enterprise, Employability and the Future of Welfare</td>
<td>c</td>
<td>X X X X</td>
</tr>
<tr>
<td></td>
<td>SW3072</td>
<td>Social Work Practice 2: Critical Application of Theory, Methods and Research</td>
<td>c</td>
<td>X X X X X X X X X X X X X X X X</td>
</tr>
<tr>
<td></td>
<td>SW3073</td>
<td>Research for Specialist Professional Practice</td>
<td>c</td>
<td>X X X X</td>
</tr>
<tr>
<td></td>
<td>SW3074</td>
<td>Psychosocial Studies</td>
<td>c</td>
<td>X X X X X X X X X X X X X X X X</td>
</tr>
<tr>
<td>LEVEL 5</td>
<td>SW2069</td>
<td>Working with Children, Young People &amp; Families</td>
<td>c</td>
<td>X X X X X X X X</td>
</tr>
<tr>
<td></td>
<td>SW2070</td>
<td>Personalisation &amp; Citizenship; empowering adult service users</td>
<td>c</td>
<td>X X X X X X X X X X X X X X X X</td>
</tr>
<tr>
<td></td>
<td>SW2071</td>
<td>Social Perspectives on Mental Health &amp; Distress</td>
<td>c</td>
<td>X X X X X X X X X X X X X X X X</td>
</tr>
<tr>
<td>Code</td>
<td>Course Title</td>
<td>Notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------------------------------------------</td>
<td>----------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW2072</td>
<td>Social Work Practice 1: Applying Theory, Methods and Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW1067</td>
<td>Social Justice in practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW1068</td>
<td>Human Growth &amp; Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW1069</td>
<td>Learning from Service Users and Carers Experience and Knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW1070</td>
<td>Law &amp; Safeguarding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW1071</td>
<td>Communication &amp; Interpersonal Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW1072</td>
<td>Preparation for Social Work Practice</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks.
Your Tuition Fees include:

- Scheduled course tuition, academic, technical and administrative support, use of course equipment and facilities.
- Course related induction activities.
- Course assessment and awards.
- Access to the university’s library and online resources, including on-campus wifi, networked and remote access to the university’s virtual learning environment,
- Use of the university’s estate and resources for scheduled activities and learning support
- Dissertation, project and/or thesis printing and binding where the submission of printed and bound documents is a requirement for assessment of the module.
- Use of the university’s technical equipment and materials identified by the course teaching team as essential for the completion of the course.
- Items identified under your course name in Table One below:

<table>
<thead>
<tr>
<th>Table One Course</th>
<th>Year one</th>
<th>Year two</th>
<th>Year three</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BA Social Work</strong></td>
<td>Initial DBS screening. Compulsory printing costs identified by tutor. Travel costs to placement up to allowance or bursary</td>
<td>Travel costs to placement up to allowance or bursary</td>
<td>Travel costs to placement up to allowance or bursary</td>
</tr>
<tr>
<td><strong>BA (Hons) Community and Social Care: Policy and Practice/ MA Community and Social Care</strong></td>
<td>Initial DBS screening. Agreed travel to placement. Compulsory printing costs identified by tutor.</td>
<td>Agreed travel to placement Poster Board. Compulsory printing costs identified by tutor.</td>
<td>Compulsory printing costs identified by tutor.</td>
</tr>
<tr>
<td><strong>MA Social Work</strong></td>
<td>Initial DBS screening. Court visit</td>
<td>Presentation folder costs. Portfolio folder</td>
<td></td>
</tr>
<tr>
<td>Course title</td>
<td>Optional costs: NOT included in tuition fees</td>
<td>Estimated costs</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>BA Social Work</strong></td>
<td>Students may choose to subscribe to the DBS 'update facility': estimated cost £13 per year</td>
<td>£39 for a three year course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Optional study trips, which are not required to complete the course and on</td>
<td>£200 year one; £890 year two;</td>
<td></td>
</tr>
<tr>
<td><strong>Foundation Entry Community &amp; Social Care</strong></td>
<td>Initial DBS screening. Agreed cost of travel to placement provider.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Programme</td>
<td>Description</td>
<td>Cost</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>BA (Hons) Community and Social Care: Policy and Practice/ MA Community and Social Care</td>
<td>Estimated costs excluding subsistence and travel to and from airports: £575 year three.</td>
<td><strong>Total = £1,804</strong></td>
<td></td>
</tr>
<tr>
<td>Students may choose to subscribe to the DBS 'update facility': estimated cost £13 per year</td>
<td>Optional study trips, which are not required to complete the course and on which numbers may be limited:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year two: visit to Berlin</td>
<td></td>
<td>£125</td>
<td></td>
</tr>
<tr>
<td>Year three: visit to Cyprus</td>
<td></td>
<td>£100</td>
<td></td>
</tr>
<tr>
<td>Study trips</td>
<td></td>
<td>£125</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>£450</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total = £1,074</strong></td>
<td></td>
</tr>
<tr>
<td>MA Social Work</td>
<td>Estimated costs excluding subsistence and travel to and from airports, for example:</td>
<td>£39 for a three year course</td>
<td></td>
</tr>
<tr>
<td>Students may choose to subscribe to the DBS 'update facility': estimated cost £13 per year</td>
<td>Year one: tour of Houses of Parliament. International visits: £100-£450.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study trips</td>
<td></td>
<td><strong>Total = £489</strong></td>
<td></td>
</tr>
<tr>
<td>BA Social Policy and Sociology</td>
<td>Estimated costs excluding subsistence and travel to and from airports: £39 per year.</td>
<td>£39 for a three year course</td>
<td></td>
</tr>
<tr>
<td>Students may choose to subscribe to the DBS 'update facility': estimated cost £13 per year</td>
<td>Optional study trips, which are not required to complete the course and on which numbers may be limited:</td>
<td><strong>Total = £489</strong></td>
<td></td>
</tr>
</tbody>
</table>
estimated costs based on 2014-5 costs excluding subsistence and travel to and from airports, year one tour of Houses of Parliament, tour of European Parliament Brussels years one two or three Berlin visit years one two or three Cyprus visit year two and three other international visits

Subsidised costs:
£50
£185
£125
£100
£450
Total = £949

Module SW2720 elective
Trip to voluntary Sector Agencies travel costs
£20

Foundation Entry Community & Social Care
Students may choose to subscribe to the DBS 'update facility': estimated cost £13 per year
£39 for a three year course

Additional optional costs may be incurred by some students.

These optional extra costs are NOT included within the Tuition Fees.

<table>
<thead>
<tr>
<th>Optional items – all courses</th>
<th>Estimated costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel to course related work placements, work experience, voluntary work, or site visits (for example costs of petrol, business level motor insurance cover, taxis, train fares, bus fares etc.).</td>
<td>Variable depending on the distance travelled and the method of transport chosen.</td>
</tr>
<tr>
<td>Library fines &amp; charges</td>
<td>On time £0.00 0-8 days overdue £0.10-0.50 per day 9+ days overdue £0.50-£1.00 per day 40+ days replacement cost and administrative charges/account suspension</td>
</tr>
</tbody>
</table>

Avoid these by returning on time or renewing books!
Costs of obtaining medical or other evidence to support applications for extenuating circumstance applications relating to assessments.

For example a medical certificate may cost from £10.

Fees for arranging and invigilating course examination(s) off campus are payable by the student (where permitted by course regulations and approved by course leaders)

£300

Printing of electronic books, journals etc.

Variable, but recommended academic text books often cost between £15-80 per copy, although some cost outside of this range.

Printing of reports, course materials and other course documents, which have been supplied or are available electronically or in hard copy in the library.

Estimated £0.10 per copy sheet

<table>
<thead>
<tr>
<th>Living costs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>These are not included in tuition fees. You will need to budget for these separately. Below is an indication of some typical living costs, but everyone is different and you are strongly advised to plan your own budget.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Typical items</th>
<th>Estimated weekly costs lower range</th>
<th>Estimated weekly costs higher range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodation: University Halls of Residence based on a 42 week contract.</td>
<td>£79.03</td>
<td>£107.83</td>
</tr>
</tbody>
</table>
Private Halls of Residence
(Living at home may reduce your accommodation costs)

<table>
<thead>
<tr>
<th></th>
<th>£70</th>
<th>£110</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td>£20</td>
<td>£30</td>
</tr>
<tr>
<td>Internet connection</td>
<td>£0</td>
<td>£12</td>
</tr>
<tr>
<td>(free wifi on campus, in university halls of residence and in some private accommodation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toiletries/Laundry</td>
<td>£5</td>
<td>£15</td>
</tr>
<tr>
<td>Gas/electricity/water</td>
<td>£0</td>
<td>£20</td>
</tr>
<tr>
<td>(included within university halls of residence costs and some private accommodation – check your contract)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printing, copying, stationery.</td>
<td>£2.50</td>
<td>£10</td>
</tr>
<tr>
<td>Travel expenses</td>
<td>£0</td>
<td>£40</td>
</tr>
<tr>
<td>(vary by travel method &amp; distance - on foot/bicycle, bus, train or car. If using bus or train check travel card / season ticket rates for savings). University halls of residence and a good selection of private accommodation are available either on campus or a short walk from campus.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mobile phone or landline</td>
<td>£2.50</td>
<td>£10</td>
</tr>
<tr>
<td>Books</td>
<td>£5</td>
<td>£10</td>
</tr>
<tr>
<td>Leisure</td>
<td>£5</td>
<td>£25</td>
</tr>
<tr>
<td><strong>Total per week</strong></td>
<td>£110</td>
<td>£282</td>
</tr>
<tr>
<td><strong>Total for 42 weeks</strong></td>
<td>£4,620</td>
<td>£11,844</td>
</tr>
<tr>
<td>(typical halls of residence contract)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total for 52 weeks</strong></td>
<td>£5,720</td>
<td>£14,664</td>
</tr>
</tbody>
</table>

You may also need to budget for ‘one off’ or irregular costs

<table>
<thead>
<tr>
<th>Typical items</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bedding</td>
<td>From £20</td>
</tr>
<tr>
<td>Clothes</td>
<td>Costs vary depending on your needs</td>
</tr>
<tr>
<td>TV licence</td>
<td>£145.50 per year</td>
</tr>
<tr>
<td>Item</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Insurances</td>
<td>Varies depending on your needs</td>
</tr>
<tr>
<td>Computer/laptop/telephone</td>
<td>Varies depending on model and whether new or second hand</td>
</tr>
<tr>
<td>Furniture, crockery etc.</td>
<td>Furnished accommodation may include all your needs. Check what is included.</td>
</tr>
</tbody>
</table>