

## **Student Handbook**

BA (Hons) Community and Social Care: Policy and Practice

MComSC – Master of Community and Social Care

2019/20

Course Leader: Mike Blackmon

School of Social Work, Care and Community

The student handbook should be read alongside the School of Social Work, Care and Community Assessment Handbook



Please read this Handbook in conjunction with the University's Student Handbook.

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.

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## 1. Welcome to the course

Welcome to the *BA (Hons) degree in Community and Social Care: Policy and Practice/ Integrated Masters in Community and Social Care: Policy and Practice*. This is a dynamic and challenging programme that provides the theoretical foundations and key skills development required for working in a wide variety of ‘people related’ fields, including social care, work with children, families and communities. Additionally, the programme provides essential educational underpinnings for participants to progress onto further postgraduate study and research in, for example, social work, social policy, education, etc.

There are two courses available to study. Firstly, there is a three-year programme leading to the award of a *BA (Hons) in Community and Social Care: Policy and Practice*. Alternatively, a four-year ‘*Integrated Masters*’ programme is offered which enables participants to complete a ‘Masters’ level final year of study focused on higher level research, enterprise and employability skills. Both courses run in parallel during the first three years of study and there are opportunities, should you so wish, to transfer between the BA (Hons) and Integrated Masters programmes in years 2 and 3.

This handbook provides guidance on all aspects of the course and is a working document containing essential information for use by both yourself and your tutors during the period of your studies. Please read this document in conjunction with the University ‘*Student Guide to Regulations and Policies*’ and the School of Social Work, Care and Community ‘*Assessment Handbook*’, both of which are accessible, at any time, from the programme ‘Blackboard’ space. Other useful information is available to students in the Course ‘Blackboard’ space, Course ‘Microsoft Teams’ forums, as well as University web site pages and documentation provided at ‘induction’, such as, your UCLan diary.

Universities are large institutions that may appear rather strange and different at first. Starting a new course is also exciting and sometimes stressful as there is a lot of new information to absorb in a short time. If you have any questions about aspects of the programme or, indeed, your time here generally, in the first instance, please check the ‘*Course Handbook*’ for guidance. This document is likely to contain many of the answers that you may be seeking. Equally, you should also refer to other essential documents that you will have been supplied to you at the commencement of your studies, such as the *Assessment Handbook*. Alternatively, if you are unable to find answers to your questions in the documents provided to you, please feel free to ask your allocated Academic Advisor, Year Lead, designated Administration staff or the Course Leader. We hope you enjoy your studies with us and look forward to working with you during your time with us.

## 1.1 Rationale, aims and learning outcomes of the course

## 1.2 Rationale, aims and learning outcomes of the course

Students on the BA and IM degrees will explore current and historical contexts of social welfare provision both within the UK and internationally, to develop clear understanding of their implications for real world practice. The programme enables participants to identify, interpret and critique key theoretical perspectives, together with policy/legislative initiatives, that underpin welfare delivery and to consider how these link to the actuality of practice. The programme furthermore provides participants with a wide range of graduate level employability skills required to practice effectively within a broad range of community and social care settings. Work based learning is embedded in the programme with direct links between the central 'work based' modules and other thematic modules on the programme.



### **The aims of the BA (Hons) degree are:**

- To enable students to critically analyse the contribution of a range of social, behavioural and political concepts and apply to community and social care policy and practice.
- To enable students to develop knowledge, personal skills and personal interests in areas relevant to community and social care policy and practice.
- To enable students to develop a critical understanding of policy and practice, through the provision of a range of challenging modules and learning experiences, relevant to the future needs of students considering employment or further study in the areas of community and social care practice.
- To develop skills of research analysis, reflection and evaluation and apply these skills in community practice and service development.
- To foster through teaching and learning opportunities and assessment, the ability to communicate effectively both orally and in written work.
- To encourage personal responsibility for the direction and management of learning, and career development, with the sharing of knowledge and skills in the learning process.
- To provide students with the opportunity to study particular areas and themes in community practice in depth.

- To develop students' capacity to undertake independent enquiry into aspects of community practice.
- To enable students to develop in depth knowledge, skills and personal development for work in a range of careers in community development, social care and other cognate social welfare fields.

**The aims of the MComSC degree are:**

- To enable students to critically analyse the contribution of a range of social, behavioural and political concepts, and apply these to community and social care policy and practice.
  - To encourage and facilitate students to develop knowledge, personal skills, resilience, networks and interests in areas relevant to community and social care policy and practice.
  - To enhance students capacity for taking personal responsibility for the direction and management of their learning and career development, through the sharing of knowledge and skills in the learning process.
1. To enhance students' capacity for the critical evaluation of key theoretical perspectives.
  2. To facilitate the active development of students action research skills; and inculcate the ability to reflexively apply these skills to community practice settings.
  3. To equip students with the necessary practical skills to carry out community based research which is informed by contemporary debates on methodology, epistemology, ethics and politics.
  4. To provide students with a conceptual understanding that enables them to critically evaluate past and current research or equivalent advanced scholarship in the subject.
  5. To enable and encourage students to align praxis and theory, in order to take on leadership and management roles in community practice settings.
  6. To enable students to critically analyse the contribution of a range of social, behavioural and political concepts, and apply these to community and social care policy and practice.

The degree programmes reflect the desire of the course team to create a more distinctive and contemporary learning experience, with the application of learning to vocational experience embedded in the programme. Any thoughts you may have that can help us will be most welcome. There will be many opportunities for you to tell us about any improvements you think could be made, both informally and formally, over the coming academic year.

## 1.2 Course Team

**BACSC and MComSC Course Lead:** Mike Blackmon

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**Year 1 Lead:** Alice O'Sullivan

**Year 1 Team:** Alice O'Sullivan, Mike Blackmon, Jon Pratt, Steve Cunningham, Stuart Cameron, Ismail Karolia, Shelley Briggs, Amanda Taylor, Cora Rooney, Susan Bramwell, Fiona Harbin, Steve Gethin-jones, Jason Loffman.

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**Year 2 Lead:** Steve Cunningham

**Year 2 Team:** Steve Cunningham, Mike Blackmon, Jon Pratt, Stuart Cameron, Steve Gethin-jones, Ismail Karolia, Shelley Briggs, Phil O'Hare, Katie Martin, Mary Drummond, John Wainwright, Fiona Harbin, Cora Rooney, Susan Bramwell, Lewis Charfe, Cath Larkins, Jane Lloyd.

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**Year 3 Lead:** Jonathan Pratt

**Year 3 Team:** Jon Pratt, Mike Blackmon, Steve Cunningham, Stuart Cameron, Ismail Karolia, Katie Martin, Shelley Briggs, John Wainwright, Steve Gethin-jones, Jill Hemmington, Phil O'hare, Amanda Taylor, Mary Drummond, Debbie Ford.

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**Year 4 Lead** Katie Martin

**Year 4 Team:** Katie Martin, Karen Taylor, Jon Pratt, Steve Cunningham, Mike Blackmon, Ismail Karolia, Shelley Briggs, John Wainwright, Mary Drummond, Rachel Robbins

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**Staff Contact Details:** Contact details for core programme staff are listed below, together with details of other staff from the school who contribute to, or are involved with, the delivery and/or organization of the programme.

Surname	First Name	Position	UCLan Email	Ext	Room
Blackmon	Mike	Senior Lecturer	MOBlackmon@uclan.ac.uk	3466	HA336
Bramwell	Susan	Senior Lecturer	Sbramwell@uclan.ac.uk	3464	HA312
Briggs	Shelley	Senior Lecturer	SBriggs2@uclan.ac.uk	3467	HA303
Brown	Debbie	Senior Lecturer	DJBrown2@uclan.ac.uk	3832	HA313
Buffin	Jez	Principle Lecturer	JBuffin@uclan.ac.uk	5408	HA315
Cameron	Stuart	Senior Lecturer	SCameron4@uclan.ac.uk	5469	HA316
Charfe	Lowis	Senior Lecturer	Lcharfe@uclan.ac.uk	5406	HA344
Cunningham	Steve	Senior Lecturer	SCunningham2@uclan.ac.uk	3476	HA318
Drummond	Mary	Lecturer	MDrummond2@uclan.ac.uk	3405	HA305
Ford	Debbie	Senior Lecturer	Dford@uclan.ac.uk	2785	HA313
Gethin-Jones	Stephen	Senior Lecturer	Sgethin-jones@uclan.ac.uk	5464	HA344
Harbin	Fiona	Senior Lecturer	Fharbin@uclan.ac.uk	3479	HA312
Hemmington	Jill	Senior Lecturer	Jhemmington@uclan.ac.uk	5460	HA342
Karolia	Ismail	Lecturer	IKarolia1@uclan.ac.uk	3763	HA305
Larkins	Cath	Senior Researcher	Clarkins@uclan.ac.uk	3407	HA310
Lloyd	Jane	Senior Lecturer	JLloyd1@uclan.ac.uk	3475	HA310
Loffman	Jason	Senior Lecturer	JLoffman@uclan.ac.uk	3452	HA341
Martin	Katie	Lecturer	Kmartin@uclan.ac.uk	5467	HA343
O'Hare	Phil	Senior Lecturer	PO-Hare@uclan.ac.uk	3414	HA311
O'Riordan	Zoe	Senior Lecturer	ZO-Riordan@uclan.ac.uk	5122	LH221
O'Sullivan	Alice	Senior Lecturer	AO-Sullivan@uclan.ac.uk	4360	HA341
Pratt	Jonathan	Senior Lecturer	JPratt1@uclan.ac.uk	3455	HA318
Rooney	Cora	Senior Lecturer	CRooney2@uclan.ac.uk	3452	HA341
Shorter	Lynn	Senior Lecturer	Lshorter@uclan.ac.uk	3456	HA340
Taylor	Amanda	Senior Lecturer	AMLTaylor@uclan.ac.uk	3468	HA304
Taylor	Karen	Lecturer	KTaylor26@uclan.ac.uk	5129	HA341
Wainwright	John	Senior Lecturer	JPWainwright@uclan.ac.uk	3460	HA303

### 1.3 Staff Expertise

All members of the course team come from a community practice background with most staff having worked as qualified social workers. Staff interests and areas of expertise are diverse and are reflected in the course topics that they teach, particularly in relation to optional modules.

### 1.4 Academic Advisor

You will be assigned an Academic Advisor at the commencement of your studies whose role is to provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.



### 1.5 Administration details

The Course Administration Service (CAS) provides academic administration support for students and staff and are located within the following 'Hubs' which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The CAS Hub's provide general advice and assistance regarding specific processes, such as 'extenuating circumstances', 'extensions' and 'appeals'.

#### Your Hub is:

##### Brook Hub

Location: Brook Building Room 204

Schools: School of Social Work, Care and Community, School of Nursing, School Community Health and Midwifery, School of Health Sciences

Contact Details: **brookhub@uclan.ac.uk** or +44 (0)1772 891992 or 891993

##### Other Hubs are:

###### Allen Hub

Location: Allen Building Room 7

Schools: School of Medicine, School of Dentistry

Contact Details: **allenhub@uclan.ac.uk** or +44 (0)1772 893699

###### C&T Hub

Location: C&T Building Room 235

Schools: School of Art, Design and Fashion, School of Journalism, Media and Performance, School of Language and Global Studies, School of Engineering

Contact Details: **candthub@uclan.ac.uk** or +44 (0)1772 891994

###### Foster Hub

Location: Foster Building Room 58

Schools: School of Psychology, School of Forensic and Applied Sciences, School of Computing, School Pharmacy and Biomedical Sciences

Contact Details: **fosterhub@uclan.ac.uk** or +44 (0)1772 891990

###### Greenbank Hub

Location: Greenbank Building Room 1

Schools: School of Business, School of Management, School of Sport and Wellbeing

Contact Details: **greenbankhub@uclan.ac.uk** or +44 (0)1772 891998

###### Harris Hub

Location: Harris Building Room 120

Schools: Lancashire Law School, School of Humanities and Social Sciences

Contact Details: **harrishub@uclan.ac.uk** or Law: +44 (0)1772 893021, Humanities and Social Sciences: +44 (0)1772 891996

## 1.6 Communication

The University utilises UCLan email addresses as the default means for communication with students during their period of study and is used in **all** formal UCLan course correspondence to students. There is therefore an expectation on all students to check their UCLan email accounts regularly for messages from staff. Please note that if you send email messages to UCLan email accounts from non-UCLan email addresses they risk being filtered out as potential spam and discarded unread.



Good communication is a core principle of social work and social care and it is important that this underpins relationships, between students and members of staff, in the School of Social Work, Care & Community. 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 receive 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.
- School staff are committed to supporting students with their studies. However, within the Higher Education environment, there is also an emphasis upon independent learning. Where students run into difficulty, they are strongly encouraged to seek help.
- As stated in the Academic regulations, **Academic and Administrative staff are not permitted to give out marks via email or on the telephone.** Students can access their results via 'MyUCLan' and/or Blackboard, and will be shown how to do this.
- Administrative staff will always do their best to help students. Students are asked to communicate with courtesy at all times.

- 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**
    7. 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.
    8. Where staff are away from University, they will routinely use their automated email response facility, which clearly states a return date. Similarly, staff will use their voicemail message to advise when they are away from the University on annual leave. This is important for students so that they understand when staff are on leave or working away from the University.
    9. Staff will aim to respond to emails from students within three 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 three 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 course leader, or the designated principal lecturer for an 'action request'. This colleague will then address the matter with the original member of staff.
    - Use of 'CC' in emails - Students are encouraged to send emails directly to the person from whom they want a response. Students should avoid needless 'copying in' of 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. E.g. *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. Many tutors publish drop in times on their doors, and all have contact details posted 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 an 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, e.g. 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, out of courtesy, let the member of staff know, but also to ensure staff can manage their workload.

### 1.6.4 Written feedback

- Students should always read their written feedback, which is central to their progression and development on the course. This needs to be recognised and valued as a form of communication. It is extremely important for students to take the time to read and understand their written feedback, as well as accessing their mark.

If students do not understand the feedback they have been given, they should seek clarification from the member of staff who will explain it to them.

### 1.7 External Examiners

The University has appointed External Examiner's to your course who helps to ensure that the standards of your course are comparable to those provided at other Higher Education Institutions (HEI's) in the UK. The names of these people, their positions and home institutions can be found below. If you wish to make contact with your External Examiners, 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.

The external examiners for your course are as follows:

<b>Name</b>	<b>Position/ Area of Interest</b>	<b>University</b>
Dr. Michael Richards	Lecturer in Applied Health & Social Care	Edge Hill University, Ormskirk, Lancashire
Tim Odell	Senior Lecturer at School of Public Health, Midwifery and Social Work	Canterbury Christ Church University
Professor Anya Ahmed	Head of the School of Nursing, Midwifery, Social Work & Social Sciences	University of Salford



## **2. Structure of the course**

There is a foundation entry route available for the programme, details are provided in the programme specification in appendix 8.1.

### **2.1 Overall structure**

The *BA (Hons)/ MComSC Community and Social Care* is a distinctive multi-disciplinary degree course providing students with an opportunity to explore key issues in the development and provision of services to individuals and communities in contemporary society.

#### **What does the course involve?**

This course involves the study of a number of modules at different levels, which lead to a range of awards, namely:

- MComSC in Community and Social Care (480 credits)
- BA (Hons) in Community and Social Care: Policy and Practice (360 credits)

- Diploma in Community and Social Care: Policy and Practice (240 credits)

**How much choice is there?:** Five out of the six modules at **Level 4** (Year 1) are compulsory, and five out of the six modules at **Level 5** (Year 2) are compulsory.

- **At Level 4** (Year 1) you can choose a sixth module from the University 'Elective Catalogue' or from those offered in the School of Social Work, Care and Community.
- **At Level 5** (Year 2), you will need to select **one** optional module from those offered by the course.
- **Level 6** (Year 3) of the degree programme is designed to allow you to build on your previous learning and to develop it further in areas of your own choosing. You will discover that there are a range of options so that you can put together a programme of study best suited to your personal interests and ambitions both in your choice of options and in your dissertation or community research project. You will need to select either **two or three** optional modules from those offered in the course, depending on your dissertation/ community project choice. Those progressing onto Level 7 (Year 4 – MComSC) will ordinarily complete the community project and choose two options in the third year of the programme.
- **Level 7** (Year 4) of the Integrated Masters degree programme is designed for higher level independent study with the 2 core modules worth 80 credits and a choice of **two** optional modules from a wide range of different subjects.

**What is the Work Experience?:** In each year of study you must complete a structured work experience in the following modules:

**Year 1 - SW1800- Introduction to Community Practice: Research and Development** – 60 hours work experience required.

**Year 2- SW2800 Working in Community Practice: Research and Development** – 100 hours work experience required.

**Year 3 - SW3800 Applied Community Practice: Research and Development** – 120 hours work experience required.

**Year 4 - SW4810 Action Research and Community Project Supervision** – completion of a project with a minimum of 200 hours

***The Course at a Glance***

**BA (Hons) CSC**

**YEAR 1**

***Semester 1***

SW 1800  
Intro  
Community  
Practice  
[20 credits]

SW 1801  
Society in  
Focus  
[20 credits]

SW1802  
Communi-  
cation Skills  
[20 credits]

SW1804  
Context  
Welfare 1  
[20 credits]

SW1805  
Context  
Welfare 2  
[20 credits]

OPTION  
SW1725  
ABCD – (1)  

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SW1601 (B)  
[20 credits]

***Semester 2***

**YEAR 2**

***Semester 1***

SW 2800  
Working in  
Community  
Practice  
[20 credits]

SW 2802  
MMD  
[20 credits]

SW 2803  
Power and  
Oppression  
[20 credits]

SW 2801  
Social Care  
Theory  
[20 credits]

SW 2041  
Comparative  
Welfare  
[20 credits]

OPTION  
SW2601 (A)  
SW2720 (A)  
SW2018 (A)  

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SW 2005 (B)  
SW2721 (B)  
[20 credits]

***Semester 2***

**YEAR 3**

***Semester 1***

SW3813 Double Dissertation )  
[40 credits] OR  

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SW3811 Community Research  
Project [40 credits] OR  

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SW3803 Single  
Dissertation  
(20 Credits) | Option  
(20 Credits)

SW 3800  
Applied  
Community  
Practice  
[20 credits]

SW3802  
Critical Social  
Policy  
[20 credits]

Option  
SW3720 (1)  
SW3721 (A)  
SW3722 (A)  
SW3726 (A)  
SW3728 (A)  
SW3012 (A)  
SW3105 (A)  
[20 credits]

Option  
SW3720 (1)  
SW3017 (B)  
SW3100 (B)  
SW3723 (B)  
[20 credits]

***Semester 2***

## 2.2 Modules available:

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

### **Full Time Route:**

**Year 1 - (Level 4):** The first year (Level 4) consists of a broad-based introduction to key topic areas. Students are required to complete five **compulsory** modules and one free choice. The five prescribed modules are:

- **SW1800 Introduction to Community Practice: Research and Development**
- **SW1801 Society in Focus: A Sociological Understanding**
- **SW1803 Communication in Practice**
- **SW1804 Contextualising Welfare 1: The Development of British Social Policy**
- **SW1805 Contextualising Welfare 2: Theories, Concepts and Issues**

**Year 1 (Level 4) Optional Modules-** students can choose 1 of the following or a module from outside the school from the free choice electives.

10. SW1601 - Development Across the Life Span

11. Free Choice Elective to be chosen from the available modules listed in the '***Student Electives Catalogue***'

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**Year 2- (Level 5):** The second year of study builds on existing learning acquired in Year 1 with students required to complete five **Compulsory** Modules **and one optional module.** **Compulsory Modules** are as follows:

- **SW2800 Working in Community Practice: Research and Development**
- **SW2801 Social Care: Theory and Practice**
- **SW2802 Management, Markets and Delivering Welfare**
- **SW2803 Power, Oppression and Society**
- **SW2041 Comparative Social Welfare**

**Year 2 (Level 5) Optional Modules** – in addition to the five compulsory modules in Year 2, students must select one further ‘option’ module from the following menu of options:

- **SW2720 - Health, Ageing and Social Care**
- **SW2005 - Drugs and Society**
- **SW2601 - Safeguarding Children and Young People**
- **SW2018‘ - Race’, Racism and Ethnicity**
- **SW2721 - Introduction to Social Pedagogy**

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**Year 3 - (Level 6)** – Students are required to complete three ‘compulsory’ modules in Year 3, together with either two or three ‘option’ modules.

**Compulsory Modules:** Students are firstly required to complete one, from a choice of three, **Compulsory ‘option’** Modules:

- **SW3803 (Single Dissertation) or SW3813 (Double Dissertation) or SW3811 Community Research Project**

Please note that students on the four year programme leading to the award of MComSC **must** complete either the SW3811 Community Research Project module or the SW3813 Double Dissertation. Students completing the three year BACSC degree may choose from any of the three compulsory ‘optional’ modules.

In addition to the compulsory optional module chosen from those listed above, students, on both the three year and four programme, will complete two further compulsory modules:

- **SW3800 Applied Community Practice: Research and Development**
- **SW3802 Critical Social Policy**

Subject to their choice of compulsory ‘option’ (see above), students are also required to complete either two or three optional modules to complete their Year 3 (Level 6) studies. Optional Modules available for Year 3 (level 6) are as listed below:

**Year 3 (Level 6) – Optional Modules:**

- **SW3012 - Racism and Social Welfare**
- **SW3017 - Crime and Society**
- **SW3100 - Mental Health and Social Care**
- **SW3105 - Disability Studies**
- **SW3720 - Social Enterprise and Community Management**
- **SW3721 - Poverty, Homelessness and Supported Housing**
- **SW3722 - Working with People with Learning Disabilities**
- **SW3723 - Social Theory: Textual Analysis**
- **SW3726 - Youth Matters**
- **SW3728 - Sex and Power**

Please note that, subject to agreement with the Course Lead, there is also the opportunity for Year 3 students to complete **one** of their optional modules chosen from the Year 2 option menu.

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**Year 4 - (Level 7):** For those opting to complete the **MComSC**, the final 4<sup>th</sup> Year of study requires students to complete two compulsory modules together with two Optional modules.

**Compulsory Modules** - students are required to complete two **Compulsory Modules**

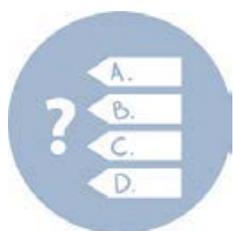
- **SW4602 - Principles, Methods and Processes of Community Research (20 Credits)**
- **SW4810 - Action Research and Community Project Supervision (60 Credits)**

In addition to the two compulsory modules, students are required to choose two modules from the option menu listed below:

**Year 4 (Level 7) Optional Modules** - students select 2 of the following:

- **SP4001 - Poverty and Social Inequality: Perspectives from History**
- **SP4003 - Social Theory and Social Policy**
- **SW4012 - The Making of Social Policy**
- **SW4032 - Childhood in Law & Welfare**
- **SW4033 - Safeguarding Children and Young People**
- **SW4066 - Reflecting on Politics**
- **SW4085 - Theorising Childhood and Adolescence**
- **SW4721 - Social Pedagogy**
- **SW4720 - Violence Against Women: Practice and Prevention across different communities.**

Occasionally students may be permitted to undertake alternative modules to those listed as compulsory. Permission might be given when you can provide evidence of having studied subjects covered by the compulsory modules elsewhere (for example if you are carrying credits from a similar degree programme at another University).



### **2.3 Other Course requirements**

#### **Work Experience:**

In each year you must complete a structured work experience in the following modules:

**Year 1 - SW1800- Introduction to Community Practice: Research and Development -**  
60 hours work experience required.

**Year 2- SW2800 Working in Community Practice: Research and Development –** 100  
hours work experience required.

**Year 3 SW3800 Applied Community Practice: Research and Development –** 120  
hours work experience required.

**Year 4 SW4810 Action Research and Community Project Supervision** – completion of project with a minimum of 200 hours

Work experience can be drawn from your own connections or paid/volunteer work you are already engaged in or from partner agencies working with the course. There will be links between the work experience and all your other modules on the programme. On the BA (Hons) in the final year you can choose to do a '*Community Research Project*' related to your work experience as an alternative to a Dissertation. For the Integrated Masters you will complete the community research project or double dissertation in Year 3, and in the final year, Year 4, complete a more comprehensive research and project supervision, which will enhance your community practice skills.

**DBS Checks:** As you may be working with vulnerable adults and children it has been our practice to complete '*Disclosure and Barring Service*' (DBS) checks for all students enrolled on programme when you start. Information from DBS checks may be shared with appropriate staff at work experience locations/agencies if required.

Having a criminal record or other issues that you declare will not necessarily prevent you from completing the work experience but is something you will need to discuss with the course team and with the agency you will be working with.

For those who may struggle with completing the work experience there is an alternative research task that may involve contacting community agencies but not direct work in the agency.

### **Can my previous learning be accredited?**

The University of Central Lancashire offers APCL (Accreditation of Prior Certificated Learning). The university and partner colleges who manage programmes are keen to see students accredited for all of their previous relevant learning. Further details of the process of APCL and the criteria used to assess certificates are available from 'The I' ([https://www.uclan.ac.uk/students/library-it/library/the\\_i.php](https://www.uclan.ac.uk/students/library-it/library/the_i.php)). A basic university-wide policy is that the maximum level for any APCL claim is two-thirds of the target award.

Support in the compilation of APCL can be given. Students are however responsible for their own applications which may take place at any time during the programme. If you are considering an application for APCL then please contact 'The I' to discuss the process further. **Progression is encouraged into Year 3 of the degree from a variety of Foundation Degree (FdA) routes including:**

- **Health and Social Care:** at Burnley, Carlisle, Hugh Baird, Wigan & St Mary's Blackburn Colleges

- **Health and Social Care:** at the University of Central Lancashire

We also welcome applicants with other related Foundation Degrees onto the BA (Hons) CSC programme, however we cannot take students from other Foundation degrees on to the MComSC. Students wishing to discuss this should contact the course admissions lead.

### **Classifications for direct entry third year students:**

Students coming onto the CSC degrees in the third year of the BA (Hons) or MComSC, as a direct entry from Foundation Degrees and other direct entry routes, need to be aware that any marks awarded in their FdA or other previous study are not included within the APM (Average Percentage Mark) calculation for the 'Honours' award. The APM is based purely on those marks achieved within the third year for BA (Hons) or Years 3 and 4 for MComSC.

### **2.3 Module Registration Options**

Discussions about your progression through the course normally take place in March each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and acceptable) course of study for you.

In order for students to proceed with the MComSC they must have achieved an APM of at least 50% at Level 5. In order for students to transfer onto the MComSC at Level 5, BACSC students must have achieved an APM of at least 50% at Level 5. If transferring from Level 6, students must have achieved an APM of at least 50% at Level 6.

### **2.4 Study Time**

#### **2.4.1 Weekly timetable**

A timetable will be available once you have enrolled on the programme, through the student portal.

#### **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 be expected to attend 10-15 hours per week in scheduled classes and the remaining time on independent study and work experience. Normally Wednesdays and Fridays are reserved for work experience opportunities. There may be some variation depending on your optional modules.

### 2.3.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Students should report non-attendance to the hub email – [BrookHubAttendance@uclan.ac.uk](mailto:BrookHubAttendance@uclan.ac.uk) or by telephoning the hub on 01772 891993.

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.

Each time you are asked to enter your details on the ‘**Student Attendance Monitoring**’ system (**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. You can check your own attendance record through ‘MyUclan’.

## 3. Approaches to teaching and learning

### 3.1 Expertise of staff

Staff contributing to the delivery of both the Integrated Masters and BA (Hons) Community and Social Care: Policy and Practice have many years’ experience of teaching and researching social care and social policy related issues. In addition to teaching and research experience, most staff have experience in social care practices, with many qualified as social workers.

Detailed summaries of the teaching and research interests of each member of staff can be found on the [School of Social Work, Care and Community’s](#) homepage.

Most modules will be taught via interactive lectures and workshops.

#### **Lectures:**

Lectures will be a new experience for many of those commencing study at the university and a few handy hints will allow participants to make the most of them.

First, do not try to write down everything the lecturer says. Rather note the key points which you can expand on later by follow-up reading. The important thing is not to be intimidated by the lecture setting or worried if the person next to you has 15 pages of notes and you only one or two. Quality not quantity is what matters! In any event, many lecturers will provide you with copies of their lecture notes either before or during the lecture, and these may also be available on Blackboard for you to download.

Second, **be courteous in lectures. Do not talk or come in late as this disturbs other students and the lecturer.**

Finally, if you do not understand a point then feel free to ask in the lecture. If time permits, the lecturer will deal with your point there and then, otherwise there is always time at the end of the lecture for you to approach whoever has taken the class.

### **Making the most of your lectures**

Lecture theatres and other classrooms are for learning. Please be respectful of fellow students learning. Students hinder other student's learning by:

- arriving late
- talking or making noises when the tutor is speaking
- behaving disruptively
- texting or talking on mobile phones (see 4.5 student conduct)

**Workshops/Seminars:** These are for discussion and debate, providing opportunities to question points made in lectures, to examine some of the different ways in which writers and researchers have tackled a topic, to raise issues which puzzle you, and to learn from the challenges to your own views posed by other students. In some modules you may be required to work in groups and submit and deliver a presentation or paper. What is required is an attempted answer to the relevant question. This is not expected to be the last word on the topic, but should evaluate what the sources consulted had to say and should suggest how the presenter would structure her/his own answer.

Although the prospect of presentations may be daunting, most students soon learn how useful the exercise is. Workshop sessions are often designed around essay questions and sometimes they can be linked directly with your choice of essay or examination question. Careful work can have direct benefits in terms of essay and exam marks.

Do not worry about "making mistakes" or "looking foolish" in front of other students. First, everyone has to present a topic, so their turn will come. Second, the purpose is not to show everyone how clever you are, but to raise points for discussion by the group. It is sometimes easier to raise a question than to provide an answer. Third, only by airing problems can one overcome them.

If you have any queries or uncertainties, do not skip over them, but raise them for discussion. You may well find that others also have trouble with the bits that you find difficult. One of the main purposes of seminars is to tackle such difficulties, but that presupposes that someone actually identifies them first. Seminars can be extremely useful in clarifying issues raised in lectures or in airing essay-related problems.

Workshop discussions can also be intellectually stimulating in their own right. Whether or not this is true of this year rests with you! It is not enough for only the presenters to have prepared the subject: this makes for very tedious or embarrassing sessions. It is up to every member of the class to pull their weight. That means reading at the very least one or two of the items referred to on the reading list, thinking enough to develop your own ideas or queries, and coming prepared for discussion. You should also make brief notes during the introduction and discussion, so that you do not forget points when your chance comes to raise them.

### **Reading:**

Lectures and workshops/seminars are only an introduction and outline of the subject matter of the course. In 'higher education' and especially in the social sciences **you are expected to read widely and critically, and you should plan to spend at least three hours reading for each hour of class contact** - so if your weekly timetable includes about 15 hours of lectures and seminars, you should top this up with 15 hours of individual study. Plan this to make effective use of your week, including the odd hours between classes, and plan to complete a task in each study session. It is not enough to rely only on lecture notes.

Suggested reading is recommended on the reading list in relation to specific topics. You should buy recommended textbooks, but they should be supplemented by wider reading. You should use the Library catalogue, bibliographies in the Library, and the reading often recommended in text books to find further relevant material. Part of the interest in our subject lies in its relevance to current affairs

Quality newspapers (The Independent, The Times The Guardian, The Daily Telegraph, The Scotsman), the weeklies (The Sunday Times, The Observer, The Economist, New Statesman and Society, etc), monthlies - Prospect, Red Pepper etc, and the Social Policy journals (especially, *Critical Social Policy The Journal of Social Policy and Social Policy and Administration*) provide valuable material, more up-to-date than a textbook. The Library takes a good selection of these and also holds some back numbers. It is also worth bearing in mind that newspapers and academic journals can usually now be accessed online through the Library.

There is also much to be learnt from more 'populist' 'red-top' newspapers such as The Star or Daily Mail and their presentation of issues such as asylum and immigration, poverty and social security, pensions and crime. 'Tabloid' newspapers can help to shape public opinion and their portrayal of particular social groups, such as asylum seekers, disabled people, older people and people with mental health difficulties, is also worthy of study. You can access current and past editions (going back to the early 1980s) of all national newspaper online now, via UCLan Library on-line resources.

### 3.3 Study skills

Attending a University can be a very daunting experience. Many of you will have been well prepared for coming to UCLAN by the colleges and courses you have previously attended, but it might at first, seem rather perplexing. There will be many opportunities to develop study skills. The university runs an excellent online learning website and Academic Advisors will be very pleased to help you with any specific questions you might have about study skills. If Academic Advisors feel you require specific help with your writing you will be advised to seek the support of 'WISER' the Universities excellent study skills support service

([https://portal.uclan.ac.uk/webapps/blackboard/content/listContent.jsp?course\\_id= 158961&content\\_id= 84604\\_1](https://portal.uclan.ac.uk/webapps/blackboard/content/listContent.jsp?course_id=158961&content_id=84604_1)).

In the course programme we also provide you with some basic advice on how to construct an essay.

#### • **Constructing an essay**

Essays form a major part of the assessment of the course. Essay topics and deadlines are set with ample notice in relation to each module and it is your responsibility to plan your work to meet these deadlines. If you have several essay due dates at the same time, you need to plan in advance so that you avoid bunching at the end.

Essay writing - some general guidance

- Persuade the reader. An essay should have the form of a reasoned argument: the writer should attempt to persuade the reader that the line of argument adopted is justified. The success of a piece of work depends on the persuasiveness of the argument to what the writer must expect to be a sceptical reader.
- Argue clearly. A clear argument is not only easier to understand, it also demonstrates a clear understanding on the part of the writer. Both factors enhance the persuasiveness of the work.
- Introduce your standpoint. A clear argument requires an initial statement of the stance that is to be adopted. In practice, this may involve some comment on how the question is to be interpreted, what kind of information is pertinent, and why it is relevant. An introductory statement of this kind provides a clearer answer than one that immediately launches into the subject matter without an obvious starting point.
- Develop your reasoning. A clear argument will normally involve some development in the reasoning, the clarity and significance of one point relying on the establishment of a previous point. An essay therefore requires planning. If there is no clear theme, or if the theme is disjointed, the reader may find the writing confused.

- Keep to the point. Avoid straying from the theme or including irrelevant material. Make sure that what you include is relevant, and that its relevance is explained.
- The 'facts' cannot be assumed to speak for themselves. An essay cannot depend for its success on stating 'facts', but must also show the relevance of the facts to the argument.
- Relate your argument to established work. In academic writing the persuasiveness of an argument will largely depend on the extent to which it can be supported with reference to established texts or studies within the field, whether you wish to support or refute them.
- Consider the use of 'I'. It is conventional not to use the first person in academic writing. Since the status of your work depends largely on how far the ideas expressed can be related to 'authorities' on the subject, the task for the writer is to present the preferred line of argument not as the personal 'I think ....' but as an integration of the authoritative ideas in the field, for example, 'The conclusion is clear ....'. However the use of "I" may be appropriate for reflective pieces of academic writing where you are identifying your experiences and development. "I" is also appropriate for Personal and Professional Development. Check with module tutors about the appropriate use of "I"
- Conclude by summarising your argument and relating it to the original question or topic.

Clear language communicates your ideas with precision. Ultimately, the ability to handle concepts and language with clarity will be valuable in whatever career you follow. Learn to use words accurately, check meaning and spelling first if you are unsure. Cultivate a concise style which avoids padding and slang. Use punctuation to clarify sentence structure and to help the reader understand your meaning.

Presentation requires care: word-process your essay, and make sure that you follow the details about format and submission in module handbooks, and the school of **Social Work, Care and Community Assessment Handbook**.

We encourage you to use the university resources such as WISER  
<http://www.uclan.ac.uk/students/study/wiser/index.php>

### 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.

### 3.4.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. Reading list will be available through **elearn** and linked to the LIS electronic reading lists.

### 3.5 Personal Development Planning (PDP)

You will be encouraged to consider your '**Personal Development Planning**' (PDP) throughout the course. At the start of the course you will be given opportunities to consider your strengths and skills as well as areas for improvement for both your academic study and your career development. You will be supported in your development by module teams, academic advisors and personal advisors.



### 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.

It's your future: take charge of it!

['UCLan Careers'](#) service 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 go along and visit the team (in Foster building near the main entrance) or access their careers and employability resources via the Student Portal.
- **Structured Work Experience:** Your work experience on the course will be an integral part of your career development as you apply the skills and theories from the class to the real world of working with people and communities. You will be expected to apply for the work experience positions with CV's and covering letters. These can form part of your recorded journey.

#### 4. Student Support

Your Academic Advisor will always be there to offer you advice and guidance on your studies, and module tutors will give you more detailed advice on particular assignments and tasks. Year tutors and the Course Leads can also give you advice on the course and issues around progression.

##### 4.1 Academic Advisors

During induction for the *Community and Social Care: Policy and Practice* programme the Year Lead will assign you to an Academic Advisor (AA) whose role is to guide your learning and generally advise on academic work. You will have an opportunity to meet with your AA during the Induction period. You will normally keep the same Academic Advisor during Year One of your studies and this person will be a key member of the BACSC/MComSC programme team. However, having fully acclimatized to the University environment, you may be reallocated to another Academic Advisor at the commencement of Year 2 for the remaining period of your study. Other Academic Advisors are however drawn from the central programme delivery team.

For students who join from Runshaw College in Year 2 and Direct Entry students in Year 3, you will also be assigned an Academic Advisor by your Year Lead. Academic Advisors will generally be around during induction if you wish to meet with them.

Academic Advisors will arrange meeting with their tutees across the teaching year and you can also arrange to see your Academic Advisor at other times as well. The purpose of such meetings is to enable you to meet course deadlines for submission of assessed work and progress effectively in your studies. There may be occasions where the School needs to change your Academic Advisor in which case you will be fully advised.

##### 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, Student Finance, etc.

### 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](mailto: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](mailto:disability@uclan.ac.uk).

The lead person for students with disabilities in the School of Social Work, Care and Community is Ruth Parkes (01772 895407; [RParkes@uclan.ac.uk](mailto:RParkes@uclan.ac.uk))

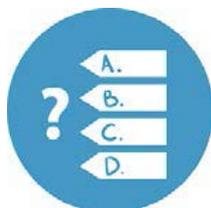
### 4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: <http://www.uclansu.co.uk/>



**4.4 Course Funding Information:** Please note that the School of Social Work, Care and Community is unable to provide definitive information in relation to the funding of programmes for students and/or their eligibility to access funding from Student Finance England. Students should therefore seek any definitive guidance on their specific eligibility for funding direct from Student Finance England.

## 5. Assessment



Please note that all modules will be assessed. 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

### 5.1 Assessment Strategy

Throughout the programme there is a combination of formative and summative assessment. Formative feedback takes the form of feedback on student presentations,

group project work and assignments. Summative assessment is through a combination of 'standard' essays, extended essays and short pieces of assessed coursework; individual and group presentations; group reports; dissertation and examinations.

## 5.2 Notification of assignments and examination arrangements

- All assessed work should be submitted via Turnitin in word processed form and should be in an accessible font such as Times New Roman or Arial and be font size 11 or 12. . Please take note of the specific submission time indicated as the deadline. Any work received after the deadline will have marks deducted.
- Where work is handed in manually (eg. Dissertations, work in practice portfolios), you must use one side of the paper only and leave wide margins. As a general rule use A4 paper unless the assessment guidelines for a piece of work specify otherwise. Work should be double spaced.
- Your pages **must** be numbered clearly. At the beginning or end of the assignment you **must** accurately indicate how many words you have written and the total number of pages.
- The School of Social Work, Care and Community operates a policy of anonymous marking, You should not include your name on any page in the essay; please identify your work by using your **student ID number on each page**, unless the specific requirements of the assignment prevent this. (Please refer to School of Social Work, Care and Community Assessment Handbook for further details on assessment arrangements).
- The School has a policy on assignment word length. Care should be taken to ensure that assignments meet the required word length. Assignments will be marked up to the stated assignment length only, with an allowance of 10% above this. Work exceeding this will not be marked. Assignments that fall short of the word length by more than 10% may be viewed as inadequate and not reaching the required standard. Where a word range has been specified (for example of between 500-750 words) the 10% allowance does not apply. ***It is essential that you keep a copy of all pieces of work that you submit.***

## 5.3 Referencing

The School of Social Work, Care and Community uses the Harvard Referencing System. It is crucial that you reference the source of all the material you use in your essay. For guidance on this, see the School of Social Work, Care and Community's Assessment

Handbook which is located in the Student Office on Blackboard.

#### **5.4 Confidential material**

As part of some of your modules, you may be expected to engage with welfare service users, or undertake sensitive research, and, in such instances, you will be expected to abide by the University's ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations.

#### **5.5 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:

- 1) The penalty will be 0% for the element of assessment, and an overall fail for the module.
- 2) 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.
- 3) 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:

- 1) 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](mailto:suadvice@uclan.ac.uk) for support and guidance.

## **Turnitin**

The School of Social Work, Care and Community now has a policy that all work (except placement portfolios) will be submitted online via Turnitin. All students will be given support to assist them with this process.

### **Using Turnitin to your advantage**

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, as long as it is 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.

## **5.6 How do I know that my assessed work had been marked fairly?**

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades but can act as 'critical friends' and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

## **6. Classification of Awards**

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations \(https://www.uclan.ac.uk/study\\_here/student-contract.php\)](https://www.uclan.ac.uk/study_here/student-contract.php). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

## 7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.



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.
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library.
- Any other issues raised by students or staff.

### 7.1 Student Staff Liaison Committee meetings (SSLCs)

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.

Meetings will be facilitated using guidelines and a record of the meeting will be provided 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).

## 8. Appendices

### 8.1 Programme Specification(s)

#### 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**

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution</b>	University of Central Lancashire Runshaw College Burnley College (Year 1)
<b>3. University Department/Centre</b>	School of Social Work, Care and Community
<b>4. External Accreditation</b>	University of Central Lancashire
<b>5. Title of Final Award</b>	BA (Hons) Community and Social Care: Policy and Practice
<b>6. Modes of Attendance offered</b>	Part time and full time
<b>7. UCAS Code</b>	L590
<b>8. Relevant Subject Benchmarking Group(s)</b>	Social Policy and Administration
<b>9. Other external influences</b>	Credit Qualifying Framework (QCF)
<b>10. Date of production/revision of this form</b>	19 June 2015 Revised May 2018 to include Foundation Entry Revised May 2019
<b>11. Aims of the Programme</b>	
	<ul style="list-style-type: none"><li>• To enable students to critically analyse the contribution of a range of social, behavioural and political concepts and apply to community and social care policy and practice</li><li>• To enable students to develop knowledge, personal skills and personal interests in areas relevant to community and social care policy and practice</li><li>• To enable students to develop a critical understanding of policy and practice, through the provision of a range of challenging modules and learning experiences, relevant to the future needs of students considering employment or further study in the areas of community and social care practice</li></ul>

<ul style="list-style-type: none"> <li>• To develop skills of research analysis, reflection and evaluation and apply these skills in community practice and service development</li> </ul>
<ul style="list-style-type: none"> <li>• To foster through teaching and learning opportunities and assessment, the ability to communicate effectively both orally and in written work</li> </ul>
<ul style="list-style-type: none"> <li>• To encourage personal responsibility for the direction and management of learning, and career development, with the sharing of knowledge and skills in the learning process</li> </ul>
<ul style="list-style-type: none"> <li>• To provide students with the opportunity to study particular areas and themes in community practice in depth</li> </ul>
<ul style="list-style-type: none"> <li>• To develop students' capacity to undertake independent enquiry into aspects of community practice</li> </ul>
<ul style="list-style-type: none"> <li>• To enable students to develop in depth knowledge, skills and personal development for work in a range of careers in community development, social care and other cognate social welfare fields</li> </ul>

## 12. Learning Outcomes, Teaching, Learning and Assessment Methods

### A. Knowledge and Understanding

Students will be able to:

- A1. Identify, outline and recognise the interests and forces that have shaped and developed welfare provision and social policy in the UK
- A2. Identify and explain the contemporary structures, activities and organisations in the provision of welfare and community services, within a mixed economy of service delivery
- A3. Identify, interpret and compare welfare management and social policy in relation to community service delivery in the UK and internationally
- A4. Recognise and identify key concepts in understanding human and social needs in the UK and internationally
- A5. Recognise diversity and identify key concepts to understand issues of power, oppression and social justice
- A6. Identify and explain empowerment and other key concepts in community practice to address human and social need
- A7. Recognise and outline research methods and their application in the operation of welfare service provision

### Teaching and Learning Methods

A range of teaching and learning methods are used to enable students to acquire and apply the knowledge, awareness and skills expressed in the course and module learning outcomes. Lectures, supported by paper-based, audio-visual and web-based materials, are used to provide essential information, analysis of theories, concepts and methods, guidance for further work and a framework and stimulus for learning. Lectures also involve students in learning through the provision of opportunities for questioning, participation and interaction.

Seminars enable students to evaluate, integrate and apply knowledge, theories and concepts to historical and current policies and practice, discuss issues and arguments and share ideas and experience in an atmosphere of constructive dialogue and mutual respect. Group activities, workshops, discussions and interactions facilitate the development of interpersonal skills and peer support and learning, and are used to stimulate discussion, application and sharing of information, ideas, values and experience.

Throughout the programme students will engage in structured work experience. These opportunities aim to 'embed' issues of social theory, welfare provision and policy into day to day practice, and enable students to gain valuable experience in a work based setting, extend their employability and gain access to potential employers.

A system of one-to-one tutorials operates to provide pastoral and academic support. Students will also have regular feedback and individual support for the dissertations and preparation for employment.

As part of their study of comparative social welfare, students are offered the opportunity to participate in the Erasmus International Student Exchange Programme.

**Assessment methods**

Throughout the programme there is a combination of formative and summative assessments. Summative assessment is through a combination of 'standard' essays, extended essays and short pieces of assessed coursework; individual and group presentations; group reports; dissertation. Exams – seen and unseen are also integrated into various modules.

Reflective coursework is an integral part of the structured work experience and the broader programme curriculum. This is used to assess the links students' make between social theory and the course programme, practice, enhanced professional development and employability

**B. Subject-specific skills**

Students will be able to:

- B1. Locate and apply values of community development, social justice and strengths based approaches to community practice
- B2. Synthesise and select from a range of theories relevant to social welfare, to support and develop social interventions and recommendations for policy and action
- B3. Locate and utilise material and information appropriate for the analysis of community practice
- B4. Evaluate community provision of services and interventions using research and data collection.
- B5. Analyse particular policy practice problems and issues, using appropriate social science theories and concepts
- B6 Plan, undertake and report on a piece of empirical research of their own choosing
- B7. Identify and apply communication, interpersonal interaction theory and skills, including conflict resolution.

**Teaching and Learning Methods**

Case studies, primary source analysis and problem solving exercises are used to facilitate the development and application of skills and knowledge. Individual independent inquiry and analysis, with tutorial support, voluntary/work experience, guided reading and supervision, including preparation for assignments, seminars, projects and dissertations enable students to develop and apply academic knowledge, skills and methodologies, and personal study, organisational and problem solving skills. Personal and skills development is integrated into the core modules supported by web-based materials and timetabled tutorials. Structured work experience further embeds the application of skills and knowledge with application and analysis in a practice setting.

**Assessment methods**

A range of assessment methods are used to extend and demonstrate students' learning, including essays, critiques, reports, exercises, research plans, case studies, portfolios, workbooks, projects, individual and group oral presentations.

**C. Thinking Skills**

Students will be able to:

- C1. Obtain, summarise and synthesise material from a range of sources to analyse issues in social policy and practice
- C2. Assess the merits of competing explanations and interpretations of social questions, issues and problems, using appropriate conceptual and theoretical perspectives and relevant evidence
- C3. Produce reasoned arguments, justify conclusions and recommendations by reference to appropriate analytical frameworks and supporting evidence
- C4. Plan, conduct and report on a programme of original social policy and/ or community practice research
- C5. Appreciate the distinction between 'social theory in the books' and 'social theory on the streets' in creative and critical ways, thus enhancing the relationship between 'academic' and 'practical' worlds of collaborative social provision research

**Teaching and Learning Methods**

Case studies, primary source analysis and problem solving exercises are used to facilitate the development and application of skills and knowledge. Individual independent inquiry and analysis,

with tutorial support, guided reading and supervision, including preparation for assignments, seminars, projects and dissertations enable students to develop and apply academic knowledge, skills and methodologies, and personal study, organisational and problem solving skills. Personal and skills development is integrated into the core modules, supported by web-based materials and timetabled group tutorials. These modules offer students the opportunity of work or research experience, which can be used for personal development.

**Assessment methods**

Throughout the programme there combination of formative feedback and summative assessment. Formative assessment takes the form of feedback on student presentations and group project work. Summative assessment is through a combination of 'standard' essays, extended essays and short pieces of assessed coursework; individual and group presentations; group reports; and a final year dissertation

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

Students will be able to:

- D1. Develop the ability to communicate ideas in a variety of written formats
- D2. Develop the ability to communicate ideas and arguments orally in the context of formal presentations
- D3. Develop the ability to identify select and draw upon a range of printed, electronic and other source material as a means to the development and presentation of arguments and evidence
- D4. Develop the ability to work with others in the investigation of problems, and in the presentation of arguments and evidence
- D5. Develop the ability to set goals, plan a work programme and manage time effectively
- D6. Acquire some of the necessary personal and practical skills associated with successful work experience in a welfare agency setting (this applies to students who choose and are able to undertake the relevant work experience options)
- D7. Develop the initiative and abilities needed to study and produce academic work in an international environment
- D8. Carry out and appraise research

**Teaching and Learning Methods**

Case studies, primary source analysis and problem solving exercises are used to facilitate the development and application of skills and knowledge. Individual independent inquiry and analysis, with tutorial support, work/voluntary experience, participation in research projects, guided reading and supervision, including preparation for assignments, seminars, projects and dissertations enable students to develop and apply academic knowledge, skills and methodologies, and personal study, organisational and problem solving skills. Personal and skills development is integrated into the core modules supported by web-based materials and timetabled tutorials.

**Assessment methods**

Throughout the programme there is a combination of formative and summative assessment. Formative feedback takes the form of feedback on student presentations, group project work and assignments. Summative assessment is through a combination of 'standard' essays, extended essays and short pieces of assessed coursework; individual and group presentations; group reports; dissertation

13. Programme Structures				14. Awards and Credits
Level	Module Code	Module Title	Credit rating	
Level 6		Compulsory Modules		<b>Bachelor Honours Degree</b> Requires 360 credits including a minimum of 240 at levels 4 and 5 and a minimum of 100 at level 6,
	SW3803	Dissertation or	20	
	SW3813	Dissertation (Double Module) or	40	
	SW3811	Community Research Project	40	

	SW3800 SW3802	Applied Community Practice: Research and Development Critical Social Policy	20 20	HE Diploma requires 240 credits including a minimum of 100 at Level 5.
		<i>Students are also required to take two or three of the following optional modules:</i>		
	SW3105	Disability Studies	20	
	SW3017	Crime and Society	20	
	SW3720	Social Enterprise and Community Management	20	
	SW3721	Poverty, Homelessness and Supported Housing	20	
	SW3722	Working with Adults with Learning Disabilities	20	
	SW3726	Youth Matters	20	
	SW3728	Sex and Power	20	
	SW3100	Mental Health and Social Care	20	
	SW3012	Racism and Social Welfare	20	
	SW3723	Social Theory: textual Analysis	20	
	SW3739	Student Initiated Module	20	
Level 5		Compulsory Modules		<b>HE Diploma</b> Requires 240 credits including a minimum of 6 at Level 5
	SW2800	Working in Community Practice: Research and Development	20	
	SW2801	Social Care: Theory and Practice	20	
	SW2803	Power, Oppression and Society	20	
	SW2802	Management, Markets and Delivering Welfare	20	
	SW2041	Comparative Social Welfare	20	
		<i>Students are also required to take one of the following optional modules:</i>		
	SW2720	Health, Ageing and Social Care	20	
	SW2721	Introduction to Social Pedagogy	20	
	SW2005	Drugs and Society	20	
	SW2601	Safeguarding Children and Young People	20	
	SW2018	'Race', Racism and Ethnicity	20	
	SW2729	Student Initiated Module	20	
	SW2728	International Social Policy: Studying Abroad	20	
Level 4		Compulsory Modules		<b>HE Certificate</b> Requires 120 credits

	SW1800	Introduction to Community Practice: Research and Development	20	
	SW1801	Society in Focus: A Sociological Understanding	20	
	SW1803	Communication in Practice	20	
	SW1804	Contextualising Welfare 1: The Development of British Social Policy	20	
	SW1805	Contextualising Welfare 2: Theories, Concepts and Issues	20	
		<i>Students are also required to take one of the following optional modules or an elective:</i>		
	SW1601	Development Across the Life Span	20	
	SW1725	Asset Based Integrated Learning	20	
	SW1729	Student Initiated Module	20	
Level 3	SWC025	<u>Information Management</u>	10	Requires completion of 120 credits at Level 3. Successful completion on the course leads to a guaranteed progression onto year 1 of the BA (Hons) Community & Social Care: Policy & Practice  Students who exit after the Foundation Entry year will receive a transcript of their modules and grades.
	SWC030	<u>Understanding Individuals, Families and Communities</u>	40	
	SWC031	<u>Working with Individuals, Families and Communities</u>	40	
	SWC035	<u>Introduction to Asset-based Community Development</u>	20	
	SWC040	<u>Study Skills</u>	10	
	SWC099	<u>Student Initiated Module (SIM) (Can be taken in place of SWC035 for students who may not be able to undertake that module).</u>	20	
*Foundation Entry year also available at Burnley College and Runshaw College				

## 15. Personal Development Planning

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 with links to employability. The programme supports this initiative and PDP is embedded within the structured work experience modules. The programme has identified multiple learning outcomes and assessment strategies which meets the requirements Uclan's employability essential framework.

## 16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information. Students will be informed of their personal minimum entry criteria in their offer letter.

### ADMISSION CRITERIA

The University's minimum standard entry requirements for degree level study is a 12 unit profile, made up from one of the following:

**At least two A2 level subjects including:**

One A2 level subject plus one single award Advanced VCE

One double or two single award(s) Advanced VCE

Other acceptable qualifications include:

Scottish Certificate of Education Higher Grade

Irish Leaving Certificate Higher Grade

International Baccalaureate

BTEC National/ Higher National

Kite marked Access Course

Applications from individuals with non-standard qualifications, relevant work or life experience and who can demonstrate the ability to cope with and benefit from degree level studies are welcome. If you have not studied recently you may need to undertake an Access programme first. For details of those offered by the University please contact Course Enquiries, tel. 01772 892400.

Top up entry is encouraged into Year 3 of the degree from a variety of qualifications. We have direct progression onto the degree in Community and Social Care: Policy and Practice from Foundation Degree routes including: Health and Social Care at Burnley, Carlisle, Hugh Baird, St Mary's Blackburn, Wigan and Leigh Colleges and UCLan.

## 17. Key sources of information about the programme

- School of Social Work's Web Pages

## 18. Curriculum Skills Map

		Programme Learning Outcomes																												
Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Knowledge and understanding							Subject-specific Skills							Thinking Skills					Other skills relevant to employability and personal development							
				A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7	D8
LEVEL 6	SW3803	Dissertation	COMP	X	X	X	X	X	X		X	X	X	X	X	X		X	X	X	X		X		X		X		X	
	SW3813	Dissertation (Double Module)	COMP	X	X	X	X	X	X		X	X	X	X	X	X		X	X	X	X		X		X		X		X	
	SW3811	Community Research Project	COMP		X	X	X	X		X	X	X		X	X	X		X	X	X			X		X	X	X		X	
	SW3800	Applied Community Practice: Research and Development	COMP		X	X	X	X		X	X	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	
	SW3802	Critical Social Policy	COMP	X		X	X	X						X			X	X	X		X	X		X	X	X				
	SW3105	Disability Studies	O	X	X		X	X			X	X	X		X			X	X	X			X	X	X	X	X			
	SW3017	Crime and Society	O		X		X	X			X	X	X		X			X	X	X			X	X	X	X	X			
	SW3720	Social Enterprise and Community Management	O			X	X	X				X		X		X	X	X		X	X	X	X	X	X	X	X	X	X	
	SW3721	Poverty, Homelessness and Supported Housing	O	X	X		X	X			X	X			X			X	X	X			X		X	X	X			
	SW3722	Working with Adults with Learning Disabilities	O	X	X		X	X			X	X	X		X			X	X	X		X	X	X	X	X	X			
	SW3726	Youth Matters	O	X	X	X		X	X			X			X	X		X	X	X			X	X	X	X	X			
	SW3728	Sex and Power	O	X	X	X	X	X				X			X			X	X	X			X		X	X	X			
	SW3100	Mental Health and Social Care	O	X	X	X	X	X			X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	
	SW3012	Racism and Social Welfare	O	X	X	X	X	X	X		X	X			X			X	X	X			X	X	X	X	X			
	SW3723	Social Theory: Textual Analysis	O	X	X	X		X				X	X		X			X	X	X			X		X	X	X			
	SW3739	Student Initiated Module	O	X	X		X					X				X		X	X					X		X				
SW2800	Working in Community Practice: Research and Development	COMP		X	X	X	X		X	X	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X		
SW2801	Social Care: Theory and Practice	COMP	X	X		X	X	X			X		X	X		X	X	X		X		X		X	X	X				
SW2802	Management, Markets and Delivering Welfare	COMP		X	X	X	X				X	X	X	X			X	X	X			X	X	X	X	X				
SW2803	Power, Oppression and Society	COMP		X	X	X	X	X		X	X	X		X			X	X	X			X		X	X	X				
SW2041	Comparative Social Welfare	COMP	X	X		X	X			X	X			X			X	X	X			X	X	X	X	X				
SW2720	Health, Ageing and Social Care	O	X	X	X	X	X	X		X	X			X			X	X	X		X	X		X	X	X				

## 18. Curriculum Skills Map

		Programme Learning Outcomes																												
Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Knowledge and understanding							Subject-specific Skills							Thinking Skills					Other skills relevant to employability and personal development							
				A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7	D8
	SW2721	Introduction to Social Pedagogy	O		X	X			X			X		X					X		X			X	X			X	X	
	SW2005	Drugs and Society	O	X	X	X	X	X			X	X						X	X	X			X	X	X	X	X			
	SW2018	'Race', Racism and Ethnicity	O	X	X	X	X	X	X		X	X	X		X			X	X	X			X		X	X	X			
	SW2601	Safeguarding Children and Young People	O		X	X		X	X		X	X		X	X			X	X	X			X		X	X	X			
	SW2729	Student Initiated Module	O		X		X					X				X		X	X			X		X		X		X	X	
	SW2728	International Social Policy: Studying Abroad	O		X			X			X	X			X			X	X	X			X		X		X			
	SW1800	Introduction to Community Practice: Research and Development	COMP		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
LEVEL 4	SW1801	Society in Focus; A Sociological Understanding	COMP		X	X	X	X			X	X		X			X	X				X	X	X	X	X				
	SW1803	Communication in Practice	COMP		X		X				X			X			X		X	X		X	X		X					
	SW1804	Contextualising Welfare 1: The Development of British Social Policy	COMP	X	X		X					X			X			X	X	X			X		X	X	X			
	SW1805	Contextualising Welfare 2: Theories, Concepts and Issues	COMP	X	X			X				X			X			X	X	X			X		X	X	X			
	SW1601	Development Across the Lifespan	O		X	X	X	X			X		X		X			X	X	X			X	X	X		X			
	SW1725	Asset Based Integrated Learning	O				X	X	X		X			X	X				X	X		X	X	X		X				
	SW1729	Student Initiated Module	O		X		X	X	X					X	X	X		X	X	X			X		X		X			

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

## 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	University of Central Lancashire
3. University Department/Centre	School of Social Work, Care and Community
4. External Accreditation	University of Central Lancashire
5. Title of Final Award	MComSC – Masters of Community and Social Care
6. Modes of Attendance offered	Part time and full time
7. UCAS Code	TBC
8. Relevant Subject Benchmarking Group(s)	Social Policy and Administration
9. Other external influences	Credit Qualifying Framework (QCF)
10. Date of production/revision of this form	19 June 2015 Revised May 2019
11. Aims of the Programme	
<ul style="list-style-type: none"> <li>• To enable students to critically analyse the contribution of a range of social, behavioural and political concepts, and apply these to community and social care policy and practice.</li> <li>• To encourage and facilitate students to develop knowledge, personal skills, resilience, networks and interests in areas relevant to community and social care policy and practice.</li> <li>• To enhance students capacity for taking personal responsibility for the direction and management of their learning and career development, through the sharing of knowledge and skills in the learning process.</li> <li>• To enhance students' capacity for the critical evaluation of key theoretical perspectives.</li> </ul>	

- To facilitate the active development of students action research skills; and inculcate the ability to reflexively apply these skills to community practice settings.
- To equip students with the necessary practical skills to carry out community based research which is informed by contemporary debates on methodology, epistemology, ethics and politics
- To provide students with a conceptual understanding that enables them to critically evaluate past and current research or equivalent advanced scholarship in the subject.
- To enable and encourage students to align praxis and theory, in order to take on leadership and management roles in community practice settings.
- To enable students to critically analyse the contribution of a range of social, behavioural and political concepts, and apply these to community and social care policy and practice.

## 12. Learning Outcomes, Teaching, Learning and Assessment Methods

### A. Knowledge and Understanding

Students will be able to:

- A1. Identify, outline and **critically evaluate** the interests and forces that have shaped and developed welfare provision and social policy in the UK.
- A2. Identify, **discern** and explain the contemporary structures, activities and organisations in the provision of welfare and community services, within a mixed economy of service delivery.
- A3. Interpret, **synthesise** and compare welfare management and social policy in relation to community service delivery in the UK and internationally.
- A4. **Critically identify** key concepts in understanding human and social needs in the UK and internationally.
- A5. Recognise diversity, identify key concepts in understanding issues of power, oppression and social justice, **and critically apply these concepts to working in applied community practice**
- A6. Identify and explain the **theoretically contested nature** of empowerment and other key concepts in community practice to address human and social need.
- A7 Recognise, outline and **critically apply advanced** research methods to working with **disadvantaged groups and individuals in the community**
- A8. Gain a **theoretically informed**, comprehensive and **enhanced** understanding of the theory, principles and values that underpin participatory community practice through practical experience.

### Teaching and Learning Methods

A range of teaching and learning methods are used to enable students to acquire and apply the knowledge, awareness and skills expressed in the course and module learning outcomes. Lectures, supported by paper-based, audio-visual and web-based materials, are used to provide essential information, analysis of theories, concepts and methods, guidance for further work and a framework and stimulus for learning. Lectures also involve students in learning through the provision of opportunities for questioning, participation and interaction.

Seminars enable students to evaluate, integrate and apply knowledge, theories and concepts to historical and current policies and practice, discuss issues and arguments and share ideas and experience in an atmosphere of constructive dialogue and mutual respect. Group activities, workshops, discussions and interactions facilitate the development of interpersonal skills and peer support and learning, and are used to stimulate discussion, application and sharing of information, ideas, values and experience.

Throughout the programme students will engage in structured work experience. These opportunities aim to 'embed' issues of social theory, welfare provision and policy into day

to day practice, and enable students to gain valuable experience in a work based setting, extend their employability and gain access to potential employers. Under very rare circumstances, where (with the agreement of the course leader) it is not possible for students to complete Structured Work Experience, students will still be required to undertake research projects around local welfare provision and in so doing engage with service providers, thereby meeting the Learning Outcomes of the programme.

A system of one-to-one tutorials operates to provide pastoral and academic support. Students will also have regular feedback and individual support for the dissertations and preparation for employment.

As part of their study of comparative social welfare, students are offered the opportunity to participate in the Erasmus International Student Exchange Programme.

#### Assessment methods

Throughout the programme there is a combination of formative and summative assessments. Summative assessment is through a combination of 'standard' essays, extended essays and short pieces of assessed coursework; individual and group presentations; group reports; and research projects and community presentations. Exams – seen and unseen are also integrated into various modules.

Reflective coursework is an integral part of the structured work experience and the broader programme curriculum. This is used to assess the links students' make between social theory and the course programme, practice, enhanced professional development and employability.

#### B. Subject-specific skills

Students will be able to:

B1. Locate and **critically** apply **to an advanced level**, values of community development, social justice and strengths based approaches to community practice.

B2. Synthesise and select from a range of **social and political theories** relevant to social welfare, to support and develop social interventions and recommendations for policy and action.

B3. Locate and utilise information **from a wide range of research informed and other sources** appropriate for the analysis of community practice

B4. **Use advanced and theoretically informed** research and data to evaluate the community provision of services and interventions using

B5. Analyse **and critically reflect upon** particular policy practice problems and issues, using appropriate social science theories and concepts.

B6. Demonstrate an **advanced** understanding of key theoretical approaches to community practice and the ability to identify and apply them.

B7. **Reflexively** identify and apply communication, interpersonal interaction theory and skills, including conflict resolution.

B8 **Develop and negotiate** a coherent research and project supervision designs and complete a substantial piece of independent supervised project research

#### Teaching and Learning Methods

Case studies, primary source analysis and problem solving exercises are used to facilitate the development and application of skills and knowledge. Individual independent inquiry and analysis, with tutorial support, voluntary/work experience, guided reading and supervision, including preparation for assignments, seminars, projects and action research enable students to develop and apply academic knowledge, skills and methodologies, and personal study, organisational and problem solving skills. Personal and skills development is integrated into the compulsory modules supported by web-based materials and timetabled tutorials. Structured work experience and project field work further embeds the application of skills and knowledge with application and analysis in a practice setting.

Assessment methods
A range of assessment methods are used to extend and demonstrate students' learning, including essays, critiques, reports, exercises, research plans, case studies, portfolios, workbooks, projects, individual and group oral presentations to peers, academic staff and relevant community partners.
C. Thinking Skills
Students will be able to:
<p>C1. Obtain, summarise and synthesise material from a range of sources to analyse issues in social policy and practice.</p> <p>C2. Assess the merits of competing explanations and interpretations of social questions, issues and problems, using appropriate conceptual and theoretical perspectives and relevant evidence.</p> <p>C3. Produce reasoned arguments, justify conclusions and <b>systematic</b> recommendations by reference to appropriate analytical frameworks and supporting evidence.</p> <p>C4. Plan, conduct, report and <b>critically examine</b> a programme of original social policy and/ or community practice research.</p> <p>C5. <b>Reflect upon and</b> appreciate the distinction between 'social theory in the books' and 'social theory on the streets' in creative and critical ways, thus enhancing the relationship between 'academic' and 'practical' worlds of collaborative social provision research.</p> <p>C6. Critically evaluate community projects and organisation from different settings.</p> <p>C7. Critically <b>reflect upon</b> and evaluate one's own <b>community praxis by drawing upon a strength based perspective.</b></p> <p>C8. Undertake an <b>advanced</b> individual action research and project supervision</p>
Teaching and Learning Methods
Case studies, primary source analysis and problem solving exercises are used to facilitate the development and application of skills and knowledge. Individual independent inquiry and analysis, with tutorial support, guided reading and supervision, including preparation for assignments, seminars, projects and dissertations enable students to develop and apply academic knowledge, skills and methodologies, and personal study, organisational and problem solving skills. Personal and skills development is integrated into the compulsory modules, supported by web-based materials and timetabled group tutorials. These modules offer students the opportunity of work or research experience, which can be used for personal development.
Assessment methods
Throughout the programme there combination of formative feedback and summative assessment. Formative assessment takes the form of feedback on student presentations and group project work. Summative assessment is through a combination of 'standard' essays, extended essays and short pieces of assessed coursework; individual and group presentations; group reports; and a final year dissertation.
D. Other skills relevant to employability and personal development
Students will be able to:
<p>D1. Develop the ability to communicate <b>complex and theoretical</b> ideas in a variety of written formats.</p> <p>D2. Develop the ability to communicate ideas and arguments orally <b>in a range of formal and informal interactions</b></p> <p>D3. Develop the ability to identify select and draw upon a range of printed, electronic and other source material as a means to the development and presentation of <b>enhanced</b> arguments and evidence.</p> <p>D4. Develop the ability to work <b>reflexively and self critically</b> with others in the investigation of problems, and in the presentation of arguments and evidence.</p> <p>D5. Develop the ability to set goals, plan a work programme, manage time effectively and <b>manage staff</b></p>



	SW4603	Arts and Asset-based International Community Practice	20	possible to do a maximum of one SIM within the course
	SW4721	Communities as Co-producers of Policies and Services	20	
	SW4019	Social Pedagogy: Theory and Practice	20	
	SW4720	Student Initiated Module**  Violence Against Women: practice and prevention across different communities	20	
Level 6	SW3811 SW3813 SW3800 SW3802	Compulsory Modules  Community Research Project or Dissertation (Double) Applied Community Practice: Research and Development Critical Social Policy	40 40 20 20	<p><b>Exit Award</b> <b>BA (Hons) Community and Social Care: Policy and Practice</b> Requires 360 credits including a minimum of 220 at level 5 and above and a minimum of 100 at level 6</p> <p>In order for students to progress to the MComSC year [level 7] they must have achieved an APM of at least 50% at level 6.</p>
		<i>Students are also required to take <b>two</b> of the following optional modules:</i>	20	
		Disability Studies	20	
		Crime and Society	20	
	SW3105	Social Enterprise and		
	SW3017	Community Management	20	
	SW3720	Poverty, Homelessness and Supported Housing	20	
	SW3721	Working with Adults with Learning Disabilities	20	
	SW3722	Youth Matters	20	
		Sex and Power	20	
	SW3726	Mental Health and Social Care	20	
	SW3728	Racism and Social Welfare	20	
	SW3100	Social Theory: textual Analysis	20	
	SW3012	Student Initiated Module **	20	
	SW3723 SW3739			
Level 5		Compulsory Modules		<p><b>Exit Award</b></p> <p><b>Diploma of Higher Education Community and Social Care: Policy and Practice</b> Requires 240 credits including a minimum of 100 at Level 5</p>
	SW2800	Working in Community Practice: Research and Development	20	
	SW2801	Social Care: Theory and Practice	20	
	SW2803	Power, Oppression and Society	20	
	SW2802	Management, Markets and Delivering Welfare	20	
	SW2041	Comparative Social Welfare	20	
	SW2720	<i>Students are also required to take one of the following optional modules:</i>	20	

	SW2721 SW2005 SW2601  SW2018 SW2728  SW2729	Health, Ageing and Social Care Introduction to Social Pedagogy Drugs and Society Safeguarding Children and Young People 'Race', Racism and Ethnicity International Social Policy: Studying Abroad Student Initiated Module **	20 20 20  20 20  20	Students will transfer to the honours route at the end of year 2 [level 5] if they fail to reach an APM of at least 50% at level 5.
Level 4	SW1800  SW1801  SW1803  SW1804  SW1805    SW1601  SW1725  SW1729	Compulsory Modules  Introduction to Community Practice: Research and Development Society in Focus: A Sociological Understanding Communication in Practice  Contextualising Welfare 1: The Development of UK Social Policy Contextualising Welfare 2: Theories, Concepts and Issues  <i>Students are also required to take one of the following optional modules or an elective:</i> Development Across the Life Span Asset Based Integrated Learning Student Initiated Module **	20  20  20  20    20  20  20	<b>Exit Award</b>  <b>Certificate of Higher Education</b> Requires 120 credits at level 4 or above
<b>15. Personal Development Planning</b>				
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 with links to employability. The programme supports this initiative and PDP is embedded within the structured work experience modules. The programme has identified multiple learning outcomes and assessment strategies which meets the requirements Uclan's employability essential framework.				
<b>16. Admissions criteria</b>				
Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information. Students will be informed of their personal minimum entry criteria in their offer letter.				
ADMISSION CRITERIA –				
The University's minimum standard entry requirements for degree level study is a 12 unit profile, made up from one of the following:				

**At least two A2 level subjects including:**

One A2 level subject plus one single award Advanced VCE

One double or two single award(s) Advanced VCE

Other acceptable qualifications include:

Scottish Certificate of Education Higher Grade

Irish Leaving Certificate Higher Grade

International Baccalaureate

BTEC National/ Higher National

Kite marked Access Course

Applications from individuals with non-standard qualifications, relevant work or life experience and who can demonstrate the ability to cope with and benefit from degree level studies are welcome. If you have not studied recently you may need to undertake an Access programme first. For details of those offered by the University please contact Enquiry Management, tel. 01772 892400.

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

- School of Social Work's Web Pages
- Course fact sheet
- UCLAN webpages
- Course leader

## 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																															
				Knowledge and understanding								Subject-specific Skills								Thinking Skills								Other skills relevant to employability and personal development							
				A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	D8
SW40LEVEL 7	SW4810	Action Research and Community Project Supervision	COMP	X	X	X	X	X	X	X	X	X	X		X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
	SW4602	Principles, Methods and Processes of Community Research	COMP	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X		X	X	X	X		X		X	X		X		
	SP4001	Poverty and Understanding Equality: Perspectives from History	O		X		X	X			X	X	X		X			X	X	X			X			X		X	X	X			X		
	SP4003	Social Theory and Social Policy: Rethinking Welfare	O			X	X	X				X		X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	SW4012	The Making of Social Policy	O	X	X		X	X			X	X			X			X	X	X			X			X		X		X		X			
	SW4032	Childhood in Law & Welfare	O	X	X		X	X			X	X	X		X			X	X	X		X	X		X	X		X		X		X			
	SW4066	Reflecting on Politics, Policy and Practice	O	X	X	X	X	X			X	X		X		X		X	X			X	X		X		X		X	X	X	X			
	SW4085	Theorising Childhood and Adolescence	O	X	X	X		X	X			X			X	X		X	X	X			X			X	X	X	X	X	X		X	X	
	SW4033	Safeguarding Children and Young People	O	X	X	X	X	X				X			X			X	X	X			X		X	X		X	X	X	X	X			
	SW4600	International Perspectives on Poverty, Exclusion and Globalisation	O	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	SW4601	Arts and Asset-based International Community Practice	O	X	X	X	X	X	X	X	X	X			X				X	X	X			X		X	X	X	X	X	X	X	X		X
	SW4603	Communities as Co-producers of Policies and Services	O	X	X			X		X	X		X		X			X				X		X		X	X		X	X		X	X	X	

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Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																																	
				Knowledge and understanding								Subject-specific Skills								Thinking Skills								Other skills relevant to employability and personal development									
				A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	D8	D9	
	SW4721	Social Pedagogy Theory and Practice	O	X	X	X	X	X	X	X	X	X	X			X			X	X	X			X		X	X	X	X	X	X	X	X	X	X	X	X
	SW4019	Student Initiated Module	O	X	X		X						X			X			X	X							X										
	SW4720	Violence Against Women: practice and prevention across different communities	O	X				X	X	X	X			X	X	X	X				X	X			X		X		X	X		X				X	

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Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																																		
				Knowledge and understanding								Subject-specific Skills								Thinking Skills								Other skills relevant to employability and personal development										
				A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	D8	D9		
LEVEL 6	SW3811	Community Research Project	COMP		X	X	X	X		X	X	X	X		X	X	X	X	X	X			X			X		X	X	X	X	X	X	X	X	X	X	
	SW3813	Dissertation (Double Module)	COMP	X	X	X	X	X			X	X	X			X		X			X	X	X	X	X			X							X			
	SW3800	Applied Community Practice: Research and Development	COMP		X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	SW3802	Critical Social Policy	COMP	X		X	X	X								X				X	X	X		X	X		X	X		X						X		
	SW3105	Disability Studies	O	X	X		X	X				X	X	X		X				X	X	X			X		X	X	X	X	X	X				X		
	SW3017	Crime and Society	O		X		X	X				X	X	X		X				X	X	X			X		X		X								X	
	SW3720	Social Enterprise and Community Management	O			X	X	X					X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	
	SW3721	Poverty, Homelessness and Supported Housing	O	X	X		X	X				X	X			X				X	X	X			X		X		X		X						X	

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Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																																	
				Knowledge and understanding									Subject-specific Skills								Thinking Skills								Other skills relevant to employability and personal development								
				A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	D8	D9	
	SW3722	Working with Adults with Learning Disabilities	O	X	X		X	X				X	X	X		X				X	X	X		X	X		X	X	X	X	X		X	X			
	SW3726	Youth Matters	O	X	X	X		X	X				X			X	X			X	X	X			X			X	X	X	X	X		X			
	SW3728	Sex and Power	O	X	X	X	X	X					X			X				X	X	X			X			X		X		X		X			
	SW3100	Mental Health and Social Care	O	X	X	X	X	X				X	X	X	X	X				X	X	X	X	X	X	X	X		X		X	X		X			
	SW3012	Racism and Social Welfare	O	X	X	X	X	X	X			X	X			X				X	X	X			X			X	X	X	X	X		X	X		
	SW3723	Social Theory: Textual Analysis	O	X	X	X		X					X	X		X				X	X	X			X			X		X		X	X				
	SW3739	Student Initiated Module	O	X	X		X						X				X			X	X	X			X	X		X				X			X		

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Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																																
				Knowledge and understanding								Subject-specific Skills								Thinking Skills								Other skills relevant to employability and personal development								
				A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	D8	D9
LEVEL 5	SW2800	Working in Community Practice: Research and Development	COMP		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
	SW2801	Social Care: Theory and Practice	COMP	X	X		X	X	X				X		X	X		X	X	X		X	X		X		X		X	X	X		X			
	SW2802	Management, Markets and Delivering Welfare	COMP		X	X	X	X					X	X	X	X			X	X	X			X			X		X		X	X		X		
	SW2803	Power, Oppression and Society	COMP		X	X	X	X	X			X	X	X		X			X	X	X			X			X	X	X	X	X		X	X		
	SW2041	Comparative Social Welfare	COMP	X	X		X	X				X	X			X			X	X	X			X			X	X	X	X	X	X	X	X		
	SW2720	Health, Ageing and Social Care	O	X	X	X	X	X	X			X	X			X			X	X	X		X	X		X	X		X	X	X			X		
	SW2721	Introduction to Social Pedagogy	O		X	X			X			X		X					X		X			X			X		X	X	X		X	X		X
	SW2005	Drugs and Society	O	X	X	X	X	X				X	X						X	X	X			X			X	X	X	X	X			X		
	SW2018	'Race', Racism and Ethnicity	O	X	X	X	X	X	X			X	X	X		X			X	X	X			X			X	X	X	X	X		X	X		
	SW2601	Safeguarding Children and Young People	O		X	X		X	X			X	X		X	X			X	X	X			X			X	X	X	X	X			X		
SW2729	Student Initiated Module	O		X		X					X				X			X	X			X			X		X		X		X	X				
SW2728	International Social Policy: Studying Abroad	O		X			X				X	X			X			X	X	X			X			X		X		X		X	X			

## 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																															
				Knowledge and understanding								Subject-specific Skills								Thinking Skills								Other skills relevant to employability and personal development							
				A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	D8
LEVEL 4	SW1800	Introduction to Community Practice: Research and Development	COMP		X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	SW1801	Society in Focus; A Sociological Understanding	COMP		X	X	X	X				X	X		X		X	X	X	X						X	X	X	X	X					
	SW1803	Communication in Practice	COMP		X		X					X			X		X	X		X	X		X	X		X	X		X		X		X	X	
	SW1804	Contextualising Welfare 1: The Development of UK Social Policy	COMP	X	X		X					X			X		X	X	X	X			X			X	X	X	X	X					
	SW1805	Contextualising Welfare 2: Theories, Concepts and Issues	COMP	X	X			X				X			X			X	X	X			X			X	X	X	X	X					
	SW1601	Development Across the Lifespan	O		X	X	X	X				X		X		X			X	X	X			X			X	X	X		X	X			
	SW1725	Asset Based Integrated Learning	O				X	X	X			X			X	X				X	X		X	X		X	X	X	X	X	X	X			X
	SW1729	Student Initiated Module	O		X		X	X	X						X	X	X			X	X	X			X			X		X		X			

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

**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

<b>13. Awarding Institution / Body</b>	University of Central Lancashire
<b>14. Teaching Institution</b>	University of Central Lancashire Runshaw College Burnley College
<b>15. University School/Centre</b>	School of Social Work
<b>16. External Accreditation</b>	
<b>17. Title of Final Award</b>	BA (Hons) Community and Social Care: Policy and Practice (Foundation Entry)
<b>18. Modes of Attendance offered</b>	Full time/Part time
<b>19. UCAS Code</b>	LLH5
<b>20. Relevant Subject Benchmarking Group(s)</b>	Social Work and Social Policy and Administration
<b>21. Other external influences</b>	None
<b>22. Date of production/revision of this form</b>	June 2012 Update May 2014 Updated May 2015
<b>23. Aims of the Programme</b>	
<ul style="list-style-type: none"> <li>• To prepare students for progression into BA Community and Social Care: Policy and Practice; Social Policy; BA Children, Families and Schools; Social Work and related other Degree and Diploma courses</li> <li>• To encourage students to recognise their own skills and potential and to build self confidence</li> <li>• To encourage non-traditional learners, and those from under represented groups to enter Higher Education</li> <li>• To develop students skills in written and oral communication</li> <li>• To develop students employability</li> <li>• To introduce students to the multi-disciplinary nature of working with people in community and social care settings</li> </ul>	

<b>24. Learning Outcomes, Teaching, Learning and Assessment Methods</b>
<b>A. Knowledge and Understanding</b>
Students will be able to: A1. Explain the contribution made by a range of disciplines to the study of social work, social welfare, social care, early years provision and other forms of community based practice A2. Explore selected themes and issues relating to Social Care and Social Welfare from an interdisciplinary perspective, drawing upon ideas from Sociology, Social Policy, Human Growth and Development and Social Welfare
<b>Teaching and Learning Methods</b>
Teaching and learning on the programme combines a range of student centred learning methods which includes group work, presentations, projects, seminars, videos, etc.  Students are encouraged to engage in appropriate reading throughout the course and to reflect on the process of their own learning, and to identify learning needs.  A system of one to one tutorials, group tutorials and PDP workshops is in operation to provide support and regular feedback to students throughout the course.
<b>Assessment methods</b>
Assessment takes the form of formative and summative assessments for example, worksheets, case studies, student projects and written assignments.
<b>B. Subject-specific skills</b>
Students will be able to: B1. Work in collaboration with other learners to present arguments, assimilate ideas and evaluate material relating to course themes. B2. Locate, summarise and use information appropriate for the analysis of social work, social justice, and community development and welfare issues.
<b>Teaching and Learning Methods</b>
Subject specific skills are developed via the teaching and learning programme outlined above. In addition to this, learners are encouraged to work in small groups and to present work to the whole group, and evaluate their own performance as part of the overall assessment strategy.
<b>Assessment methods</b>
Assessment takes the form of formative and summative assessments for example, worksheets, case studies, student projects and written assignments.
<b>C. Thinking Skills</b>
Students will be able to: C1. Obtain, collate and utilise material from a range of sources to analyse issues in social work, community and welfare studies C2. Develop an inter-disciplinary approach to a variety of social issues C3. Reflect on values, skills and a developing knowledge base
<b>Teaching and Learning Methods</b>
Cognitive skills are promoted via group discussions and debates, tutorial discussion and planning for assessed work.
<b>Assessment methods</b>
Assessment takes the form of formative and summative assessments for example, worksheets, case studies, student projects and written assignments.
<b>D. Other skills relevant to employability and personal development</b>
Students will be able to: D1. Communicate effectively in writing, verbally and with groups D2. Use information technology competently, including email facilities. D3. Enhance employability through the accumulation of academic, asset-based community practice and computer based skills and knowledge D4. Manage time effectively and plan workload.
<b>Teaching and Learning Methods</b>
Employability and personal development are enhanced via the Asset-based Community Development learning module. This utilises learning strategies of project- and placement-based learning, student initiated group work and seminars.

<b>Assessment methods</b>				
Students are assessed on their ability to work individually and collaboratively in groups, through a portfolio in which they are assessed by themselves, peers, participants and supervisor.				
<b>13. Programme Structures</b>			<b>14. Awards and Credits</b>	
<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credit rating</b>	
Level 0	SWC040	Study Skills	10	<b>Progression onto Year one of Bachelor Honours Degree</b> Requires 120 credits.
	SWC025	Information Management	10	
	SWC030	Understanding Individuals, Families and Communities	40	
	SWC031	Working with Individuals, Families and Communities	40	
	SWC035	Asset-based Community Development	20	
	SWC099	Student Initiated Module (SIM) (Can be taken in place of SWC035 for students who may not be able to undertake that module)	20	
<b>15. Personal Development Planning</b>				
<p>Personal Development Planning is embedded within modules SWC040, SWC030, SWC031, in which students engage in reflective assignments, group work and a structured piece of autobiographical writing. The Asset-based Community Development module has been added to further provide students with an opportunity to link asset-based community development theory with practice and to develop personal and professional skills that will serve as a foundation for promoting citizen participation in communities while enhancing student employability. A central thrust of the programmatic design is an emphasis on student involvement with their own learning. This means that students will be actively engaged in reflecting upon their values and life and career paths, as well as their learning, inter-personal and communication styles. It also means that students will be required to complete formally assessed assignments that, while corresponding with areas of interest, will also challenge students not only to become more competent learners and practitioners, but to also reflect in writing upon their experience of meeting learning outcomes. Students will be expected to maintain and update a personal development plan that will include individual and tutor responses to classroom, field, and written work that both the student and tutor will have discussed in tutorials.</p>				
<b>16. Admissions criteria</b>				
<p>Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information. Students will be informed of their personal minimum entry criteria in their offer letter.</p>				
<p>Age 18 or above. Evidence of ability to write in English. No other specific entry requirements although students hoping to later progress for social work training will need GCSEs at grade C in English and Maths or equivalent (Key Skills Level 2).</p> <p>Applications from people with relevant work or life experience or non-standard qualifications are welcome.</p>				
<b>17. Key sources of information about the programme</b>				
<ul style="list-style-type: none"> <li>• Lynn Shorter, Senior Lecturer / Course Leader</li> <li>• University website</li> </ul>				

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Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes											
				Knowledge and understanding		Subject-specific Skills		Thinking Skills			Other skills relevant to employability and personal development				
				A1	A2	B1	B2	C1	C2	C3	D1	D2	D3	D4	
LEVEL 0	SWC030	Understanding individuals, families and communities	COMP	√	√	√	√	√	√	√	√	√	√	√	
	SWC031	Working with individuals, families and communities	COMP	√	√	√	√	√	√	√	√	√	√	√	
	SWC035	Asset-based Community Development	COMP	√	√	√	√	√	√	√	√	√	√	√	
	SWC040	Study Skills	COMP	√	√	√	√	√				√	√	√	√
	SWC025	Information Management	COMP	√	√	√	√					√	√	√	√