Goldsmiths
UNIVERSITY OF LONDON

BA (Hons) Social Work
Programme Specification

Awarding Institution:

University of London (Interim Exit Awards made by Goldsmiths' College)

Teaching Institution: Goldsmiths, University of London

Name of Final Award and Programme Title: BA (Hons) Social Work

Name of Interim Exit Award(s):

Diploma of Higher Education in Applied Social Studies

Certificate of Higher Education in Applied Social Studies

Duration of Programme: 3 years full-time

UCAS Code(s): L500

HECoS Code(s): (100503) Social Work

QAA Benchmark Group: Social Work

FHEQ Level of Award: Level 6

Programme accredited by: Approved by Social Work England (SWE)

Date Programme Specification last updated/approved: December 2021

Home Department: Social, Therapeutic and Community Studies

Department(s) which will also be involved in teaching part of the programme:

Not applicable

Programme overview

The BA (Hons) Social Work draws on current research and knowledge across the social sciences, government guidance, and legislative frameworks to focus upon key knowledge, core values and skills that are applicable for equipping students to be eligible to apply to register as a social worker with Social Work England.

Programme entry requirements

The normal minimum age of entry is 18. Applicants will have 120 UCAS tariff points which equates to grades BBB at A level and DDM at BTEC Extended Diploma or equivalent. In addition applicants will:

1. Have achieved Grade C GCSE Mathematics (or Key Skills Level 2: Application of Number/ Numeracy) or equivalent.

2. Have achieved Grade C GCSE English or equivalent.
3. Non-native speaker applicants must provide evidence that they meet communication and comprehension skills to IELTS at level 6.
4. Show that they can make use of written material and are able to communicate clearly and accurately in spoken and written English.
5. Have current relevant work experience (paid or voluntary). A minimum of four months full-time/ part-time equivalent social work/ care experience at the point of entry to the programme. Applicants must have demonstrable relevant experience and must be able to show in an interview how they interpret and understand that experience.
6. Have the understanding and personal, intellectual and professional qualities to become a social worker and can demonstrate this through relevant social work experience.

The procedures for recruitment and selection of students adhere to the College's Equal Opportunities Policy.

The admissions process consists of:

- a written test exploring an aspect of social work, which also tests verbal reasoning,
- a group exercise, a short role play and a selection interview.

To be accepted for the degree, at the interview applicants will need to demonstrate that they have the personal qualities necessary to undertake the complex and demanding role that will be required of them as a social worker. Applicants will normally need to have a minimum of 4 months full-time social work/care-related work experience (or the part- time equivalent); 1 month experience at the point of application and a further 3 months at the point of entry to the programme. Applicants will also be expected to demonstrate an understanding of the experiences of service users and to show a commitment to, or to have pursued opportunities to gain some experience in a social care situation either as a paid worker and/ or a volunteer.

Additional Entry Requirements:

1. A satisfactory Enhanced Check with the Disclosure and Barring Service or equivalent for international students.
2. Satisfactory completion of a health questionnaire to assess their fitness to undertake the programme.

Selection Process:

Applicants are sent written guidelines in advance of the different stages of the selection process, giving basic information about the programme, and explaining the particular nature

of the learning experience and the selection process. Applicants scoring sufficient points at the application form and reference stage will be invited to the university for an assessment day which will comprise a written test, a short role play, an individual interview and a group exercise. The assessment day will begin with the written test. Those applicants who pass the written test will be invited to the next stage; a group exercise, a short role play and an individual interview. The role play, individual interview and group exercise will be assessed by a panel usually comprising an Expert by Experience, a stakeholder representative and an academic member of staff.

The written test explores some aspect of social work and assesses the applicant's ability: to interpret and understand written information, to communicate clearly in written English, his/her commitment to the core social work values and his/her capacity for critical reflection. The role play and interview assess a number of areas including values, understanding of the social work role, engagement and interpersonal skills, self-awareness and capacity for reflection.

The group exercise assesses the applicant's spoken English, his/her ability to express his/her own views and to respond appropriately to the expressed views of others, as well as the applicant's awareness of his/her own values.

The selection process not only allows us to assess students' literacy, numerical, and communication skills, but also to gauge their potential and capacity for working with service users in complex situations. Applicants are required to demonstrate in the group exercise, role play and interview that they have a good level of self-awareness, sound interpersonal skills and the capacity to reflect critically on the place of personal and social work values as they shape professional interventions. Applicants are required to demonstrate that they have the understanding and personal, intellectual, and professional qualities to become a social worker and can demonstrate this in their personal statement and reference, and in the verbal reasoning test, written test, role play, interview and group exercise. Applicants are assessed against the [Entry Level of the Professional Capability Framework](). They will be accepted if they can demonstrate that they will be functioning at the Entry Level of the Professional Capabilities Framework by the start of the course.

Aims of the programme

This programme will prepare students to qualify as social workers under the [*Professional Standards – Social workers in England*, (SWE, 2020)]() the Professional Capabilities Framework (BASW, 2018), and the Quality Assurance Agency (QAA) subject Benchmark for social work. In addition, the degree aims to prepare students in line with the Knowledge and Skills Statement for Social Workers in Adult Services (DH 2015) and the Knowledge and Skills for Child and Family Social Work (DfE 2014).

https://www.socialworkengland.org.uk/standards/professional-standards/
www.basw.co.uk/professional-development/professional-capabilities-framework-pcf
www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Social-work.pdf
www.gov.uk/government/uploads/system/uploads/attachment_data/file/411957/KSS.pdf
www.gov.uk/government/uploads/system/uploads/attachment_data/file/338718/140730_Knowledge_and_skills_statement_final_version_AS_RH_Checked.pdf

In so doing, the programme draws on current research and knowledge across the social sciences, government guidance, and legislative frameworks to focus upon key knowledge, core values and skills that are applicable for equipping students to be eligible to register as a social worker with Social Work England.

The programme therefore aims:

- To enable students to have a sound critical understanding of the organisational, policy and legislative frameworks of social work and apply this to their chosen area of practice (PCF 1.2, 2.6, 3.2, 4.2, 4.3, 5.2, 5.9, 8.1, 8.3);
- To enable students to have a sound and critical understanding of the policy context of social work services and implications for service users (PCF 1.2, 2.4, 2.6, 3.2, 4.2, 4.4);
- To provide students with the underpinning theory, research skills and interpersonal skills necessary to assess, plan, intervene and review (PCF 5.1,5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 6.4, 6.5, 7.7);
- To introduce students to a range of users of services, provider settings and the skills associated with working with service users and other professionals (PCF 2.5, 2.6, 7.1, 7.3, 7.6, 8.2);
- To enable students to develop problem solving skills using logic and critical analysis in order to plan and manage change (PCF 1.6, 1.7, 2.3, 6.1, 6.5, 7.4, 7.5, 7.10, 7.11);
- To enable students to use reflection in order to order to be critically aware of practice leading to new and innovative ways of promoting welfare (PCF 1.9, 1.10, 2.3, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.8);
- To develop students' understanding of the pervasive influence of oppression and discrimination both at an individual level and a structural level, and of anti-discriminatory and anti-oppressive values and practice issues in social work (PCF 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6);
- To explore methods of working with adults or children and families within a multi-agency and interdisciplinary framework (PCF 5.5, 5.6, 5.8, 5.12, 6.4, 6.5, 6.6, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.9);
- To provide students with a critical understanding of the application of research in the field of social work (PCF 5.1, 5.5, 5.8, 5.10, 5.11);

- To promote students' use of information and communication technology skills (PCF 7.2).

What you will be expected to achieve

Diploma of Higher Education in Applied Social Studies

Knowledge: Demonstrate some understanding of the 9 key domains of the Professional Capabilities Framework:

1. Professionalism
2. Values and Ethics
3. Diversity
4. Rights, Justice and Economic Well-being
5. Knowledge
6. Critical Reflection and Analysis
7. Intervention and Skills
8. Contexts and Organisations
9. Professional Leadership

Certificate of Higher Education in Applied Social Studies

Knowledge: Demonstrate some understanding of the 9 key domains of the Professional Capabilities Framework:

1. Professionalism
2. Values and Ethics
3. Diversity
4. Rights, Justice and Economic Well-being
5. Knowledge
6. Critical Reflection and Analysis
7. Intervention and Skills
8. Contexts and Organisations
9. Professional Leadership

Students who successfully complete the Certificate of Higher Education in Applied Social Studies will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Acquired some knowledge of different social work theories and models of practice	Introduction to Social Work, Community Needs and Services, Introduction to Social Sciences for Social Work, Professional Development for Practice
A2	Have some understanding of social work and other professional roles and responsibilities	Community Needs and Services, Professional Development for Practice
A3	Identify and summarise the core knowledge, skills and values for social work practice	Introduction to Social Work, Community Needs and Services, Introduction to Social Sciences for Social Work, Professional Development for Practice
A4	Outline some theoretical perspectives on social welfare and the implications for social work practice	Introduction to Social Work, Community Needs and Services, Introduction to Social Sciences for Social Work, Professional Development for Practice
A5	Identify and summarise key areas of law to social work practice	Introduction to Social Work, Professional Development for Practice
A6	Demonstrate some understanding of the relationship between information gathering, analysis and decision-making	Professional Development for Practice
A7	Demonstrate an awareness of applying research to practice	Community Needs and Services, Introduction to Social Sciences for Social Work, Professional Development for Practice
A8	Demonstrate awareness of the social policy context of social work practice with different service user groups	Introduction to Social Work, Community Needs and Services, Introduction to Social Sciences for Social Work, Professional Development for Practice
A9	Be able to identify values and beliefs about such issues as race, faith, culture, class, gender, disability, sexual orientation and age, and their implications for practice	Introduction to Social Work, Introduction to Social Sciences for Social Work, Professional Development for Practice

Code	Learning outcome	Taught by the following module(s)
A10	Be able to identify the application of social policies, their relationship to social justice and their effects on defining social need	Introduction to Social Sciences for Social Work, Professional Development for Practice

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Have some understanding of the impact of personal values on their intellectual and emotional responses	Professional Development for Practice
B2	Demonstrate knowledge of issues of power as this relates to the development of anti-oppressive and anti-discriminatory practice	Introduction to Social Work, Professional Development for Practice
B3	Apply knowledge of the social policy context of social work practice with different service user groups	Professional Development for Practice
B4	Evaluate and apply knowledge of the values and beliefs about such issues as race, culture, class, gender, disability, sexual orientation and, age and their implications for practice	Professional Development for Practice
B5	Understand the place of social work values with risk assessment, particularly the relationship between rights and risk, and care and control within an anti-oppressive framework	Introduction to Social Work, Community Needs and Services, Introduction to Social Sciences for Social Work
B6	Demonstrate some capacity for critical reflection	Professional Development for Practice

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Define tasks and plan and set objectives	Professional Development for Practice
C2	Evaluate their practice interventions in relation to research evidence	Community Needs and Services, Professional Development for Practice

Code	Learning outcome	Taught by the following module(s)
C3	Work effectively with individuals, families, and groups from different racial, cultural, ethnic, and religious backgrounds and where issues of sexuality, gender, disability and age may be pertinent	Introduction to Social Work, Introduction to Social Sciences for Social Work, Professional Development for Practice
C4	Work collaboratively with other professionals on joint tasks and work in teams	Community Needs and Services, Professional Development for Practice
C5	Acquire advanced skills in information sharing and working together	Professional Development for Practice

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Communicate effectively in writing and verbally in a wide range of professional settings	Community Needs and Services, Professional Development for Practice
D2	Develop a personal development plan	Professional Development for Practice
D3	Use a range of information technology	Professional Development for Practice

Students who successfully complete the Diploma of Higher Education in Applied Social Studies will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Develop some knowledge of different social work theories and models of practice	Human Growth and Development, Social Work Skills and Methods, Law and the Organisational Context of Social Work, Social Work Practice Learning 1 and all level 4 modules
A2	Have some understanding of social work and other professional roles and responsibilities	Community Needs and Services, Professional Development for Practice, Assessment in Social Work, Social Work Skills and Methods
A3	Have some understanding of the application of social policies, their	Introduction to Social Sciences for Social Work, Professional Development for Practice, Law and

Code	Learning outcome	Taught by the following module(s)
	relationship to social justice and their effects on defining social need	the Organisational Context of Social Work, and all level 5 modules
A4	Critically evaluate the core knowledge, skills and values for social work practice	Law and the Organisational Context of Social Work and all level 4 and 5 modules
A5	Identify some theoretical perspectives on social welfare and the implications for social work practice	Assessment in Social Work, Social Work Skills and Methods, Law and the Organisational Context of Social Work, Social Work Practice Learning 1 and all level 4 modules
A6	Have some understanding of how to apply law to social work practice and to locate their work within a clear legal framework	Introduction to Social Work, Professional Development for Practice, Human Growth and Development, Social Work Skills and Methods, Law and the Organisational Context of Social Work, Social Work Practice Learning 1
A7	Acquire knowledge of inter-professional and multi- disciplinary work across organisational boundaries	Assessment in Social Work, Social Work Skills and Methods, Social Work Practice Learning 1
A8	Demonstrate the capacity to evaluate applied research and apply research to practice	Community Needs and Services, Introduction to Social Sciences for Social Work, Professional Development for Practice, Social Work Practice Learning 1
A9	Demonstrate some appreciation of the social policy context of social work practice with different service user groups	Law and the Organisational Context of Social Work, Social Work Practice Learning 1 and all level 4 modules
A10	Have some understanding of values and beliefs about such issues as race, faith, culture, class, gender, disability, sexual orientation and age, and their implications for practice	Introduction to Social Work, Introduction to Social Sciences for Social Work, Professional Development for Practice, Assessment in Social Work, Human Growth and Development, Social Work Skills and Methods, Law and the Organisational Context of Social Work, Social Work Practice Learning 1

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Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Have some understanding of the impact of personal values on their intellectual and emotional responses	Professional Development for Practice, Human Growth and Development, Assessment in Social Work, Social Work Skills and Methods, Law and the Organisational Context of Social Work, Social Work Practice Learning 1
B2	Be able to identify issues of power as this relates to the development of anti-oppressive and anti-discriminatory practice	Introduction to Social Work, Professional Development for Practice
B3	Work satisfactorily in conflicting circumstances and with strong emotions	Social Work Practice Learning 1
B4	Apply knowledge of the social policy context of social work practice with different service user groups	Professional Development for Practice and all level 5 modules
B5	Apply knowledge of the values and beliefs about such issues as race, culture, class, gender, disability, sexual orientation and, age and their implications for practice	Professional Development for Practice, Law and the Organisational Context of Social Work and all level 5 modules
B6	Acquired knowledge of the place of social work values with risk assessment, particularly the relationship between rights and risk, and care and control within an anti- oppressive framework	Introduction to Social Work, Community Needs and Services, Introduction to Social Sciences for Social Work, Law and the Organisational Context of Social Work and all level 5 modules

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Define tasks and plan and set objectives	Professional Development for Practice, Social Work Skills and Methods, Social Work Practice Learning 1
C2	Evaluate their practice interventions in relation to research evidence	Community Needs and Services Professional Development for Practice Social Work Skills and

Code	Learning outcome	Taught by the following module(s)
		Methods, Social Work Practice Learning 1
C3	Work effectively with individuals, families, and groups from different racial, cultural, ethnic, and religious backgrounds and where issues of sexuality, gender, disability and age may be pertinent	Introduction to Social Work Introduction to Social Sciences for Social Work Professional Development for Practice
C4	Undertake a range of assessments, including complex assessments	All level 5 modules
C5	Use relevant policy and Government guidance documents appropriately to underpin practice interventions, and decision-making	All level 5 modules
C6	Communicate clearly and accurately in written English, adhering strictly to conventions of grammar, spelling and punctuation. Students should be able to write clear and accurate reports and letters, and assessments for a range of legal and inter-professional contexts	Assessment in Social Work Social Work Skills and Methods, Law and the Organisational Context of Social Work Social Work Practice Learning 1
C7	Present assessment and evaluation reports in a range of legal and procedural contexts	Social Work Skills and Methods 1 Social Work Practice Learning 1
C8	Draw on different social work methods of intervention	Human Growth and Development Social Work Skills and Methods, Law and the Organisational Context of Social Work 1 Social Work Practice Learning 1
C9	Work collaboratively with other professionals on joint tasks and work in teams	Community Needs and Services Professional Development for Practice Assessment in Social Work, Social Work Practice Learning 1
C10	Understand the effective use of care plans	Assessment in Social Work Social Work Skills and Methods Social Work Practice Learning 1
C11	Demonstrate a range of information technology skills	Human Growth and Development Social Work Practice Learning 1
C12	Acquire advanced skills in information sharing and working together	Professional Development for Practice Social Work Practice Learning 1

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Communicate effectively in writing and verbally in a wide range of professional settings	Human Growth and Development, Assessment in Social Work, Social Work Practice Learning 1
D2	Develop a personal development plan	Social Work Practice Learning 1
D3	Demonstrate research literacy skills	Social Work Practice Learning 1
D4	Demonstrate an ability to work in teams	Social Work Practice Learning 1
D5	Use a range of information technology	Human Growth and Development, Social Work Practice Learning 1

Students who successfully complete the BA (Hons) Social Work will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Develop a sound knowledge of different social work theories and models of practice	Human Growth and Development, Social Work Skills and Methods, Social Work Practice Learning 1 and all level 4 and 6 modules
A2	Demonstrate an advanced understanding of social work and other professional roles and responsibilities	Community Needs and Services, Professional Development for Practice, Assessment in Social Work, Social Work Skills and Methods, Social Work Skills and Methods incl. Specialist Area of Practice, Social Work Practice Learning 2
A3	Appreciate the application of social policies, their relationship to social justice and their effects on defining social need	Introduction to Social Sciences for Social Work, Professional Development for Practice, and all level 5 and 6 modules
A4	Critically evaluate the core knowledge, skills and values for social work practice	All modules
A5	Identify the different theoretical perspectives on social welfare and the implications for social work practice	Assessment in Social Work, Social Work Skills and Methods, Social Work Practice Learning 1 and all level 4 and 6 modules
A6	Demonstrate an advanced understanding of how to apply law to social work	Introduction to Social Work , Professional Development for Practice, Human Growth and

Code	Learning outcome	Taught by the following module(s)
	practice and to locate their work within a clear legal framework	Development, Social Work Skills and Methods, Social Work Practice Learning 1 and all level 6 modules
A7	Acquire knowledge of inter-professional and multi- disciplinary work across organisational boundaries	Community Needs and Services, Assessment in Social Work, Human Growth and Development, Social Work Skills and Methods, Social Work Skills and Methods incl. Specialist Area of Practice, Social Work Practice Learning 1 and 2
A8	Develop evidence-based approaches to social work	Community Needs and Services, Social Work Skills and Methods, Assessment in Social Work, Social Work Skills and Methods incl. Specialist Area of Practice, Social Work Practice Learning 1 and 2
A9	Demonstrate an advanced understanding of the relationship between information gathering, analysis and decision-making	Social Work Practice Learning 2
A10	Demonstrate the capacity to critically review and evaluate applied research and apply research to practice	Community Needs and Services, Introduction to Social Sciences for Social Work, Professional Development for Practice, Social Work Skills and Methods incl. Specialist Area of Practice, Social Work Practice Learning 1 and 2
A11	Demonstrate a critical appreciation of the social policy context of social work practice with different service user groups	Introduction to Social Work, Community Needs and Services, Introduction to Social Sciences for Social Work, Social Work Skills and Methods incl. Specialist Area of Practice, Law and the Organisational Context of Social Work, Social Work Practice Learning 2
A12	Demonstrate knowledge of communication skills with children, adults and those with particular communication needs	Human Growth and Development, Social Work Skills and Methods, Social Work Skills and Methods incl. Specialist Area of Practice, Law and the Organisational Context of Social

Code	Learning outcome	Taught by the following module(s)
		Work, Social Work Practice Learning 1 and 2
A13	Demonstrate an advanced understanding of values and beliefs about such issues as race, faith, culture, class, gender, disability, sexual orientation and age, and their implications for practice	All level 5 and 6 modules

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Understand the professional and ethical responsibilities of social workers	Professional Development for Practice, Law and the Organisational Context of Social Work 1 and 2
B2	Understand the impact of personal values on their intellectual and emotional responses	Professional Development for Practice and all level 5 and 6 modules
B3	Reflect on issues of power as this relates to the development of anti-oppressive and anti-discriminatory practice	Introduction to Social Work, Professional Development for Practice, Social Work Skills and Methods, Social Work Practice Learning 1 and 2
B4	Develop communication and relationship skills, such as active listening, empathy, questioning styles and client self-determination	Professional Development for Practice, Social Work Skills and Methods 2, Social Work Practice Learning 2 and all level 5 modules
B5	Use the cognitive and analytical skills necessary for managing complex situations	Social Work Skills and Methods 1 and all level 6 modules
B6	Exercise professional judgements in complex situations	Social Work Skills and Methods 1 and 2, Social Work Practice Learning 1 and 2
B7	Critically reflect on the use of self as an agent of change	Social Work Skills and Methods 1 and 2, Social Work Practice Learning 1 and 2
B8	Work effectively in conflicting circumstances and with strong emotions	Social Work Skills and Methods 1 and 2, Social Work Practice Learning 1 and 2

Code	Learning outcome	Taught by the following module(s)
B9	Critically evaluate and apply knowledge of the social policy context of social work practice with different service user groups	Professional Development for Practice and all level 5 and 6 modules
B10	Critically evaluate and apply knowledge of the values and beliefs about such issues as race, culture, class, gender, disability, sexual orientation and, age and their implications for practice	Professional Development for Practice and all level 5 and 6 modules
B11	Reflect on the place of social work values with risk assessment, particularly the relationship between rights and risk, and care and control within an anti-oppressive framework	Introduction to Social Work, Introduction to Social Sciences for Social Work, Professional Development for Practice, and all level 5 and 6 modules
B12	Demonstrate the capacity for reflexivity	Professional Development for Practice, Human Growth and Development, Skills and Methods, Social Work Skills and Methods incl. Specialist Area of Practice, Social Work Practice Learning 1 and 2

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Define tasks and plan and set objectives	Professional Development for Practice, Assessment in Social Work, Social Work Skills and Methods, Social Work Skills and Methods incl. Specialist Area of Practice, Social Work Practice Learning 1 and 2
C2	Evaluate their practice interventions in relation to research evidence	Community Needs and Services, Professional Development for Practice, Social Work Skills and Methods, Social Work Skills and Methods incl. Specialist Area of Practice, Social Work Practice Learning 1 and 2
C3	Work effectively with individuals, families, and groups from different racial, cultural, ethnic, and religious backgrounds and	Introduction to Social Work, Introduction to Social Sciences in Social Work, Professional Development for Practice, Social

Code	Learning outcome	Taught by the following module(s)
	where issues of sexuality, gender, disability and age may be pertinent	Work Skills and Methods, Social Work Skills and Methods incl. Specialist Area of Practice, Social Work Practice Learning 1 and 2
C4	Undertake a range of assessments, including complex assessments	Social Work Skills and Methods incl. Specialist Area of Practice, Practice Learning 2 and all level 5 modules
C5	Use relevant policy and Government guidance documents appropriately to underpin practice interventions, and decision-making	All level 5 and 6 modules
C6	Communicate clearly and accurately in written English, adhering strictly to conventions of grammar, spelling and punctuation. Students should be able to write clear and accurate reports and letters, and assessments for a range of legal and inter-professional contexts	Professional Development for Practice, all level 5 modules, Social Work Practice Learning 1 and 2
C7	Present assessment and evaluation reports in a range of legal and procedural contexts	Social Work Skills and Methods, Social Work Practice Learning 1 and 2
C8	Draw on different social work methods of intervention	Community Needs and Services, Human Growth and Development, Social Work Skills and Methods, Law and the Organisational Context of Social Work, Social Work Skills and Methods incl. Specialist Area of Practice, Social Work Practice Learning 1 and 2
C9	Work collaboratively with other professionals on joint tasks and work in teams	Assessment in Social Work, Social Work Skills and Methods incl. Specialist Area of Practice, Social Work Practice Learning 1 and 2
C10	Understand the effective use of care plans	Assessment in Social Work, Social Work Skills and Methods incl. Specialist Area of Practice, Social Work Practice Learning 1 and 2
C11	Demonstrate a range of information technology skills	Human Growth and Development, Social Work Practice Learning 1 and 2

Code	Learning outcome	Taught by the following module(s)
C12	Acquire advanced skills in information sharing and working together	Human Growth and Development, Social Work Practice Learning 1 and 2
C13	Demonstrate the ability to gather information from a range of sources	Social Work Practice Learning 1 and 2

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Communicate effectively in writing and verbally in a wide range of professional settings	Professional Development for Practice, Community Needs and Services, Assessment in Social Work, Human Growth and Development, Social Work Practice Learning 1 and 2
D2	Problem solve at advanced level	Social Work Practice Learning 2
D3	Apply research skills to underpin their practice interventions	Social Work Skills and Methods incl. Specialist Area of Practice, Practice Learning 1 and 2
D4	Apply different social work models of intervention in practice at an advanced level	Social Work Practice Learning 2
D5	Conduct presentations to different professional groups	Human Growth and Development, Practice Learning 1 and 2
D6	Work in inter-agency and inter-professional settings and use professional supervision	Social Work Skills and Methods incl. Specialist Area of Practice, Social Work Practice Learning 1 and 2
D7	Facilitate meetings	Social Work Practice Learning 2
D8	Develop a personal development plan	Professional Development for Practice, Social Work Practice Learning 1 and 2
D9	Develop and undertake a small-scale evaluative piece of research	Community Needs and Services, Social Work Practice Learning 1 and 2
D10	Engage in effective teamwork	Community Needs and Services, Social Work Practice Social Work Learning 1 and 2
D11	Use a range of information technology	Human Growth and Development, Social Work Practice Learning 1 and 2

How you will learn

The programme will be delivered using a combination of teaching and learning methods including, lectures, seminars, workshops and problem based learning approaches. The teaching will be practice-led which will be particularly important for students engaged in learning about complex professional issues where they need to reflect on complex dilemmas and ethical problems in social work. Lectures and seminars will enable students to engage with research and theoretical frameworks and ideas. Whilst, study groups, workshops, skills laboratory work, independent study, and practice placements will enable students to apply theoretical ideas to practice situations to enhance students' knowledge and skill development. Students are encouraged to link research to case material, particularly drawn from their own practice learning to assist the development of research mindedness and critical reflection. The teaching and learning is underpinned by tutorial support provided in individual and group sessions. A range of information technology and library resources provided by information services will support independent study.

How you will be assessed

The regulations for assessment and progression will conform to the principles as described in the Goldsmiths Examinations Regulations and Codes of Practice.

A) Assessment methods to test achievement

Assessment of outcomes in relation to knowledge 1-7 is by a mixture of examined essays, a seen examination paper, an assessed simulated role play, a written reflection, a presentation and project work in the first year of the programme. In Year 2 the assessment of outcomes 7-13 is by take-home examination paper, examined essay/portfolio, class presentations and completion of a practice placement that is assessed in the form of a portfolio of work and a case study linking theory to their practice experience. In Year 3 the assessment of outcomes 7-13 is by a take-home examination paper, class presentations, extended essay and completion of a practice placement that is assessed in the form of a portfolio of work.

Assessment outcomes in relation to intellectual skills 1-6 is primarily by a mixture of assessed essays, class presentations, a seen examination, an assessed role play, a written reflection, project work and tutorials in Year 1. Outcomes 7-12 in intellectual skills are primarily assessed in Year 2 through an assessed essay, a take home exam paper, a practice focused case study and a portfolio of work evidencing the learning on placement. Outcomes 7-12 in intellectual skills are primarily assessed in Year 3 through a take home exam paper, an extended essay on a practice related topic and a portfolio of work evidencing the learning on placement. Evidence of the achievement of outcomes will also be sought in the Individual Learning Plan, to be developed by all students for use in tutorials

throughout the three years on the programme. Formal feedback will be given to students in tutorials and after class presentations.

The Professional Capabilities Framework requirement is that all students will undergo assessed preparation for direct practice to ensure their safety to undertake practice learning in a service delivery setting. Students will be expected to demonstrate that they are functioning at the Readiness for Direct Practice Level at the end of the Professional Development for Practice module in term 3 of year 1. This requirement will be assessed through:

1. A shadowing presentation (in term 1, with one opportunity to retake the assessment in Term 2)
2. An assessed simulated role-play with a service user (in Term 3 with one opportunity to retake the assessment later in Term 3)
3. A written reflection on the role play (in Term 3), with one opportunity to retake the assessment
4. An examined essay for the Professional Development for Practice module.

All four elements will need to be passed in order to demonstrate Readiness for Direct Practice.

Assessment outcomes in relation to Practice skills 1-13 are assessed through the practical placements and the written submissions to accompany the portfolios of work evidencing their learning on placement, as well as the case study in Year 2 of the programme and the law examination in Year 3.

Assessment of outcomes 1-11 in transferable skills is assessed in practice placements and through written module work and the extended essay in Year 3.

The assessment outcomes have been designed to integrate the practice, knowledge and values requirements. This reflects the programme's philosophy of an integrated and holistic approach to learning. The intention is to have assignments that arise from students' project based work and practice.

The general criteria for assessment apply to all assignments and represent the range of abilities that students are expected to demonstrate by the end of the module. The grading criteria clearly set out the positive and negative factors. Work submitted for assessment must display clarity, understanding and critical thinking to receive high marks.

B) Work submitted for assessment

The following work is submitted for assessment during the first year of the module. In the first year of the programme students will be assessed in the following areas:

- A 2000 word essay on Introduction to Social Work

- A 3000 word essay on the Community Needs and Services research project
- A 2000 word essay on Professional Development for Practice, a shadowing presentation, a simulated role play and a written reflection (the assessment of Professional Development for Practice includes the assessment of Readiness to Practice)
- A seen examination on introduction to Social Sciences

During the second year students will be assessed in the following areas:

- A 4000 word portfolio comprising a 2000 word essay on human growth and development exploring child development and child observation and two 1000 word records of infant and child observations
- A 3000 word case study with a focus on assessment in social work, based on an area of students' practice learning
- A take home examination paper on skills and methods in social work, using practice-based scenarios (3000-3500 words)
- A 2000 word critical self-evaluation and portfolio based on the practice placement.

During the third year students are required to undertake the following work for assessment:

- A take home law examination (3500-4000 words).
- An extended essay on a specialist area of practice of 8000 words
- A 2000 word critical self-evaluation and portfolio based on the practice placement Assessment of Readiness for Practice

Preparation for practice

The preparation for practice requirement will include shadowing an experienced social worker, 50 hours of direct work with service users and/or carers, and will offer students the opportunity to further their understanding of the experiences of service users and to assess their safety to undertake direct practice with service users on placement. Students will have to demonstrate an understanding of the key elements of good communication, both verbal and written, in social work practice with service users and other professionals, and have demonstrated application of these skills in simulated activities.

1. The requirement to assess "readiness for practice" occurs in the Professional Development for Practice sequence in year 1.

C) Assessment of Practice Learning

Students will undertake practice-learning placements in years two and three of the degree. Students' performance in practice learning is assessed against the *Professional Standards – Social workers in England*, (SWE, 2020), and the *Professional Capabilities Framework*

(PCF) (as well as the QAA benchmark statement for social work) in the form of a portfolio of evidence, including an evaluative account reflecting on the learning process. The decision as to whether or not a student has reached a satisfactory standard of practice performance is taken by a qualified and experienced social worker who makes a recommendation to the Practice Assessment Panel, which is subject to the Programme Assessments Board. The practice-based modules are professional body requirements (Social Work Enland) and the practice learning portfolio accrues academic credits. Students must pass all practice learning components in order to gain the BA in Social Work.

At the end of Year 2 students will have:

1. At an intermediate stage prepared for and worked with individuals, families, carers and groups and communities to assess their needs and circumstances.
2. At an intermediate stage planned, carried out, reviewed and evaluated their social work practice with individuals, families, carers, groups and communities and other professionals.
3. At an intermediate stage supported individuals to represent their needs, views and circumstances.
4. At an intermediate stage managed risk to individuals, families, carers, groups, communities, self and colleagues.
5. At an intermediate stage managed and been accountable, with supervision and support, for their own social work practice within the practice learning organisation and within a multi-professional network.
6. At an intermediate stage demonstrated professional competence in social work practice, including managing ethical issues.
7. At the end of Year 3 students will have:
8. Prepared for and worked with individuals, families, carers and groups and communities to assess their needs and circumstances.
9. Planned, carried out, reviewed and evaluated their social work practice with individuals, families, carers, groups and communities and other professionals.
10. Supported individuals to represent their needs, views and circumstances.
11. Managed risk to individuals, families, carers, groups, communities, self and colleagues.
12. Managed and been accountable, with supervision and support, for their own social work practice within the practice learning organisation and within a multi-professional network.
13. Demonstrated professional competence in social work practice, including managing ethical issues.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	Students meet all the criteria for an "excellent". In addition there is an element of originality in the assignment. This

Mark	Descriptor	Specific Marking Criteria
		would typically involve insights in relation to theories, research or the student's own practice that demonstrates that the student has engaged with the required work at an unusually excellent level. This might involve students demonstrating an ability to synthesise different aspects of the social work module to an outstanding degree. For instance, they may draw links between theory and practice, or personal experience and research findings in ways that are not only balanced and well informed but also interesting, unusual or insightful to a degree beyond that normally found at BA level.
70-79%	1st: First (Excellent)	An appropriate range of literature is used and also integrated critically into the assignment. The student is able to develop the Assignment/Portfolio in relation to the issues identified. There is clarity of focus, which remains throughout the argument despite its complexity. The discussion is balanced and recognises the competing claims of different frameworks and perspectives. The discussion is firmly rooted in available evidence and there is a critical evaluation of facts and opinions used to support the argument. The conclusions are presented with clarity and properly arise out of the preceding discussion. There is evidence throughout of the student's learning including that identified from earlier module material. The assignment demonstrates a critical understanding and reflection upon the implications of discrimination and oppression to he topic or case being discussed. Where appropriate, the discussion shows evidence of the connections between different oppressions and the student shows critical understanding of their own personal experiences of discrimination/oppression or positions of power and relates these elements to theoretical perspectives. For instance, the student is able to identify and critically analyse using theories and/or research the impact of their own gender, race, class, sexuality, age etc. (as relevant) on their work and relationships.
60-69%	2.1: Upper Second (Very good)	This mark is awarded when students demonstrate they have understood and can apply the relevant literature to practice concerns and issues. The discussion is well organised and draws on appropriate evidence. The Assignment/Portfolio properly balances the breadth of the issues covered with

Mark	Descriptor	Specific Marking Criteria
		depth of analysis. Where appropriate, there is an appropriate combination of theoretical issues with exploration of practice implications. The student is able to recognise the impact of values on the issues discussed. The assignment shows good understanding and reflection upon the implications of discrimination and oppression to social work practice. The student appropriately and positively uses issues and learning identified in module material or from other sources.
50-59%	2.2: Lower Second (Good)	This mark is awarded when there is clear evidence of social work knowledge and understanding but where there is limited critical reflection of the theoretical material drawn upon and the issues arising. The discussion is adequately organised and makes use of some supporting evidence. The work demonstrates a satisfactory level of understanding of the knowledge, skills and values and there will be reference to relevant theoretical literature. The assignment shows some reflection on the implications of discrimination and oppression to social work practice. The student appropriately and positively uses issues and learning identified in earlier module material
40-49%	3rd: Third (Pass)	This mark is awarded when there is some evidence of social work knowledge and understanding but where there is little or no reflection on the material drawn upon and the issues arising. The discussion may be poorly organised and/or make use of little supporting evidence. The work demonstrates some understanding of social work knowledge, skills and values, but does not demonstrate the ability to reflect on them in any depth. The assignment shows an inadequate understanding of and/or limited reflection upon the implications of discrimination and oppression to social work practice. There may be discussion of the ways discrimination and oppression are relevant to the situation or case being discussed, though at a superficial level.
25-39%	Fail	This mark is awarded when the Assignment/Portfolio content is obscured by poor spelling, grammar, punctuation, sentence and paragraph construction. The assignment is poorly structured. There is little evidence of properly referenced and cited texts and basic standards of academic rigor are not met. The development of the issues is poor and the student loses focus on them as the discussion

Mark	Descriptor	Specific Marking Criteria
		progresses. Different factors are poorly balanced against each other and the student shows little ability to integrate and evaluate the competing claims of different points of view or theoretical frameworks and perspectives. The discussion is poorly rooted in evidence and is presented with little awareness of the distinction between fact and opinion. The conclusions do not relate to the evidence presented or the issues discussed. The student's learning is poorly demonstrated and shows little evidence of using earlier module material.
10-24%	Bad fail	This mark is awarded when the Assignment/Portfolio is incomplete and/or shows minimal attempt to address the specified learning outcomes and the Assignment/ Portfolio brief. The assignment is poorly structured, with minimal or no reference to relevant literature and basic standards of academic rigour are not met. Little knowledge is shown and there is little or no attempt to analyse, interpret or discuss any literature that is referred to. The Assignment/Portfolio is obscured by poor spelling, grammar, punctuation, sentence and paragraph construction.
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes (shall be deemed a non valid attempt and module must be re-sat).
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

How the programme is structured

Year 1 of the degree provides foundation knowledge, skills and values to practice. The curriculum will consist of lectures, seminars, workshops, groupwork and skills laboratories. The content of the curriculum will include: Introduction to Social Work covering the nature of social work as a professional activity and academic discipline, anti-discriminatory and anti-oppressive practice, and service user perspectives, plus academic writing for social work. An Introduction to the Social Sciences sequence will introduce students to some key areas, and concepts of the social science disciplines as it applies to social work. Research mindedness including research methods in social work will also be taught in year 1 in the Community Needs and Services module.

The Professional Development for Practice component of the curriculum in year one will provide relevant learning opportunities to be able to assess students' attitudes to service users and carers, motivation for, and understanding of, social work, as well as students' future learning needs. Practice learning is viewed as a complex and intellectually skillful task and learning opportunities available in practice and college settings should be fully integrated. The Practice Curriculum will consist of a number of College-based workshops, seminars, skills laboratories and agency-based practice learning over the three years of the programme.

Revised Practice Learning Requirements

Thirty days development of practice skills teaching have been built in year one, two and three of the programme. The 30-days development of practice skills teaching will be covered in the following modules

Year 1
SW51023B Professional Development Portfolio

Year 2
SW52021A Assessment in Social Work
SW52022B Social Work Skills and Methods

Year 3
SW53009B Social Work Skills and Methods including Specialist Area of Practice

Readiness for Direct Practice

Prior to going on their first placement students must demonstrate readiness for direct practice: basic communication skills, ability to engage with users, capacity to work as a member of an organisation, demonstrate basic social work values, knowledge and skills. The assessment of Readiness for Direct Practice will consist of a readiness for practice simulated role play which will be assessed using the PCF criteria, a written reflection on the role play which will be assessed using the PCF criteria, a shadowing presentation and the Professional Development for Practice assignment. All four elements of the assessment of readiness for practice form part of the assessment of the first year course, SW51023B Professional Development for Practice.

A student will not be permitted to progress to the first placement, unless he/she has demonstrated level 3 of the Professional Capabilities Framework (PCF) domain, for readiness for direct practice.

Year 2 of the degree enables the development and application of knowledge, skills and values in practice. The curriculum will consist of lectures, seminars, workshops, skills laboratories and study units on Human Growth and Development, and Life Span Development including infant/child observations; Assessment in Social Work, Social Work Skills and Methods, and Law and the Organisational Context of Social Work. Students will also undertake 70 days practice-based learning in a statutory, voluntary sector or independent setting.

The third year of the degree allows for the consolidation of knowledge, skills and values for practice. The curriculum will consist of lectures, workshops, groupwork and study units. Students will cover the following topics: Law and the Organisational Context of Social Work, including statutory duties, powers and legal principles; and Social Work Skills and Methods 2 including specialist area of practice either working with adults or children and families in need. Students on the adult pathway will have study units on Introduction to Adults Social Care and Risk Assessment and Mental Health. Students on the children and families pathway will have study units on Investigation and Assessment in Child Protection and Introduction to Care Planning. The content of the study units is subject to revision in line with the changing needs of social work.

In year 3 of the programme students will undertake 100 days of practice learning involving direct practice in an agency-based placement involving legal or statutory interventions. Practice learning in the third year allows students to build on the skills acquired in the first placement to transfer to another setting or with another user group and to demonstrate the requirements of the Professional Capabilities Framework at the end of the final placement.

ICT competency

The programme is fully committed to ensuring that students are able to satisfy the Quality Assurance Agency (QAA) Social Work Subject Benchmark Statement (2008) relating to ICT (5.9 and 6.4). Students will therefore be required to demonstrate their ability to use ICT effectively for presentations, professional communications, data storage and retrieval and information searching. Students are also required to submit all documents for assessment using the Moodle e-learning platform.

Guidance will be given to students on use of ICT with service users (e.g. confidentiality issues, use of mobile telephones and social networking) as part of the 'preparation for practice' teaching, prior to the first placement. Students will demonstrate skills in information collection, recording and data management whilst in their assessed practice placement.

Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Introduction to Social Work	SW51020A	30	4	Compulsory (Non-compensatable)	1
Community Needs and Services	SW51021A	30	4	Compulsory (Non-compensatable)	2
Introduction to Social Sciences for social work	SW51022A	30	4	Compulsory (Non-compensatable)	3
Professional Development for Practice	SW51023C	30	4	Compulsory (Non-compensatable)	1 & 3

Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Human Growth and Development	SW52020A	30	5	Compulsory (Non-compensatable)	1
Assessment in Social Work	SW52021A	30	5	Compulsory (Non-compensatable)	2/3
Social Work Skills and Methods	SW52022B	30	5	Compulsory (Non-compensatable)	2
Assessed Practice YR2	SW52023A	30	5	Compulsory (Non-compensatable)	3

Academic year of study 3

Module Title	Module Code	Credits	Level	Module Status	Term
Law and the Organisational Context of Social Work	SW53008A	30	6	Compulsory (Non-compensatable)	1
Social Work Skills & Methods including Specialist Area of Practice	SW53009B	60	6	Compulsory (Non-compensatable)	2
Social Work Practice Learning 2	SW53011B	30	6	Compulsory (Non-compensatable)	3

Academic support

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least twice a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the Library and information available on Learn.gold (VLE) so that they have access to department/ programme handbooks, programme information and support related information and guidance.

Taught sessions and lectures provide overviews of themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Assessments build on lectures and seminars so students are expected to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the Goldsmiths website and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The Disability and Wellbeing Services maintain caseloads of students and provide on-going support.

The Careers Service provides central support for skills enhancement, running The Gold Award scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report (HEAR).

The Academic Skills Centre works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

Links with employers, placement opportunities and career prospects

The degree is a professional entry qualification to be a social worker. The degree has been mapped against the BASW *Professional Capabilities Framework* (PCF) and the *Professional Standards – Social workers in England*, (SWE, 2020). By the end of the programme, providing students have met the programme outcomes listed, students who successfully pass the programme will have met the standards set out by Social Work England and in the *Professional Capabilities Framework*, and will be eligible to apply to Social Work England for registration as a social worker. To date, all graduates who successfully complete the degree, and who wish to, go on to find employment in the statutory, voluntary, and independent sectors of social work and social care.

The requirements of a Goldsmiths degree

Undergraduate degrees have a minimum total value of 360 credits. Some programmes may include a year abroad or placement year and this may be reflected in a higher total credit value. Programmes are composed of individual modules, each of which has its own credit value. Full-time students take modules to the value of 120 credits each year and part-time students not less than 45 credits and not more than 90 credits each year. If a programme has a part-time pathway, the structure will be set out in the section "How the programme is structured" above. Each full-time year corresponds to a level of the Framework for Higher Education Qualifications (FHEQ), as follows:

> Year 1 = Level 4
> Year 2 = Level 5
> Year 3 = Level 6

More detailed information about the structure and requirements of a Goldsmiths degree is provided in the Goldsmiths Qualifications and Credit Framework.

Modules

Modules are defined as:

- "Optional" – which can be chosen from a group of modules
- "Compulsory" – which must be taken as part of the degree
- "Compulsory (Non-compensatable)" – Some compulsory modules are central to the achievement of a programme's learning outcomes. These are designated as "Non-compensatable" for that programme and must therefore be passed with a mark of at least 40% in order to pass the module.

Progression

Students are required to have passed modules to a minimum of 90 credits before proceeding to the next year.

In addition, some programmes may specify particular modules which must be passed, irrespective of the minimum requirements, before proceeding to the next year.

Award of the degree

In order to graduate with a classified degree, students must successfully complete modules to the minimum value of 360 credits, as set out within the section "The requirements of a Goldsmiths degree" above. A failed module with a mark of 35-39% may be compensated (treated as if it has been passed) so long as the average mean mark for all 120 credits at that level is 45% or above and the module has not been defined as "Non-compensatable". No more than 60 credits may be compensated this way across a programme and no more than 30 credits at any one level.

Classification

Final degree classification will usually be calculated on the basis of a student's best marks for modules equivalent to 90 credits at Level 4, 105 credits at level 5 and 105 credits at level 6, applying a relative weighting of 1:3:5 to modules at level 4, 5 and 6 respectively.

Degrees are awarded with the following classifications:

> 1st: First Class – 70%+
> 2.1: Upper Second – 60-69%
> 2.2: Lower Second – 50-59%
> 3rd: Third – 40-49%

Students who, following the application of compensation and having used all their permitted resit attempts, have passed modules to the value of 300-345 credits, at least 60 of which are at level 6 may be awarded a pass degree.

More detail on the [calculation of the final classification](#) is on our website.

Interim exit awards

Some programmes incorporate interim exit points of Certificate of Higher Education and/or Diploma of Higher Education, which may be awarded on the successful completion of modules to the value of 120 credits at level 4 or 240 credits (120 of which at level 5) respectively. The awards are made without classification.

When these awards are incorporated within the programme, the relevant learning outcomes and module requirements will be set out within the "What you will be expected to achieve" section above.

The above information is intended as a guide, with more detailed information available in the [Goldsmiths Academic Manual](#).

Programme-specific rules and facts

General programme costs

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information at [gold.ac.uk/programme-costs](#).

Specific programme costs

You will be expected to pay travel costs getting to/from Goldsmiths and your practice placements. For those students receiving an [NHS Social Work Bursary](#) award, the social work bursary includes a contribution towards your placement travel costs. If your placement provider also contributes towards your travel costs, this will not affect your bursary

entitlement. During your academic programme at Goldsmiths, there may be social work field visits in the London area, for which you would expected to pay travel costs.

Progression and award

A student will not be permitted to proceed to the second year of the degree unless he/she has passed all four modules, one of which is the Professional Development for Practice (SW51023B) sequence incorporating the assessment of Readiness for Direct Practice. A student must pass all the elements of the Professional Development for Practice (SW51023B) assessment (i.e. the shadowing presentation, assessed simulated role play, the written reflection on the role play, and the written assignment) in order to pass Professional Development for Practice (SW51023B).

In order to pass Social Work Practice Learning 1 (SW52023B), a student must pass the 70-day Social Work Practice Learning Placement including passing the Critical Self Evaluation assignment (as an academic assignment and for the Practice Assessment Panel). The assessment for Social Work Practice Learning 1 comprises two elements: the practice placement and a Practice Portfolio (which includes the Critical Self Evaluation). A student must pass both the practice element (the practice placement) and the academic element (the Practice Portfolio) in order to pass Social Work Practice Learning 1

A student will not be permitted to proceed to the third year of the degree unless he/she has passed a minimum of three assignments, one of which must be Social Work Practice Learning 1 (SW52023B).

In order to pass Social Work Practice Learning 2 (SW53011B), a student must pass the 100-day Social Work Practice Learning Placement including passing the Critical Self Evaluation assignment (as an academic assignment and for the Practice Assessment Panel). The assessment for Social Work Practice Learning 2 comprises 2 elements: the practice placement and a Practice Portfolio (which includes the Critical Self Evaluation). A student must pass both the practice element (the practice placement) and the academic element (the Practice Portfolio) in order to pass Social Work Practice Learning 2.

In order to be eligible for the award of the degree, students must successfully complete all elements of the programme, including both the 70-day and the 100-day Social Work Practice Learning (SW52023B and SW53011B).

A Practice Assessment Panel carries out the initial assessment of the Assessed Practice and makes recommendations to the Sub- Board of Examiners. Students failing a placement will only be permitted to retake at the discretion of the Programme Assessment Board.

Students failing a placement will only be permitted to retake at the discretion of the Programme Assessment Board.

To be awarded the BA Social Work a student is expected to

a) have attended 80% of timetabled classes (including timetabled group work classes) for each college-based module (please see section below on Attendance).
b) attend all placement days
c) passed all assessment at 40% or above

In exceptional circumstances it may be necessary to dismiss students from the BA in Social Work on the grounds of their unsuitability for social work, following the Goldsmiths Suitability for Social Work Policy. The grounds for this are as follows:

The student's behaviour:

• Is confirmed to be damaging or dangerous to other people who use services, other students or programme providers;
• Creates an unacceptable risk to themselves or others;
• contravenes the professional standards or the policies and procedures of the course or placement provider.

If this behaviour occurs while on placement the following applies:

• In the case of a student enrolled on a programme of study which leads to an entitlement to practice as a member of a profession, conduct which might call into question his / her suitability to practice that profession.

Students who have successfully completed all elements of the first year of the programme (120 credits) may elect to exit the programme at this point with the award of a Certificate of Higher Education in Applied Social Studies.

Students who have successfully completed all elements of the first and second year of the programme (240 credits) may elect to exit the programme at this point with the award of a Diploma of Higher Education in Applied Social Studies.

Where a student is considered for an aegrotat award under the University Regulations, students should note that aegrotat awards do not confer eligibility to apply to the Register maintained by the regulatory body for social work.

Attendance

Students are expected to attend all sessions prescribed for their programme. Registers are maintained and checked for prescribed sessions delivered by Goldsmiths (e.g. seminars, tutorials etc), and reviewed in line with SWE requirements. It is the responsibility of students to attend and to notify any unavoidable absences. The social work programme is a professional training programme and students are required to attend punctually for all parts and satisfactorily complete all elements of it. No parts of the University based or placement based curriculum are optional.

Students are required to contact their tutor or programme convenor in advance, or the Social Work Office on the day, of any absence. The programme convenor will determine if such absences are authorised. Students whose attendance falls below 80% in any part of the programme, including each module, may result in the matter being referred to the Academic Progress Committee, the College's Fitness to Study process or Fitness to Practice process. The College reserves the authority to take action in relation to unsatisfactory attendance, up to and including, withdrawal from Goldsmiths.

The University is under an obligation to inform sponsors including the NHS Business Authority if you are absent for more than 28 days. Students who absent themselves totally for more than four weeks from their programme and have not supplied a medical certificate or other evidence acceptable to Goldsmiths to cover such an absence shall be deemed to have withdrawn from the University.

Any days missed while on placement, even due to unavoidable reasons, have to be made up. While on placement, students will be treated as student social workers and are subject to the agency's usual procedures and standards of conduct.

How teaching quality will be monitored

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules are formally approved against national standards and are monitored throughout the year, such as in departmental committees, a variety of student feedback mechanisms and through the completion of module evaluation questionnaires. Every programme has at least one External Examiner who reviews comments annually on the standards of awards and student achievement. External Examiner(s) attend Boards of Examiners meetings and submit an annual written report.

Modules, programmes and/or departments are also subject to annual and periodic review internally, as well as periodic external scrutiny.

Quality assurance processes aim to ensure Goldsmiths' academic provision remains current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all these procedures are published on the [Quality Office web pages](#).