

**SOCIAL WORK
WITH
PLYMOUTH
UNIVERSITY**

**Plymouth University
Faculty of Health and Human Sciences
School of Health Professions**

Programme Specification

**Bachelor of Arts (Honours) in Social Work
(Leading to eligibility to apply for
registration with the HCPC)**

Updated following Minor Change for implementation 2019-20

**Date of Approval: 9th July 2015
Date of Implementation: Sept 2015
Year of First Award: July 2018**

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1. BA (Hons) Social Work

Final award title

BA (Hons) Social Work

Level 4 Intermediate award title(s)

Certificate in Higher Education

Level 5 Intermediate award title(s)

Diploma of Higher Education

UCAS code L501

JACS code L500

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

Teaching institution: Plymouth University

3. **Accrediting body:** Health and Care Professions Council

Students who have not successfully completed the programme and are in receipt of an exit award below the BA (Hons) degree **will not** be eligible to apply for registration with the Health and Care Professions Council.

4. Distinctive Features of the Programme and the Student Experience

The Bachelor of Arts (Honours) in Social Work is a three-stage programme integrating social work practice with the values, knowledge and skills that underpin Social Work through which successful students are eligible to apply for registration with the Health and Care Professions Council as a Social Worker (HCPC 2012)*. Programme design is consistent with underpinning social work values of social justice and human rights, and aims to prepare students to achieve the capabilities set out by The College of Social Work in the Professional Capabilities Framework (TCSW)*.

Social work education has been provided in Plymouth for over forty years. The university continues to enjoy a reputation both nationally and internationally for training skilled, capable social workers whose careers have been influential in practice, professional leadership and research. This programme builds on the successes of previous social work programmes at Plymouth which have developed and promoted the values, skills and knowledge that social workers require to work in complex and dynamic environments. The pattern of practice learning at the core of university based education develops the confidence and competence of the student

over the three years, together with supported and assessed learning in more complex practice contexts over time.

*HCPC (2012)

<http://www.hpc-uk.org/assets/documents/10003b08standardssofproficiency-socialworkersinengland.pdf>

* TCSW

<http://www.tcsw.org.uk/ProfessionalCapabilitiesFramework/><http://www.tcsw.org.uk/ProfessionalCapabilitiesFramework/>

The programme prepares students to work in both statutory and non-statutory settings across the health and social care sector. Students undertake practice learning opportunities across the peninsula, culminating in statutory work in situations of complexity which prepares them for social work at the point of qualification. Health and social care are changing rapidly with new challenges emerging in areas such as safeguarding children, adult protection, dementia, people seeking asylum and refugees, and youth justice. Service users and carers demand the integration of services through multidisciplinary working. Government through health and social care agencies therefore seeks to provide seamless services that recognise the social and health needs of individuals, families (groups) and communities. The employment rate of current graduates is very high, demonstrating in part the quality of relationships with statutory partners and local employers in the third sector.

The location of Social Work in the School of Health Professions offers unique developmental opportunities to explore both interprofessional and multi-agency working across a range of professions. It opens up developmental opportunities with colleagues from a variety of health backgrounds through interprofessional discussions, debates and learning opportunities. As an example, a bespoke social work lecture is delivered to students studying for an MA Health Professions module, 'Management of Long Term Conditions', and the social work lecturer is part of the module assessment team. This academic year, teaching about dementia is delivered from a social work perspective as part of the Stage 2 'Ageing and Independence' Physiotherapy module. Discussions are advancing to develop interprofessional learning between occupational therapy and social work students. Research focusing on sustainability is being undertaken by a social work lecturer in partnership with a Dietetics colleague.

The programme has the following distinctive features:

1. The southwest peninsula offers a unique learning opportunity for student social workers with its rich maritime, agricultural and mining heritage. In addition, it provides experience of social work in rural and urban settings. Developing a specific focus on the challenges of the rural context, students are able to draw on a wealth of research undertaken by the university relating to rural issues much of which involves social work lecturers. At the same time, urban centres are varied in terms of deprivation and the surrounding rural economy, and isolation in the far southwest. Students experience social work in both urban and rural settings

providing both a unique experience overall and preparing them to work in either setting.

2. The BA (Hons) Social Work programme is committed to research informed teaching and all members of the staff team are involved in research and scholarly activity, which they incorporate into their teaching and work with students. This ensures that students are exposed to contemporary issues and challenges on which academic staff and practitioners are working together. Students are actively encouraged to engage with research and have presented their work at a recent school research conference, for example. Students have published their work, both individually and as co-authors with lecturers.
3. Staff regularly organize and facilitate conferences as a medium for learning and engaging with partners. For example, the programme has facilitated two dementia conferences in partnership with Plymouth City Council (PCC) and a Safeguarding Adults conference is planned for June 2015, again in collaboration with PCC. A series of seminars on the subject of children and human rights, as well as adoption, has been organized by a social work lecturer in association with university colleagues from Education and Law. All of these events have involved renowned national speakers.
4. The BA (Hons) Social Work programme is committed to the integration of theory and practice across all stages of the programme. This revised programme builds on the highly innovative practice-led curriculum approved in 2009 (Adamson, 2011)*. Central to this process of integration are the study groups where students meet regularly with a tutor to discuss how theory and practice reciprocate in the development of professional wisdom. This intimate learning environment facilitates an appreciation of reflective models and Action Learning Sets, replicating peer support in practice settings. Through collaboration, students are encouraged to become active agents in professional identity formation.
5. The programme has a peer-assisted learning scheme (PALS) in which pairs of Stage Two students provide regular sessions to groups of up to 20 Stage One students. This initiative complements the collaborative learning experienced in the study groups and offers well-established benefits including improved personal and professional development and student satisfaction. Students are encouraged to reinforce learning through identification of key questions and issues and to tackle threshold concepts in a supportive learning community.
6. The programme's iterative spiral assessment strategy further supports the integration of theory and practice. This enables students to consider, revisit and build on concepts in order to develop personal and professional attributes. This strategy supports the development of critical thinking and critically reflective practice.
7. The design of practice learning provides early exposure and participation in both statutory and non-statutory social work starting in stage one. Beginning with a formatively assessed 'conversation' with a service user or carer, the student experience in Stage One also includes a six-day placement in statutory sector organizations as well as a placement in the voluntary sector working at the level of a skilled volunteer. This early engagement with practice enables a comprehensive assessment of student's readiness for practice and has been a determinant in prospective students choosing this programme.
8. Social Work has a unique association with the award-winning START- Students and Refugees Together, an agency created and developed by university staff.

Students who have a placement at START provide a direct service to people seeking asylum and refugees, through the operation of a third sector organisation. START offers placements to local and international students of many different disciplines to provide an innovative interprofessional experience.

<http://www.studentsandrefugeestogether.com/>

9. Students develop confidence in working with service users and carers through close involvement with the Service Users and Carers Consultative Group. This highly resourceful and internationally commended body supports students throughout the programme. The group is actively involved in every aspect, including interviews for prospective students, research, teaching, assessment, and offer valuable perspectives for students to engage with. Students are enabled to develop their skills and ability to work closely with service users and carers and to gain insight into their experiences.
10. When in practice placements, students are supported by a team of qualified and experienced lecturer-practice educators. Practice assessments are undertaken by staff qualified to the national standards for practice education.
11. Each student works with a lecturer-practice educator as well as a designated tutor to ensure that the practice learning arrangements meet the student's learning needs. The design of practice learning arrangements is flexible to allow for a diversity of learning needs. Students are provided with individualised placements across a wide range of settings. The availability of placements dictates student numbers to ensure equality of opportunity.
12. Working closely with stakeholders, a range of assessment tasks have been introduced that provide an opportunity for students to demonstrate their ability to obtain, analyze, synthesize, evaluate and act on evidence in a professional and time limited way. The programme team prides itself on supporting widening participation and the scope of assessment modalities facilitates inclusive assessment. Active learning is encouraged through technology enhanced learning and the Moodle digital learning environment.

a. Sustainability

Plymouth University is one of the leading UK universities in sustainability with an increasingly global influence, Plymouth is realising the concept of 'the sustainable university', making a positive difference to individual and collective futures, and striving for excellence in financial, environmental and social responsibility across all our activities. The delivery of the BA programme works within the University's Sustainability Strategy (2013 - 2020)* which acknowledges its responsibility for preparing sustainability-minded professionals and citizens.

Importance is placed on enhancing the student learning experience through activities such as: engagement in action research, exploration of case studies for the classroom, practice placements that facilitate a social justice environment for learning, and as focuses for research by academic staff and students. Social work at Plymouth is gaining national recognition for its scholarship and practice education focusing on sustainability, supported by the Centre for Sustainable Futures.

*Plymouth Sustainability Strategy (2014)

https://www.plymouth.ac.uk/uploads/production/document/path/2/2596/Sustainability_Strategy.pdf

*Adamson, C. E. (2011). Getting the balance right: critical reflection, knowledge and the social work curriculum. *Advances in Social Work and Welfare Education: Special Issue: Critical Reflection: Method and Practice*, 13 (1), 29-48.

5. Relevant QAA Subject Benchmark Group(s)

The programme is informed by the Quality Assurance Agency (QAA) Framework for higher education qualifications in England, Wales and Northern Ireland (2008)

<http://www.qaa.ac.uk/publications/information-and-guidance>

The relevant QAA subject Benchmark Group is Social Work.

6. Programme Structure

Diagram of Stages, modules and placement learning Stage One: Foundations for Social Work

Module title	Number of Credits
SCW 451 What is Social Work I	20
SCW 452 Developing Professional Skills	20
SCW 453 Contexts for Social Work: Organisations, Policy and Law I	20
SCW 454 Human Development and Wellbeing I	20
SCW 455 Understanding the Social World	20
SCW 456 Values and Ethics in Practice	20

Stage Two: Transition to Professional Capability

Module title	Number of Credits
SCW 551 What is Social Work II	20
SCW 552 Enhancing Professional Skills	20
SCW 557 Contexts for Social Work: Organisations, Law and Policy II	20
SCW 554 Human Development and Wellbeing II	20
SCW 555 Exploring the Social World	20
SCW 556 Integrated Practice I	20

Stage Three: Establishing Professional Capability

Module title	Number of Credits
SCW 657 Evidence Informed Practice for Social Work	20
SCW 652 Social Work Methods and Approaches	20
SCW 659 Contexts for Social Work: Organisations, Policy and Law III	20
SCW 654 Wellbeing: Accountability, Risk and Professional Decision-making	20
SCW 658 Social Work Extended Essay/Project	20
SCW 656 Integrated Practice II	20

BA (Hons) Social Work Structure Diagram

Legend:	
What is Social Work	
Law, policy and organisations	
Professional skills, methods and approaches	
Human development, wellbeing, accountability, risk and decision making	
Values and ethics	
Understanding and exploring the social world (applied social science)	
Evidence informed practice	
Assessed practice	

Stage One: Foundations for Social Work			
Semester one		Semester two	
SCW 451 What is Social Work I (Immersive Module)	SCW 453 Contexts for Social Work: Organisations, Policy and Law I		SCW 454 Human Development and Wellbeing I
	SCW 456 Values and Ethics in Practice		SCW 455 Understanding the Social World
	SCW 452 Developing Professional Skills (includes 30 days preparation for practice)		

Stage Two: Transition to Professional Capability			
Semester one		Semester two	
SCW 551 What is Social Work II		SCW 554 Human Development and Wellbeing II	
SCW 552 Enhancing Professional Skills		SCW 555 Exploring the Social World	
SCW 557 Contexts for Social Work: Organisations, Law and Policy II			
SCW 556 Integrated Practice I (includes 70 days assessed practice)			

Stage Three: Establishing Professional Capability			
Semester one		Semester two	
SCW657 Evidence Informed Practice for Social Work		SCW 652 Social Work Methods and Approaches	
SCW 654 Wellbeing: Accountability, Risk and Professional Decision-making		SCW658 Social Work Extended Essay/Project	
SCW 659 Contexts for Social Work: Organisations, Policy and Law III			
SCW 656 Integrated Practice II (includes 100 days assessed practice)			

7. Programme Aims

The BA (Hons) Social Work aims to provide:

1. professional education that meets the requirements of the Health and Care Professions Council for eligibility to apply for registration as a social worker;
2. a structured pattern of learning opportunities, which facilitates the attainment of skills and knowledge that are transferable across the range of contexts in which social work takes place;
3. ethical practitioners who are safe and competent and can demonstrate sound professional judgement in a range of settings;
4. practitioners who are competent in analysing complex issues and apply appropriate knowledge and skill in resolving these;
5. practitioners who have a critical perspective of complex, uncertain and changing contexts;
6. practitioners who are capable of demonstrating innovation in collaborative and multi-agency contexts;
7. practitioners who have an appreciation of global issues and the international nature of social work;
8. opportunities for students to evidence the application of values, knowledge, developing professional practice and skills to the context of social work through a process of analysis, synthesis, problem solving, dissemination and evaluation.

Programme aims and learning outcomes are given for Stages One, Two and Three together with the intermediate awards of Certificate of Higher Education, Diploma of Higher Education, BSc Health and Social Care and final award BA (Hons) Social Work. None of the three intermediate awards provide a licence to practice, as eligibility to apply for registration as a social worker with the HCPC requires the completion of the final award in full.

8. Programme Intended Learning Outcomes

The learning outcomes for this programme are congruent with the requirement of the **Standards of Proficiency for Social Work** (HCPC, 2012) and the professional capabilities set out by The College of Social Work (2012).

Stakeholders, notably service users and carers in partnership with the programme team, produced a set of statements which underpin the programme and guide the learning process. These statements are expressed through the development of professional practice, knowledge, values and skills expected of social workers which are used to assess the competence of students while incorporating and building on the range of standards that social work programmes have to maintain.

The learning outcomes are listed according to the Graduate Attributes and Skills Profile headings and are also mapped against the SEEC Descriptors:

Stage One / Certificate in Higher Education

By the end of Stage One (Certificate of Higher Education) students will be able to:

1. develop lifelong learning skills using a range of approaches (PCF1);
2. develop an initial understanding of theory and knowledge from social sciences that underpin social work (PCF5);
3. demonstrate awareness and understanding of their own personal values and those of the profession (PCF2);
4. demonstrate their ability to reflect on their own identity and how this might impact on practice (PCF2; PCF3);
5. develop an initial understanding of the complexity of the environment in which social work takes place (PCF8);
6. demonstrate respect for the multiple perspectives of service users and carers (PCF7);
7. describe the role of the social worker, understanding the importance of personal and professional boundaries (PCF1; PCF9);
8. understand the principles of rights, justice and economic wellbeing and how these relate to global and local issues (PCF4).

Teaching and learning methods and strategies

Teaching and learning in Stage One: Foundations for Social Work, employs a wide range of student centred approaches in a blended learning approach including: scenario based learning, large group and small group activity, workshops, case studies, group work, e-based learning scenarios supported by a virtual learning environment, computer based scenarios, and student led study and directed study.

Practice learning experiences and reflection on practice are used as the focus for understanding the application of knowledge underpinning social work

To support the development of professional identity and competence, to ensure cohesion within the stage and also to identify and manage individual learning needs, students are assigned to small groups facilitated by a lecturer and a practice educator. In this structure students are supported on an individual and group basis. When on placement this arrangement is reinforced by the involvement of practice supervisor/assessor.

Assessment

Assessment in Stage One: Foundations for Social Work, is designed to support the student as an active learner with the aim of providing significant levels of feedback to develop study skills and life long learning skills. In addition, assessment will provide evaluation of student's ability to articulate the values and knowledge that underpin social work and prepare them for the more advanced learning in stage two.

Theory and practice are summatively assessed against criteria that measure academic and professional levels of performance

Assessment techniques include: reflective journal, feedback on performance in the Community Development Project, essay, analysis of micro-skills plus use of feedback

	<p>from assignments and use of a range of self assessment techniques. Assessment techniques integrate practice and theory and make use of the stakeholder statements among other criteria. All assessment is undertaken by suitably qualified and prepared staff.</p>

Stage Two / Diploma of Higher Education

By the end of Stage Two (Diploma of Higher Education), students will be able to:

1. apply ethical and theoretical perspectives to human development (PCF5);
2. demonstrate a critical understanding of the application to social work of the social sciences (PCF5);
3. demonstrate a critical understanding of legal and social policy frameworks that inform and mandate social work practice (PCF4; PCF5);
4. critically analyse issues of diversity and difference in respect of identity formation (PCF3);
5. recognise complexity, multiple factors, changing circumstances and uncertainty in people's lives (PCF7); Stage Two
6. demonstrate professionalism in terms of responsibility for their conduct, practice and learning (PCF1);
7. develop critical awareness of the needs and views of service users and carers (PCF2);
8. develop the capability to reflect on their own professional and personal development (PCF6);
9. operate effectively within multi-agency and inter-professional partnerships and settings (PCF8; PCF9);
10. provide evidence of the effective use of values, knowledge, developing professional practice and social work skills in a given setting through a process of analysis, problem solving and reflection (PCF7).

Teaching and learning methods and strategies:

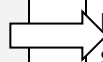
In Stage Two: Transition to Professional Capability, students build on their learning from stage one by integrating this learning with new knowledge and practice experience. Methods include practice learning experiences along with a range of approaches including: enquiry based learning, workshops, seminars group work, skills simulation. Critical incident analysis and reflection.

Significant use of IT modalities supported by a virtual learning environment. Video material. Virtual learning environment for interactive work.

To support the development of professional identity and competence, to ensure cohesion within the stage and also to identify and manage individual learning needs students are assigned to small groups facilitated by a lecturer and a practice educator. In this structure students are supported on an individual and group basis. When on placement this arrangement is reinforced by the involvement of practice supervisor/ assessor.

Transferable skills inform practice learning experiences along with a range of approaches including: enquiry based learning, workshops, small group work, skills simulation. Practice learning experiences are supported by experienced practitioners and provide the base through which students explore human development and life cycle, ethical, legal, theoretical and policy issues.

To support the development of key and transferable skills and to identify and manage individual learning needs students are assigned to small groups facilitated by a lecturer and a practice



	<p>educator. In this structure students are supported on an individual and group basis. When on placement this arrangement is reinforced by the involvement of practice supervisor/assessor.</p> <p>Assessment The Transition to Professional Capability is supported by assessment techniques which include: reflective accounts, essay, reports, critical incident analysis, Observed Simulated Practice Assessment (OSPA), practice workbook plus use of feedback from assignments and a range of self-assessment techniques. Assessment techniques assess practice and theory work and prepare students for the more advanced learning in stage three. Use is made of the stakeholder statements among other criteria that measure academic and professional levels of performance which is assessed by suitably qualified staff.</p>
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Stage 3 / BA (Hons) Social Work

By the end of Stage Three students will be able to:

1. evaluate practice systematically through a critical understanding of how the evidence base for social work is synthesised (SOP 12.3; 14.1; 14.5);
2. identify the synthesis of practice wisdom, service user experience and research evidence and develop skills in the identification and appraisal of research evidence (SOP 4.4; 13.4; 14.6);
3. appraise practice in situations of resistance and conflict, competing values and ethical dilemmas in order to manage uncertainty and assess risk (SOP 1.3; 1.4; 1.5; 2.3; 2.8; 3.2; 9.9);
4. critically analyse concepts of participation, advocacy and empowerment with reference to power dynamics within relationships (SOP 2.5; 5.2; 6.1; 9.8);
5. develop a critical understanding of how organisational settings impact on people in psychological, social, cultural, spiritual and physical ways, in the context of legislative and policy frameworks (SOP 2.1; 2.6; 13.1; 13.2);
6. analyse the impact of social diversity on organisational behaviour and how organisational culture and behaviour impact on service users' rights and social justice (SOP 9.3; 9.4; 14.8);
7. apply theories, models and methods of risk assessment, risk management and approaches to decision making to include professional accountability in

Teaching and learning methods and strategies

In Stage Three: Establishing Professional Capability students build on their learning from stage two by integrating this learning with new knowledge and practice experience. Methods include practice learning experiences along with a range of approaches including: enquiry based learning, workshops, small group work, skills simulation. Critical incident analysis and reflection.

Transferable skills inform practice learning experiences along with a range of approaches including: enquiry based learning, workshops, small group work, skills simulation and practice learning experiences.


Students undertake 144 days of programmed learning plus 170 days of practice learning Supervisors and assessors of students are prepared for the role support

Students will experience collaborative and multi-agency working. Practice skills development is supported by use of skills rehearsal and critical incident analysis and reflection on practice

Assessment

Assessment of practice and theory and use of the stakeholder statements, among other criteria that measure academic and professional levels of performance which is assessed by suitably qualified staff.

Establishing Professional Capability is supported by assessment techniques that include: reflective accounts, essay, reports, project, assessed professional discussion. Practice Workbook, in class test. Personal Development Portfolio plus

<p>social work with adults, children and families (SOP 1.1; 2.4; 3.1; 3.4; 4.1; 4.3; 7.2; 9.2; 11.1; 11.2);</p> <p>8. critically appraise the difficulties in applying knowledge, including issues of power and the complexities of multi-agency risk management and decision-making, and partnership working with service users and carers (SOP 2.2; 2.7; 2.9; 5.3; 8.3; 9.1; 9.10; 15.1);</p> <p>9. meet the professional standards to be eligible to apply for registration as a social worker by successfully completing the required number of practice learning days and evidencing that they have met the professional capabilities and standards of proficiency required while maintaining high standards of conduct and ethics (SOP 1-15).</p> 	<p>use of feedback from assignments and use of a range of self-assessment techniques. Assessment techniques assess practice and theory work and prepare students for the role of a newly qualified social worker'. Assessment of practice and theory makes use of the stakeholder statements, among other criteria that measure academic and professional levels of performance which is assessed by suitably qualified staff.</p>
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9. Admissions Criteria, including APCL, APEL and DAS arrangements

Equality and diversity are embedded within the programme. The recruitment process promotes equality of opportunity by anticipating the support required by learners with protected characteristics such as disability and making reasonable adjustments, both on campus and in practice settings. The programme team recognises the importance of a diverse workforce which reflects the shifting demographic of the local population and includes the wider experience that is crucial to workforce capacity developments. Applications are considered on an equal basis irrespective of age, disability, sexual orientation, marital or parental status, religion, social class, nationality or ethnic origin. A robust admissions process is followed for all applicants that is transparent, fair and equitable and takes account of the University's Equality and Diversity Policy. In selecting students, the team focuses on whether an applicant has the potential to complete professional social work education and to apply for registration with the Health and Care Professions Council (HCPC). The admissions team, tutors and widening participation team undertake work throughout the year (with care leavers, for example) to promote an inclusive uptake of our programmes. The university's Equality Scheme can be found at https://www.plymouth.ac.uk/uploads/production/document/path/2/2339/Equality_Scheme_2011-16.pdf

The University has a duty to ensure that disabled applicants are not disadvantaged when applying for courses (Equality Act 2010, Part 6). Applicants do not have to disclose if they have a disability. However, it is recommended that they do so that appropriate support can be provided throughout the admissions process.

Applicants are required to have completed:

5 GCSE's at Grade C or above to include Maths, English and Science. Preference to be given to applicants who have obtained these grades on application.

A Levels Minimum 120 points, grades BBB, excluding General Studies - a social science subject is preferred.

18 Unit BTEC National Diploma/QCF Extended Diploma: DMM Social Science, Psychology, Science preferred.

International Baccalaureate: **26** overall to include **5** in a Social Science, Psychology, Science subjects at Higher Level

English accepted within

If Advanced Level = 4+ (A1) or 5 (A2/B)

If Standard Level = 5+ (A1) or 6 (A2/B)

If overseas and not studying English within IB – MUST have **IELTS**

IELTS: 7.0 overall with 7.0 in all elements

European Baccalaureate: 75% overall to include 7.5 a Social Science, Psychology, Science subject & 7.5 in English or first language

Irish Highers: BBCC @ Highers including a Social Science, Psychology, Science subjects. Irish Leaving Cert Ordinary Level Grade C or above for English and Maths.

Scottish Highers and Advanced Highers. 280 points to include BC at Advanced Highers preferably in Psychology or Sociology

Financial Services: acceptable as add on but also to have the 2 A Levels

Higher Leadership Award: points of 30 acceptable as add on but also to have the 2 A Levels

Welsh Baccalaureate: points of 120 acceptable as add on but also to have the 2 A Levels

Extended Project: acceptable if in a relevant subject as an add on but also must be studying at least 2 A Levels.

AQA Baccalaureate in combination with A levels and Extended Project

All Access courses: Pass a named Access to HE Diploma with at least 45 credits at level 3, 33 at distinction or merit overall to include:

12 level 3 credits at Distinction and the remaining 21 level 3 credits at merit. Units preferably should be in a social science subject (eg. Sociology, Psychology, Criminology etc). Will need GCSE English and Maths at grade C if not already held.

Please note any access course completed and achieved prior to 2014, the GCSE English and maths equivalences will be accepted.

OU courses: K101 – Introduction to Health and Social Care – 60 points. Students must have results by August for this to be accepted along with English and Maths GCSE, C or above.

Extended entry requirements

- In addition to the above, evidence of academic study within the last five years is required.
- How to select the right Access course.
- Please note we do not accept Key Skills Level 2 in place of GCSE English or mathematics.
- You must pass disclosure and barring service and occupational health checks satisfactorily in order to be able to start this course. If you are an overseas applicant please see these requirements in relation to the disclosure and barring service:
<https://www.plymouth.ac.uk/schools/school-of-nursing-and-midwifery/health-and-human-sciences-additional-checks>
- If English is not your first language and you do not have GCSE English grade C or above you will have to achieve an IELTS or equivalent qualification at the grades stated below.
- IELTS - Overall average score of at least 7.0, with a score of at least 7.0 in the listening and reading sections and at least 7.0 in the writing and speaking sections.
- TOEFL 'internet-based' test (ibt) - 100.

- TOEFL Paper test - 600.
- Meeting the academic minimum is the first stage of an application being considered. Applicants must also submit a strong personal statement in order to be considered further.

The interview panel consists of an academic who leads the process, representative from practice and service user or carer. Training is provided by the Admissions Tutor. The selection process includes an individual interview, a group task and a written task. The process has been mapped to the PCF entry level requirements.

Occupational Health

Applicants are required to make a health declaration that demonstrates that they are able to complete the programme. If particular health issues are noted applicants may be referred to the 'Fitness to Practice' procedures, which are designed to ensure that students can be supported to complete their programme while concurrently ensuring that the programmes responsibilities toward the public are carried out.

Accreditation of Prior Learning APL:

Claims for Credit for prior learning, whether certificated or experiential are accepted and will be assessed following university regulations and faculty procedures.

<https://www.plymouth.ac.uk/your-university/about-us/university-structure/faculties/health-human-sciences/accreditation-of-prior-learning>

Applicants may be considered for admission with exemption from specific components or stages of the programme based on credit for prior certificated learning. The consideration for APEL will take place on an individual basis however, there can be no APEL against assessed practice learning for students outside of HCPC approved social work courses. In the case of students transferring from a social work course at another university APEL for theory and practice learning will be considered on an individual basis and mapped against the requirements of the statutory regulator.

Students returning to the programme having suspended study

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

10. Progression criteria for Final and Intermediate Awards

BSc (Hons) / BSc Health and Social Care

This award is retained for students who cannot proceed to the final award of BA (Hons) Social Work. Students who have completed sufficient credits for an honours degree but have been unsuccessful in practice may be awarded BSc (Hons) Health and Social Care. Students who have completed sufficient credit for an ordinary degree may be awarded BSc Health and Social Care. Students taking this academic award cannot return to the BA programme.

11. Exceptions to Regulations

This degree may NOT be awarded unless all the requirements for the Award have been met. Should they not be met then the appropriate CATS award may be awarded.

The normal University Regulations in respect of progression and assessment are followed, with specific exceptions, due to the professional nature of the programme, as noted below:

- Students are permitted two attempts only at practice learning elements of the programme.
- The degree may only be awarded to students who have successfully completed all elements designated as contributing to the degree.
- Students who achieve more than 80 credits in the final stage may be eligible for the award of BSc Health & Social Care

These are:

- All modules specifically designated as contributing to the award of BA (Hons) Social Work programme.
- Successful completion of all the practice learning experiences

Aegrotat Award

Under certain circumstances an unclassified degree may be granted to a student who has fulfilled all requirements for graduation but is prevented by illness from completing the programme.

However, receipt of this award **would not** provide eligibility to apply for registration with the HCPC.

12. Transitional Arrangements

It is proposed that the BA programme will commence in September 2015 with the new intake representing Stage One. It will also be introduced for Stage 2 of the current BA (Hons) Social Work. Work will be undertaken with the current Stage One cohort during the summer term to prepare students thoroughly for the changes that will herald the new programme. Student representatives have been briefed about the Approval process and further anticipatory work will take place prior to the Approval event to advise Stage One students of impending changes.

Regarding transitional arrangements, current Stage Two students will follow the existing pathway in Stage Three for 2015/2016 in order to complete their studies. The work undertaken by both this cohort and the outgoing Stage Three can be mapped clearly across to the new programme for interrupted, repeating and returning students to ensure they do not have to repeat all the existing 120 credits at Stage Three. Therefore we anticipate that there will be no issues for students in relation to transitional arrangements. It is anticipated that the new BA will be fully implemented for academic year 2016/2017.

13. Mapping and Appendices

APPENDIX 1

BA (Hons) Social Work Standards of education and training (SETs) mapping document

Standard of education and training (SET)	Where can evidence be found to demonstrate that you meet this standard? (e.g. Programme spec, page 7, paragraph 4)
SET 1: Level of qualification for entry to the Register	
<p>1. 1 The Council normally expects that the threshold entry routes to the Register will be the following:</p> <p>Bachelor degree with honours for:</p> <ul style="list-style-type: none"> – biomedical scientists (with the Certificate of Competence awarded by the Institute of Biomedical Science, or equivalent); – chiropodists / podiatrists; – dietitians; – occupational therapists; – orthoptists; – physiotherapists; – prosthetists / orthotists; – radiographers; – social workers in England; and – speech and language therapists. 	<p>Programme Specification p. 5 and pp.14-16; Approval Document p.5 'Introduction', p.17 Professional body requirements; p.47 'Practice Learning'</p>

SET 2: Programme admissions	
<p>2.1 The admissions procedures must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.</p>	<p>Programme Specification pp. 8-13; TCSW Guidance on new criteria and processes for admission and selection http://www.tcsw.org.uk/Educators/</p>
<p>2.2 The admissions procedures must apply selection and entry criteria, including evidence of a good command of reading, writing and spoken English.</p>	<p>Programme Specification pp. 9-10</p>
<p>2.3 The admissions procedures must apply selection and entry criteria, including criminal convictions checks.</p>	<p>Programme Specification p. 10</p>
<p>2.4 The admissions procedures must apply selection and entry criteria, including compliance with any health requirements.</p>	<p>Programme Specification p. 10; Programme Handbook p.76 Appendix 3 'Occupational Health'</p>
<p>2.5 The admissions procedures must apply selection and entry criteria, including appropriate academic and/or professional entry standards.</p>	<p>Programme Specification pp. 7-8</p>
<p>2.6 The admissions procedures must apply selection and entry criteria, including accreditation of prior (experiential) learning and other inclusion mechanisms.</p>	<p>Programme Specification p. 13</p>
<p>2.7 The admissions procedures must ensure that the education provider has equality and diversity policies in relation to applicants and students, together with an indication of how these will be implemented and monitored.</p>	<p>Operational Specification p. 9 Programme Specification p. 8 Approval Document p.31 'Equal Opportunities'; pp.35-36 'Range of Assessment Methods'</p>

SET 3: Programme management	
3.1 The programme must have a secure place in the education provider's business plan.	School of Health Professions Business Plan Approval Document p.28 'Resource Base'
3.2 The programme must be effectively managed.	Operational Specification pp. 3-5; Approval Document pp.31-33 'Programme Management Structure'
3.3 The programme must have regular monitoring and evaluation systems in place.	Operational Specification p. 4-5 Approval Document pp.17-19 'Professional body requirements'; p.44 'Monitoring and Review'; p.49 'Placement Monitoring' SCW 556/656 Practice Learning Handbook p.17
3.4 There must be a named person who has overall professional responsibility for the programme who must be appropriately qualified and experienced and, unless other arrangements are agreed, be on the relevant part of the Register.	Operational Specification p. 3. The BA Programme Lead is Beth Moran who is registered as a social worker with the HCPC, registration number SW82393. Approval Document p.92 'Staff Curriculum Vitae: Beth Moran'
3.5 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.	Approval Document pp.20-23 'Research-informed teaching'; p.50 'Staff Curriculum Vitae'; p.28 'Teaching staff and staff development' and 'Administrative staff'; p.48 'Support for Students during Practice Learning' SCW 556/656 Practice Learning Handbook pp. 8-9 'Roles and Responsibilities'. Module Records
3.6 Subject areas must be taught by staff with relevant specialist expertise and knowledge.	Approval Document pp.20-23 'Research-informed teaching'; p.24 'Selected Research projects post 2001'; p.25 'Professional Activities' p.50 'Staff Curriculum Vitae'. Module Records
3.7 A programme for staff development must be in place to ensure continuing professional and research development.	Approval Document p.28 'Teaching staff and staff development'. All staff are expected to comply with the School of Health Profession's policy regarding peer review of teaching.

<p>3.8 The resources to support student learning in all settings must be effectively used.</p>	<p>Approval Document pp.20-23 'Research-informed teaching'; pp. 28-30 'Resource Base'; pp.47-49 'Practice Learning' Programme Specification p. 7 ' Distinctive Features'</p>
<p>3.9 The resources to support student learning in all settings must effectively support the required learning and teaching activities of the programme.</p>	<p>Approval Document pp.20-23 'Research-informed teaching'; pp. 28-30 'Resource Base'; pp.47-49 'Practice Learning' SCW 556/656 Practice Learning Handbook pp. 8-9 'Roles and Responsibilities'.</p>
<p>3.10 The learning resources, including IT facilities, must be appropriate to the curriculum and must be readily available to students and staff.</p>	<p>Approval Document pp. 28-30 'Resource Base' Programme Handbook p. 44-45 'University Facilities and Support Services'</p>
<p>3.11 There must be adequate and accessible facilities to support the welfare and wellbeing of students in all settings.</p>	<p>Approval Document p.29 'Medical Services, Welfare and Disability'; Programme Handbook p. 45-47 'Counselling Services', 'Health Care', 'Chaplaincy' Operational Specification p.9 'Student Support'</p>
<p>3.12 There must be a system of academic and pastoral student support in place.</p>	<p>Approval Document p.37 'Peer Assisted Learning'; pp. 40-44 'Tutorial Support'; pp. 47-49 'Support for Students during Practice Learning'. BA Stage 2 SCW 556 Integrated Practice Workbook I p.8 BA Stage 3 SCW 656 Integrated Practice Workbook II p.8 Operational Specification p.9 'Student Support'</p>
<p>3.13 There must be a student complaints process in place.</p>	<p>Programme Handbook p. 39-40; University Student Handbook</p>
<p>3.14 Where students participate as service users in practical and clinical teaching, appropriate protocols must be used to obtain their consent.</p>	<p>Programme Handbook p.23 'Teaching and Learning'</p>

<p>3.15 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.</p>	<p>Programme Handbook pp. 23-25; P.37</p>
<p>3.16 There must be a process in place throughout the programme for dealing with concerns about students' profession-related conduct.</p>	<p>Programme Handbook p. 38 SCW 556/656 Practice Learning Handbook p.13 and p.34 BA Stage 2 SCW 556 Integrated Practice Workbook I p.11 and p.25 BA Stage 3 SCW 656 Integrated Practice Workbook II p.11 and p.25</p>
<p>3.17 Service users and carers must be involved in the programme.¹</p>	<p>Programme Handbook, p. 33; Approval Document p.14; pp.16-17 Programme Specification p.7 'Distinctive Features' Operational Specification p.5</p>
<p>SET 4: Curriculum</p>	
<p>4.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.</p>	<p>Programme Specification p.14-16 'Programme Aims and Learning Outcomes' Programme Handbook pp. 17-18 Programme Specification, p. 41 'Appendix 2: SoPs and PCF Cross-mapping Document' Module Records – Stage 3</p>
<p>4.2 The programme must reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.</p>	<p>Approval Document pp.9-10 'BA (Hons) Social Work' Programme Specification, p. 41 'Appendix 2: SoPs and PCF Cross-mapping Document' SCW 556/656 Practice Learning Handbook</p>

¹ All programmes undertaking the approval process from the 2014–15 academic year onwards will need to meet this standard. Approved programmes will need to demonstrate they meet this standard in either the 2015–16 or 2016–17 academic year via their annual monitoring audit submission. Information about this standard can be found [on our website](#)

<p>4.3 Integration of theory and practice must be central to the curriculum.</p>	<p>Programme Specification p.6 'Distinctive Features' Approval document p.6 'Introduction'; pp.9-10 'BA (Hons) Social Work' Module Records</p>
<p>4.4 The curriculum must remain relevant to current practice.</p>	<p>Programme Specification pp. 5-7 'Distinctive Features'; p.8 'Sustainability'. Approval Document pp. 20-27 'Relevant Research/Scholarship/Professional Activities' Module Records</p>
<p>4.5 The curriculum must make sure that students understand the implications of the HCPC's standards of conduct, performance and ethics.</p>	<p>Module Record SCW 456 'Values and Ethics in Practice' Programme Handbook p.17 and p.32 BA Stage 2 SCW 556 Integrated Practice Workbook I p.11 and p.25 BA Stage 3 SCW 656 Integrated Practice Workbook II p.11 and p.25</p>
<p>4.6 The delivery of the programme must support and develop autonomous and reflective thinking.</p>	<p>Programme Handbook p.6; pp17-21; p.23 All Module Records, especially SCW 556 'Integrated Practice I' and SCW 656 'Integrated Practice II' Approval Document pp.9-10 'BA (Hons) Social Work'; pp.38-39 'Personal Development Planning'</p>
<p>4.7 The delivery of the programme must encourage evidence based practice.</p>	<p>Programme Specification p.6 'Distinctive Features' Module Records SCW 555 'Exploring the Social World' and SCW 657 'Evidence Informed Practice'. Approval Document pp. 20-22 'Research-informed teaching'</p>
<p>4.8 The range of learning and teaching approaches used must be appropriate to the effective delivery of the curriculum.</p>	<p>Approval Document p.36-40 'Teaching and Learning Strategies' All Module Records, especially SCW 556 'Integrated Practice I' and SCW 656 'Integrated Practice II'</p>

<p>4.9 When there is interprofessional learning the profession-specific skills and knowledge of each professional group must be adequately addressed.</p>	<p>Approval Document p.7 'Rationale': p. 44-45 'Inter-professional Learning' Programme Specification pp.5-6 'Distinctive Features'</p>
<p>SET 5: Practice placements</p>	
<p>5.1 Practice placements must be integral to the programme.</p>	<p>Module Records SCW 556 'Integrated Practice I' and SCW 656 'Integrated Practice II'; Approval Document p.6; pp.47-49 'Practice Learning'; Programme Handbook p. 17 'Programme Structure'; p.33 Centre for Practice Learning; p. 35 'Practice Learning' TCSW Overview of new arrangements for practice learning http://www.tcsw.org.uk/Educators/</p>
<p>5.2 The number, duration and range of practice placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.</p>	<p>SCW 556/656 Practice Learning Handbook Approval Document pp. 47-49 'Practice Learning' Programme Handbook p. 17 'Programme Structure' and p. 35 'Practice Learning' Quality Assurance for Practice Learning, (QAPL) Skills for Care http://www.tcsw.org.uk/uploadedFiles/TheCollege/Resources/QAPLhandbook.pdf</p>
<p>5.3 The practice placement settings must provide a safe and supportive environment.</p>	<p>Approval Document p.48-49 'Support for students during Practice Learning' SCW 556/656 Practice Learning Handbook BA Stage 2 SCW 556 Integrated Practice Workbook I p.8 BA Stage 3 SCW 656 Integrated Practice Workbook II p.8</p>
<p>5.4 The education provider must maintain a thorough and effective system for approving and monitoring all placements.</p>	<p>Approval Document p.15 'Practice Learning Business Group'; p.49 'Placement Monitoring' SCW 556/656 Practice Learning Handbook p.17 BA Stage 2 SCW 556 Integrated Practice Workbook I p.17 BA Stage 3 SCW 656 Integrated Practice Workbook II p.17</p>

	<p>Quality Assurance for Practice Learning, (QAPL) Skills for Care http://www.tcsw.org.uk/uploadedFiles/TheCollege/Resources/QAPLhandbook.pdf TCSW Overview of new arrangements for practice learning and TCSW Placement Criteria http://www.tcsw.org.uk/Educators/</p>
<p>5.5 The placement providers must have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.</p>	<p>SCW 556/656 Practice Learning Handbook Quality Assurance for Practice Learning, (QAPL) Skills for Care http://www.tcsw.org.uk/uploadedFiles/TheCollege/Resources/QAPLhandbook.pdf</p>
<p>5.6 There must be an adequate number of appropriately qualified and experienced staff at the practice placement setting.</p>	<p>Approval Document p.48 'Support for Students during Practice Learning' Programme Specification 'Distinctive Features p.7 SCW 556/656 Practice Learning Handbook pp. 8-9 'Roles and Responsibilities'.</p>
<p>5.7 Practice placement educators must have relevant knowledge, skills and experience.</p>	<p>Approval Document p.50 'Staff Curriculum Vitae'; p.48 'Support for Students during Practice Learning'</p>
<p>5.8 Practice placement educators must undertake appropriate practice placement educator training.</p>	<p>Approval Document p.50 'Staff Curriculum Vitae'</p>
<p>5.9 Practice placement educators must be appropriately registered, unless other arrangements are agreed.</p>	<p>Approval Document p.50 'Staff Curriculum Vitae'</p>
<p>5.10 There must be regular and effective collaboration between the education provider and the practice placement provider.</p>	<p>SCW 556/656 Practice Learning Handbook BA Stage 2 SCW 556 Integrated Practice Workbook I BA Stage 3 SCW 656 Integrated Practice Workbook II</p>

<p>5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of:</p> <ul style="list-style-type: none"> – the learning outcomes to be achieved; – the timings and the duration of any placement experience and associated records to be maintained; – expectations of professional conduct; – the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and – communication and lines of responsibility. 	<p>Programme Handbook p.33-37 SCW 556/656 Practice Learning Handbook BA Stage 2 SCW 556 Integrated Practice Workbook I BA Stage 3 SCW 656 Integrated Practice Workbook II Module records SCW 556 'Integrated Practice I' and SCW 656 'Integrated Practice II'</p>
<p>5.12 Learning, teaching and supervision must encourage safe and effective practice, independent learning and professional conduct.</p>	<p>SCW 556/656 Practice Learning Handbook BA Stage 2 SCW 556 Integrated Practice Workbook I BA Stage 3 SCW 656 Integrated Practice Workbook II</p>
<p>5.13 A range of learning and teaching methods that respect the rights and needs of service users and colleagues must be in place throughout practice placements.</p>	<p>SCW 556/656 Practice Learning Handbook BA Stage 2 SCW 556 Integrated Practice Workbook I BA Stage 3 SCW 656 Integrated Practice Workbook II Module records SCW 556 'Integrated Practice I' and SCW 656 'Integrated Practice II'</p>
<p>SET 6: Assessment</p>	
<p>6.1 The assessment strategy and design must ensure that the student who successfully completes the programme has met the standards of proficiency for their part of the Register.</p>	<p>Approval Document p.36 'Assessment Strategy' Module Records – Stage 3 Programme Specification, p. 41 'Appendix 2: SoPs and PCF Cross-mapping Document'</p>

<p>6.2 All assessments must provide a rigorous and effective process by which compliance with external-reference frameworks can be measured.</p>	<p>Module Records Programme Specification, p. 41 'Appendix 2: SoPs and PCF Cross-mapping Document'</p>
<p>6.3 Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement setting.</p>	<p>Programme Specification p.7 'Distinctive Features SCW 556 'Integrated Practice I' and SCW 656 'Integrated Practice II' Module Records</p>
<p>6.4 Assessment methods must be employed that measure the learning outcomes.</p>	<p>Operational Specification p.7 'Modes of Assessment'; Approval Document pp.34-36 'Assessment' Module Records</p>
<p>6.5 The measurement of student performance must be objective and ensure fitness to practise.</p>	<p>Programme Handbook p.35 'Practice Learning; pp. 64-68 SCW 452 Developing Professional Skills (incorporating Assessment of Readiness to Practice Workbook) SCW 556/656 Practice Learning Handbook</p>
<p>6.6 There must be effective monitoring and evaluation mechanisms in place to ensure appropriate standards in the assessment.</p>	<p>Programme Handbook pp. 30-32 Plymouth University Academic Regulations https://staff.plymouth.ac.uk/acregsc/acadregs/intranet.htm</p>
<p>6.7 Assessment regulations must clearly specify requirements for student progression and achievement within the programme.</p>	<p>Plymouth University Academic Regulations https://staff.plymouth.ac.uk/acregsc/acadregs/intranet.htm Programme Handbook p.25; pp.30-32; pp. 64-68</p>
<p>6.8 Assessment regulations, or other relevant policies, must clearly specify requirements for approved programmes being the only programmes which contain any reference to an HCPC protected title or part of the Register in their named award.</p>	<p>Programme Specification p.29</p>

<p>6.9 Assessment regulations must clearly specify requirements for an aegrotat award not to provide eligibility for admission to the Register.</p>	<p>Programme Specification p.29 'Exemptions/Special academic regulations'</p>
<p>6.10 Assessment regulations must clearly specify requirements for a procedure for the right of appeal for students.</p>	<p>Appeals procedures, Plymouth University Academic Regulations https://staff.plymouth.ac.uk/acregsc/acadregs/intranet.htm Programme Handbook p.31</p>
<p>6.11 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner who must be appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of the Register.</p>	<p>Both external examiners are social workers registered with the HCPC. Plymouth University Appointment of External Examiners https://staff.plymouth.ac.uk/extexam/eeappt/intranet.htm Plymouth University Academic Regulations https://staff.plymouth.ac.uk/acregsc/acadregs/intranet.htm</p>

APPENDIX 2

Standards of proficiency (SOP) mapping – social worker in England mapped to the Professional Capabilities Framework (PCF)

NB All Learning Outcomes below are module specific. Blue text relates to Level 5 (Stage 2 of the Programme) and black text relates to Level 6 (Stage 3 of the Programme).

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
Registrant social workers in England must:		
1 be able to practise safely and effectively within their scope of practice	Recognise your personal limitations and how to seek advice – Professionalism 1.8	SCW551: LO4. SCW659: Module descriptor; LO2; LO 4. SCW654: Module descriptor; LO2; LO4 SCW656: Module descriptor; LO 1; LO2; LO6
	Understand and apply the profession's ethical principles and legislation, taking account of these in reaching decisions – Values and Ethics 2.1	
1.1 know the limits of their practice and when to seek advice or refer to another professional	Recognise your personal limitations and how to seek advice – Professionalism 1.8	SCW551: LO4. SCW652: LO 1. SCW659: LO2; LO3; LO4. SCW654: Module descriptor; LO 3. SCW656: Module descriptor; LO5; LO 6.
	Value and take account of the expertise of service users, carers and professionals – Knowledge 5.12	

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
1.2 recognise the need to manage their own workload and resources and be able to practise accordingly	Take responsibility for managing your time and workload effectively, and begin to prioritise your activity including supervision time – Professionalism 1.5	SCW654: Module descriptor; LO 2; LO4; LO5. SCW656: Module descriptor; LO 2; 4; 5.
1.3 be able to undertake assessments of risk, need and capacity and respond appropriately	Demonstrate an holistic approach to the identification of needs, circumstances, rights, strengths and risks – Intervention and Skills 7.4	SCW551: LO1; LO3; LO4. SCW552: Module descriptor; LO2. SCW652: Module descriptor; LO1; LO3; LO4 SCW654: Module descriptor; LO 6.
1.4 be able to recognise and respond appropriately to unexpected situations and manage uncertainty	Recognise complexity, multiple factors, changing circumstances and uncertainty in people’s lives, to be able to prioritise your intervention – Intervention and Skills 7.10	SCW552: Module descriptor; LO2 SCW556: LO5. SCW652: Module descriptor; LO 1; LO2; LO3; LO6
	Know how to formulate, test, evaluate and review hypotheses in response to information available at the time and apply in practice – Critical Reflection and Analysis 6.5	SCW659: Module descriptor; LO 4. SCW654: Module descriptor; LO 4. SCW656: Module descriptor; LO 4; LO5.
1.5 be able to recognise signs of harm, abuse and neglect and know how to respond appropriately	Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice – Knowledge 5.7	SCW552: Module descriptor; LO3. SCW557: LO3. SCW554: LO2. SCW652: Module descriptor; LO 1; LO2;

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	<p>With support, identify appropriate responses to safeguard vulnerable people and promote their wellbeing</p> <p>Intervention and Skills: 7.13</p>	<p>LO3; LO6</p> <p>SCW659: Module descriptor; LO 3.</p> <p>SCW654: Module descriptor; LO 1; LO 4.</p> <p>SCW656: Module descriptor; LO3</p>
<p>2 be able to practise within the legal and ethical boundaries of their profession</p>	<p>Understand and apply the profession's ethical principles and legislation, taking account of these in reaching decisions – Values and Ethics 2.1</p>	<p>SCW551: LO1; LO4; LO5.</p> <p>SCW552: LO1.</p> <p>SCW557: LO1; LO2</p> <p>SCW659: Module descriptor; LO 1; LO2.</p> <p>SCW654: Module descriptor; LO 2.</p> <p>SCW656: Module descriptor; LO 3; LO4; LO5</p>
	<p>Identify concerns about practice and procedures and, with support, begin to find appropriate means of challenge – Professionalism 1.11</p>	
<p>2.1 understand current legislation applicable to the work of their profession</p>	<p>Understand and apply the profession's ethical principles and legislation, taking account of these in reaching decisions – Values and Ethics 2.1</p>	<p>SCW551: LO1; LO4; LO5.</p> <p>SCW552: LO1.</p> <p>SCW557: Module descriptor; LO3; LO5.</p>

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	Understand how legislation and guidance can advance or constrain people’s rights and recognise how the law may be used to protect or advance their rights and entitlements – Rights, Justice and Economic Wellbeing 4.2	SCW659: Module descriptor; LO3; LO5; LO6. SCW654: Module descriptor; LO 2; LO3. SCW656: LO2; LO3
	Work within the principles of human and civil rights and equalities legislation, differentiating and beginning to work with absolute, qualified and competing rights and different needs and perspectives – Rights, Justice and Economic Wellbeing 4.3	
2.2 understand the need to promote the best interests of service users and carers at all times	Understand how legislation and guidance can advance or constrain people’s rights and recognise how the law may be used to protect or advance their rights and entitlements – Rights, Justice and Economic Wellbeing 4.2	SCW551: Module descriptor; LO1; LO2; LO3; LO4; LO5. SCW552: Module descriptor. SCW554: Module descriptor; LO1; LO2. SCW557: Module descriptor; LO1; LO2;

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	Work within the principles of human and civil rights and equalities legislation, differentiating and beginning to work with absolute, qualified and competing rights and different needs and perspectives – Rights, Justice and Economic Wellbeing 4.3	<p>LO3; LO4; LO5.</p> <p>SCW652: Module descriptor; LO 1; LO2.</p> <p>SCW659: Module descriptor; LO 1; LO2; LO3; LO4; LO5; LO6.</p> <p>SCW654: Module descriptor; LO 1; LO3; LO4.</p> <p>SCW656: Module descriptor; LO 2; LO3.</p>
<p>2.3 understand the need to protect, safeguard and promote the wellbeing of children, young people and vulnerable adults</p>	<p>Identify concerns about practice and procedures and, with support, begin to find appropriate means of challenge – Professionalism 1.11</p> <p>With support, identify appropriate responses to safeguard vulnerable people and promote their wellbeing – Intervention and Skills 7.13</p>	<p>SCW552: Module descriptor; LO3.</p> <p>SCW557: LO3.</p> <p>SCW554: LO2.</p> <p>SCW654: Module descriptor; LO 2.</p> <p>SCW656: Module descriptor; LO 2; LO3; LO5.</p> <p>SCW659: LO3; LO6.</p>
<p>2.4 understand the need to address practices which present a risk to or from service users and carers, or others</p>	<p>Identify concerns about practice and procedures and with support begin to find appropriate means of challenge – Professionalism 1.11</p>	<p>SCW551: LO4.</p> <p>SCW557: LO2.</p> <p>SCW652: Module descriptor; LO2; LO3;</p>

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	Manage potentially conflicting or competing values, and with guidance, recognise, reflect on, and work with ethical dilemmas – Values and Ethics 2.3	LO4 SCW654: LO2. SCW656: Module descriptor; LO3; LO4; LO5.
	With support, identify appropriate responses to safeguard vulnerable people and promote their wellbeing – Intervention and Skills 7.13	SCW659: LO2.
2.5 be able to manage competing or conflicting interests	Manage potentially conflicting or competing values, and with guidance, recognise, reflect on, and work with ethical dilemmas – Values and Ethics 2.3	SCW551:LO5. SCW557: LO2. SCW554: LO5.
	Recognise and, with support, manage the impact of own values on professional practice – Values and Ethics 2.2	SCW652: Module descriptor; LO 1; LO2; LO3; LO4
2.6 be able to exercise authority as a social worker within the appropriate legal and ethical frameworks	Understand the authority of the social work role and begin to use this appropriately and confidently as an accountable professional – Intervention and Skills 7.11	SCW552: Module descriptor; LO3. SCW557: LO4. SCW659: Module descriptor; LO2; LO6.

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	Understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy and discretion – Contexts and Organisations 8.2	SCW654: Module descriptor; LO 2; LO3.
2.7 understand the need to respect and uphold the rights, dignity, values and autonomy of every service user and carer	Demonstrate respectful partnership work with service users and carers, eliciting and respecting their needs and views, and promoting their participation in decision-making wherever possible – Values and Ethics 2.4	SCW551: LO2. SCW554: LO2. SCW557: LO5 SCW652: Module descriptor; LO1; LO2; LO3
	Manage potentially conflicting or competing values, and, with guidance, recognise, reflect on and work with ethical dilemmas – Values and Ethics 2.3	SCW659: Module descriptor; LO6. SCW654: Module descriptor; LO 3; LO4. SCW656: Module descriptor; LO4
	Recognise and promote individuals' rights to autonomy and self-determination – Values and Ethics 2.5	
	Value and take account of the expertise of service users, carers and professionals – Knowledge 5.12	

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	Work within the principles of human and civil rights and equalities legislation, differentiating and beginning to work with absolute, qualified and competing rights and different needs and perspectives – Rights, Justice and Economic Wellbeing 4.3	
2.8 recognise that relationships with service users and carers should be based on respect and honesty	Demonstrate respectful partnership work with service users and carers, eliciting and respecting their needs and views and promoting their participation in decision-making wherever possible – Values and Ethics 2.4	SCW551: LO2. SCW557: LO3. SCW652: Module descriptor; LO2; LO3; LO4 SCW659: Module descriptor; LO3.
	Recognise and manage the impact on people of the power invested in your role – Diversity 3.3	
	Demonstrate the ability to engage with people and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3	
2.9 recognise the power dynamics in relationships with service users and carers and be able to manage those dynamics	Recognise and manage the impact on people of the power invested in your role – Diversity 3.3	SCW551: Module descriptor; LO2. SCW552: Module descriptor; LO1.

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
appropriately	Recognise the impact of self in interaction with others, making appropriate use of personal experience – Professionalism 1.6	SCW652: Module descriptor; LO2; LO3; LO4
2.10 understand what is required of them by the Health and Care Professions Council	Be able to meet the requirements of the professional regulator – Professionalism 1.1	SCW556: Module descriptor; LO1. SCW557: Module descriptor; LO1. SCW659: Module descriptor; LO 1. SCW654: Module descriptor; LO 1. SCW656: Module descriptor; LO 1.
3 be able to maintain fitness to practise	With support, take steps to manage and promote own safety, health, wellbeing and emotional resilience – Professionalism 1.10	SCW551: LO4. SCW556: Module descriptor; LO6. SCW657: LO3
	Be able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession – Professionalism 1.2	SCW652: Module descriptor; LO 1; LO2; LO3; LO4 SCW654: Module descriptor; LO2 SCW658: LO6
3.1 understand the need to maintain high standards of personal and professional conduct	Be able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession – Professionalism 1.2	SCW556: Module descriptor; LO1. SCW557: LO2; LO4. SCW659: LO2; LO4.

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	Demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness – Professionalism 1.4	SCW654: Module descriptor; LO 2.
3.2 understand the importance of maintaining their own health and wellbeing	With support, take steps to manage and promote own safety, health, wellbeing and emotional resilience – Professionalism 1.10	SCW551: LO4. SCW556: Module descriptor; LO1. SCW654: LO 3. SCW656: LO 3.
3.3 understand both the need to keep skills and knowledge up-to-date and the importance of career-long learning	Demonstrate a commitment to your continuous learning and development – Professionalism 1.9	SCW551: LO4. SCW556: Module descriptor; LO6. SCW657: LO3. SCW652: Module descriptor; LO 1; LO2; LO3; LO6 SCW658: LO6
3.4 be able to establish and maintain personal and professional boundaries	Be able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession – Professionalism 1.2	SCW557: LO4. SCW556: Module descriptor; LO1; LO6. SCW557: LO2; LO4. SCW659: LO 2; LO4.
	Be able to recognise and maintain personal and professional boundaries – Professionalism 1.7	SCW654: Module descriptor; LO 2.

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
3.5 be able to manage the physical and emotional impact of their practice	With support, take steps to manage and promote own safety, health, wellbeing and emotional resilience – Professionalism 1.10	SCW556: Module descriptor ; LO1; LO6. SCW654: LO 3. SCW656: LO 3.
4 be able to practise as an autonomous professional, exercising their own professional judgement	Understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy and discretion – Contexts and Organisations 8.2	SCW551: LO4. SCW552: LO3. SCW557: LO4. SCW659: Module descriptor; LO4; LO5. SCW654: Module descriptor; LO2; LO4; LO5.
	Apply imagination, creativity and curiosity to practice – Critical Reflection and Analysis 6.1	SCW658: LO6
	Recognise the importance of, and begin to demonstrate, professional leadership as a social workers – Professional Leadership 9.1	SCW656: LO3; LO4; LO6
4.1 be able to assess a situation, determine its nature and severity and call upon the required knowledge and experience to deal with it	Recognise complexity, multiple factors, changing circumstances and uncertainty in people’s lives, to be able to prioritise your intervention – Intervention and Skills 7.10	SCW557: LO1; LO4 . SCW652: Module descriptor; LO 1; LO2; LO3; LO4 SCW659: LO1; LO4.
	Demonstrate an holistic approach to the identification of needs, circumstances, rights, strengths and risks – Intervention and Skills 7.4	SCW654: Module descriptor; LO 1; LO2; LO3; LO4; LO5. SCW656: LO2; LO3; LO4; LO5.

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	Select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service users – Intervention and Skills 7.5	
	Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence and to prevent harm – Intervention and Skills 7.6	
	Begin to formulate and make explicit, evidence-informed judgements – Critical Reflection and Analysis 6.6	
4.2 be able to initiate resolution of issues and be able to exercise personal initiative	Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence and to prevent harm – Intervention and Skills 7.6	SCW657: LO2. SCW652: Module descriptor; LO1; LO2; LO3; LO4 SCW654: Module descriptor; LO 1; LO2; LO3; LO4; LO5.
	Apply imagination, creativity and curiosity to practice – Critical Reflection and Analysis 6.1	SCW658: LO6

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	<p>Recognise complexity, multiple factors, changing circumstances and uncertainty in people's lives, to be able to prioritise your intervention – Intervention and Skills 7.10</p> <p>Inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources – Critical Reflection and Analysis 6.2</p>	SCW656: LO2; LO3; LO4; LO5
<p>4.3 recognise that they are personally responsible for, and must be able to justify, their decisions and recommendations</p>	<p>Begin to formulate and make explicit, evidence-informed judgements – Critical Reflection and Analysis 6.6</p>	<p>SCW657: Module descriptor; LO2; LO3. SCW654: Module descriptor; LO1; LO2; LO3; LO4; LO5. SCW658: Module descriptor; LO6.</p>
<p>4.4 be able to make informed judgements on complex issues using the information available</p>	<p>Inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources – Critical Reflection and Analysis 6.2</p>	<p>SCW557: LO1; LO4. SCW657: LO2 SCW659: LO1; LO4.</p>
<p>4.5 be able to make and receive referrals appropriately</p>	<p>Demonstrate an holistic approach to the identification of needs, circumstances, rights, strengths and risks – Intervention and Skills 7.4</p>	<p>SCW652: Module descriptor; LO1; LO2; LO3; LO4</p>

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade – Intervention and Skills 7.2	SCW654: Module descriptor; LO 1; LO2; LO3; LO4; LO5. SCW656: LO2; LO3; LO4; LO5
5 be aware of the impact of culture, equality and diversity on practice	Understand how an individual's identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to understand their experiences, questioning assumptions where necessary – Diversity 3.1	SCW552: Module descriptor; LO1. SCW557: Module descriptor; LO1; LO3. SCW554: Module descriptor; LO4. SCW555: Module descriptor; LO1; LO2. SCW652: Module descriptor; LO2; LO3; LO4
	Understand, identify and apply in practice the principles of social justice, inclusion and equality – Rights, Justice and Economic Wellbeing 4.1	SCW659: Module descriptor; LO1; LO3. SCW654: Module descriptor; LO3; LO4. SCW656: LO3; LO4.
	Recognise the impact of poverty and social exclusion and promote enhanced economic status through access to education, work, housing, health services and welfare benefits – Rights, Justice and Economic Wellbeing 4.4	

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
<p>5.1 be able to reflect on and take account of the impact of inequality, disadvantage and discrimination on those who use social work services and their communities</p>	<p>Understand how an individual's identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to understand their experiences, questioning assumptions where necessary – Diversity 3.1</p> <p>Recognise the impact of poverty and social exclusion and promote enhance economic status through access to education, work, housing, health services and welfare benefits – Rights, Justice and Economic Wellbeing 4.4</p>	<p>SCW551: LO3. SCW552: Module descriptor; LO1; LO4. SCW557: Module descriptor; LO1; LO3. SCW554: Module descriptor; LO4. SCW555: Module descriptor; LO1; LO2. SCW652: Module descriptor; LO2; LO3; LO4 SCW659: Module descriptor; LO1; LO3. SCW654: Module descriptor; LO3; LO4. SCW656: LO3; LO4.</p>
<p>5.2 understand the need to adapt practice to respond appropriately to different groups and individuals</p>	<p>Understand how an individual's identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to understand their experiences, questioning assumptions where necessary – Diversity 3.1</p>	<p>SCW552: LO1; LO2. SCW554: Module descriptor; LO3. SCW652: Module descriptor; LO2; LO3; LO4 SCW654: Module descriptor; LO3; LO4. SCW656: LO3; LO4.</p>

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
<p>5.3 be aware of the impact of their own values on practice with different groups of service users and carers</p>	<p>Manage potentially conflicting or competing values, and with guidance, recognise, reflect on, and work with ethical dilemmas – Values and Ethics 2.3</p>	<p>SCW551: LO4. SCW556: LO3. SCW652: Module descriptor; LO 1; LO2; LO3; LO6 SCW656: LO3; LO4</p>
	<p>Recognise and, with support, manage the impact of own values on professional practice – Values and Ethics 2.2</p>	
<p>5.4 understand the impact of different cultures and communities and how this affects the role of the social worker in supporting service users and carers</p>	<p>Understand how an individual’s identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to understand their experiences, questioning assumptions where necessary – Diversity 3.1</p>	<p>SCW552: Module descriptor; LO1. SCW557: LO3. SCW554: LO3. SCW652: Module descriptor; LO2; LO3; LO4 SCW659: LO3. SCW654: Module descriptor; LO3; LO4. SCW656: LO3; LO4.</p>
	<p>Recognise how systemic approaches can be used to understand the person-in-the-environment and inform your practice – Knowledge 5.5</p>	

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	With reference to current legislative requirements, recognise personal and organisational discrimination and oppression and with guidance make use of a range of approaches to challenge them – Diversity 3.2	
6 be able to practise in a non-discriminatory manner	With reference to current legislative requirements, recognise personal and organisational discrimination and oppression and with guidance make use of a range of approaches to challenge them – Diversity 3.2	<p>SCW551: LO1; LO3; LO4. SCW552: Module descriptor; LO2. SCW557: LO3. SCW652: LO3. SCW659: LO3. SCW654: Module descriptor; LO4. SCW656: LO3.</p>

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
<p>6.1 be able to work with others to promote social justice, equality and inclusion</p>	<p>Understand, identify and apply in practice the principles of social justice, social inclusion and equality – Rights, Justice and Economic Wellbeing 4.1</p>	<p>SCW554: LO2; LO3. SCW555: LO1; LO2. SCW556: LO2; LO7. SCW557: LO3; LO5. SCW652: Module descriptor; LO2; LO3; LO4 SCW659: LO3; LO5; LO6 SCW654: Module descriptor; LO3; LO4. SCW656: LO3; LO4.</p>
<p>6.2 be able to use practice to challenge and address the impact of discrimination, disadvantage and oppression</p>	<p>With reference to current legislative requirements, recognise personal and organisational discrimination and oppression and with guidance make use of a range of approaches to challenge them – Diversity 3.2</p>	<p>SCW554: LO2; LO3. SCW555: LO1; LO2. SCW556: LO2; LO7. SCW557: LO3; LO5. SCW659: LO3; LO5; LO6. SCW656: LO3; LO4.</p>

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
7 be able to maintain confidentiality	Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing – Values and Ethics 2.6	SCW551: LO4. SCW552: LO3. SCW557: LO2. SCW554: LO2; LO3.
	Recognise and promote individuals' rights to autonomy and self-determination – Values and Ethics 2.5	SCW652: Module descriptor; LO3; LO4 SCW654: LO1; LO2; LO3; LO4.
	Demonstrate skills in sharing information appropriately and respectfully – Intervention and Skills 7.9	SCW656: Module descriptor; LO3; LO4; LO6
7.1 be able to understand and explain the limits of confidentiality	Understand and apply the profession's ethical principles and legislation, taking account of these in reaching decisions – Values and Ethics 2.1	SCW551: LO4. SCW552: LO3. SCW557: LO3; LO5.
	Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing – Values and Ethics 2.6	SCW659: LO3; LO5; LO6. SCW654: LO1; LO2; LO3; LO4.

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
<p>7.2 be able to recognise and respond appropriately to situations where it is necessary to share information to safeguard service users and carers or others</p>	<p>Understand and apply the profession's ethical principles and legislation, taking account of these in reaching decisions – Values and Ethics 2.1</p>	<p>SCW557: LO1; LO2; LO3; LO5. SCW554: LO2; LO3. SCW659: LO1; LO2; LO3; LO5; LO6. SCW654: LO1; LO2; LO3; LO4. SCW656: Module descriptor; LO3; LO4; LO6</p>
	<p>Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing – Values and Ethics 2.6</p>	
<p>8 be able to communicate effectively</p>	<p>Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples' ages, comprehension and culture – Intervention and Skills 7.1</p>	<p>SCW552: Module descriptor; LO2. SCW652: LO2; LO3; LO4 SCW656: Module descriptor; LO3; LO4; LO6</p>
	<p>Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade – Intervention and Skills 7.2</p>	
<p>8.1 be able to use interpersonal skills and appropriate forms of verbal and non-verbal communication with service users, carers and others</p>	<p>Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples' ages, comprehension and culture – Intervention and Skills 7.1</p>	<p>SCW552: Module descriptor; LO2. SCW652: Module descriptor; LO2; LO3; LO4</p>

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
<p>8.2 be able to demonstrate effective and appropriate skills in communicating advice, instruction, information and professional opinion to colleagues, service users and carers</p>	<p>Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade – Intervention and Skills 7.2</p>	<p>SCW552: Module descriptor; LO2. SCW557: LO4; LO5. SCW659: LO4; LO5. SCW654: LO1. SCW656: LO3; LO4.</p>
<p>8.3 understand the need to provide service users and carers with the information necessary to enable them to make informed decisions or to understand the decisions made</p>	<p>Demonstrate respectful partnership work with service users and carers, eliciting and respecting their needs and views, and promoting their participation in decision-making wherever possible – Values and Ethics 2.4</p> <p>Recognise and promote individuals’ rights to autonomy and self-determination – Values and Ethics 2.5</p>	<p>SCW552: Module descriptor; LO2. SCW652: Module descriptor; LO1; LO2; LO3; LO4</p>
<p>8.4 understand how communication skills affect the assessment of and engagement with service users and carers</p>	<p>Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples’ ages, comprehension and culture – Intervention and Skills 7.1</p> <p>Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3</p>	<p>SCW552: Module descriptor; LO2. SCW652: Module descriptor; LO2; LO3; LO4</p>

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
<p>8.5 understand how the means of communication should be modified to address and take account of a range of factors including age, capacity, learning ability and physical ability</p>	<p>Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples' ages, comprehension and culture – Intervention and Skills 7.1</p>	<p>SCW552: Module descriptor; LO2. SCW652: Module descriptor; LO2; LO3; LO4 SCW654: LO1. SCW656: LO3; LO4.</p>
	<p>Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade – Intervention Skills 7.2</p>	
	<p>Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3</p>	
<p>8.6 be aware of the characteristics and consequences of verbal and non-verbal communication and how this can be affected by a range of factors including age, culture, disability, ethnicity, gender, religious beliefs and socio-economic status</p>	<p>Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples' ages, comprehension and culture – Intervention and Skills 7.1</p>	<p>SCW552: Module descriptor; LO2. SCW652: Module descriptor; LO2; LO3; LO4 SCW654: LO1. SCW656: LO3; LO4.</p>
	<p>Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3</p>	

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
8.7 understand the need to draw upon available resources and services to support service users' and carers' communication, wherever possible	Recognise the value of, and aid access to independent advocacy – Rights, Justice and Economic Wellbeing 4.5	SCW552: Module descriptor; LO2. SCW557: LO3; LO5. SCW659: LO3; LO5.
8.8 be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5	Be able to meet the requirements of the professional regulator – Professionalism 1.1	SCW656: LO1.
8.9 be able to engage in inter-professional and inter-agency communication	Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7	SCW557: LO1; LO2; LO3; LO4; LO5. SCW659: LO1; LO2; LO3; LO4; LO5; LO6. SCW654: LO2; LO3; LO4. SCW656: LO3; LO4.
	Be able to work within an organisation's remit and contribute to its evaluation and development – Contexts and Organisations 8.4	
8.10 be able to listen actively to service users and carers and others	Demonstrate the ability to engage with people and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3	SCW552: Module descriptor; LO2. SCW652: Module descriptor; LO1; LO2; LO3; LO4

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	Value and take account of the expertise of service users, carers and professionals – Knowledge 5.12	
8.11 be able to prepare and present formal reports in line with applicable protocols and guidelines	Maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgment and organisational responsibilities – Intervention and Skills 7.8	SCW654: LO1. SCW656: LO6.
9 be able to work appropriately with others	Demonstrate the ability to engage with people and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3	SCW557: Module descriptor: LO1; LO2; LO3. SCW652: Module descriptor; LO1; LO2; LO3; LO4
	Understand and respect the role of others within the organisation and work effectively with them – Contexts and Organisations 8.5	SCW659: Module descriptor; LO1; LO2; LO3. SCW654: Module descriptor; LO3; LO4.
	Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7	SCW656: LO3; LO4.

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
<p>9.1 understand the need to build and sustain professional relationships with service users, carers and colleagues as both an autonomous practitioner and collaboratively with others</p>	<p>Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3</p> <p>Recognise the impact of self in interaction with others, making appropriate use of personal experience – Professionalism 1.6</p> <p>Understand and respect the role of others within the organisation and work effectively with them – Contexts and Organisations 8.5</p> <p>Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7</p>	<p>SCW551: LO1. SCW554: LO1; LO3. SCW556: LO2; LO7. SCW557: Module descriptor; LO1; LO2; LO3. SCW652: Module descriptor; LO1; LO2; LO3; LO4 SCW659: Module descriptor; LO1; LO2; LO3. SCW654: Module descriptor; LO3; LO4. SCW656: LO3; LO4.</p>
<p>9.2 be able to work with service users and carers to enable them to assess and make informed decisions about their needs, circumstances, risks, preferred options and resources</p>	<p>Demonstrate respectful partnership work with service users and carers, eliciting and respecting their needs and views and promoting their participation in decision-making wherever possible – Values and Ethics 2.4</p>	<p>SCW551: LO1. SCW554: LO1; LO3. SCW652: Module descriptor; LO1; LO2; LO3; LO4</p>

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
<p>9.3 be able to work with service users and carers to promote individual growth, development and independence and to assist them to understand and exercise their rights</p>	<p>Recognise and promote individuals' rights to autonomy and self-determination – Values and Ethics 2.5</p> <hr/> <p>Select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service users – Intervention and Skills 7.5</p>	<p>SCW551: LO1. SCW554: LO1; LO3. SCW652: Module descriptor; LO1; LO2; LO3; LO4</p>
<p>9.4 be able to support service users' and carers' rights to control their lives and make informed choices about the services they receive</p>	<p>Recognise and promote individuals' rights to autonomy and self-determination – Values and Ethics 2.5</p> <hr/> <p>Recognise the value of, and aid access to, independent advocacy – Rights, Justice and Economic Wellbeing 4.5</p> <hr/> <p>Value and take account of the expertise of service users, carers and professionals – Knowledge 5.12</p>	<p>SCW554: LO1; LO3.. SCW652: Module descriptor; LO1; LO2; LO3; LO4</p>
<p>9.5 be able to support the development of networks, groups and communities to meet needs and outcomes</p>	<p>Recognise how the development of community resources, groups and networks enhance outcomes for individuals – Intervention and Skills 7.7</p>	<p>SCW551: LO1. SCW554: LO1; LO3.</p>

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
<p>9.6 be able to work in partnership with others, including those working in other agencies and roles</p>	<p>Demonstrate respectful partnership work with service users and carers, eliciting and respecting their needs and views and promoting their participation in decision-making wherever possible – Values and Ethics 2.4</p>	<p>SCW551: LO1. SCW554: LO1; LO3. SCW556: LO2; LO7. SCW557: LO2. SCW652: Module descriptor; LO1; LO2; LO3; LO4 SCW654: Module descriptor; LO3; LO4. SCW656: LO3; LO4. SCW659: LO2.</p>
	<p>Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7</p>	
	<p>Be able to work within an organisation’s remit and contribute to its evaluation and development – Contexts and Organisations 8.4</p>	
	<p>Understand and respect the role of others within the organisation and work effectively with them – Contexts and Organisations 8.5</p>	
	<p>Recognise the value of, and contribute to, supporting the learning and development of others – Professional Leadership 9.2</p>	

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
<p>9.7 be able to contribute effectively to work undertaken as part of a multi-disciplinary team</p>	<p>Take responsibility for your role and impact within teams and be able to contribute positively to effective team working – Contexts and Organisations 8.6</p>	<p>SCW556: LO2; LO7. SCW656: LO4; LO5.</p>
<p>9.8 recognise the contribution that service users' and carers' own resources and strengths can bring to social work</p>	<p>Value and take account of the expertise of service users, carers and professionals – Knowledge 5.12</p> <p>Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice – Knowledge 5.7</p>	<p>SCW554: LO1; LO3. SCW652: Module descriptor; LO1; LO2; LO3; LO4</p>
<p>9.9 be able to work with resistance and conflict</p>	<p>Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships – Intervention and Skills 7.3</p> <p>Recognise the factors that create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself and contribute to the assessment and management of risk – Intervention and Skills 7.12</p>	<p>SCW652: Module descriptor; LO1; LO2; LO3; LO4</p>

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice – Knowledge 5.7	
9.10 be able to understand the emotional dynamics of interactions with service users and carers	<p>Recognise the impact of self in interaction with others, making appropriate use of personal experience – Professionalism 1.6</p> <p>Acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience – Knowledge 5.6</p>	<p>SCW551: LO1; LO4. SCW554: LO1; LO3. SCW556: LO2; LO7. SCW652: Module descriptor; LO1; LO2; LO3; LO4 SCW656: LO4; LO5.</p>
10 be able to maintain records appropriately	Maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgement and organisational responsibilities – Intervention and Skills 7.8	<p>SCW557: LO4. SCW659: LO4. SCW654: LO1; LO2. SCW656: LO1; LO2; LO6.</p>

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
<p>10.1 be able to keep accurate, comprehensive and comprehensible records in accordance with applicable legislation, protocols and guidelines</p>	<p>Maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgement and organisational responsibilities – Intervention and Skills 7.8</p>	<p>SCW557: LO4. SCW659: LO4. SCW654: LO1; LO2. SCW656: LO1; LO2; LO6.</p>
<p>10.2 recognise the need to manage records and all other information in accordance with applicable legislation, protocols and guidelines</p>	<p>Maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgement and organisational responsibilities – Intervention and Skills 7.8</p>	<p>SCW659: LO4. SCW654: LO1; LO2. SCW656: LO1; LO2; LO6.</p>
<p>11 be able to reflect on and review practice</p>	<p>Demonstrate a capacity for logical, systematic, critical and reflective reasoning and apply the theories and techniques of reflective practice – Critical Reflection and Analysis 6.4</p> <p>Apply imagination, creativity and curiosity to practice – Critical Reflection and Analysis 6.1</p>	<p>SCW551: Module descriptor; LO3. SCW552: LO4. SCW555: Module descriptor. SCW556: Module aim. SCW657: Module descriptor; LO2; LO3. SCW654: Module descriptor; LO1; LO2; LO3; LO4; LO5. SCW658: Module descriptor; LO5; LO6. SCW656: LO2; LO4.</p>

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
<p>11.1 understand the value of critical reflection on practice and the need to record the outcome of such reflection appropriately</p>	<p>Demonstrate a capacity for logical, systematic, critical and reflective reasoning and apply the theories and techniques of reflective practice – Critical Reflection and Analysis 6.4</p>	<p>SCW551: Module descriptor; LO3. SCW552: LO4. SCW555: Module descriptor. SCW556: Module aim. SCW557: LO1; LO2; LO3. SCW657: Module descriptor; LO2; LO3. SCW659: Module descriptor; LO1; LO2; LO5. SCW654: Module descriptor; LO1; LO2; LO3; LO4; LO5. SCW658: Module descriptor; LO5; LO6. SCW656: LO2; LO4.</p>
<p>11.2 recognise the value of supervision, case reviews and other methods of reflection and review</p>	<p>Demonstrate an effective and active use of supervision for accountability, professional reflection and development – Professionalism 1.3</p> <p>Know how to formulate, test, evaluate, and review hypotheses in response to information available at the time and apply in practice – Critical Reflection and Analysis 6.5</p>	<p>SCW551: LO4. SCW556: LO5. SCW652: Module descriptor; LO 1; LO2; LO3; LO6 SCW654: Module descriptor; LO 4. SCW656: Module descriptor; LO 4; LO5.</p>

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
<p>12 be able to assure the quality of their practice</p>	<p>Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health – Knowledge 5.1</p>	<p>SCW551: LO4. SCW556: LO5. SCW557: Module descriptor; LO1; LO2; LO3; LO4; LO5. SCW657: Module descriptor; LO1; LO2; LO3. SCW659: Module descriptor; LO1; LO2; LO3; LO4; LO5; LO6. SCW654: Module descriptor; LO1; LO2; LO3; LO4. SCW658: Module descriptor; LO5; LO6. SCW656: LO4; LO5.</p>
	<p>Demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognising the scope for professional judgement – Knowledge 5.2</p>	
	<p>Recognise the contribution, and begin to make use, of research to inform practice – Knowledge 5.10</p>	
<p>12.1 be able to use supervision to support and enhance the quality of their social work practice</p>	<p>Demonstrate an effective and active use of supervision for accountability, professional reflection and development – Professionalism 1.3</p>	<p>SCW551: LO4. SCW556: LO5. SCW656: LO5.</p>
<p>12.2 be able to contribute to processes designed to evaluate service and individual outcomes</p>	<p>Select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service users – Intervention and Skills 7.5</p>	<p>SCW552: Module descriptor; LO2; LO3. SCW554: Module descriptor; LO1. SCW555: Module descriptor; LO1; LO2; LO3; LO4.</p>

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health – Knowledge 5.1	SCW657: Module descriptor; LO1; LO2: LO3. SCW652: Module descriptor; LO2: LO3. SCW654: Module descriptor; LO1; LO2: LO3; LO4.
	Be able to work within an organisation’s remit and contribute to its evaluation and development – Contexts and Organisations 8.4	SCW658: Module descriptor; LO5; LO6. SCW656: LO2; LO3.
12.3 be able to engage in evidence-informed practice, evaluate practice systematically and participate in audit procedures	Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health – Knowledge 5.1	SCW552: Module descriptor; LO2; LO3. SCW554: Module descriptor; LO1. SCW555: Module descriptor: LO1; LO2; LO3; LO4. SCW557: LO1; LO4.
	Demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognising the scope for professional judgement – Knowledge 5.2	SCW657: Module descriptor; LO1; LO2: LO3. SCW659: Module descriptor; LO1; LO2; LO3; LO4: LO5.

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	Be able to work within an organisation's remit and contribute to its evaluation and development – Contexts and Organisations 8.4	SCW654: Module descriptor; LO1; LO2. SCW658: Module descriptor; LO5; LO6. SCW656: LO2; LO3. SCW659: LO1; LO4.
13 understand the key concepts of the knowledge base relevant to their profession	Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health – Knowledge 5.1	SCW552: Module descriptor; LO2; LO3. SCW554: Module descriptor; LO1. SCW555: Module descriptor: LO1; LO2; LO3; LO4. SCW557: LO1; LO2; LO5.
	Demonstrate a critical knowledge of the range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them – Knowledge 5.8	SCW657: Module descriptor; LO1; LO2: LO3. SCW652: Module descriptor; LO2: LO3. SCW659: LO1; LO2; LO5.
	Demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognising the scope for professional judgement – Knowledge 5.2	SCW654: Module descriptor; LO1; LO2: LO3; LO4. SCW658: Module descriptor; LO5; LO6. SCW656: LO2; LO3.

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
<p>13.1 recognise the roles of other professions, practitioners and organisations</p>	<p>Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7</p>	<p>SCW557: LO1; LO2. SCW659: LO1; LO2. SCW654: Module descriptor; LO1; LO2: LO3; LO4. SCW656: LO2; LO3.</p>
	<p>Understand and respect the role of others within the organisation and work effectively with them – Contexts and Organisations 8.5</p>	
<p>13.2 be aware of the different social and organisational contexts and settings within which social work operates</p>	<p>Understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice – Contexts and Organisations 8.3</p>	<p>SCW557: LO1; LO2; LO3; LO4; LO5. SCW659: LO1; LO2; LO3; LO4; LO5; LO6. SCW654: Module descriptor; LO1; LO2: LO3; LO4; LO5. SCW656: LO2; LO3; LO4; LO6.</p>
	<p>Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working – Contexts and Organisations 8.7</p>	
	<p>Be able to work within an organisation's remit and contribute to its evaluation and development – Contexts and Organisations 8.4</p>	

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	<p>Understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy and discretion – Contexts and Organisations 8.2</p> <p>Recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts – Contexts and Organisations 8.1</p>	
<p>13.3 be aware of changes in demography and culture and their impact on social work</p>	<p>Recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts – Contexts and Organisations 8.1</p>	<p>SCW652: Module descriptor; LO2; LO4. SCW659: Module descriptor; LO2; LO3; LO4; LO5. SCW654: Module descriptor; LO1; LO4; LO5. SCW656: LO2; LO3; LO5; LO6.</p>
<p>13.4 understand in relation to social work practice:</p> <ul style="list-style-type: none"> – social work theory; – social work models and interventions; 	<p>Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health – Knowledge 5.1</p>	<p>SCW552: Module descriptor; LO2; LO3. SCW554: Module descriptor; LO1. SCW555: Module descriptor: LO1; LO2; LO3; LO4.</p>

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
<ul style="list-style-type: none"> – the development and application of relevant law and social policy; – the development and application of social work and social work values; – human growth and development across the lifespan and the impact of key developmental stages and transitions; – the impact of injustice, social inequalities, policies and other issues which affect the demand for social work services; – the relevance of psychological, environmental, sociological and physiological perspectives to understanding personal and social development and functioning; – concepts of participation, advocacy and empowerment; and – the relevance of sociological perspectives to understanding societal and structural influences on human behaviour 	<p>Demonstrate a critical knowledge of the range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them – Knowledge 5.8</p>	<p>SCW557: LO1; LO2; LO5. SCW657: Module descriptor; LO1; LO2: LO3. SCW652: Module descriptor; LO1; LO2: LO3; LO4. SCW659: LO1; LO2; LO5. SCW654: Module descriptor; LO1; LO2: LO3; LO4. SCW658: Module descriptor; LO5; LO6. SCW656: LO2; LO3.</p>
	<p>Demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognising the scope for professional judgement – Knowledge 5.2</p>	
	<p>Demonstrate a critical understanding of social welfare policy, its evolution, implementation and impact on people, social work, other professions, and inter-agency working – Knowledge 5.9</p>	
	<p>Demonstrate and apply a working knowledge of human growth and development throughout the life course – Knowledge 5.3</p>	
	<p>Recognise how systemic approaches can be used to understand the person-in-the-environment and inform your practice – Knowledge 5.5</p>	

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	Understand and apply the profession's ethical principles and legislation, taking account of these in reaching decisions – Values and Ethics 2.1	
	Recognise the value of, and aid access to, independent advocacy – Rights, Justice and Economic Wellbeing 4.5	
	Acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience – Knowledge 5.6	
	Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice – Knowledge 5.7	
	Understand, identify and apply in practice the principles of social justice, inclusion and equality – Rights, Justice and Economic Wellbeing 4.1	

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	<p>Recognise the short and long term impact of psychological, socio-economic, environmental and physiological factors on people's lives, taking into account age and development, and how this informs practice – Knowledge 5.4</p> <p>Understand how legislation and guidance can advance or constrain people's rights and recognise how the law may be used to protect or advance their rights and entitlements – Rights, Justice and Economic Wellbeing 4.2</p> <p>Value and take account of the expertise of service users, carers and professionals – Knowledge 5.12</p>	
<p>14 be able to draw on appropriate knowledge and skills to inform practice</p>	<p>Inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources – Critical Reflection and Analysis 6.2</p>	<p>SCW552: Module descriptor; LO1; LO2; LO3; LO4. SCW557: LO2; LO3. SCW554: Module descriptor; LO2; LO3.</p>

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	Select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service users – Intervention and Skills 7.5	SCW652: Module descriptor; LO1; LO2: LO3; LO4. SCW659: LO1; LO2; LO5. SCW654: Module descriptor; LO1; LO2: LO3; LO4.
	Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence to prevent harm – Intervention and Skills 7.6	SCW656: LO2; LO3. SCW659: LO2; LO3.
14.1 be able to gather, analyse, critically evaluate and use information and knowledge to make recommendations or modify their practice	Inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources – Critical Reflection and Analysis 6.2	SCW552: Module descriptor; LO1; LO2; LO3; LO4. SCW557: LO2; LO3. SCW554: Module descriptor; LO2; LO3.
	With support, rigorously question and evaluate the reliability and validity of information from different sources – Critical Reflection and Analysis 6.3	SCW657: Module descriptor; LO3. SCW652: Module descriptor; LO2: LO3. SCW659: LO2; LO3. SCW654: Module descriptor; LO1; LO2: LO3; LO4. SCW656: LO2; LO3.

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
<p>14.2 be able to select and use appropriate assessment tools</p>	<p>Select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service users – Intervention and Skills 7.5</p>	<p>SCW552: Module descriptor; LO1; LO2; LO3; LO4. SCW554: Module descriptor; LO2; LO3. SCW652: Module descriptor; LO2: LO3. SCW654: Module descriptor; LO1; LO2: LO3; LO4.</p>
<p>14.3 be able to prepare, implement, review, evaluate, revise and conclude plans to meet needs and circumstances in conjunction with service users and carers</p>	<p>Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence to prevent harm – Intervention and Skills 7.6</p>	<p>SCW652: Module descriptor; LO2: LO3. SCW654: Module descriptor; LO1; LO2: LO3; LO4.</p>
<p>14.4 be able to use social work methods, theories and models to achieve change and development and improve life opportunities</p>	<p>Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence to prevent harm – Intervention and Skills 7.6</p>	<p>SCW552: Module descriptor; LO1; LO2; LO3; LO4. SCW554: Module descriptor; LO2; LO3. SCW652: Module descriptor; LO2: LO3. SCW654: Module descriptor; LO1; LO2: LO3; LO4.</p>

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
14.5 be aware of a range of research methodologies	Demonstrate a critical understanding of research methods – Knowledge 5.11	SCW555: Module descriptor; LO1; LO2; LO3; LO4. SCW657: Module descriptor; LO1; LO2; LO3. SCW658: Module descriptor; LO5; LO6.
14.6 recognise the value of research and analysis and be able to evaluate such evidence to inform their own practice	Recognise the contribution, and begin to make use, of research to inform practice – Knowledge 5.10	SCW555: Module descriptor; LO1; LO2; LO3; LO4. SCW657: Module descriptor; LO1; LO2; LO3. SCW658: Module descriptor; LO5; LO6.
	Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health – Knowledge 5.1	
14.7 be able to demonstrate a level of skill in the use of information technology appropriate to their practice	Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade – Intervention and Skills 7.2	SCW654: Module descriptor; LO1. SCW656: LO6.
14.8 be able to change their practice as needed to take account of new developments or changing contexts	Recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts – Contexts and Organisations 8.1	SCW557: LO1; LO2; LO3; LO4; LO5. SCW659: LO1; LO2; LO3; LO4; LO5; LO6. SCW654: Module descriptor; LO1; LO2; LO3; LO4.

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
15 be able to establish and maintain a safe practice environment	Recognise the factors that create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself and contribute to the assessment and management of risk – Intervention and Skills 7.12	SCW551: LO1; LO3; LO4. SCW552: Module descriptor; LO2. SCW654: Module descriptor; LO1; LO2: LO3. SCW656: LO2; LO3; LO6
15.1 understand the need to maintain the safety of service users, carers and colleagues	Recognise the factors that create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself and contribute to the assessment and management of risk – Intervention and Skills 7.12	SCW551: LO1; LO3; LO4. SCW552: Module descriptor; LO2. SCW654: Module descriptor; LO1; LO2: LO3. SCW656: LO2; LO3; LO6
15.2 be aware of applicable health and safety legislation and any relevant safety policies and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these	Understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy and discretion – Contexts and Organisations 8.2	SCW551: LO1; LO3; LO4. SCW552: Module descriptor; LO2. SCW557: Module descriptor; LO1; LO2; LO5. SCW659: Module descriptor; LO1; LO2; LO5.
	Understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice – Contexts and Organisations 8.3	SCW654: Module descriptor; LO1; LO2: LO3: LO5.

Standard of proficiency	Professional Capabilities Framework	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
	Identify concerns about practice and procedures and with support begin to find appropriate means of challenge – Professionalism 1.11	SCW656: LO2; LO3; LO6
15.3 be able to work safely in challenging environments, including being able to take appropriate actions to manage environmental risk	Recognise the factors that create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself and contribute to the assessment and management of risk – Intervention and Skills 7.12	SCW551: LO1; LO3; LO4. SCW552: Module descriptor; LO2. SCW654: Module descriptor; LO1; LO2: LO3. SCW656: LO2; LO3; LO6

APPENDIX 3: Learning Outcomes: Stakeholder Statements and the Professional Capability Framework (PCF) [Qualifying Social Worker Level Capabilities](#) and HCPC Standard of Proficiency for Social Workers

- 1. Professionalism:** Social workers are members of an internationally recognised profession, a title protected in UK law. Social workers demonstrate professional commitment by taking responsibility for their conduct, practice and learning, with support through supervision. As representatives of the social work profession they safeguard its reputation and are accountable to the professional regulator.

Stakeholder Statement	Professional Capability	HCPC Standard of Proficiency for Social Workers	Programme Module	Programme Learning Outcome
Demonstrate an understanding of, and meet the expectations of the profession. Conduct self in a professional manner.	Be able to meet the requirements of the professional regulator.	Understand what is required of them by the Health and Care Professions Council.	Induction. SCW652; Conduct and professionalism are monitored throughout. HCPC documentation and PCF is made available.	PLO 1; PLO 2
		Understand the need to maintain high standards of personal and professional conduct.	SCW656	PLO 1; PLO 2
Publicise and give relevant information about local services and make sure service users and carers know where they can go for help.	Be able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession.	Be able to make and receive referrals appropriately.	SCW659; SCW654	PLO 3; PLO 4

Manage the different expectations about what can reasonably be expected from this and 'signposted' services and give feedback to service providers.		Be able to establish and maintain personal and professional boundaries.	SCW659; SCW654; Staff/student liaison and via representation at Stakeholders and PLBG	PLO 1; PLO 3; PLO7
Use supervision to promote professional development and autonomy.	Demonstrate an effective and active use of supervision for accountability, professional reflection and development.	Be able to use supervision to support and enhance the quality of their social work practice.	SCW659; SCW654; SCW656 With agency supervisors, practice educators, study group tutors. Minimal standard of 1 hour per week formal supervision with agency supervisor; 1.5 hours per fortnight with practice educator.	PLO 1; PLO 3
Monitor and routinely check, using supervision, whether what is provided is the service that is needed.		Recognise the value of supervision, case reviews and other methods of reflection and review.	SCW659; SCW654; SCW656 With agency supervisors, practice educators, study group tutors. Minimal standard of 1 hour per week formal supervision with agency supervisor; 1.5 hours per fortnight with practice educator.	PLO 1; PLO 3

Conduct self in a professional manner. Be genuine and honest. Show reliability, respect, courtesy and humanity towards service users and carers.	Demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness.	Recognise that relationships with service users' and carers should be based on respect and honesty.	SCW656 Induction and throughout all modules	PLO 1; PLO 3; PLO 4; PLO 5
		Understand the need to maintain high standards of personal and professional conduct.	SCW656 Induction and throughout all modules	PLO 1; PLO 3; PLO 4; PLO 5
Take responsibility for managing your workload congruent with agency requirements and professional development needs.	Take responsibility for managing your time and workload effectively, and begin to prioritise your activity including supervision time.	Recognise the need to manage their own workload and resources and be able to practice accordingly.	SCW656	PLO 3; PLO 6
Identify timescales for your work and resource implications.				
Be aware of the importance of timing and be sensitive to service users' and carers' needs with regard to this.				
Demonstrate an understanding of the complex nature of you own and others identity, and examine the implications for practice.	Recognise the impact of self in interaction with others, making appropriate use of personal experience.	Be aware of the impact of their own values on practice with different groups of service users and carers.	Values and Ethics are contained within all modules.	PLO 1; PLO 3; PLO 4; PLO 5
Be aware of own values and prejudices and how these may influence your approach and practice.		Recognise the power dynamics in relationships with service users and carers and be able to manage those dynamics appropriately.	Values and Ethics are contained within all modules.	PLO 1; PLO 3; PLO 4; PLO 5

Maintain confidence in the possibility of positive change.		Be able to understand the emotional dynamics of interactions with service users and carers.	Values and Ethics are contained within all modules.	PLO 1; PLO 3; PLO 4; PLO 5
Build relationships appropriate to role and purpose – avoiding professional distance or over-involvement.	Be able to recognise and maintain personal and professional boundaries.	Be able to establish and maintain personal and professional boundaries.	SCW652; SCW659; SCW654	PLO 3; PLO 4;
Follow agency policies and procedures about accepting gifts from service users and carers.				
Demonstrate that you are reflective and can make realistic self-assessments; demonstrate the confidence to acknowledge what you don't know.	Recognise your professional limitations and how to seek advice.	Know the limits of their practice and when to seek advice or refer to another professional.	SCW652; SCW659; SCW654	PLO 1; PLO 3; PLO 4
Take responsibility with others for any personal difficulties or limitations that might affect your ability to do your job competently and safely.				
Acknowledge that learning is a continuous process, taking responsibility for your own professional development.	Demonstrate a commitment to your continuing learning and development.	Understand both the need to keep skills and knowledge up-to-date and the importance of career-long learning.	SCW657; SCW659; SCW656	PLO 3; PLO 4

Be active in self-briefing about developments in your own and other disciplines using opportunities to contribute to and critically analyse research.				
Behave in ways that will keep you and others safe from violence and abuse. With supervision and other support, recognise and manage the personal impact of work being undertaken.	With support, take steps to manage and promote own safety, health, wellbeing and emotional resilience.	Be aware of applicable health and safety legislation and any relevant safety policies and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these.	SCW659; SCW654; SCW656	PLO 1; PLO 3; PLO 5
Explore background situation and tune into current circumstances including aspects of health and safety for service users, carers and workers.		Understand the importance of maintaining their own health and well-being.	SCW659; SCW656; Study groups	PLO 1; PLO 3; PLO 5
		Be able to manage the physical and emotional impact of their practice.	SCW659; SCW656	PLO 3; PLO 5
		Be able to work safely in challenging environments including taking appropriate actions to manage environmental risk.	SCW654; SCW656	PLO 3; PLO 5
Network, evaluate and share good practice methods. Identify concerns about practice to appropriate agency / university staff.	Identify concerns about practice and procedures and, with support, begin to find appropriate means of challenge.	Understand the need to address practices which present a risk to or from service users' and carers, or others.	SCW654; SCW656; Study groups	PLO 1; PLO 3; PLO 5

Identify and report gaps in the provision of services and routinely inform agencies about them.				
Demonstrate the confidence to challenge bad practice.		Understand the need to protect, safeguard and promote the wellbeing of children, young people and vulnerable adults.	SCW654; SCW656; Study groups	PLO 1; PLO 3; PLO 4; PLO 5
Enable individuals and groups to use informal and formal complaints procedures.				

2. Values and Ethics: Apply social work ethical principles and values to guide professional practice: Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making, including through partnership with people who use their services. Social workers are knowledgeable about the value base of their profession, its ethical standards and relevant law.

Stakeholder Statement	Professional Capability	HPC Standard of Proficiency for Social Workers	Programme Module	Programme Learning Outcome
Understand and apply the ethical and legal practice standards or guidelines for health and social care.	Understand and apply the profession's ethical principles and legislation, taking account of these in reaching decisions.	Understand what is required of them by the Health and Care Professions Council.	SCW656; Study groups	PLO 3; PLO 4; PLO 5
		Understand in relation to social work practice: the development and application of social work and social work values.	SCW656; Study groups	PLO 3; PLO 4; PLO 5
		Understand in relation to social work practice: the development and application of relevant law and social policy.	SCW659; Study groups	PLO 3; PLO 4; PLO 5

Be aware of your own values and prejudices and how these may influence your approach and practice.	Recognise and, with support, manage the impact of own values on professional practice.	Be aware of the impact of own values on practice with different groups and individuals.	Values and Ethics are contained within all modules. Staff/student liaison and via representation at Programme meetings	PLO 3
Recognise the complex nature of personal, professional and ethical dilemmas and conflicts of interest in practice. Manage these with supervision and other support.	Manage potentially conflicting or competing values, and, with guidance, recognise, reflect on, and work with ethical dilemmas.	Be able to manage competing or conflicting interests.	SCW657	PLO 3
		Be able to initiate resolution of issues and be able to exercise personal initiative.	SCW657	PLO 3; PLO 4; PLO 5
		Be able to work with resistance and conflict.	SCW652	PLO 3; PLO 4; PLO 5
Seek opportunities to ensure that service users' and carers' voices are heard and that their views remain central to assessment and planning processes.	Demonstrate respectful partnership work with service users and carers, eliciting and respecting their needs and views, and promoting their participation in decision-making wherever possible.	Understand the need to respect and uphold the rights, dignity, values and autonomy of every service user and carer.	SCW659; SCW654; Study groups	PLO 3
Always be sensitive to service users, carers, colleagues, professionals and people from other agencies, recognising how work is tailored to different settings.		Understand the need to adapt practice to respond appropriately to different groups and individuals.	SCW652; SCW656	PLO 6

Seek and act on critical feedback from service users, carers, colleagues, linked professionals and other agencies.		Understand how communication skills affect the assessment of and engagement with service users and carers.	SCW656; SCW654; SCW652	PLO 6
		Understand the need to draw upon available resources and services to support service users' and carers' communication, wherever possible.	SCW657; SCW656	PLO A5; PLO 6
		Be able to work with service users and carers to enable them to assess and make informed decisions about their needs, circumstances, risks, preferred options and resources.	SCW659; SCW656	PLO 5; PLO 6;
		Be able to work in partnership with others, including those working on other agencies and roles.	SCW659; SCW656; Staff/student liaison and via representation at programme meetings	PLO 5; PLO 6
Promote the independence of service users whilst protecting them from harm.	Recognise and promote individuals' rights to autonomy and self-determination.	Be able to work with service users and carers to promote individual growth, development and independence and to assist them to understand and exercise their rights.	SCW656; SCW654	PLO 3; PLO 4; PLO 5
		Understand the need to provide service users and carers with the	SCW656; SCW654; Study	PLO 3; PLO 4; PLO 5

		information necessary to enable them to make informed decisions or to understand the decisions made.	groups	
Promote the rights of service users and carers through managed, positive risk taking.		Understand in relation to social work practice: concepts of participation, advocacy and empowerment.	SCW652; SCW656; Study groups	PLO 3; PLO 4; PLO 5
		Be able to support service users' and carers' rights to control their lives and make informed choices about the services they receive.	SCW656; SCW654; Study groups	PLO 3; PLO 4; PLO 5
Understand the complexity of confidentiality and accountability; checking out each situation and reviewing it at every stage.	Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing.	Be able to understand and explain the limits of confidentiality.	SCW659; SCW656; Study groups	PLO 3; PLO 4; PLO 5
Recognise and work with conflicts inherent in sharing information without betraying personal trust and rights to confidentiality.		Be able to recognise and respond appropriately to situations where it is necessary to share information to safeguard service users and carers and others.	SCW659; SCW656; Study groups	PLO 3; PLO 4; PLO 5

- 3. Diversity: Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice:** Social workers understand that diversity characterises and shapes human experience and is critical to the formation of identity. Diversity is multi-dimensional and includes race, disability, class, economic status, age, sexuality, gender and transgender, faith and belief. Social workers appreciate that, as a consequence of difference, a person’s life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim, and are able to challenge appropriately.

Stakeholder Statement	Professional Capability	HCPC Standard of Proficiency for Social Workers	Programme Module	Programme Learning Outcome
Recognise and discuss theories on identity formation.	Understand how an individual’s identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to understand their experiences, questioning assumptions where necessary.	Understand the impact of different cultures and communities and how this affects the role of the social worker in supporting service users and carers.	SCW658; SCW652	PLO 4; PLO 5; PLO 7
Make use of local, national and international research to develop your understanding of issues to do with race and culture.		Be aware of the characteristics and consequences of verbal and non-verbal communication and how this can be affected by a range of factors including disability, culture, age, ethnicity, gender, religious beliefs and socio-economic status.	SCW656	PLO 4; PLO 5; PLO 7

Demonstrate the ability to ask questions around identity, culture, spirituality and heritage as is relevant to the assessment of another's situation, with sensitivity and respect.		Be able to reflect on and take account of the impact of inequality, disadvantage and discrimination on those who use social work services and their communities	SCW656; SCW652	PLO 4; PLO 5; PLO 7
Demonstrate an understanding of power and the impact of oppression and discrimination. Critically analyse a range of approaches to anti-oppressive practice and consider how you are transferring ideas to inform your own anti-racist within anti-oppressive practice.	With reference to current legislative requirements, recognise personal and organisational discrimination and oppression and with guidance make use of a range of approaches to challenge them.	Understand the impact of different cultures and communities and how this affects the role of the social worker in supporting service users and carers.	SCW656; SCW652	PLO 4; PLO 5; PLO 7
Demonstrate an understanding of legislation relating to race equality, social justice and human rights, including your agencies equality procedures. Explore how this impacts on practice.	With reference to current legislative requirements, recognise personal and organisational discrimination and oppression and with guidance make use of a range of approaches to challenge them.	Be able to exercise authority as a social worker within appropriate legal and ethical frameworks.	SCW656; SCW654; SCW659	PLO 4; PLO 5; PLO 7
Take appropriate action to reduce social injustice on the grounds of racism and other forms of oppression.		Be able to use practice to challenge and address the impact of discrimination, disadvantage and oppression.	SCW656; Study groups	PLO 4; PLO 5; PLO 7

Recognise and be sensitive to the power invested in you, including legal powers.	Recognise and manage the impact on people of the power invested in your role.	Recognise the power dynamics in relationships with service users and carers and be able to manage those dynamics appropriately.	SCW656; SCW652; Study groups	PLO 4; PLO 5; PLO 7
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- 4. Rights, Justice and Economic Wellbeing: Advance human rights and promote social justice and economic well-being:** Social workers recognise the fundamental principles of human rights and equality, and that these are protected in national and international law, conventions and policies. They ensure these principles underpin their practice. Social workers understand the importance of using and contributing to case law and applying these rights in their own practice. They understand the effects of oppression, discrimination and poverty.

Stakeholder Statement	Professional Capability	HCPC Standard of Proficiency for Social Workers	Programme Module	Programme Learning Outcome
Show an ability to critically reflect on, analyse and respond to issues of race equality and diversity, and examine your own views.	Understand, identify and apply in practice the principles of social justice, inclusion and equality.	Be able to work with others to promote social justice, equality and inclusion.	SCW656; SCW652; Study groups	PLO 3; PLO 4; PLO 5; PLO 6
		Understand in relation to social work practice: the impact of injustice, social inequalities, policies and other issues which affect the demand for social work services.	SCW656; SCW652; Study groups	PLO 3; PLO 4; PLO 5; PLO 6
Demonstrate an understanding of legislation and guidance relating to race equality, social justice and human rights. Identify how you might apply this to promote social justice, inclusion and equality.	Understand how legislation and guidance can advance or constrain people's rights and recognise how the law may be used to protect or advance their rights and entitlements.	Understand current legislation applicable to the work of their profession. Understand the need to promote the best interests of service users and carers at all times.	All modules and study groups	PLO 3; PLO 4; PLO 5; PLO 6

Work with human rights and equalities legislation, managing complex situations where there are differing views, needs and priorities. Work towards reconciling conflicting individual and public perspectives.	Work within the principles of human and civil rights and equalities legislation, differentiating and beginning to work with absolute, qualified and competing rights and differing needs and perspectives.	Understand the need to respect and uphold the rights, dignity, values and autonomy of every service user and carer.		PLO 3; PLO 4; PLO 5; PLO 6
Be sensitive to and take action to address issues that affect peoples' life chances, e.g. financial position, poor housing, lack of educational opportunities and other sources of disadvantage.	Recognise the impact of poverty and social exclusion and promote enhanced economic status through access to education, work, housing, health services and welfare benefits.	Understand the need to promote the best interests of service users' and carers at all times.	All modules and study groups	PLO 3; PLO 4; PLO 5; PLO 6
Identify unmet need and respond to it appropriately e.g. liaising with community groups to develop services, advocating on behalf of service users.		Be able to reflect on and take account of the impact of inequality, disadvantage and discrimination on those who use social work services and their communities	SCW657; SCW658	PLO 4; PLO 5; PLO 7
Empower people to build networks that encourage and support strategic alliances, including independent advocacy.	Recognise the value of – and aid access to – independent advocacy.	Understand the need to draw upon available resources and services to support service users' and carers' communication wherever possible	SCW656; Study groups	PLO 6

- 5. Knowledge: Apply knowledge of social sciences, law and social work practice theory:** Social workers understand psychological, social, cultural, spiritual and physical influences on people; human development throughout the life span and the legal framework for practice. They apply this knowledge in their work with individuals, families and communities. They know and use theories and methods of social work practice.

Stakeholder Statement	Professional Capability	HCPC Standard of Proficiency for Social Workers	Programme Module	Programme Learning Outcome
Critically evaluate and apply local, national and international research and theory relevant to your work in the practice setting.	Demonstrate a critical understanding of the application to social work of research, theory, knowledge from sociology, social policy, psychology and health.	Recognise that they are personally responsible for, and must be able to justify, their decisions and recommendations.	SCW654; SCW656	PLO 8
		Be able to engage in evidence-informed practice, evaluate practice systematically and participate in audit procedures.	SCW657; SCW658	PLO 8
Demonstrate a critical understanding of the legal and policy framework (including agency policy) underpinning eligibility criteria for services to which individuals and carers are entitled.	Demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognising the scope for professional judgement.	Understand current legislation applicable to the work of their profession.	All modules and study groups	PLO 3; PLO 4; PLO 5
		Understand in relation to social work practice: the development and application of relevant law and social policy.	All modules and study groups	PLO 3; PLO 4; PLO 5
Be holistic – assess the whole person within their psycho-social and ecological systems and with reference to the person’s position within the life course.	Demonstrate and apply to practice a working knowledge of human growth and development throughout the life course.	Understand in relation to social work practice: human growth and development across the lifespan and the impact of key developmental stages and	SCW652; Study groups	PLO 8

		transitions.		
Recognise the impact of political, social, economic and environmental factors on people's lives and how resource availability impacts upon practice.	Recognise the short and long term impact of psychological, socio-economic, environmental and psychological factors on people's lives, taking into account age and development, and how this informs practice.	Understand in relation to social work practice: the relevance of psychological, environmental, sociological and physiological perspectives to understanding personal and social development and functioning.	SCW652	PLO 4; PLO 8
Apply the required skills and knowledge to work systemically in multi-disciplinary settings and in assessing, planning and intervening within the context of multi-agency working.	Recognise how systemic approaches can be used to understand the person-in-the-environment and inform your practice.	Be able to gather, analyse, critically evaluate and use information and knowledge to make recommendations or modify their practice.	SCW657; SCW658	PLO 4; PLO 8
Critically evaluate and apply knowledge on attachment, separation and loss.	Acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience.	Be able to understand the emotional dynamics of interactions with service users and carers.	SCW656; Study groups	PLO 4; PLO 8
Work with individuals and groups to manage change and to promote individual growth, development, independence and resilience.				

Recognise existing and potential forms of harm and levels of risk, and make realistic assessments with service users and carers that respect their choices and rights.	Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice.	Be able to recognise signs of harm, abuse and neglect and know how to respond appropriately.	SCW654; SCW656; Study groups	PLO 4; PLO 8
Critically evaluate and apply social work theory and associated models and methods relevant to the work of the practice setting.	Demonstrate a critical knowledge of the range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them.	Understand in relation to social work practice: social work theory and social work models and methods.	SCW652; SCW658; SCW659; SCW654; SCW656; Study groups	PLO 4; PLO 8
		Be able to use social work methods, theories and models to achieve change and development and improve life opportunities.	SCW652; SCW658; SCW659; SCW654; SCW656; Study groups	PLO 4; PLO 8
Demonstrate a critical understanding of the historical and current social policy framework (including agency policy) and its implications for people, social work practice and networked professions /	Demonstrate a critical understanding of social welfare policy, its evolution, implementation and impact on people, social work, other professions, and inter-agency working.	Understand in relation to social work practice: the relevance of sociological perspectives to understanding societal and structural influences on human behaviour.	SCW652; Study groups	PLO 3; PLO 4; PLO 5; PLO 6

agencies.				
Identify, critically evaluate (including methodology) and apply local, national and international research relevant to informing your work in the practice setting.	Recognise the contribution, and begin to make use, of research to inform practice.	Be aware of a range of research methodologies.	SCW657; SCW658	PLO 8;
	Demonstrate a critical understanding of research methods.	Recognise the value of research and analysis and be able to evaluate such evidence to inform their own practice.	SCW657; SCW658	PLO 8;
Give equal weight to the particular expertise of everyone involved maintaining their trust and confidence.	Value and take account of the expertise of service users, carers and professionals.	Be able to prepare, implement, review, evaluate, revise and conclude plans to meet needs and circumstances in conjunction with service users and carers.	SCW659; SCW654; SCW656	PLO A; PLO C; PLO D
Evaluate care packages and other service provision, ensuring that verbal and non-verbal feedback from service users and carers is always taken into account.				

6. Critical reflection and Analysis - Apply critical reflection and analysis to inform and provide a rationale for professional decision-making: Social workers are knowledgeable about and apply the principles of critical thinking and reasoned discernment. They identify, distinguish, evaluate and integrate multiple sources of knowledge and evidence. These include practice evidence, their own practice experience, service user and carer experience together with research-based, organisational, policy and legal knowledge. They use critical thinking augmented by creativity and curiosity.

Stakeholder Statement	Professional Capability	HCPC Standard of Proficiency for Social Workers	Programme Module	Programme Learning Outcome
Show you can take initiative.	Apply imagination, creativity and curiosity to practice.	Be able to initiate resolution of issues and be able to exercise personal initiative.	SCW659; SCW654; SCW656; Study groups	PLO 4; PLO 6
Engage with people without using stereotypical knowledge and with a curiosity to understand multi-cultural perspectives and others' lives.				
Use information from multiple sources but form your own opinion, not taking prior sources of information as infallible, differentiating judgemental statements from fact.	Inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources.	Be able to make informed judgements on complex issues using the information available.	SCW654; SCW659; SCW656; Study groups	PLO 4; PLO 5; PLO 6; PLO 7
Use ICT to discover relevant information that improves your understanding of an individual's circumstances and the advice				

you may provide.				
Use supervision and other support to critically evaluate information gained from multiple sources.	With support, rigorously question and evaluate the reliability and validity of information from different sources.	Be able to make informed judgements on complex issues using the information available.		PLO 4; PLO 5
Consider the social and financial costs of different courses of action taking into account organisational and individual choice and resources.		Be able to gather, analyse, critically evaluate and use information and knowledge to make recommendations or modify their practice.	SCW659; SCW654; SCW656; Study groups	PLO 4; PLO 5
Demonstrate reflective reasoning to identify the values, skills and knowledge needed to inform your practice.	Demonstrate a capacity for logical, systematic, critical and reflective reasoning and apply theories and techniques of reflective practice.	Understand the value of critical reflection on practice and the need to record the outcome of such reflection appropriately.	SCW656; SCW654	PLO 4; PLO 5
Use reflection to evaluate and record what did and did not work.				
Learn from "near misses".				
Use supervision, role play and rehearsal as part of preparing for new situations and to critically evaluate hypothesis.	Know how to formulate, test, evaluate, and review hypotheses in response to information available at the	Recognise the value of supervision, case reviews and other methods of reflection and review.	SCW656; SCW654	PLO 3; PLO 4; PLO 5

Support and encourage action research involving other students, service users', carers and professionals.	time and apply in practice.	Be able to change their practice as needed to take account of new developments or changing contexts.	SCW652; SCW656	PLO 5; PLO 6
Form plans and intervention methods which have clear goals and explanations of methods and underpinning evidence, research and theory.	Begin to formulate and make explicit, evidence-informed judgements and justifiable decisions.	Be able to engage in evidence-informed practice, evaluate practice systematically and participate in audit procedures.	SCW657; SCW658	PLO 3; PLO 4; PLO 5
		Recognise that they are personally responsible for, and must be able to justify, their decisions and recommendations.	SCW654; SCW656; Study groups	PLO 3
		Be able to assess a situation, determine its nature and severity and call upon the required knowledge and experience to deal with it.	All modules and study groups	PLO 3; PLO 4; PLO 5

- 7. Intervention and Skills: Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse:** Social workers engage with individuals, families, groups and communities, working alongside people to assess and intervene. They enable effective relationships and are effective communicators, using appropriate skills. Using their professional judgement, they employ a range of interventions: promoting independence, providing support and protection, taking preventative action and ensuring safety whilst balancing rights and risks. They understand and take account of differentials in power, and are able to use authority appropriately. They evaluate their own practice and the outcomes for those they work with.

Stakeholder Statement	Professional Capability	HCPC Standard of Proficiency for Social Workers	Programme Module	Programme Learning Outcome
Identify, evaluate and apply relevant communication methods in planning, intervening and reviewing, ensuring these are tailored to individual need.	Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with peoples' age, comprehension and culture.	Be able to use interpersonal skills and appropriate forms of verbal and non-verbal communication with service users, carers and others.	SCW652; SCW656; Study groups	PLO 3; PLO 6
		Understand how the means of communication should be modified to address and take account of a range of factors including age, capacity, physical / learning ability.	SCW654; SCW652; SCW656; Study groups	PLO 3; PLO 6
Make assessments of strengths, needs, risks and circumstances, ensuring that everyone who needs to know is informed.	Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade.	Be able to demonstrate effective and appropriate skills in communicating advice, instruction, information and professional opinion to colleagues, service users and carers.	SCW656; Study groups	PLO 3; PLO 6
Obtain and communicate appropriate knowledge in compliance with legislative frameworks.				

Define and negotiate own role and expectations of the relationship with service users', carers and professionals.	Demonstrate the ability to engage with people and build, manage, sustain and conclude compassionate and effective relationships.	Understand the need to build and sustain professional relationships with service users, carers and colleagues as both an autonomous practitioner and collaboratively with others.	SCW693; SCW652; SCW656; Study groups; Staff/student liaison and via representation at programme meetings	PLO 3
Establish and maintain supportive networks in partnership with service users', carers and professionals.		Be able to actively listen to service users, carers and others.	SCW659; SCW652; SCW656; Study groups	PLO 3
Disengage from individuals and groups appropriately.		Understand how communication skills affect the assessment of and engagement with service users and carers.	SCW659; SCW652; SCW656; Study groups	PLO 3
Be holistic – assess the whole person within their psycho-social and ecological systems identifying needs, strengths, risks and resilience factors.	Demonstrate a holistic approach to the identification of needs, circumstances, rights, strengths and risks.	Be able to undertake assessments of risk, need, capacity and respond appropriately.	SCW654; SCW656	PLO 3; PLO 4
		Be able to assess a situation, determine its nature and severity and call upon the required knowledge and experience to deal with it.	SCW654; SCW656	PLO 3; PLO 4
Apply knowledge and associated models and methods to help individuals and groups assess needs and achieve and evaluate interventions in relation to	Select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with	Select and use appropriate assessment tools. Be able to assess a situation, determine its nature and severity and call upon required knowledge and	All modules and study groups	PLO 3; PLO 4

planned outcomes.	service users.	experience to deal with it.		
Evaluate, select and apply knowledge and a range of associated models and methods to promote positive change and to manage risk.	Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence and to prevent harm.	Be able to use social work methods, theories and models to achieve change and development and improve life opportunities.	SCW652; SCW659; SCW654; SCW656	PLO 3; PLO 4
Encourage service users and carers in strengthening their support networks (formal and informal) using knowledge of what is available and would actually help.	Recognise how the development of community resources, groups and networks enhance outcomes for individuals.	Understand the need to draw upon available resources and services to support service users' and carers' communication, wherever possible.	SCW656; Study groups	PLO 4; PLO 5; PLO 6
Identify opportunities to form and support community resources and groups.		Be able to support the development of networks, groups and communities to meet needs and outcomes.	SCW656; Study groups	PLO 4; PLO 5; PLO 6
Write reports and keep records that are suitable for purpose [i.e. for the agency, for service users and carers, for yourself as an aide memoire, and in case of future investigations].	Maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgement and organisational responsibilities.	Be able to prepare and present formal reports in line with applicable protocols and guidelines.	SCW656; Study groups	PLO 3; PLO 4; PLO 5
Maintain good records as a discipline in itself that helps to organise thoughts, plan		Be able to keep accurate, comprehensive and comprehensible records in	SCW656; Study groups	PLO 3; PLO 4; PLO 5

intervention and facilitate reflection.		accordance with applicable legislation.		
		Recognise the need to manage records and all other information in accordance with applicable legislation, protocols and guidelines.	SCW656; Study groups	PLO 3; PLO 4; PLO 5
Recognise and work with conflicts inherent in sharing information, balancing personal trust and rights to confidentiality with professional and legal accountability.	Demonstrate skills in sharing information appropriately and respectfully.	Be able to recognise and respond appropriately to situations where it is necessary to share information to safeguard service users and carers and others.	SCW654; SCW656; Study groups	PLO 3; PLO 4; PLO 5
Work in partnership with service users to respond to changing circumstances, fluctuating needs and risk, and shifting priorities.	Recognise complexity, multiple factors, changing circumstances and uncertainty in people's lives, to be able to prioritise your intervention.	Be able to recognise and respond appropriately to unexpected situations and manage uncertainty.	SCW654; SCW659; SCW656; Study groups	PLO 3; PLO 4; PLO 5; PLO 6
Make sure service users' and carers know what action the agency is taking e.g. the results of an review, any changes of worker, any changes of service etc.		Be able to initiate resolution of issues and be able to exercise personal initiative.	SCW654; SCW659; SCW656; Study groups	PLO 3; PLO 4; PLO 5; PLO 6
Sensitively implement the power invested in the social work role, including legal powers. Use supervision to reflect on this within a framework of	Understand the authority of the social work role and begin to use this appropriately as an accountable professional.	Be able to exercise authority as a social worker within the appropriate legal and ethical frameworks.	SCW659; SCW654; SCW656	PLO 3; PLO 4; PLO 5; PLO 6

professional accountability.				
Ensure interventions are as unthreatening as possible.				
Explore background situations and tune into current circumstances relating to health and safety, and risk to service users, carers, workers and the public.	Recognise the factors that create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself, and contribute to the assessment and management of risk.	Be able to recognise signs of harm, abuse and neglect and know how to respond appropriately.	SCW654; SCW656; Study groups	PLO 3; PLO 4
With guidance, identify responses to crisis situations and to safeguard vulnerable people, recognising when urgent response is required.	With support, identify appropriate responses to safeguard vulnerable people and promote their well-being.	Understand the need to protect, safeguard and promote the wellbeing of children, young people and vulnerable adults.	SCW654; SCW656; Study groups	PLO 3; PLO 4
		Understand the need to maintain the safety of both service users and carers.	SCW654; SCW656; Study groups	PLO 3; PLO 4

- 8. Contexts and organisations: Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional partnerships and settings:** Social workers are informed about and pro-actively responsive to the challenges and opportunities that come with changing social contexts and constructs. They fulfil this responsibility in accordance with their professional values and ethics, both as individual professionals and as members of the organisation in which they work. They collaborate, inform and are informed by their work with others, inter-professionally and with communities.

Stakeholder Statement	Professional Capability	HCPC Standard of Proficiency for Social Workers	Programme Module	Programme Learning Outcome
Consider social and financial costs of different courses of action taking into account organisational and political context, resources, and individual choice.	Recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts.	Be aware of the different social and organisational contexts and settings within which social work operates.	SCW659; SCW656	PLO 4; PLO 5; PLO 6; PLO 7
Understand how political processes, legal frameworks, current policies, funding streams and resource availability impact upon the duties, responsibilities and practice of your agency, yourself and networked professions.	Understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy and discretion.	Be able to work in partnership with others, including those working in other agencies and roles.	SCW659; SCW656; Study groups; Staff/student liaison and via representation at programme meetings	PLO 4; PLO 5; PLO 6; PLO 7
	Understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice.	Be aware of the different social and organisational contexts and settings within which social work operates.	SCW659; SCW656; Study groups	PLO 4; PLO 5; PLO 6; PLO 7

Define and negotiate own role within the agency, establishing expectations of the relationship and lines of accountability.	Be able to work within an organisation's remit and contribute to its evaluation and development.	Be able to contribute to processes designed to evaluate service and individual outcomes.	SCW657; SCW659; SCW656	PLO 4; PLO 5; PLO 6; PLO 7
Argue the relative cost of providing existing services and "tailor-made" services.				
Establish and maintain networks with colleagues and linked professionals.	Understand and respect the role of others within the organisation and work effectively with them.	Recognise the roles of other professions, practitioners and organisations.	SCW659; SCW654; SCW656; Staff/student liaison and via representation at programme meetings	PLO 4; PLO 5; PLO 6
Seek and act on critical feedback from service users, carers, colleagues, linked professionals and other agencies to enhance own development and contribution to the agency.	Take responsibility for your role and impact within teams and be able to contribute positively to effective team working.	Be able to contribute effectively to work undertaken as part of a multi-disciplinary team.	SCW659; SCW654; SCW656	PLO 4; PLO 5; PLO 6

Promote communication and continuity between agencies and professionals (fight fragmentation)	Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working.	Be able to engage in inter-professional and inter-agency communication.	SCW659; SCW654; SCW656; Staff/student liaison and via representation at programme meetings	PLO 4; PLO 5; PLO 6
		Be able to work in partnership with others, including those working in other agencies and roles.	SCW659; SCW654; SCW656; Staff/student liaison and via representation at programme meetings	PLO 4; PLO 5; PLO 6
Publicise and give relevant information about local projects and services and make sure service users' and carers know where they can go for help.		Understand the need to provide service users and carers with the information necessary to enable them to make informed decisions or to understand decisions made.	SCW654; SCW656; Study groups	PLO 4; PLO 5; PLO 6

- 9. Professional Leadership: Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management:** The social work profession evolves through the contribution of its members in activities such as practice research, supervision, assessment of practice, teaching and management. An individual's contribution will gain influence when undertaken as part of a learning, practice-focused organisation. Learning may be facilitated with a wide range of people including social work colleagues, service users and carers, volunteers, foster carers and other professionals.

Stakeholder Statement	Professional Capability	HPC Standard of Proficiency for Social Workers.	Programme Module	Programme Learning Outcome
Demonstrate understanding of your agencies organisational culture and the effect of different leadership style. Model positive attributes of professional leadership in your	Recognise the importance of, and begin to demonstrate, professional leadership as a social worker.	Be able to practice as an autonomous professional, exercising their own professional judgement.	SCW657; SCW656; Study groups	PLO 4; PLO 5; PLO 6

own practice.				
Be active in sharing good practice methods with colleagues and other professionals e.g. involving service users and carers; sharing new information etc.	Recognise the value of, and contribute to supporting learning and development of others.	Be able to engage in inter-professional and inter-agency communication.	SCW659; SCW654; SCW656	PLO 4; PLO 5; PLO 6

