

## DOCUMENTATION FOR REVIEW BY PANEL

The School should submit the compiled set of course documentation to the Validation Secretary at **least 3 weeks before the date** set for the Validation Panel.

SECTION A: KEY DETAILS	
Full title and award of the course (and code if existing)	BA (Hons) Social Work
Owning School and Department	School of Education and Social Work Department of Social Work and Social Care
Academic year of introduction	2019
FHEQ Level	4 - 6
Name of Course Convenor <sup>1</sup>	Rose Parkes

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<sup>1</sup> There should be a single identified course convenor for each new course.

## **SECTION B: Narrative of course pedagogical vision and practice (Max 1000 words)**

Please use the prompts below to provide a full account of the pedagogy and strategic vision underpinning the course and module design, noting you do not need to use these exact subheadings.

### **Students**

- Numbers, characteristics, needs – consideration of protected characteristics, abilities and trends in student performance, achievement and progression
- Recruitment, retention, progression and achievement
- How student views and feedback have been and will be taken into account in the design and development of this course

### **Curriculum**

- The academic rationale for the course
- How curriculum is appropriate to the abilities and needs of anticipated students
- How will curriculum promote achievement and progression of all learning outcomes at the intended level(s)

### **Support and guidance**

- Opportunities for academic support and guidance, curricular choices
- Opportunities for personal development planning (skills development and career planning for instance)
- Pastoral support
- Inclusive pedagogical approaches to support all students and address needs of students with protected characteristics

In 2017 the Independent Jersey Care Inquiry published its findings into the care system in Jersey. One of the concerns raised in the report was an over-reliance on locums / short-term contracts in children's services. This has led to the States of Jersey acknowledging a need to train on-island social workers. Whilst social work training in the UK has been available to people from Jersey, there has been no on-island provision for people unable to study abroad. This proposed partnership between the University of Sussex and Highlands College will address that issue.

### **Students**

The BA (Hons) Social Work course has been advertised in Jersey and there has been a high level of interest shown, particularly from mature people who have not been able to study off-island due to work / family commitments. In addition, several students on the Access to HE course at Highlands College have expressed interest in training to become social workers. The course should, therefore, help to meet the widening participation agenda of University College Jersey. It is planned that between 12-20 people will be selected for the first cohort and each subsequent annual intake thereafter. As this will be the first delivery of the course, it is not possible to comment on protected characteristics, abilities and trends in student performance, achievement and progression.

The curriculum will promote achievement and progression of all learning outcomes at the intended levels as it has been designed to test students' learning in an incremental and gradual way. For example, the Research Minded Project in the third year will test the students' cumulative knowledge in an extended dissertation of 8000 words. A full breakdown of the course learning outcomes and how each module meets these can be found in Section D of this document.

Students' views will be obtained through feedback mechanisms such as Module and Programme Evaluations, Programme Management Committees and participation in the Qualifying Course Management Committee, which will be set up to oversee and manage the

design and development of the course. Teaching staff will also informally check with students on their progress in weekly classes.

## **Curriculum**

Staff from the University of Sussex will, initially undertake most of the teaching (as per Section J of this document) to ensure the programme is delivered as it has been designed. However, this involvement will gradually decrease as Highlands staff take on more responsibility for the delivery. A variety of teaching methods will be utilized including face-to-face delivery, online learning resources and virtual classrooms via Skype.

As indicated above, this course is being adopted so that the States of Jersey have a pool of qualified and suitably trained on-island social workers available from which to recruit. The overarching aims of the course are to enable students to become social work practitioners who are:

- competent and research-minded;
- able to critically reflect and able to take effective decisions in a context of complexity, change and uncertainty;
- able to identify and manage the impact of working in difficult situations, including with the distress of vulnerable people;
- committed to the values of social work and to ethical and anti-oppressive practice; and
- able to practice in accordance with the requirements of the Professional Capabilities Framework (PCF) for Social Work.

The course will build incrementally so that students develop their knowledge, skills and values as their learning progresses. In the first year, students will be assessed in terms of their 'readiness for practice' prior to completion of a 70 days practice placement in year two and 100 days in year three. These two practice placements are designed to enable students to apply their theoretical learning to practice and to develop their skills in critical reflection. At the same time, they will work on evidencing competence in line with the PCF.

Whilst the course is approved by the Health and Care Professions Council (HCPC) (the UK Regulator for Social Work in England) for delivery by the University of Sussex in the UK, the nature of the partnership with Highlands College means that HCPC approval cannot be sought. Despite this, the programme being adopted by Highlands College will be delivered in line with the University of Sussex provision in order to maintain its professional and academic integrity. This means that the same curriculum will be followed as approved by the HCPC with the addition of supplementary content pertaining to Jersey law, policy and practice. This should ensure that the programme is fit-for-purpose and will meet the needs of both service users and employers.

## **Support and guidance**

All students on the course will be allocated a Personal Tutor and will be offered regular individual and group tutorials in order to monitor academic and placement progress. With regards to curricular choices, students will be able to choose their own topic for the Research Methods module assessment and undertake an 8000 words dissertation on a subject of their choice but, apart from these two choices, they will follow a prescribed programme as all modules are compulsory and no optional modules are offered.

Students with declared disabilities will be able to access the Disabled Student's Allowance process through the States of Jersey Student Finance Office and any identified needs will be met through the Learning Support Team at Highlands College. All teaching materials will be made available online in advance so that students can access these in a range of suitable formats.

The Highlands College Approach sets out how teaching and resources promote inclusion through effective use of socially and culturally diverse and accessible examples. In addition, tutors will model best practice using inclusive language and attitude, being quick to challenge inappropriate comments and / or behaviours. The Highlands College Fitness to Study policy outlines how the college is committed to supporting all students to fulfil their potential. It recognises that on occasion health issues, both mental health, and occasionally physical health, and personal circumstances may impact on an individual's ability to study. Where concerns arise, Highlands College will refer to Student Life to look at appropriate support and guidance.

Personal development planning is a key feature of this course as students will complete their Personal/Professional Development Plan (PPDP) as part of their practice learning. This plan will travel with the student throughout their developing social work career and will chart their goals, activities and learning achieved at each PCF level. As they progress through their course, the PPDP will be revisited to note incremental achievements, developmental needs and any actions required to meet the relevant PCF domains. As such, the PPDP will chart each student's continual professional development. Students should consider learning gained through academic modules, experience on placement and practice development workshops when completing this form.

SECTION C: COURSE STRUCTURE					
FULL TIME – YEAR 1					
Module Title	FHEQ Level	Credit weighting	Core or Option	New or existing	If there are option groupings, please detail these
<b>TERM 1</b>					
L5087 Introduction to Professional and Learning and Development - Part One	4	15	Core	Existing Sussex Module	
L5091 Values, Ethics and Theories	4	15	Core	Existing Sussex Module	
L5092 Law for Social Work	4	30	Core	Existing Sussex Module	
<b>TERM 2</b>					
L5088 Contexts of Social Work	4	15	Core	Existing Sussex Module	
L5089 Human Growth & Development	4	30	Core	Existing Sussex Module	
L5090 Introduction to Professional and Learning and Development - Part Two	4	15	Core	Existing Sussex Module	
<b>Total credits for the year should equal 120 for Undergraduate</b>					

Please repeat as required for each subsequent Undergraduate academic year.

SECTION C: COURSE STRUCTURE					
FULL TIME – YEAR 2					
Module Title	FHEQ Level	Credit weighting	Core or Option	New or existing	If there are option groupings, please detail these
<b>TERM 1</b>					
L5093 Social Work with Adults, their Families and Carers	5	30	Core	Existing Sussex Module	
L5094 Social Work with Children, Young People and Families	5	30	Core	Existing Sussex Module	
<b>TERM 2</b>					
L5097 Research Methods	5	15	Core	Existing Sussex Module	
L5095 Practice Learning 1	5	45	Core	Existing Sussex Module	
<b>Total credits for the year should equal 120 for Undergraduate</b>					

Please repeat as required for each subsequent Undergraduate academic year.

SECTION C: COURSE STRUCTURE					
FULL TIME – YEAR 3					
Module Title	FHEQ Level	Credit weighting	Core or Option	New or existing	If there are option groupings, please detail these
<b>TERM 1</b>					
L5096 Understanding Organisations, Management and Interprofessional Practice	6	15	Core	Existing Sussex Module	
L5068 Practice Learning 2	6	60	Core	Existing Sussex Module	
L5023 Research Minded Project (Dissertation)	6	45	Core	Existing Sussex Module	
<b>TERM 2</b>					
L5068 Practice Learning 2 (cont.)	6	60	Core	Existing Sussex Module	
L5023 Research Minded Project (Dissertation) (cont.)	6	45	Core	Existing Sussex Module	
<b>Total credits for the year should equal 120 for Undergraduate</b>					

Please repeat as required for each subsequent Undergraduate academic year.

## SECTION D: Course Learning Outcomes Map

### Mapping Key for Undergraduate courses:

A = where course learning outcomes are expected to be demonstrated through assessment

D = undergraduate courses only – where students are formally assessed on their developing skills and knowledge in relation to a specific learning outcome, as Course Learning Outcomes are written at the level of award and so will not be met in full at levels 4 & 5. This allows the panel to see how all modules contribute to the Course Learning Outcomes without the student being able to secure the award from taking one or two modules.

Course Learning Outcomes	Title and code of relevant module												
	L5089 Human Growth & Development	L5088 Contexts of Social Work	L5087 Introduction to Professional and Learning Development – Part One	L5092 Law for Social Work	L5091 Values, Ethics and Theories	L5090 Introduction to Professional and Learning Development – Part Two	L5093 Social Work with Adults, their Families & Carers	L5094 Social Work with Children, Young People and Families	L5097 Research Methods	L5095 Practice Learning 1	L5096 Understanding Organisations, Management and Interprofessional Practice	L5068 Practice Learning 2	L5023 Research Minded Project (Dissertation)
1. Critically evaluate and apply knowledge for effective social work practice in a welfare society, responsive to issues of social exclusion and social justice.	D	D	D	D	D	D	D	D		D	A	A	A
2. Critically evaluate and apply knowledge for effective social work practice in a legal framework.			D	D		D	D	D		D	A	A	A
3. Plan, undertake and evaluate effective social work practice that is responsive to issues of diversity, discrimination and oppression.	D				D					D		A	A



	L5089 Human Growth & Development	L5088 Contexts of Social Work	L5087 Introduction to Professional and Learning Development –	L5092 Law for Social Work	L5091 Values, Ethics and Theories	L5090 Introduction to Professional and Learning Development –	L5093 Social Work with Adults, their Families & Carers	L5094 Social Work with Children, Young People and Families	L5097 Research Methods	L5095 Practice Learning 1	L5096 Understanding Organisations, Management and Interprofessional Practice	L5098 Practice Learning 2	L5023 Research Minded Project (Dissertation)
4. Plan, undertake and evaluate effective ethically based social work practice with service users in a range of statutory, voluntary and independent settings.					D		D	D		D		A	
5. Plan, undertake and evaluate effective social work practice in a complex context, often multi-professional and characterized by change and uncertainty.										D	A	A	
6. Understand and evaluate social work research and employ research mindedness in practice.			D			D	D	D	D	D	A	A	A
7. Integrate theoretical and practice-based learning and apply this learning creatively, critically and ethically in practice.			D			D	D			D	A	A	
8. Evidence through academic work and practice related written work a critical and evaluative approach to examining a range of social problems and experiences.			D			D	D	D		D	A	A	A

## SECTION E: COURSE LEARNING OUTCOMES

Course learning outcomes should be expressed as the minimum achievement of students successfully completing the course of study. The course learning outcomes will be used as the basis for full course development and you should identify outcomes in the areas of both knowledge and skills.

Please ensure that these are aligned to the FHEQ Level of the qualification and the relevant Subject Benchmark.

By the end of the course, a successful student should be able to:

<b>LO1</b>	Critically evaluate and apply knowledge for effective social work practice in a welfare society, responsive to issues of social exclusion and social justice.
<b>LO2</b>	Critically evaluate and apply knowledge for effective social work practice in a legal framework.
<b>LO3</b>	Plan, undertake and evaluate effective social work practice that is responsive to issues of diversity, discrimination and oppression.
<b>LO4</b>	Plan, undertake and evaluate effective ethically based social work practice with service users in a range of statutory, voluntary and independent settings.
<b>LO5</b>	Plan, undertake and evaluate effective social work practice in a complex context, often multi-professional and characterized by change and uncertainty.
<b>LO6</b>	Understand and evaluate social work research and employ research mindedness in practice.
<b>LO7</b>	Integrate theoretical and practice-based learning and apply this learning creatively, critically and ethically in practice.
<b>LO8</b>	Evidence through academic work and practice related written work a critical and evaluative approach to examining a range of social problems and experiences.

## SECTION F: QAA SUBJECT BENCHMARK

**Name of QAA Benchmark (if applicable)**

**Social Work** ([https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-social-work-16.pdf?sfvrsn=1d95f781\\_10](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-social-work-16.pdf?sfvrsn=1d95f781_10))

**Please indicate how the course meets the benchmark standards through the outcomes of the course**

The QAA Subject Benchmark Statement for Social Work sets out how graduating students must achieve 'a sound understanding of the five core areas of knowledge and understanding relevant to social work' (2016, p24). The five core areas are: social work theory; values and ethics; service users and carers; the nature of social work practice; and leadership, organisation and delivery of Social Work services. In addition to these five areas, students need to demonstrate problem-solving skills; communication skills; skills in working with others; personal and professional development; and use of technology and numerical skills. Social work theory is covered in all modules on the programme (LO1-LO8) and values and ethics feature in the module L5091 Values, Ethics and Theories (LO1 & 3). Services user and carer perspectives are embedded throughout the programme (LO1-8), whilst the nature of social work practice is examined in L5088 Contexts of Social Work (LO1). Leadership,

organisation and delivery of Social Work services appears in the module L5096 Understanding Organisations, Management and Interprofessional Practice (LO1, 2, 5-8). All the skills identified in the QAA Benchmark are developed throughout students' learning on the course. For example, they utilise technology to plan and write their assignments, to communicate with professionals whilst on placement, and engage in data analysis when undertaking their research projects. The modules L5087 Introduction to Professional and Learning and Development - Part One and L5090 Introduction to Professional and Learning and Development - Part Two require students to complete Personal/Professional Development Plans (LO1-2, 6-8). Communication skills, problem-solving and work with others are developed through all modules and, particularly, during practice placements (LO1-8).

## SECTION G: COURSE REGULATIONS

Please note that all requests for a derogation from the Examination and Assessment Regulations must be submitted to the Examination and Assessment Regulation Sub-committee and cannot be approved by the validation panel.

**If relevant, please identify any named exit awards and the specific requirements for each.**

1. **BA in Social Care** for students who achieve 300 credits but who do not pass the final placement.
2. **Diploma of Higher Education in Social Care** for students who achieve 240 credits by successfully completing all the academic requirements of Stage 1 and Stage 2 of the course.
3. **Certificate of Higher Education in Social Care** for students who achieve 120 credits by successfully completing all the academic requirements of Stage 1 of the course.

**Please indicate whether there are plans to seek external accreditation of the course. If so, please identify the intended body and the anticipated timescale**

Not applicable.

SECTION H: MAP OF COURSE ASSESSMENT (please indicate formative assessments in italic font)						
Year/Term/Week	Module Code & Title	Details of Exam/Assessment	Set by	Marked by	Moderated by	Notes
<i>e.g. Y1/T1/W1</i>	<i>PH101 Philosophy 101</i>	<i>3,000 essay</i>	<i>Sussex, GH</i>	<i>Highlands, CD</i>	<i>Sussex, GH</i>	<i>Prerequisite for module x</i>
Y1/A1/W1	L5087 Introduction to Professional and Learning Development – Part One	Portfolio	Sussex, TC	Sussex, TC and Highlands, RP	Sussex, RM	
Y1/T2/W12	L5088 Contexts of Social Work	Report on Research	Sussex, HLC	Sussex, HLC and Highlands, RP	Sussex, RM	
Y1/T2/W12 Y1/A2/W2	L5089 Human Growth and Development	Group Presentation Case Study	Sussex, KH	Sussex, KH and Highlands, RP	Sussex, RM	
Y1/A2/W3	L5090 Introduction to Professional and Learning Development – Part Two	Portfolio	Sussex, TC	Sussex, TC and Highlands, RP	Sussex, RM	
Y1/A1/W1	L5091 Values, Ethics and Theories	Case Study	Sussex, DO	Sussex, DO and Highlands, RP	Sussex, RM	
Y1/A1/W1 In exam period	L5092 Law for Social Work	Essay Exam	Sussex, RJ	Sussex, RJ and Highlands, RP	Sussex, RM	
Y1/T3/W-TBC	Readiness for Direct Practice	Professional Learning Development Portfolio Reflective Accounts RDP Viva	Sussex, TC	Sussex, TC and Highlands, RP	Sussex, RM	
Y2/T1/W12 Y2/A1/W1	L5093 Social Work with Adults, their Families and Carers	Group Presentation 3500-word Essay	Sussex, DO	Sussex, DO and Highlands, RP	Sussex, RM	
Y2/A1/W1	L5094 Social Work with Children, Young People and Families	3500-word Essay	Sussex, KH & JD	Sussex, KH, JD and Highlands, RP	Sussex, RM	

<b>Year/Term/Week</b>	<b>Module Code &amp; Title</b>	<b>Details of Exam/Assessment</b>	<b>Set by</b>	<b>Marked by</b>	<b>Moderated by</b>	<b>Notes</b>
<i>e.g. Y1/T1/W1</i>	<i>PH101 Philosophy 101</i>	<i>3,000 essay</i>	<i>Sussex, GH</i>	<i>Highlands, CD</i>	<i>Sussex, GH</i>	<i>Prerequisite for module x</i>
Y2/T2/W9 Y2/T2/W9 Y2/A2/W3 Y2/A2/W3	L5095 Practice Learning 1	2500-word Critical Analysis Midway File 2500-word Critical Analysis Portfolio	Sussex, KOB	Sussex, KOB and Highlands, RP	Sussex, RM	
Y2/A2/W4	L5097 Research Methods	3000-word Research Proposal	Sussex, DO	Sussex, DO and Highlands, RP	Sussex, RM	
Y3/A1/W1	L5096 Understanding Organisations, Management and Interprofessional Practice	3000-word Essay	Sussex, JD	Sussex, JD and Highlands, RP	Sussex, RM	
Y3/T2/W1 Y3/A1/W3 Y3/Easter Vacation /W2 Y3/T2/W6  Y3/T2/W11 Y3/A2/W2	L5068 Practice Learning 2	Midway File 2500-word Critical Analysis X 2 2500-word Reflective Summary  Portfolio Viva 35 minutes Individual Presentation	Sussex, KOB	Sussex, KOB and Highlands, RP	Sussex, RM	
Y3/A2/W1	L5023 Research Minded Project (Dissertation)	8000-word Dissertation	Sussex, LB	Sussex, LB and Highlands, RP	Sussex, RM	

## SECTION I: ASSESSMENT AND FEEDBACK STRATEGY (Max 1000 words)

### Assessment and feedback

Indicative headings:

- How methods of assessment are aligned with the intended learning outcomes of the course, teaching methods and resources
- How modes of assessment and feedback are aligned across the course, providing students with opportunities to develop and re-apply skills
- Areas of good and successful assessment and feedback practice that can be shared from existing modules across the curriculum
- How will examination boards operate between institutions

### Assessment Rationale

The guiding principle for assessment on the course is that there should be rigorous, fair and transparent assessment of student learning and practice. In accordance with this guiding principle, students will be entitled to receive clear, full and fair feedback that supports their ongoing learning. Assessment on the course will help students to improve their learning and provide certification to enter qualified social work practice, in line with national requirements and good practice, including the:

- Professional Capabilities Framework for Social Work
- Department of Health Requirements for Social Work Training
- Quality Assurance Agency Benchmark Statement for Social Work
- Quality Assurance Agency Framework for Higher Education Qualifications
- Health and Care Professions Council Standards of Proficiency

### Modes of Assessment

The course is committed to using a diverse range of assessment methods explicitly linked to the learning outcomes of the modules by:

- providing a range of assessment methods (such as group presentations, case studies, essays, and examinations) appropriate to the learning outcomes being assessed;
- ensuring that more than one mode of assessment will be experienced at each Level; and
- requiring a sustained and in-depth assessment in Year 3, via the Research Minded Project.

Assessment of practice on the course addresses the following requirements:

- assessment of student readiness for direct practice with service users or carers. This includes confirmation of appropriate and professional standards of behaviour;
- assessment of student practice over 170 days in at least 2 practice settings, with at least 2 user groups, and in relation to statutory social work tasks, including legal interventions, with 30 additional Practice Development Workshops based at the university; and
- assessment of student practice against the Professional Capabilities Framework (PCF) of Social Work.

Further detail about the nature and timings of each assessment can be found in Section H of this document.

## **Assessment Practice**

In line with the Highlands College policy on Summative Assessment, the course will have a clear schedule of assessment which is shared with students. Clear and explicit criteria which match the learning outcomes will be provided for each formal assessment and all student achievement will be recorded. Assessment will be undertaken in a fair and consistent manner and, where there are questions regarding assessment decisions, students will have the right to use the Learner Academic Appeal Policy.

All assessed work will be subject to internal moderation, which may include double marking and will include cross marking a sample of work from each module and from each marker. Where a fail mark is recorded for the module, all contributory work for that module will be subject to formal double marking. The Course Convenor at the University of Sussex will review marking across modules to ensure comparability. The External Examiner for the course will also have ongoing responsibility for reviewing the assessment process and reporting on its quality.

## **Feedback**

All students will receive written feedback commenting on the quality of the assignment providing pointers for future development and improvement. It is aimed that this feedback will be provided within fifteen working days of the final submission date. The External Examiner will also review the process of feedback to students. Tutorials will be used for discussion of general progress and areas for development.

Assignments will usually be marked by the relevant module tutors and all marking is moderated internally to ensure consistency as well as samples being seen by the External Examiner. The course follows the University of Sussex requirement that all work is marked anonymously.

In addition to core course staff, practice colleagues and service users/carers are sometimes employed to teach aspects of modules. In some cases, they may also be involved in the assessment of students' work after appropriate support and training has been given.

## **Reassessment and Progression**

In order to progress from one stage of the course to the next, students must pass all modules at each stage, i.e. 120 credits at each stage. All modules are mandatory (modules from other Courses cannot be substituted) and must be passed, i.e. failure in a module cannot be condoned. All elements of each assessment must be passed. Students who have the assessment of Readiness for Direct Practice outstanding will be allowed to progress to Stage 2 and must pass the assessment in the autumn term. Where a module is marked on a percentage scale, a mark of 40% must be achieved in order to pass and obtain credit.

Students will usually have one opportunity to re-sit the assessment or assessment element for a failed module, including resit for Honours at Stage 3. The resit mark will be capped at 40%.

A repeat of either the Stage 2 and Stage 3 placement modules must be agreed by the Practice Assessment Panel and the Examination Board. In any repeat placement students will be required to repeat all elements of assessment of the module. Students are only entitled to one resit placement.

Where a student has failed a module (after a resit attempt), the student shall usually have the right to repeat the module, usually during the following academic year. This may entail

temporarily withdrawing from the main course for one year. The original fail will be indicated on the student's transcript.

### **Areas of Good and Successful Assessment and Feedback Practice**

In relation to areas of good and successful assessment and feedback practice, the External Examiner at the University of Sussex for the course reported in 2017/18 that 'the team provide balanced, comprehensive, developmental and kind feedback to students. This year I was particularly impressed by the dialogue nature of feedback provided on scripts.'

### **Examination Boards**

The development of Module Assessment Boards and Progression and Award Boards would follow the processes identified in the University Examination and Assessment Regulations. While the management and process of the MAB would fall to Highlands College but include University staff, it is anticipated that a University representative would Chair the proceedings of the PAB to ensure consistency with University outcomes.



**SECTION J: TEACHING METHODS (This is an indicative timetable and is subject to change according to staff availability)**
**LAB = Laboratory practical**
**LEC = Lecture**
**WRK = Workshop**
**FWK = Fieldwork**
**SEM = Seminar**

Please add as required

**Year 1, Term 1**

Module (specify whether core or option, and credit weighting)	Module: L5087 IPLD Part 1 Core (15 credits)		Module: L5092 Law for SW Core (30 credits)		Module: L5091 VETS Core (15 credits)		Module:		Module:		Module:		Module:		Module:	
	Session type	Length	Session type	Length	Session type	Length	Session type	Length	Session type	Length	Session type	Length	Session type	Length	Session type	Length
Week 1	WRK	3	LEC	5	LEC	2										
Week 2	WRK	3	SEM LEC	1.5 1.5	SEM LEC	1 2										
Week 3	N/A	0	SEM LEC	1.5 1.5	SEM LEC	1 2										
Week 4	WRK	3	SEM LEC	1.5 1.5	SEM LEC	1 2										
Week 5	WRK	3	SEM LEC	1.5 1.5	SEM LEC	1 2										
Week 6	WRK	3	SEM LEC	1.5 1.5	SEM LEC	1 2										
Week 7	WRK	3	SEM LEC	1.5 1.5	SEM LEC	1 2										
Week 8	WRK	3	SEM LEC	1.5 1.5	SEM LEC	1 2										
Week 9	WRK	4	SEM LEC	1.5 1.5	SEM LEC	1 2										
Week 10	WRK	3	LEC	3	SEM LEC	1 2										
Week 11	N/A	0	WRK	3	SEM LEC	1 2										
Week 12	WRK	3	N/A	0	WRK	3										
Total hours	31 hours		35		35											

**SECTION J: TEACHING METHODS (This is an indicative timetable and is subject to change according to staff availability)**
**LAB = Laboratory practical**
**LEC = Lecture**
**WRK = Workshop**
**FWK = Fieldwork**
**SEM = Seminar**

Please add as required

Year 1, Term 2

Module (specify whether core or option, and credit weighting)	Module: L5090 IPLD Part 2 Core (15 credits)		Module: L5088 Contexts of SW Core (15 credits)		Module: L5089 HGD Core (30 credits)		Module:		Module:		Module:		Module:		Module:	
	Session type	Length	Session type	Length	Session type	Length	Session type	Length	Session type	Length	Session type	Length	Session type	Length	Session type	Length
Week 1	LEC	3	N/A	0	WRK	3										
Week 2	SEM LEC	1.5 1.5	N/A	0	WRK	3										
Week 3	WRK	3	WRK	3	WRK	3										
Week 4	SEM LEC	1.5 1.5	WRK	3	WRK	3										
Week 5	SEM LEC	1.5 1.5	WRK	3	WRK	3										
Week 6	SEM LEC	1.5 1.5	N/A	0	N/A	0										
Week 7	SEM LEC	1.5 1.5	WRK	3	WRK	3										
Week 8	SEM LEC	1.5 1.5	WRK	3	WRK	3										
Week 9	SEM LEC	1.5 1.5	WRK	3	WRK	3										
Week 10	SEM LEC	1.5 1.5	N/A	0	WRK	3										
Week 11	SEM WRK	1.5 1.5	N/A	0	N/A	0										
Week 12	N/A	0	N/A	0	WRK	3										
Total hours	33		18		30											

**SECTION J: TEACHING METHODS (This is an indicative timetable and is subject to change according to staff availability)**
**LAB = Laboratory practical**
**LEC = Lecture**
**WRK = Workshop**
**FWK = Fieldwork**
**SEM = Seminar**

Please add as required

**Year 2, Term 1**

Module (specify whether core or option, and credit weighting)	Module: L5093 SWWA (30 credits)		Module: L5094 SWCYPF (30 credits)		Module: L5095 PL1 (45 credits)		Module:		Module:		Module:		Module:		Module:	
	Session type	Length	Session type	Length	Session type	Length	Session type	Length	Session type	Length	Session type	Length	Session type	Length	Session type	Length
Week 1	LEC WRK	2 2	LEC	3	WRK	6										
Week 2	LEC WRK	2 2	LEC WRK	1 3	WRK	2										
Week 3	LEC WRK	2 2	SEM LEC	1 3	WRK	6										
Week 4	LEC WRK	2 2	SEM LEC	1 3.5	WRK	6										
Week 5	LEC WRK	2 2	SEM LEC	1 3.5	WRK	6										
Week 6	N/A	0	N/A	0	N/A	0										
Week 7	LEC WRK	2 2	SEM LEC	1 3	WRK	2										
Week 8	LEC WRK	2 2	SEM LEC	1 3	WRK	6										
Week 9	LEC WRK	2 2	SEM LEC	1 3	WRK	6										
Week 10	LEC WRK	2 2	SEM LEC	1 3	WRK	2										
Week 11	N/A	0	N/A	0	N/A	0										
Week 12	WRK	3	WRK	4	WRK	8										
Total hours	39		40		50											

**SECTION J: TEACHING METHODS (This is an indicative timetable and is subject to change according to staff availability)**
**LAB = Laboratory practical**
**LEC = Lecture**
**WRK = Workshop**
**FWK = Fieldwork**
**SEM = Seminar**

Please add as required

**Year 2, Term 2**

Module (specify whether core or option, and credit weighting)	Module: L5097 RM (15 credits)		Module: L5095 PL1 (45 credits)		Module:		Module:		Module:		Module:		Module:		Module:	
	Session type	Length	Session type	Length	Session type	Length	Session type	Length	Session type	Length	Session type	Length	Session type	Length	Session type	Length
Week 1	N/A	0	N/A	0												
Week 2	WRK	3	N/A	0												
Week 3	N/A	0	N/A	0												
Week 4	WRK	3	WRK	2												
Week 5	WRK	3	WRK	2												
Week 6	N/A	0	WRK	2												
Week 7	WRK	3	WRK	2												
Week 8	N/A	0	N/A	0												
Week 9	N/A	0	N/A	0												
Week 10	WRK	3	WRK	5												
Week 11	N/A	0	WRK	5												
Week 12	WRK	3	N/A	0												
Total hours	18		18													

**SECTION J: TEACHING METHODS (This is an indicative timetable and is subject to change according to staff availability)**
**LAB = Laboratory practical**
**LEC = Lecture**
**WRK = Workshop**
**FWK = Fieldwork**
**SEM = Seminar**

Please add as required

**Year 3, Term 1**

Module (specify whether core or option, and credit weighting)	Module: L5096 UOMIP (15 credits)		Module: L5023 RMP (45 credits)		Module: L5068 PL2 (60 credits)		Module:		Module:		Module:		Module:		Module:	
	Session type	Length	Session type	Length	Session type	Length	Session type	Length	Session type	Length	Session type	Length	Session type	Length	Session type	Length
Induction Week	N/A	0	N/A	0	WRK	12										
Week 1	LEC SEM	2 1	N/A	0	WRK	6										
Week 2	LEC SEM	2 1	WRK	2	WRK	6										
Week 3	N/A	0	N/A	0	WRK	6										
Week 4	LEC SEM	2 1	N/A	0	WRK	2										
Week 5	LEC SEM	2 1	N/A	0	WRK	2										
Week 6	LEC SEM	2 1	WRK	1.5	WRK	7.5										
Week 7	LEC	2	N/A	0	WRK	2										
Week 8	LEC SEM	2 1	N/A	0	WRK	1.5										
Week 9	LEC SEM	2 1	N/A	0	WRK	1.5										
Week 10	LEC SEM	2 1	WRK	3	WRK	4										
Week 11	LEC SEM	2 1	N/A	0	WRK	8										
Week 12	LEC SEM	2 1	N/A	0	N/A	0										
Total hours	32		6.5		58.5											

**SECTION J: TEACHING METHODS (This is an indicative timetable and is subject to change according to staff availability)**
**LAB = Laboratory practical**
**LEC = Lecture**
**WRK = Workshop**
**FWK = Fieldwork**
**SEM = Seminar**

Please add as required

**Year 3, Term 2**

Module (specify whether core or option, and credit weighting)	Module: L5068 PL2 (60 credits)		Module: L5023 RMP (45 credits)		Module:		Module:		Module:		Module:		Module:		Module:	
	Session type	Length	Session type	Length	Session type	Length	Session type	Length	Session type	Length	Session type	Length	Session type	Length	Session type	Length
Private Study Week	WRK	6	N/A	0												
Mid-Year Assessment Period - Week 3	WRK	4	N/A	0												
Mid-Year Assessment Period - Week 4	WRK	4	N/A	0												
Week 1	WRK	6	N/A	0												
Week 2	WRK	6	N/A	0												
Week 3	WRK	2	WRK	2												
Week 4	WRK	6	N/A	0												
Week 5	WRK	6	N/A	0												
Week 6	WRK	4	N/A	0												
Week 7	N/A	0	N/A	0												
Week 8	WRK	2	WRK	2												
Week 9	WRK	6	N/A	0												
Week 10	WRK	6	N/A	0												
Week 11	N/A	0	N/A	0												
Week 12	N/A	0	N/A	0												
Total hours	58		4													