

Higher Education Achievement Report (Diploma Supplement)



Teaching Intensive, Research Informed

Name: Samuel O'Beckett

Award: BA Social Work

Fields of study: BA Social Work

Classification: Second Class Honours (Lower Division)

Award date: 5 July 2012

This Higher Education Achievement Report incorporates the model developed by the European Commission, Council of Europe and UNESCO/CEPES for the Diploma Supplement.

The purpose of the Supplement is to provide sufficient recognition of qualifications (diplomas, degrees, certificates etc). It is designed to provide a description of the nature, level, context and



4.2 Programme requirements:

In order to obtain an award from this programme students must meet the following minimum standards:

BA (Hons) Social Work - 360 credits (120 credits at each of levels 4, 5 and 6)
At least 120 credits at levels 5 and 6 must meet the professional practice requirements for the award of the BA Social Work

Students who fail to meet either of these requirements may obtain an alternative award:

BA (Hons) Social Studies - 360 credits (120 credits at each of levels 4, 5 and 6) [but not meeting the professional practice requirements]

Diploma of Higher Education - 240 credits (120 credits at each of levels 4 and 5)

Certification of Higher Education - 120 credits (at level 4)

The Social Work course is a professional course successful completion of which entitles students to use the protected title of social worker. The aims of the BA (Hons) Social Work are to:

1. Provide an educational experience which ensures that all students are able to address and critically engage with the formal knowledge base underpinning social work practice
2. Provide the basic professional training in social work to meet the requirements set by the General Social Care Council (GSCC)
3. Provide a programme of study that develops the knowledge, skills and values required for effective anti-discriminatory practice in a diverse society
4. Develop students' personal and intellectual qualities so that they are able to respond effectively to changes in society and social work practice
5. Prepare students for employment and lay the foundations for continuing professional development

All student social workers are expected to demonstrate the following learning outcomes on successful completion of the course:

1. Practical application of skills, knowledge, research and analytical abilities to deliver a service that creates opportunities for users
2. Ability to reflect social work values in their practice
3. Ability to manage change and deliver required outcomes
4. Ability to communicate with users and carers of all ages and from all sections of the community
5. Knowledge of social work theory and how it can be applied in practice
6. Ability to function effectively and confidently in multidisciplinary teams

Special Feature

Students prepare for, and undertake, 70 days' practice learning in year 2 and 100 days' practice learning in year 3.

On successful completion of the programme, students will have achieved the recognised professional qualification in Social Work. Career opportunities are available in the statutory, voluntary and private sectors.

4.5 Overall classification of the qualification (in original language): Second Class Honours (Lower Division)

5. Information on the function of the qualification

5.1 Access to further study:

Successful completion of the course gives access to the next level of study as set out in Section 8 below.

5.2 Professional status (if applicable):

Advanced Social Work Professional (ASWP) status is part of a wider programme aimed to address issues of recruitment, retention and reform in social work. ASWP status represents one of the advanced stages of a national career structure in social work and has been designed to recognise excellence in practice. The ASWP status aims to make a difference to the lives of children and young people by:

- Encouraging excellent social workers to remain on the front line.
- Promoting standards which other social workers can aspire to.
- Strengthening professional leadership by combining experience with the latest thinking.
- Enabling employers to identify staff capable of

6. Additional information

6.1 Additional information:

This section provides details of extra-curricular student awards and activities that represent achievement, and have been verified by the University of Bolton. Details of prizes gained whilst at the University are also listed here.

However, the University and its Students' Union are not able to verify all extra-curricular achievements. Students may therefore have undertaken additional activities which have contributed significantly to their personal and professional development. They will be encouraged to record these in other documentation.

Awards, prizes and activities that demonstrate achievement:

- The Bolton Award
The Bolton Award is a new employability and enterprise programme for students at the University of Bolton. It has been designed to enable students to benefit from work experience, skills development, and a range of enrichment activities. Intended to be an achievement that is independent from your academic studies, the Bolton Award is an extra-curricular programme, which requires a minimum commitment of 35 hours.

8. Information on the National Higher Education System

Description of Higher Education in England, Wales and Northern Ireland

In England, Wales and Northern Ireland¹, higher education institutions are independent, self-governing bodies active in teaching, research and scholarship. They are established by Royal Charter or legislation and most are part-funded by government. Higher education (HE) is provided by many different types of institution. In addition to universities and university colleges, whose charters and statutes are made through the Privy Council which advises the Queen on the granting of Royal Charters and incorporation of universities, there are a number of publicly-designated and autonomous institutions within the higher education sector. Publicly funded higher education provision is available in some colleges of further education by the authority of another duly empowered institution. Teaching to prepare students for the award of higher education qualifications can be conducted in any higher education institution and in some further education colleges.

[Degree awarding powers and the title 'university'](#)

All universities and many higher education colleges have the legal power to develop their own courses and award their own degrees, as well as determine the conditions on which they are awarded. Some HE colleges and specialist institutions without these powers offer programmes, with varying extents of devolved authority, leading to the degrees of an institution which does have them. All universities in existence before 2005 have the power to award degrees on the basis of completion of taught courses and the power to award research degrees. From 2005, institutions in England and Wales that award only taught degrees ('first' and 'second cycle') and which meet certain numerical criteria, may also be permitted to use the title 'university'. Higher education institutions that award only taught degrees but which do not meet the numerical criteria may apply to use the title 'university college', although not all choose to do so. All of these institutions are subject to the same regulatory quality assurance and funding requirements as universities; and all institutions decide for themselves which students to admit and which staff to appoint. Degrees and other higher education qualifications are legally owned by the awarding institution, not by the state. The names of institutions with their own degree awarding powers ("Recognised Bodies") are available for download at: <http://www.bis.gov.uk/policies/higher-education/recognised-uk-degrees/recognised-bodies>

Higher education institutions, further education colleges and other organisations able to offer courses leading to a degree of a Recognised Body are listed by the English, Welsh and Northern Irish authorities, and are known as "Listed Bodies". View the list at:

<http://www.bis.gov.uk/policies/higher-education/recognised-uk-degrees/listed-bodies>

[Qualifications](#)

The types of qualifications awarded by higher education institutions at sub-degree and undergraduate (first cycle) and postgraduate level (second and third cycles) are described in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ). This also includes qualification descriptors that were developed with the HE sector by the Quality Assurance Agency for Higher Education (QAA - established in 1997 as an independent UK-wide body to monitor the standard of higher education provision - www.qaa.ac.uk). The FHEQ was self-certified as compatible with the Framework for Qualifications of the European Higher Education Area, the qualifications framework adopted as part of the Bologna Process, in February 2009. Foundation degrees, designed to create intermediate awards strongly oriented towards specific employment opportunities, were introduced in 2001. In terms of the European Higher Education Area they are "short cycle" qualifications within the first cycle. The FHEQ is one component of the Credit and Qualifications Framework for Wales (CQFW). The Qualifications and Curriculum Authority (QCA), the Department for Children, Education, Lifelong Learning and Skills, Wales (DCELLS) and

the Council for Curriculum Examination and Assessment, Northern Ireland (CCEA) have established the Qualifications and Credit Framework (to replace, in time, the National Qualifications Framework (NQF)). These authorities regulate a number of professional, statutory and other awarding bodies which control VET and general qualifications at all levels. The CQF is also incorporated into the CQFW. There is a close association between the levels of the FHEQ and the NQF (as shown overleaf), and other frameworks of the UK and Ireland (see 'Qualifications can cross Boundaries')

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/qualifications-can-cross-boundaries.aspx>

[Quality Assurance](#)

Academic standards are established and maintained by higher education institutions themselves using an extensive and sophisticated range of shared quality assurance approaches and structures. Standards and quality in institutions are underpinned by the universal use of external examiners, a standard set of indicators and other reports, by the activities of the QAA, and in professional areas by relevant professional, statutory and regulatory bodies. This ensures that institutions meet national expectations described in the FHEQ: subject benchmark statements, the Code of Practice and programme specifications. QAA conducts peer-review based audits and reviews of higher education institutions with the opportunity for subject-based review as the need arises. The accuracy and adequacy of quality-related information published by the higher education institutions is also reviewed. QAA also reviews publicly funded higher education provision in further education colleges.

[Credit System](#)

Most higher education institutions in England and Northern Ireland belong to one of several credit consortia and some operate local credit accumulation and transfer systems for students moving between programmes and/or institutions. A framework of national guidelines, the Higher Education Credit Framework for England, was launched in 2008. Credit is also an integral part of the CQFW and the QCF. It may be possible for credit awarded in one framework to be recognised by education providers whose qualifications sit within a different framework. HE credit systems in use in England, Wales and Northern Ireland are compatible with the European Credit Transfer System (ECTS) for accumulation and transfers within the European Higher Education Area, and are used to recognise learning gained by students in institutions elsewhere in Europe.

[Admissions](#)

The most common qualification for entry to higher education is the General Certificate of Education at 'Advanced' (A) level. Other appropriate NQF level 3 qualifications and the kite-marked Access to HE Diploma may also provide entry to HE. Level 3 qualifications in the CQFW, including the Welsh Baccalaureate, also provide entry, as do Scottish Highers, Advanced Highers or qualifications at the same levels of the Scottish Credit and Qualifications Framework. Part-time and mature students may enter HE with these qualifications or alternatives with evidenced equivalent prior formal and/or experiential learning. Institutions will admit students whom they believe to have the potential to complete their programmes successfully.

¹ The UK has a system of devolved government, including for higher education, to Scotland, to Wales and to Northern Ireland. This description is approved by the High Level Policy Forum which includes representatives of the Department for Business, Innovation and Skills, the Scottish Government, the Welsh Assembly Government, the Higher Education Funding Councils for England, Scotland and Wales, the Quality Assurance Agency (QAA), Universities UK (UUK), GuildHE and the National Recognition Information Centre for the UK (UK NARIC)

Diagram of higher education qualification level

