

KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University		Faculty responsible for the programme Faculty of Health, Environment and Medical Sciences	
Apprenticeship Standard Social Work (Integrated Degree) (Ref: ST0510)		Assessment Plan Statutory integrated EPA - https://www.instituteforapprenticeships.org/media/6337/st0510-social-worker-statutory-integrated-epa-level-6-ap-for-publication-26082022.pdf	
End Point Assessment type Statutory integrated EPA	Main training provider Bournemouth University	Approved sub-contractors N/A	
Type of apprenticeship Integrated Degree Apprenticeship (level 6)			
Final award(s), title(s) and credit BA (Hons) Social Work Degree Apprenticeship 120 (60 ECTS) Level 4 credits, 120 (60 ECTS) Level 5 credits & 120 (60 ECTS) Level 6 credits plus Readiness for Direct Practice – apprenticeship (L4 not credit bearing), Practice Learning Skills for Social work: Getting Ready for Final Practice Learning Placement - apprenticeship (L5 not credit bearing), Practice Learning Skills for Social Work: Getting Ready to Qualify – apprenticeship (L6 not credit bearing).			
Intermediate award(s), title(s) and credits BA Applied Social Studies (apprenticeship) 80 credits at level 6 and 120 Level 5 credits (60 ECTS) and 120 Level 4 credits (60 ECTS) Dip HE Applied Social Studies (apprenticeship) 120 Level 5 credits (60 ECTS) and 120 Level 4 credits (60 ECTS) Cert HE Applied Social Studies (apprenticeship) 120 Level 4 credits (60 ECTS)			
UCAS Programme Code(s) L500	HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load. 100503	LARS (Learning Aims Reference) code 00307289	
External reference points <ul style="list-style-type: none">- Social Work England Professional Standards- Social Worker Apprenticeship standards ST0510- DfE Funding Rules- Ofsted Education Inspection Framework- The UK Quality Code for Higher Education- QAA Benchmarks for Higher Education Qualifications (2014)- QAA Benchmarks for Social Work (2019)- The Professional Capabilities Framework (PCF) developed by the Social Work Reform Board and hosted by BASW provides a framework for social work education and practice- DfE Framework for Social Work with Children and Families- Knowledge and Skills Statement for Child and Family Social Workers- Knowledge and Skills Statement for Social Workers in Adult Services			
Professional, Statutory and Regulatory Body (PSRB) links Social Work England (2019) a) Professional Standards Social Workers in England (2019) b) Qualifying Education and Training Standards (2021) (which sets out duties of an education provider for the social work profession and the standards expected of a qualifying social work student)			

Programme Specification - Section 2

Locations of off-the-job training delivery Bournemouth University, home employment area, Practice learning placement areas.	
Mode(s) of delivery Day Release (2 days per week during academic delivery) with placement blocks of 70 days in year 2 and 100 days in year 3 plus 30 skills days	
Typical duration (include any requirements stated in Apprenticeship Standard) HSS Non Standard UG degree September start. 3 years duration.	
Length of Practical Training Period – 149 weeks	
Length of Gateway Period – a maximum of 1 month	
Date of first intake September 2025	Expected start dates September
Maximum apprentice numbers 15	
Partner(s) N/A	Partnership model N/A
Date of this Programme Specification November 2025	
Version number 1.1-0926	
Approval, review or modification reference numbers E2425AP04 EC 2526 08, Approved 02/10/25, no change to version number HEMS 2526 04, approved 12/11/25, previously v1.0-0926	
Author Dr Sally Lee	

PROGRAMME STRUCTURE

Programme Award and Title: BA (Hons) Social Work Degree Apprenticeship								
Year 1/Level 4 Apprentices are required to complete all 7 core units								
Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/ minor load)
			Exam 1	Cwk 1	Cwk 2			
The Context of Social Work Practice in the UK	Core	20		100%		30	1.0	100503
Human Development – Applying Theory to Practice	Core	20		100%		30	1.0	100503
Academic Skills for Social Work Study	Core	20		100%		30	1.0	100503
Learning from the Living Experience	Core	20		100%		35	1.0	100503
Communication Skills and Professionalism	Core	20	50%	50%		36	1.0	100503
Readiness for Direct Practice – BA SW 4	Core	0		Pass/ Fail		70	1.1	100503
Law in Social Work Practice	Core	20		100%		30	1.0	100503
Progression requirements: Requires 120 credits at Level 4 and successful completion of <i>Readiness for Direct Practice in Social Work</i>								
Exit qualification: Cert HE Applied Social Studies (apprenticeship) (requires 120 credits at Level 4)								

Programme Specification - Section 2

Year 2/Level 5									
Apprentices are required to complete all six units at level 5									
Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings				Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/ minor load)
			Exam 1	Cwk 1	Cwk 2	PRCT			
BA Social Work First Substantive Placement (Part A)	Core	20		100%			14	1.0	100503
BA Social Work First Substantive Placement (Part B)	Core	20		100%		Pass/ Fail	7	1.0	100503
Applying Social Work Models and Methods in Practice	Core	20		100%			30	1.0	100503
Developing Relationship Skills as a Social Work Practitioner	Core	20		Pass/ Fail	100%		30	1.0	100503
Social Justice and Social Work	Core	20		100%			30	1.0	100503
Developing Research Mindedness	Core	20		100%			30	1.0	100503
Practice Learning Skills – BA SW 5	Core	0		Pass/ Fail			35	1.1	100503
Progression requirements: 120 credits at level 5 and successful completion of the level 5 Practice Learning Skills for Social Work unit. Exit qualification: Dip HE in Applied Social Studies (apprenticeship) (requires 120 credits at level 4 and 120 credits at level 5).									

Programme Specification - Section 2

Year 3/Level 6								
Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/ minor load)
			PRCT 1	Cwk 1	Cwk 2			
Professional Practice with Adults	Core	20		100%		30	1.0	100503
Professional Practice with Children and Families	Core	20		100%		30	1.0	100503
Understanding Mental Health and Substance Use	Core	20		100%		30	1.0	100503
Critical Literature Review	Core	20		100%		30	1.0	100503
BA Social Work Final Substantive Placement (Part A)	Core	20		100%		14	1.0	100503
BA Social Work Final Substantive Placement (Part B)	Core	20	Pass/ Fail	100%		7	1.0	100503
Practice Learning Skills – BA SW 6	Core	0		Pass/ Fail		35	1.1	100503

End Point Assessment

This award is an integrated degree apprenticeship and includes an end-point assessment (EPA) which the apprentice must pass to complete the programme.

The EPA period must only start once the employer and BU are satisfied that the apprentice is demonstrating the knowledge, skills and behaviours of the apprenticeship standard, and all of the pre-requisite gateway requirements for EPA as defined in the assessment plan and apprenticeship funding rules have been met. Once all parties have agreed that the apprentice has met the requirements of Gateway an assessment board can be convened to confirm the student's qualification.

There is no additional work required by the apprentice; the EPA is the final Assessment Board.

Exit qualification: BA (Hons) Social Work Degree Apprenticeship - Requires 360 credits; 120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6. Learners must also have passed the 3 non-credit bearing units Readiness for direct practice in social work, Practice learning skills for social work: Getting ready for final practice learning placement – apprenticeship, and Practice learning skills for social work: Getting ready to qualify – apprenticeship

Degree Apprenticeship Social Worker

Should the apprentice complete the programme as above for the exit qualification they will also receive an apprenticeship certificate stating that they have passed the apprenticeship.

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the apprenticeship programme;
- specify the programme award titles;
- articulate how the programme will enable apprentices to demonstrate the Knowledge, Skills and Behaviours of the apprenticeship standard alongside the PSRB requirements;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

THE DEGREE APPRENTICESHIP PROGRAMME

“An Apprenticeship is a job with training to industry standards¹” In this case it is about entry to the Social Work profession as an occupationally competent practitioner. This integrated degree apprenticeship programme will allow successful applicants to work to gain the full social work degree alongside the apprenticeship whilst undertaking a paid job in a related role within their employer organisation; alongside their employer based training, some of which will be off the job, apprentices will also undertake off-the-job training at the University and in practice learning placements. The programme will ensure that the knowledge, skills and behaviours of the apprenticeship standard for social work are embedded and monitored throughout the programme, as well as the knowledge and skills necessary to meet the Social Work England professional standards. Successful completion of this programme entitles learners to apply for registration with Social Work England.

AIMS OF THE PROGRAMME

In keeping with the QAA Benchmarks for Social Work (QAA 2019, section 7) this programme aims to develop social work apprenticeship graduates with a professional qualification in social work, who must be able to demonstrate:

1. “A sound understanding of the five core areas of knowledge and understanding relevant to social work (social work theory; values and ethics; people with living experience and carers; the nature of social work practice and the organization and delivery of social work services) including their application to practice and service delivery.
2. An ability to use this knowledge and understanding in an integrated way, in specific practice contexts.
3. An ability to use this knowledge and understanding to engage in effective relationships with people with living experience and carers and relationships with other professionals and through supervision.
4. Appraisal of previous learning and experience and ability to incorporate this into their future learning and practice, including engagement with supervision.
5. Acknowledgement and understanding of the potential and limitations of Social Work as a practice-based discipline to effect individual and social change.
6. An ability to use research and enquiry techniques with reflective awareness, to collect, analyse and interpret relevant information.
7. A developed capacity for the critical evaluation of knowledge and evidence from a range of sources.

They must also

8. Apply creatively a repertoire of core skills of problem-solving; communication; working with others; personal and professional development and the use of technology and numerical skills.
9. Communicate effectively with people with living experience and carers, and with other professionals.

¹ IfATE - <https://www.instituteforapprenticeships.org/quality/what-is-a-quality-apprenticeship/>

Programme Specification - Section 2

10. Integrate clear understanding of ethical issues and relevant codes or standards of ethics, conduct and practice with their interventions in specific situations.
11. Consistently exercise an appropriate level of autonomy and initiative in individual decision-making within the context of supervisory, collaborative, ethical and organisational requirements.
12. Embed skills of critical reflection on their performance and take responsibility for modifying action and learning from this."

Qualifying social work degree apprenticeships aim to develop learners as social scientists, professionals and qualified practitioners, through the integration of subject-specific knowledge, skills and behaviours.

The development of this programme responds to the continuing need for highly qualified social work practitioners regionally and nationally and has been developed with employers and other key stakeholders or partners in mind, including learners, professional bodies, government departments and those people who receive or require social work services or have relevant lived experience. Consultation events to inform the curriculum have been held with programme partners/employers, PIER (Public Involvement in Education and Research) members and with current learners, and their helpful and constructive feedback has been integrated into the development of the programme.

The programme meets our duties as an education provider for social work in accordance with Social Work England's Professional Standards and Standards for Education and Training. The revision of this programme also incorporates the Social Work Professional Capabilities Framework (BASW). The programme also meets the QAA subject benchmark (2019) for the provision of social work education. The programme is also developed to deliver the Social Worker Apprenticeship Standard's Knowledge, Skills and Behaviours (KSBs). The programme is designed to ensure that those people who will use social work services in the future are served by highly skilled and well-educated practitioners. The programme encourages academic rigour and evidence-based practice in the form of practitioner research in the practice of social work, recognising the complexities and multiple aspects of evidence in social work practice.

As the BA (Hons) Social Work Degree Apprenticeship award is linked to registration with Social Work England and provides the professional qualification to practice as a social worker, the non-qualifying awards will be entitled Applied Social Studies, and will not make apprentices eligible to apply for registration with Social Work England, this also acknowledges the protection of the title Social Worker, under the Care Standards Act (2000)

There is the fullest possible involvement of people with living experience and carers in the recruitment of learners, the management of the programme, its assessment and in the quality assurance of the programme as required by Social Work England.

In the qualifying social work programmes, there is no conceptual separation between learning and teaching on placement and learning and teaching in the university. Each aspect informs the other and university learning will enable learners to demonstrate social work capabilities: the values, skills and knowledge in practice and the integration of theory in practice.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The Faculty of Health and Social Sciences aims 'to support students [apprentices/learners] to become graduates and professional practitioners who in turn will enrich the lives of individuals and communities in their care.'

The suite of qualifying social work programmes in HSS are designed to align with BU2025. The Fusion model of integrating research, education and professional practice is demonstrated by the interests of the programme team and of the learners participating in these programmes. For example, the programme team are research active and publish in themes relating to social work practice and social work education; the curriculum is informed by current research and evidence-based practice; and team members hold professional qualifications in social work practice and in teaching and supporting learning in higher education. The programme team are engaged in pedagogic innovations, including the active participation of people who use services in recruitment, delivery and assessment of learning and in

PIER partnership research projects aligned to societal needs
(<https://www1.bournemouth.ac.uk/about/our-faculties/faculty-health-social-sciences/public-involvement-education-research/pier-news>)

LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits. This apprenticeship programme has units equalling 120 credits at levels 4, 5 and 6 and also has non-credit bearing units at each level to ensure readiness for practice, readiness for final practice learning placement and readiness for qualification. These units allow the social work teaching team to ensure apprentices are ready to enter practice for the first time and allows for the recording of a CPD log for practice skills days.

The assessment workload for a unit should consider the total time devoted to off the job study, including the assessment workload, the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection, practice (if relevant)). Practice Learning Placements are mandatory, and the specified number of days are mandatory. 'It is expected that the learner will work 'full time', which is the equivalent of 35 hours per week / 7-hour day with at least half an hour lunch break (not included), for example 9.00am – 4.30pm. The learner is required to take 3½ hours study time every five days of placement (or 7 hours every 10 days). In a 70-day placement therefore, the learner is entitled to take 7 study days (or 14 half days). These should be negotiated with the Practice Educator, the employer and placement and should be booked in advance. All hours of practice placement work should be recorded and verified by the Practice Educator. Learner recall days to the University count as part of the 70 days and must be attended.' (Extract from Practice Learning Handbook 2023).

Learners will usually be taught by a combination of academic staff and others who have relevant expertise including, where appropriate according to the content of the unit, qualified professional practitioners, people with living experience, and carers.

Before starting any Substantive Practice Placement Unit (Part A) in levels 5 and 6 learners must have concluded any outstanding 'Non-engagement', Support to Study, or Fitness to Practise process(es) with confirmation that they are safe and well enough to enter practice placement completing 7 hours per day, 4 or 5 days per week for the duration required (i.e., 70 or 100 days), working with vulnerable service users. There should be no outstanding submissions for units already taught in previous semesters on the learner's record.

Before starting First Substantive Practice Placement (Part A) in level 5 learners must have completed and passed the 'Readiness for Direct Practice in Social Work' Unit at level 4 providing evidence of their readiness and safety to start practice placement.

STAFF DELIVERING THE APPRENTICESHIP

Apprentices will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, and experts by experience.

KNOWLEDGE, SKILLS AND BEHAVIOURS MAPPING SCHEDULE

The knowledge, skills and behaviours (KSBs) of the apprenticeship standard are evaluated and assessed at the final level of the apprenticeship (e.g. level 5, 6 or 7 depending on the apprenticeship standard). This applies to all judgements made on the KSBs from the skills-scan at the start of the apprenticeship to the end point assessment.

KSB Reference	Unit Title	Unit Title	Unit Title	Unit Title		
K1: The importance of rights, responsibilities, freedom, authority and use of power.	Context of Social Work Practice (K1a introducing knowledge)	Law in Social Work Practice (K1b developing knowledge)	Social Justice and Social Work (K1c application of knowledge)			
K2: The importance of maintaining, and the limits of, confidentiality.	Communication Skills and professionalism (K2a introduction)	Readiness for Direct Practice in Social Work (K2b Skills day learning)	Professional Practice with Adults (K2c application)	Professional Practice with Children and Families (K2c application)		
K3: That relationships with individuals and their carers should be based on respect, honesty and integrity.	Learning from the Living Experience (K3a skills day learning)	Developing Relationship Skills as a Social Work Practitioner (K3b developing knowledge)	Professional Practice with Adults (K3c application)	Professional Practice with Children and Families (K3c application)		
K4: How to develop relationships appropriately.	Learning from the Living Experience (K4a skills)	Developing Relationship Skills as a Social Work Practitioner (K4b)				
K5: The impact of different cultures and communities and how this affects social work.	The Context of Social Work Practice in the UK (K5a introduction)	Professional Practice with Adults (K5b application)	Professional Practice with Children and Families (K5b application)			
K6: Current legal and ethical frameworks.	The Context of Social Work Practice in the UK (K6a introduction)	Law in Social Work Practice (K6b)				
K7: The concepts of participation, advocacy, co-production, involvement and empowerment.	The Context of Social Work Practice in the UK (K7a Introduction)	BA Social Work First Substantive Placement Part A	BA Social Work First Substantive Placement Part B	BA Final Substantive Placement Part A (K7c application)	BA Final Substantive Placement Part B (K7c application)	

KSB Reference	Unit Title	Unit Title	Unit Title	Unit Title		
		(K7b development)	(K7b development)			
K8: The contribution that peoples' own resources and strengths can bring to social work	Learning from the Living Experience (K8a introduction)	Social Justice and Social Work (K8b development)	BA Final Substantive Placement Part A (K8c application)	BA Final Substantive Placement Part B (K8c application)		
K9: The impact of different societies' views on human behaviour.	Human Development – Applying Theory to Practice (K9a introduction)	Social Justice and Social Work (K9b)				
K10: The value of research and analysis and be able to evaluate evidence to inform practice.	Academic Skills for Social work Study (K10a introduction)	Developing Research Mindedness (K10b development)	Critical Literature Review (K10c application)			
K11: That experiences and feelings affect behaviour in interactions.	Human Development – Applying Theory to Practice (K11a introduction)	Developing Relationships as a Social Work Practitioner (K11)				
K12: Social work Theory, models and interventions; human growth and development across the lifespan and the impact of key developmental stages and transitions.	Human Development – Applying Theory to Practice (K12a introduction)	Applying Social Work Models and Methods in Practice (K12b application)				
K13: The impact of injustice, demography, social inequality, policies and other issues with affect the demand for social work services.	The Context of Social Work Practice in the UK (K13a)	Social Justice and Social Work (K13)				
K14: How to update knowledge to ensure evidence based practice.	Academic Skills for Social Work Study (K14a introduction)	Developing Research Mindedness (K14b development)	Level 5 Practice Learning Unit: getting ready for final practice	Critical Literature Review (K14c application)		

KSB Reference	Unit Title	Unit Title	Unit Title	Unit Title		
			learning placement (skills day learning)			
K15: The scope and limits of practice and when/how to seek advice from a range of sources.	BA Social Work First Substantive Placement Part A (K15a development)	BA Social Work First Substantive Placement Part B (K15a development)	BA Final Substantive Placement Part A (K15b application)	BA Final Substantive Placement Part B (K15b application)		
K16: Models of supervision, critical reflection and self-reflection to enhance/change practice.	BA Social Work First Substantive Placement Part A (K16a development)	BA Social Work First Substantive Placement Part B (K16a development)	BA Final Substantive Placement Part A (K16b application)	BA Final Substantive Placement Part B (K16b application)		
K17: Your employer's organisational context and systems and the impact on your practice.	BA Social Work First Substantive Placement Part A (K17a development)	BA Social Work First Substantive Placement Part B (K17a development)	BA Final Substantive Placement Part A (K17b application)	BA Final Substantive Placement Part B (K17b application)		
K18: The concept of leadership and its applications to practice	BA Social Work First Substantive Placement Part A (K18a development)	BA Social Work First Substantive Placement Part B (K18a development)	BA Final Substantive Placement Part A (K18b application)	BA Final Substantive Placement Part B (K18b application)		
K19: The requirements of the relevant professional body.	The Context of Social Work Practice in the UK (K19a Introduction)	Readiness for Direct Practice in Social Work (K19b development)	BA Social Work First Substantive Placement Part A (K19c Application)	BA Social Work First Substantive Placement Part B (K19c Application)	BA Final Substantive Placement Part A (K19d Application)	BA Final Substantive Placement Part B (K19d Application)
K20: Applicable safeguarding/health and safety legislation, policies and procedures.	Readiness for Direct Practice in Social Work (K20a introduction)	BA Social Work First Substantive Placement Part A (K20b Application)	BA Social Work First Substantive Placement Part B (K20b Application)	BA Final Substantive Placement Part A (K20c Application)	BA Final Substantive Placement Part B (K20c Application)	
K21: How to maintain your own personal safety and that of others in complex situations.	Readiness for Direct Practice in Social Work (K21a introduction)	BA Social Work First Substantive Placement Part A (K21b Application)	BA Social Work First Substantive Placement Part B (K21b Application)	Level 5 Practice Learning Skills Unit: Getting ready for final Practice Learning	BA Final Substantive Placement Part A (K21c Application)	BA Final Substantive Placement Part B (K21c Application)

KSB Reference	Unit Title	Unit Title	Unit Title	Unit Title		
				Placement (K21 skills day learning)		
K22: Signs of harm, abuse and neglect and the importance of professional curiosity when these are observed and the appropriate risk assessment tools and processes to use.	Readiness for Direct Practice in Social Work (K22a introduction)	Professional Practice with Adults (K22b application)	Professional Practice with Children and Families (K22b application)	Understanding Mental Health and Substance Use (K22b application)		
K23: The role of the Social Worker and roles of others within safeguarding, appropriate to levels of skills and experience.	Readiness for Direct Practice in Social Work (K23a introduction)	Professional Practice with Adults (K23b development)	Professional Practice with Children and Families (K23b development)	BA Final Substantive Placement Part A (K23c Application)	BA Final Substantive Placement Part B (K23c Application)	
K24: The range of communication methods available to meet specific needs (both verbal and non-verbal);	Communication Skills and Professionalism	Readiness for Direct Practice in Social Work (skills day learning)				
K25: The importance of the impact of verbal and non-verbal communication.	Communication Skills and Professionalism (K25a introduction)	Level 4 Skills Days (K25 skills day learning)	Developing Relationship Skills as a Social Work Practitioner (K25b application)			
K26: How communication skills affect the assessment of, and engagement with, individuals and their families/carers.	Communication Skills and Professionalism (K26a introduction)	Level 5 Practice Learning Skills Unit: Getting ready for final Practice Learning Placement (K26 skills day learning)	Professional Practice with Adults (K26b application)	Professional Practice with Children and Families (K26b application)		
K27: The range of factors that affect effective communication e.g., age, capacity, learning ability and physical ability.	Communication Skills and Professionalism (K27a introduction)	Professional Practice with Adults (K27b application)	Professional Practice with Children and Families (K27b application)			
K28: The full range of interpersonal skills required	Applying Social Work Models and					

KSB Reference	Unit Title	Unit Title	Unit Title	Unit Title		
to work with other professionals and agencies.	Methods in Practice					
K29: The different social and organisational contexts within which social work operates.	The Context of Social Work Practice in the UK (K29a)	Readiness for Direct Practice in Social work (K29b)				
K30: The applicable legislation, policies, and procedures.	Law in Social work Practice (K30a introduction)	Professional Practice with Adults (K30b application)	Professional Practice with Children and Families (K30b application)			
K31: The principles of good recording and record keeping.	BA Social Work First Substantive Placement Part A (K31a)	BA Social Work First Substantive Placement Part B (K31a)	BA Final Substantive Placement Part A (K31b)	BA Final Substantive Placement Part B (K31b)		
K32: The types, and benefits, of assistive technology.	Level 4 Skills Days (skills day learning)					
K33: How to use relevant software applications	BA Social Work First Substantive Placement Part A (K33a)	BA Social Work First Substantive Placement Part B (K33a)	BA Final Substantive Placement Part A (K33b)	BA Final Substantive Placement Part B (K33b)		
K34: IT data sharing protocols.	BA Social Work First Substantive Placement Part A (K34a)	BA Social Work First Substantive Placement Part B (K34a)	BA Final Substantive Placement Part A (K34b)	BA Final Substantive Placement Part B (K34b)		
K35: The potential misuses of technology e.g., social media.	Communication Skills and Professionalism (K35a introduction)	BA Social Work First Substantive Placement Part A (K35b application)	BA Social Work First Substantive Placement Part B (K35b application)			
S1: Ensure professional ethical standards are developed, maintained and promoted.	BA Social Work First Substantive Placement Part A (S1a)	BA Social Work First Substantive Placement Part B (S1a)	BA Final Substantive Placement Part A (S1b)	BA Final Substantive Placement Part B (S1b)		
S2: Take responsibility for your decisions and recommendations.	Applying Social Work Models and Methods in	BA Final Substantive	BA Final Substantive	Level 6 Practice Learning Skills		

KSB Reference	Unit Title	Unit Title	Unit Title	Unit Title		
	Practice (S2a development)	Placement Part A (S2b application)	Placement Part B (S2b application)	Unit (S2 Skills day learning)		
S3: Be aware of the impact of your own values on practice.	BA Social Work First Substantive Placement Part A (S3a introduction)	BA Social Work First Substantive Placement Part B (S3a introduction)	Social Justice and Social Work (S3b developing)	BA Final Substantive Placement Part A (S3c application)	BA Final Substantive Placement Part B (S3c application)	
S4: Exercise authority as a social worker within the appropriate legal and ethical frameworks.	Law in Social Work Practice (S4a introduction)	Social Justice and Social work (S4b development)	BA Final Substantive Placement Part A (S4c application)	BA Final Substantive Placement Part B (S4c application)		
S5: Ensure the highest standards of person centred approach, so that people are treated with dignity and their rights, values and autonomy are respected.	Learning from the Living Experience (S5a introduction)	Professional Practice with Adults (S5b application)	Professional Practice with Children and Families (S5b application)	Understanding Mental Health and Substance Use (S5b application)		
S6: Practise in a non-discriminatory manner.	BA Social Work First Substantive Placement Part A (S6a)	BA Social Work First Substantive Placement Part B (S6a)	BA Final Substantive Placement Part A (S6b)	BA Final Substantive Placement Part B (S6b)		
S7: Hear the views of people who use services, carers, their families and communities, recognise their expertise, and enable their views to have validity and influence.	Learning from the Living Experience (S7a introduction)	Level 5 Practice Learning Skills Unit (S7 skills learning day)	Professional Practice with Adults (S7b application)	Professional Practice with Children and Families (S7b application)	Understanding Mental Health and Substance Use (S7b application)	
S8: Promote the best interests of people who use services, carers, their families and communities.	Learning from the Living Experience (S8a introduction)	Professional Practice with Adults (S8b development)	Professional Practice with Children and Families (S8b development)	BA Final Substantive Placement Part A (S8c application)	BA Final Substantive Placement Part B (S8c application)	
S9: Work with people to enable them to make informed decisions and exercise their rights.	BA Social Work First Substantive Placement Part A (S9a)	BA Social Work First Substantive Placement Part B (S9a)	BA Final Substantive Placement Part A (S9b)	BA Final Substantive Placement Part B (S9b)		
S10: Work to promote individual growth,	BA Social Work First Substantive	BA Social Work First Substantive	BA Final Substantive	BA Final Substantive		

KSB Reference	Unit Title	Unit Title	Unit Title	Unit Title		
development and independence.	Placement Part A (S10a)	Placement Part B (S10a)	Placement Part A (S10b)	Placement Part B (S10b)		
S11: Undertake assessments of need and/or capacity.	BA Social Work First Substantive Placement Part A (S11a)	BA Social Work First Substantive Placement Part B (S11a)	BA Final Substantive Placement Part A (S11b)	BA Final Substantive Placement Part B (S11b)	Level 6 Practice Learning Skills Unit (S11 skills day learning)	
S12: Initiate resolution of issues and use initiative.	BA Social Work First Substantive Placement Part A (S12a)	BA Social Work First Substantive Placement Part B (S12a)	Applying Social Work Models and Methods in Practice (S12b)	BA Final Substantive Placement Part A (S12c)	BA Final Substantive Placement Part B (S12c)	
S13: Gather, analyse, critically evaluate, and use research information and knowledge in our practice to develop and understanding of the individual's situation.	Academic Skills for Social Work Study (S13a introduction)	Developing Research Mindedness (S13b development)	Level 5 Practice Learning Skills Unit (S13 learning skills day)	BA Final Substantive Placement Part A (S13c application)	BA Final Substantive Placement Part B (S13c application)	
S14: Make and receive referrals appropriately.	BA Social Work First Substantive Placement Part A (S14a)	BA Social Work First Substantive Placement Part B (S14a)	Applying Social Work Models and Methods in Practice (S14b)	BA Final Substantive Placement Part A (S14c application)	BA Final Substantive Placement Part B (S14c application)	
S15: Use social work methods, theories and models to enable individuals to identify actions to achieve change and improve life opportunities.	BA Social Work First Substantive Placement Part A (S15a)	BA Social Work First Substantive Placement Part B (S15a)	Applying Social Work Models and Methods in Practice (S15b)	BA Final Substantive Placement Part A (S15c)	BA Final Substantive Placement Part B (S15c)	
S16: Manage and weigh up competing/conflicting values or interests to make reasoned professional judgement.	BA Social Work First Substantive Placement Part A (S16a)	BA Social Work First Substantive Placement Part B (S16a)	BA Final Substantive Placement Part A (S16b)	BA Final Substantive Placement Part B (S16b)		
S17: Work within scope of practice as an autonomous professional.	BA Final Substantive Placement Part A	BA Final Substantive Placement Part B				
S18: Maintain high standards of personal and professional conduct.	BA Social Work First Substantive Placement Part A (S18a)	BA Social Work First Substantive Placement Part B (S18a)	BA Final Substantive Placement Part A (S18b)	BA Final Substantive Placement Part B (S18b)		

KSB Reference	Unit Title	Unit Title	Unit Title	Unit Title		
S19: Manage the physical and emotional impact of your practice.	Readiness for Direct Practice in Social Work (S19a introduction)	BA Social Work First Substantive Placement Part A (S19b Application)	BA Social Work First Substantive Placement Part B (S19b Application)	BA Final Substantive Placement Part A (S19c Application)	BA Final Substantive Placement Part B (S19c Application)	Level 6 Practice Learning Skills Unit (S19 skills day learning)
S20: Identify and apply strategies to build professional and emotional resilience.	Readiness for Direct Practice in Social Work (S20a introduction)	BA Social Work First Substantive Placement Part A (S20b Application)	BA Social Work First Substantive Placement Part B (S20b Application)	Level 5 Practice Learning Skills Unit: Getting ready for final Practice Learning Placement (S20 skills day learning)	BA Final Substantive Placement Part A (S20 Application)	BA Final Substantive Placement Part B (S20c Application)
S21: Use supervision to support and enhance the quality of your practice.	BA Social Work First Substantive Placement Part A	BA Social Work First Substantive Placement Part B	BA Final Substantive Placement Part A	BA Final Substantive Placement Part B		
S22: Maintain your own health and well-being.	Readiness for Direct Practice in Social Work	Level 4 Skills Days (skills day learning)				
S23: Recognise the need to manage workloads and resources effectively.	Professional Practice with Adults (S23a)	Professional Practice with Children and Families (S23a)	BA Final Substantive Placement Part A (S23b)	BA Final Substantive Placement Part B (S23b)		
S24: Keep your skills, knowledge and ongoing professional development up to date.	BA Social Work First Substantive Placement Part A (S24a)	BA Social Work First Substantive Placement Part B (S24a)	BA Final Substantive Placement Part A (S24b)	BA Final Substantive Placement Part B (S24b)	Level 6 Practice Learning Skills Unit (S24 skills day learning)	
S25: Show an awareness of current and relevant legislation.	Law in Social Work Practice (S25 introduction)	Professional Practice with Adults (S25 application)	Professional Practice with Children and Families (S25 application)			
S26: Use a range of research methodologies to inform your practice.	Developing Research Mindedness					
S27: Work in partnership with others.	Readiness for Direct Practice in Social Work (S27a introduction)	BA Social Work First Substantive Placement Part A (S27b Application)	BA Social Work First Substantive Placement Part B (S27b Application)	BA Final Substantive Placement Part A (S27c Application)	BA Final Substantive Placement Part B (S27c Application)	

KSB Reference	Unit Title	Unit Title	Unit Title	Unit Title		
S28: Balance appropriate levels of autonomy with a complex system of accountability.	BA Final Substantive Placement Part A	BA Final Substantive Placement Part B				
S29: Respond appropriately to unexpected situations, identify and challenge practices which present a risk to, or from, people you are working with, their carers or others in order to uphold professional requirements.	BA Final Substantive Placement Part A	BA Final Substantive Placement Part B	Level 6 Practice Learning Skills Unit			
S30: Respond appropriately to signs of harm, abuse and neglect.	Readiness for Direct Practice in Social Work (S30a introduction)	BA Final Substantive Placement Part A (S30b application)	BA Final Substantive Placement Part B (S30c application)			
S31: Establish and maintain personal and professional boundaries.	Readiness for Direct Practice in Social Work (S31a introduction)	BA Social Work First Substantive Placement Part A (S31b Application)	BA Social Work First Substantive Placement Part B (S31b Application)	BA Final Substantive Placement Part A (S31c Application)	BA Final Substantive Placement Part B (S31c Application)	
S32: Follow health and safety policies and procedures.	BA Social Work First Substantive Placement Part A	BA Social Work First Substantive Placement Part B	BA Final Substantive Placement Part A	BA Final Substantive Placement Part B		
S33: Communicate in English at the level required by Social Work England.	Communication Skills and Professionalism					
S34: Communicate your role and purpose sensitively and clearly, using appropriate language and methods.	Communication Skills and Professionalism (S34a introduction)	BA Social Work First Substantive Placement Part A (S34b Application)	BA Social Work First Substantive Placement Part B (S34b Application)	BA Final Substantive Placement Part A (S34c Application)	BA Final Substantive Placement Part B (S34c Application)	
S35: Communicate in a way which is engaging, respectful, motivating, and effective, even when dealing with conflict or resistance to change.	Communication Skills and Professionalism (S35a introduction)	BA Final Substantive Placement Part A (S35b Application)	BA Final Substantive Placement Part B (S35b Application)			

KSB Reference	Unit Title	Unit Title	Unit Title	Unit Title		
S36: Exercise professional curiosity.	BA Social Work First Substantive Placement Part A	BA Social Work First Substantive Placement Part B	BA Final Substantive Placement Part A	BA Final Substantive Placement Part B		
S37: Have difficult conversations with empathy.	Learning from the Living Experience (S37a introduction)	Developing Relationship Skills as a Social Work Practitioner (S37b developing)	BA Social Work First Substantive Placement Part A (S37c Application)	BA Social Work First Substantive Placement Part B (S37c Application)	BA Final Substantive Placement Part A (S37d Application)	BA Final Substantive Placement Part B (S37d Application)
S38: Demonstrate effective interpersonal skills.	Level 4 Skills Days (skills day learning)	Developing Relationship Skills as a Social Work Practitioner				
S39: Engage with individuals and their families/carers and sustain effective relationships in order to effect change.	Readiness for Direct Practice in Social Work (S39a introduction)	BA Social Work First Substantive Placement Part A (S39b Application)	BA Social Work First Substantive Placement Part B (S39b Application)	BA Final Substantive Placement Part A (S39c Application)	BA Final Substantive Placement Part B (S39c Application)	
S40: Engage effectively in inter-professional and inter-agency working to achieve positive outcomes.	BA Social Work First Substantive Placement Part A (S40a introduction)	Level 5 Practice Learning Skills Unit: getting ready for final practice learning placement (S40 skills day learning)	BA Final Substantive Placement Part A (S40b Application)	BA Final Substantive Placement Part B (S40b Application)		
S41: Support networks, groups, and communities to meet needs and outcomes.	Learning from the living experience (S41a introduction)	Social Justice and Social Work (S41b development)	BA Final Substantive Placement Part A (S41c Application)	BA Final Substantive Placement Part B (S41c Application)		
S42: Maintain accurate and complete records in accordance with applicable legislation, protocols, and guidelines.	BA Final Substantive Placement Part A	BA Final Substantive Placement Part B				
S43: Prepare formal reports in line with legislation, policies and procedures.	BA Final Substantive Placement Part A	BA Final Substantive Placement Part B				
S44: Critically reflect on/review practice and	BA Social Work First Substantive	BA Social Work First Substantive	BA Final Substantive	BA Final Substantive		

KSB Reference	Unit Title	Unit Title	Unit Title	Unit Title		
record the outcomes of reflection appropriately.	Placement Part A (S44a)	Placement Part B (S44a)	Placement Part A (S44b)	Placement Part B (S44b)		
S45: Present reports in formal settings.	BA Social Work First Substantive Placement Part A	BA Social Work First Substantive Placement Part B	BA Final Substantive Placement Part A	BA Final Substantive Placement Part B		
S46: Use technology to manage your work.	Academic Skills for Social Work Study					
S47: Use technology to communicate appropriately.	Academic Skills for Social Work Study	Communication skills and professionalism				
S48: Maintain individuals' information security and protect data.	Law in Social Work Practice (S48a introduction)	BA Social Work First Substantive Placement Part A (S48b application)	BA Social Work First Substantive Placement Part B (S48b application)	BA Final Substantive Placement Part A (S48c application)	BA Final Substantive Placement Part B (S48c application)	
S49: Advise people on how to use assistive technology.	Communication skills and professionalism	Level 5 Practice Learning Skills Unit: getting ready for final practice learning placement (S49 skills day learning)				
S50: Promote the use of technology to achieve better outcomes.	BA Social Work First Substantive Placement Part A (S50a)	BA Social Work First Substantive Placement Part B (S50a)	Level 5 Practice Learning Skills Unit: getting ready for final practice learning placement (S50 skills day learning)	BA Final Substantive Placement Part A (S50b)	BA Final Substantive Placement Part B (S50b)	
B1: Communicate openly, honestly and accurately. Listen to people and apply professional curiosity to evaluate and assess the information needed to provide quality advice, support, or care.	Learning from the living experience (B1a introduction)	Communication skills and professionalism (B1a Introduction)	BA Social Work First Substantive Placement Part A (B1b application)	BA Social Work First Substantive Placement Part B (B1b application)	BA Final Substantive Placement Part A (B1c application)	BA Final Substantive Placement Part B (B1c application)

KSB Reference	Unit Title	Unit Title	Unit Title	Unit Title		
B2: Treat people with compassion, dignity and respect and work together to empower positive change.	Learning from the Living Experience (B2a introduction)	Social Justice and Social Work (B2b development)	Professional Practice with Adults (B2c application)	Professional Practice with Children and Families (B2c application)		
B3: Adapt approach according to the situation and context.	BA Social Work First Substantive Placement Part A	BA Social Work First Substantive Placement Part B	BA Final Substantive Placement Part A	BA Final Substantive Placement Part B		
B4: Commit to continuous learning within social work, with curiosity and critical reflection.	Social Justice and Social Work	Developing Research Mindedness				
B5: Adhere to the Social Work England Standards of Conduct.	BA Social Work First Substantive Placement Part A	BA Social Work First Substantive Placement Part B	BA Final Substantive Placement Part A	BA Final Substantive Placement Part B		

ENGLISH, MATHS AND CAREERS INFORMATION, ADVICE AND GUIDANCE

Unit	English	Maths	Careers IAG
Level 4			
The context of social work practice in the UK	This unit will enable learners to develop their academic reading and writing skills through engaging with the content and further reading	N/A	This unit supports learners to prepare for professional practice through developing their understanding of the role of social workers and the profession's regulatory and values frameworks. This starts to develop their knowledge of areas of practice they may wish to pursue.
Human development – applying theory to practice	This unit will enable learners to develop their academic reading and writing skills through engaging with the content and further reading.	The unit will support learners to build on existing maths skills to understand quantitative data.	N/A
Academic skills for social work study	This unit provides the foundation for learners to develop skills in critical reading and analytical writing skills.	The unit will support learners to build on existing maths skills to understand quantitative data.	N/A
Learning from the living experience	N/A	N/A	N/A
Communication skills and professionalism	This unit will enable learners to develop their academic reading and writing skills.	N/A	N/A
Readiness for direct practice in social work	N/A	N/A	This unit supports learners to prepare for professional practice through developing their understanding of the role of social workers and the profession's regulatory and values frameworks. Learners will apply their learning to date in order to demonstrate their readiness for practice
Law in social work practice	This unit enables learners to develop English reading and writing skills in relation to legislative documents, policies and systems related to social work.	N/A	N/A
Level 5			
BA Social work first substantive placement Part A	This unit supports learners' development of English skills through their practical application in tasks such as reading and writing reports, maintaining written records, completion of forms and other practical interventions	This unit supports learners' development of their maths skills through the practical application of maths, for example in working with service users around budgeting, benefits and services such as direct payments.	This unit supports learners to gain the required professional skills towards becoming a social worker

Unit	English	Maths	Careers IAG
BA Social work first substantive placement Part B	This unit supports learners' development of English skills through their practical application in tasks such as reading and writing reports, maintaining written records, completion of forms and other practical interventions	This unit supports learners' development of their maths skills through the practical application of maths, for example in working with service users around budgeting, benefits and services such as direct payments.	This unit supports learners to gain the required professional skills towards becoming a social worker
Applying social work models and methods in practice	This unit will enable learners to develop their academic reading, writing and critical thinking skills	N/A	This unit supports learners to develop the skills needed to apply the models and methods of social work practice.
Developing relationship skills as a social work practitioner	This unit will enable learners to develop their academic reading, writing and critical thinking skills	N/A	This unit supports learners to develop the skills needed to establish and maintain professional relationships in practice
Social justice and social work	This unit supports learners to develop their English skills through engagement with academic sources, social policy and legal documents and other written information	N/A	This unit supports learners to develop key professional skills, including presentation of research information in a formal setting
Developing research mindedness	This unit supports learners to develop the English skills related to critically engaging with and understanding research.	This unit supports learners to develop maths skills required to engage with and understand quantitative research.	This unit supports learners to develop evidence based professional skills required in social work practice
Practice learning skills for social work: Getting ready for final practice learning placement – apprenticeship	N/A	N/A	This unit supports learners to develop a range of knowledge and skills relevant to professional social work practice
Level 6			
Professional practice with adults	This unit supports learner to further develop English skills required for social work with adults, including accurate record keeping, report writing and presentation of information at decision making panels	N/A	This unit supports learners to understand the role of social workers working with adults and to develop the knowledge and skills needed to work with adults
Professional practice with children and families	This unit supports learner to further develop English skills required for children and families social work, including accurate record keeping, report writing and presentation of information at decision making panels	N/A	This unit supports learners to understand the role of social workers working with children and families and to develop the knowledge and skills needed to work with children and families

Unit	English	Maths	Careers IAG
Understanding mental health and substance use	This unit supports learners' further development of English skills through in depth engagement with subject specific academic sources	N/A	This unit supports learners to develop essential knowledge and skills required for social work practice with adults and children and families in relation to mental health and substance use
Critical literature review	This unit supports learners to further develop English skills through engaging with and critically analysing research evidence including academic journal papers. This unit supports learners to further develop maths skills required to engage with and understand quantitative research. This unit supports learners to further develop maths skills required to engage with and understand quantitative research.	This unit supports learners to further develop maths skills required to engage with and understand quantitative research.	This unit supports learners to further develop evidence based professional skills required in social work practice
BA social work final substantive placement Part A <i>[pre-requisite is successful completion of First Substantive Placement Part A and Part B]</i>	This unit supports learners' development of English skills through their practical application in tasks such as reading and writing reports, maintaining written records, completion of forms and other practical interventions	This unit supports learners' development of their maths skills through the practical application of maths, for example in working with service users around budgeting, benefits and services such as direct payments.	This unit supports learners to gain the required professional skills towards becoming a social worker
BA social work final substantive placement Part B	This unit supports learners' development of English skills through their practical application in tasks such as reading and writing reports, maintaining written records, completion of forms and other practical interventions	This unit supports learners' development of their maths skills through the practical application of maths, for example in working with service users around budgeting, benefits and services such as direct payments.	This unit supports learners to gain the required professional skills towards becoming a social worker
Practice learning skills for social work: Getting ready to qualify – apprenticeship	N/A	N/A	This unit supports learners to further develop a range of knowledge and skills relevant to professional social work practice

SAFEGUARDING, PREVENT AND FUNDAMENTAL BRITISH VALUES

Unit	Safeguarding	Prevent	British values
Level 4			
The context of social work practice in the UK	Safeguarding is central to social work practice therefore safeguarding principles underpins all aspects of this programme.	Prevent is a core aspect of safeguarding and therefore underpins all aspects of this programme.	This unit supports learners to understand contemporary British society and its values, especially principles of democracy and how social workers can use their professional powers ethically and to promote social justice
Human development – applying theory to practice	Safeguarding is central to social work practice therefore safeguarding principles underpins all aspects of this programme.	Prevent is a core aspect of safeguarding and therefore underpins all aspects of this programme.	This unit supports the development of fundamental British values especially respect for and understanding of human diversity.
Academic skills for social work study	Safeguarding is central to social work practice therefore safeguarding principles underpins all aspects of this programme.	Prevent is a core aspect of safeguarding and therefore underpins all aspects of this programme.	This unit draws on the content of the Social Context of Practice and Human Development units which both cover British values including democracy, rule of law, respect and tolerance and individual liberty.
Learning from the living experience	Safeguarding is central to social work practice therefore safeguarding principles underpins all aspects of this programme.	Prevent is a core aspect of safeguarding and therefore underpins all aspects of this programme.	This unit supports the development of fundamental British values especially respect, tolerance of, and openness to different perspectives and diversity
Communication skills and professionalism	Safeguarding is central to social work practice therefore safeguarding principles underpins all aspects of this programme.	Prevent is a core aspect of safeguarding and therefore underpins all aspects of this programme.	This unit supports the development of fundamental British values especially respect, tolerance of, and openness to different perspectives and diversity
Readiness for direct practice in social work	Safeguarding is central to social work practice therefore safeguarding principles underpins all aspects of this programme.	Prevent is a core aspect of safeguarding and therefore underpins all aspects of this programme.	This unit supports the development of learners' understanding of British values through their understanding of the professions' value base, including anti-oppressive and anti-discriminatory principles.
Law in social work practice	Safeguarding is central to social work practice therefore safeguarding principles underpins all aspects of this programme.	Prevent is a core aspect of safeguarding and therefore underpins all aspects of this programme.	This unit enables learners to develop their knowledge and understanding of British values expressed and actioned through law – specifically democracy, rule of law and individual liberty.
Level 5			
BA Social work first substantive placement Part A	Safeguarding is central to social work practice therefore safeguarding	Prevent is a core aspect of safeguarding and therefore underpins all aspects of this programme.	This unit supports learners to develop their understanding of the application of British values

Unit	Safeguarding	Prevent	British values
	principles underpins all aspects of this programme.		through practice, including promoting individual liberty and respect.
BA Social work first substantive placement Part B	Safeguarding is central to social work practice therefore safeguarding principles underpins all aspects of this programme.	Prevent is a core aspect of safeguarding and therefore underpins all aspects of this programme.	This unit supports learners to develop their understanding of the application of British values through practice, including promoting individual liberty and respect.
Applying social work models and methods in practice	Safeguarding is central to social work practice therefore safeguarding principles underpins all aspects of this programme.	Prevent is a core aspect of safeguarding and therefore underpins all aspects of this programme.	This unit supports the development of fundamental British values especially respect for and understanding of human diversity and individual liberty through understanding methods of intervention
Developing relationship skills as a social work practitioner	Safeguarding is central to social work practice therefore safeguarding principles underpins all aspects of this programme.	Prevent is a core aspect of safeguarding and therefore underpins all aspects of this programme.	This unit supports the development of fundamental British values especially respect for and understanding of human diversity
Social justice and social work	Safeguarding is central to social work practice therefore safeguarding principles underpins all aspects of this programme.	Prevent is a core aspect of safeguarding and therefore underpins all aspects of this programme.	This unit supports learners to engage with British values as they relate to issues of social justice, such as citizenship, fairness and democracy
Developing research mindedness	Safeguarding is central to social work practice therefore safeguarding principles underpins all aspects of this programme.	Prevent is a core aspect of safeguarding and therefore underpins all aspects of this programme.	N/A
Practice learning skills for social work: Getting ready for final practice learning placement – apprenticeship	Safeguarding is central to social work practice therefore safeguarding principles underpins all aspects of this programme.	Prevent is a core aspect of safeguarding and therefore underpins all aspects of this programme.	This unit supports learners to develop their understanding of British values through engagement with a range of skills days relating to rule of law, democracy and individual liberty in action.
Level 6			
Professional practice with adults	Safeguarding is central to social work practice therefore safeguarding principles underpins all aspects of this programme.	Prevent is a core aspect of safeguarding and therefore underpins all aspects of this programme	This unit supports learners to further develop their understanding of British values as related to social work with adults, including rule of law and individual liberty
Professional practice with children and families	Safeguarding is central to social work practice therefore safeguarding principles underpins all aspects of this programme.	Prevent is a core aspect of safeguarding and therefore underpins all aspects of this programme	This unit supports learners to further develop their understanding of British values as related to social work with children and families, including rule of law and individual liberty

Unit	Safeguarding	Prevent	British values
Understanding mental health and substance use	Safeguarding is central to social work practice therefore safeguarding principles underpins all aspects of this programme.	Prevent is a core aspect of safeguarding and therefore underpins all aspects of this programme	
Critical literature review	Safeguarding is central to social work practice therefore safeguarding principles underpins all aspects of this programme.	Prevent is a core aspect of safeguarding and therefore underpins all aspects of this programme	This unit supports learners to develop their understanding of British values as they engage with research around issues of social justice, democracy, rule of law and individual liberty in relation to social work
BA social work final substantive placement Part A	Safeguarding is central to social work practice therefore safeguarding principles underpins all aspects of this programme.	Prevent is a core aspect of safeguarding and therefore underpins all aspects of this programme.	This unit supports learners to develop their understanding of the application of British values through practice, including promoting individual liberty and respect.
BA social work final substantive placement Part B	Safeguarding is central to social work practice therefore safeguarding principles underpins all aspects of this programme.	Prevent is a core aspect of safeguarding and therefore underpins all aspects of this programme.	This unit supports learners to develop their understanding of the application of British values through practice, including promoting individual liberty and respect.
Practice learning skills for social work: Getting ready to qualify – apprenticeship	Safeguarding is central to social work practice therefore safeguarding principles underpins all aspects of this programme.	Prevent is a core aspect of safeguarding and therefore underpins all aspects of this programme	This unit supports learners to further develop their understanding of British values through engagement with a range of skills days relating to rule of law, democracy and individual liberty in action.

INDICATIVE TIMELINE FOR DELIVERY OF ACTIVE LEARNING

This is an indicative timeline of when apprentices might typically undertake activities to develop the Knowledge, Skills and Behaviours described in the apprenticeship standard. For day release delivery models there must be activity planned for each calendar month. For Block or Front-Loaded delivery models the requirement is activity every 3 calendar months. This schedule will be used after approval to build the programme in Bud, BU's apprenticeship management system.

Start Month	End Month	Unit	Year/Level in Prog	Taught OTJ Hours	Non-Taught OTJ Hours	Intended Learning Outcomes
1	4	The context of social work practice in the UK	1/4	30	50	1-4
1	4	Human development – applying theory to practice	1/4	30	50	1-4
1	4	Academic skills for social work study	1/4	30	50	1-4
4	5	Learning from the living experience (INCLUDES 5 X SKILLS DAYS)	1/4	35	50	1-4
5	9/10	Communication skills and professionalism	1/4	36	50	1-4
1	12	Readiness for direct practice in social work 10 SKILLS DAYS @ 7 HOURS EACH	1/4	70	0	1-4
5	9/10	Law in social work practice	1/4	30	50	1-4
13	15	BA Social work first substantive placement Part A	2/5	14	50	1-4
15	17/18	BA Social work first substantive placement Part B	2/5	7	50	1-4
18	21	Applying social work models and methods in practice (5 SKILLS DAYS)	2/5	30	50	1-3
18	21	Developing relationship skills as a social work practitioner	2/5	30	50	1-4
18	21	Social justice and social work	2/5	30	50	1-4
18	21	Developing research mindedness	2/5	30	50	1-3
13	24	Practice learning skills for social work: Getting ready for final practice learning placement – apprenticeship. 5 SKILLS DAYS	2/5	35	0	1-2
25/26	28	Professional practice with adults	3/6	30	50	1-4
25/26	28	Professional practice with children and families	3/6	30	50	1-4
25/26	28	Understanding mental health and substance use	3/6	30	50	1-3
25/26	28	Critical literature review	3/6	30	50	1-4
29	34/35	BA social work final substantive placement Part A	3/6	14	50	1-4
29	34/35	BA social work final substantive placement Part B	3/6	7	50	1-4

BA (Hons) Social Work Degree Apprenticeship

Version 1.1-0926

© Bournemouth University 2025

Start Month	End Month	Unit	Year/Level in Prog	Taught OTJ Hours	Non-Taught OTJ Hours	Intended Learning Outcomes
25	34/35	Practice learning skills for social work: Getting ready to qualify – apprenticeship (5 SKILLS DAYS)	3/6	35	0	1-2
			Total	613	900	

Total OTJ hours for programme: 1513

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES APPRENTICES TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

PROGRAMME AND LEVEL 6 INTENDED PROGRAMME OUTCOMES

<p>A: Subject knowledge and understanding This programme provides opportunities for learners to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable learners to achieve and to demonstrate the programme learning outcomes:</p>
<p>During their qualifying undergraduate programme of study in social work, learners should acquire, critically evaluate, apply and integrate knowledge and understanding in the following five core areas of study: social work services and experts by experience, the service delivery context, values and ethics, social work theory and the nature of social work practice.</p> <p>These include:</p> <p>A1 In-depth knowledge of the social processes that lead to marginalisation, isolation and exclusion and their impact on the demand for social work services, people with living experience and carers and their links to problems of inequality and issues of diversity.</p> <p>A2 In-depth knowledge and critical understanding of service delivery contexts including the location of contemporary social work, the issues and trends in modern public and social policy and the significance of legislative and legal frameworks.</p> <p>A3 Critical understanding of the functions of other professionals in relation to the health and social well-being of people with living experience and carers (inter-professional/collaborative practice).</p> <p>A4 Critical understanding of the scope and complexity of the social and political philosophies, policies and priorities that impact on social work practice.</p> <p>A5 Critical understanding of the moral concepts of rights, responsibility, freedom, authority and power inherent in the practice of social workers across the globe.</p> <p>A6 In-depth knowledge of the psychological and psychosocial perspectives to understanding individual and social development and functioning.</p> <p>A7 In-depth knowledge and critical understanding of social work theory, including research-based concepts, sociological perspectives and appraisal of relevant social research and evaluation methodologies and the evidence base for social work.</p> <p>A8 In-depth knowledge of the nature of social work practice including the characteristics of practice in a range of community-based and organisational settings, the processes of reflection and evaluation, the range of approaches for evaluating service and welfare outcomes and of collaborative practice.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> lectures (A1 – A8); seminars (A1 – A8); directed reading (A1 – 8); use of the VLE (A1 – 8); independent research (for dissertation) (A1 – 8); practice learning in agency settings (A1 – 8) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> coursework essays (A1 – 8); critical literature review (A1 – 8); practice learning portfolio (A1 – 8); In class test (A6); presentations (A3 and 8).
<p>B: Intellectual skills This programme provides opportunities for learners to:</p>	<p>The following learning and teaching and assessment strategies and methods enable learners to achieve and to demonstrate the programme outcomes:</p>
<p>Social Work graduates are expected to act effectively in complex circumstances that therefore need to become accountable, reflective, critical and evaluative. This involves learning:</p> <p>B1 Critical appraisal of relevant social research and evaluation methodologies.</p> <p>B2 The integration of theoretical perspectives and evidence from national and international research into the design and</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> lectures (B1 – B6); seminars (B1 – B6); directed reading (B1 – B6); use of the VLE (B1 – B5); independent research (particularly for critical literature review) (B1 – B6); practice learning in agency settings (B1 – 6).

<p>implementation of effective social work intervention with a wide range of people with living experience, carers and others.</p> <p>B3 Independent, reflective and critical thinking skills.</p> <p>B4 The critical analysis of theoretical perspectives and evidence from national and international research, in assessment and decision-making processes in social work practice.</p> <p>B5 The synthesis of critical evaluation and analysis into new and more effective service delivery.</p> <p>B6 Research-mindedness and critical awareness of evidence-based practice.</p>	<p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • coursework essays (B1 – B5); • critical literature review (B1 – B6); • practice learning portfolio (B1 – 6).
<p>C: Practical skills This programme provides opportunities for learners to:</p>	<p>The following learning and teaching and assessment strategies and methods enable learners to achieve and to demonstrate the programme learning outcomes:</p>
<p>C1 Communicate effectively with people with living experience and carers, and with other professionals.</p> <p>C2 Integrate critical understanding of ethical issues, values and codes of professional practice.</p> <p>C3 Apply models and methods of assessment, including factors underpinning the selection and testing of relevant information, the nature of professional judgement and the processes of risk assessment in a range of settings.</p> <p>C4 Consistently exercise an appropriate level of autonomy and initiative in individual decision-making within the context of supervisory, collaborative, ethical, organisational requirements including professional body requirements.</p> <p>C5 Facilitate effective inter-disciplinary, inter-professional and inter-agency collaboration and partnership.</p> <p>C6 Take account of the impact of inequality and discrimination in work with people including issues of diversity.</p> <p>C7 Demonstrate habits of critical reflection on their performance and professional development and take responsibility for modifying action in light of this.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • lectures (C1 – C3); • coursework essays (C1 - C3, C5, C7); • independent research for critical literature review (C1 – C2); • group exercises (C3 – C5); • practice learning in agency settings (C1 – 7); • poster presentation (C6 and C7). <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • open book class tests (C1, C4); • coursework essays (C1, C2, C3, C5, C7); • critical literature review (C1, C2, C5, C7); • practice learning portfolio (C1 – 7).
<p>D: Transferable skills This programme provides opportunities for learners to:</p>	<p>The following learning and teaching and assessment strategies and methods enable learners to achieve and to demonstrate the programme learning outcomes:</p>
<p>D1 Use appropriate computer systems and information technology for a variety of purposes including communications, data storage and retrieval, and information searching.</p> <p>D2 Demonstrate a range of interpersonal skills including effective listening, negotiating, persuasion and presentation.</p> <p>D3 Study and research independently.</p> <p>D4 Present structured arguments and communicate their work and findings to others.</p> <p>D5 Demonstrate openness and sensitivity to diversity in terms of other people, cultures and practice settings.</p> <p>D6 Seek and use supervision effectively.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • lectures (D1 – D5); • seminars (D1 – D5); • use of the VLE (D1 – D5); • directed reading (D1 – D5); • practice learning in agency settings (D1-6). <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • coursework essays (D1 – D5); • presentations (D1 – 5); • practice Learning portfolio (D1 – 6).

LEVEL 5 INTENDED LEVEL STAGE OUTCOMES

A: Knowledge and understanding This programme provides opportunities for learners to develop and demonstrate knowledge and understanding of:		The following learning and teaching and assessment strategies and methods enable learners to achieve and to demonstrate the level learning outcomes:
A1	The application of social and psychological theories to the practice of social work.	Learning and teaching strategies and methods: <ul style="list-style-type: none"> lectures (A1 – A4); seminars (A1 – A4); directed reading (A1 – 4); use of the VLE (A1 – 4); practice learning in agency settings (A1 – 5). Assessment strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> coursework assignments (A1 – 5); practice portfolio (A1 – 5).
A2	The legal and ethical frameworks of social work applied in a number of specific practice settings.	
A3	Concepts of anti-discriminatory practice, empowerment and advocacy applied to working with specified client groups.	
A4	The application of social work practice including interprofessional/collaborative practice.	
A5	A clear understanding of the structure, policies and directions of statutory, voluntary and independent agencies that impact on the social worker.	
B: Intellectual skills This programme provides opportunities for learners to:		The following learning and teaching and assessment strategies and methods enable learners to achieve and to demonstrate the level learning outcomes:
B1	Relate theoretical concepts and frameworks to the practice of social work.	Learning and teaching strategies and methods: <ul style="list-style-type: none"> lectures (B1 – 5); seminars (B1 – 5); directed reading (B1 – 5); use of the VLE (B1 – 5); practice learning in agency settings (B1 – 5). Assessment strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> coursework assignments (B1 – 5); practice portfolio (B1 – 5).
B2	Assess and respond to the needs of a range of clients in practice.	
B3	Reflect on the outcomes of interventions and modify behaviour of both self and client.	
B4	Use evidenced research to review and assess practice and to identify the need for change where necessary.	
B5	Recognise different approaches to the management and delivery of services to a range of client groups.	
C: Practical skills This programme provides opportunities for learners to:		The following learning and teaching and assessment strategies and methods enable learners to achieve and to demonstrate the level learning outcomes:
C1	Apply modern communication and information technology to service delivery.	Learning and teaching strategies and methods: <ul style="list-style-type: none"> lectures (C1 – 5); seminars (C1 – 5); directed reading (C1 – 5); use of the VLE (C1 – 5); practice learning in agency settings (C1 – 5). Assessment strategies and methods: <ul style="list-style-type: none"> coursework assignments (C1 – 5); practice portfolio (C1 – 5). The integration of theory and practice will be assessed through the practice portfolios at Level 5, as well as by assignments and tasks focused on analysing practice in the light of theoretical understanding.
C2	Apply a variety of models and methods of assessment to a specified range of people with living experience and carers.	
C3	Apply different approaches and methods of intervention in a range of community-based settings.	
C4	Work with other professional groups to meet the needs of clients in the community.	
C5	Take account of the impact of inequality and discrimination in working with people with living experience and carers in particular contexts.	
D: Transferable skills This programme provides opportunities for learners to:		The following learning and teaching and assessment strategies and methods enable learners to achieve and to demonstrate the level learning outcomes:

D1	Use appropriate computer systems and information technology for a variety of purposes including communications, data storage and retrieval, and information searching.	Learning and teaching strategies and methods: <ul style="list-style-type: none"> • independent study (D1 – 2); • seminars (D1 – 4); • use of the VLE (D1 – 4); • directed reading (D1 – 4).
D2	Gather and analyse information from a wide range of sources and by a variety of methods, for a range of purposes.	Assessment strategies and methods: <ul style="list-style-type: none"> • coursework assignments (D1 – 4); • practice portfolio (D1 – 4).
D3	Be articulate in both verbal and written communication.	
D4	Demonstrate openness and sensitivity to diversity in terms of people, cultures and practice settings.	

LEVEL 4 INTENDED LEVEL STAGE OUTCOMES

A: Knowledge and understanding This programme provides opportunities for learners to develop and demonstrate knowledge and understanding of:		The following learning and teaching and assessment strategies and methods enable learners to achieve and to demonstrate the level learning outcomes:
A1	The nature of social work services and the legal requirements and professional boundaries that shape the nature of services provided.	Learning and teaching strategies and methods: <ul style="list-style-type: none"> • lectures (A1 – A5); • seminars (A1 – A5); • directed reading (A1 – 5); • use of the VLE (A1 – 5); • court visit (A3) • blended learning (A1 – 5); • shadowing a social worker (A1 – 3). Assessment strategies and methods: <ul style="list-style-type: none"> • coursework assignments (A1 – 5); • group presentation (A3 and 4) • portfolio of professional readiness (A1 – 3).
A2	The scope and complexity of social work practice, including interprofessional/ collaborative working.	
A3	The general ethical and legal frameworks of social work, its practices and that of other professions.	
A4	The psycho-social context of social work.	
A5	Social science theories explaining group and organisational behaviour, adaptation and change.	
B: Intellectual skills This programme provides opportunities for learners to:		The following learning and teaching and assessment strategies and methods enable learners to achieve and to demonstrate the level learning outcomes:
B1	The development of knowledge and understanding of social work theory.	Learning and teaching strategies and methods: <ul style="list-style-type: none"> • lectures (B1 – B4); • seminars (B1 – B4); • directed reading (B1 – B4); • use of the VLE (B1 – B4); • groupwork activities. Assessment strategies and methods: <ul style="list-style-type: none"> • coursework assignments (B1 – B4); • group presentation (B3).
B2	The conceptualisation of social work as an application of theories of psychology and social science to the practice of social work.	
B3	The appreciation of the paramount significance of an ethical, moral and legal framework for social work practice.	
B4	The appreciation of the evidenced based nature of social work in theory and practice.	
C: Practical skills This programme provides opportunities for learners to:		The following learning and teaching and assessment strategies and methods enable learners to achieve and to demonstrate the level learning outcomes:
C1	Recognition of different approaches to management, leadership and quality in public and independent human services.	Learning and teaching strategies and methods: <ul style="list-style-type: none"> • lectures (C1 – C4); • seminars (B1 – B4); • directed reading (B1 – B4); • use of the VLE (B1 – B4); • groupwork activities. Assessment strategies and methods: <ul style="list-style-type: none"> • coursework assignments (C1 – C4); • group exercises (C1, C4); • presentation (C4).
C2	The ability to apply modern communication and information technology to service delivery.	
C3	Understand and conceptualise human situations, taking into account a variety of factors.	
C4	Develop an understanding of the impact of inequality and discrimination in work with people in particular contexts and problem situations.	

D: Transferable skills This programme provides opportunities for learners to:		The following learning and teaching and assessment strategies and methods enable learners to achieve and to demonstrate the level learning outcomes:
D1	Use appropriate computer systems and information technology for a variety of purposes including communications, data storage and retrieval, and information searching;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> lectures (D1 – D3); seminars (D1 – D3); use of the VLE (D1 – D3); directed reading (D1 – D3).
D2	Gather information from a wide range of sources and by a variety of methods, for a range of purposes.	
D3	Be articulate in written and spoken communications .	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> coursework assignments (D1 – D3); group exercises and activities (D1 – 3).

Programme Skills Matrix

Apprenticeship Units (all units are separate apprenticeship units but are all based on the already validated units in the BA (Hons) Social Work programme and will be taught together with these		Programme Intended Learning Outcomes																										
		A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	D 1	D 2	D 3	D 4	D 5	D 6
LEVEL 6	Professional Practice with Adults	*	*	*	*	*		*	*	*		*	*	*	*		*			*	*	*	*	*	*	*	*	*
	Professional Practice with Children and Families	*	*	*	*	*		*	*	*		*	*	*	*		*			*	*	*	*	*	*	*	*	*
	Understanding Mental Health and Substance Use	*	*	*	*	*	*	*	*	*		*	*	*	*		*			*	*	*	*	*	*	*	*	
	Critical Literature Review	*						*	*	*	*	*	*	*	*		*		*		*	*	*		*	*	*	*
	BA Social Work Final Substantive Placement (Part A and Part B)	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
LEVEL 5	BA Social Work First Substantive Placement (Part A and Part B)	*	*	*	*	*		*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Applying Social Work Models and Methods in Practice	*	*	*		*	*	*	*	*	*	*	*	*	*		*	*		*	*	*	*	*	*	*	*	
	Developing Relationship Skills as a Social Work Practitioner	*					*	*	*	*			*	*	*		*			*	*	*	*	*	*	*	*	
	Social Justice and Social Work	*	*		*	*		*	*			*	*	*	*		*			*	*	*	*	*	*	*	*	
	Developing Research Mindedness							*	*	*	*	*	*	*	*	*	*			*	*	*	*	*	*	*	*	*
LEVEL 4	Human Development – Applying Theory to Practice	*	*	*			*	*	*			*	*		*		*			*	*	*	*	*	*	*	*	*
	Communication Skills and Professionalism		*	*				*				*		*		*	*			*				*	*	*	*	*
	The Context of Social Work Practice in the UK	*	*			*		*	*			*	*		*		*			*	*	*	*	*	*	*	*	*
	Academic Skills for Social Work Study							*	*	*	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*
	Readiness for Direct Practice – BA SW 4	*						*	*				*		*	*	*		*		*	*	*	*	*	*	*	*
LEVEL 4	Learning from the Living Experience	*	*	*		*	*		*			*	*		*	*	*		*	*	*	*	*	*	*	*	*	*
	Law in Social Work Practice	*	*		*	*	*					*	*		*		*			*	*	*	*	*	*	*	*	*

Key:

1. A1-8, B1-6, C1-7 and D1-6 descriptors relate to programme ILOs grouped under the headings: 'subject knowledge and understanding', 'intellectual skills', 'subject/practical skills' and 'transferable skills'.

2. Descriptors in brackets links the programme ILOs to Social Work England's Professional Standards for Social Workers guidance <https://www.socialworkengland.org.uk/standards/professional-standards-guidance/#technology>. Including these links demonstrates how the Professional Standards are represented in the Programme ILOs.

Titles in bold refer to **10 common themes** identified in SWE's Professional Standards for Social Workers **guidance**, while the titles in italics refer to **specific aspects of the themes** identified by SWE.

A – Subject Knowledge and Understanding

This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:

A1 In-depth knowledge of the social processes that lead to marginalisation, isolation and exclusion and their impact on the demand for social work services, people with living experience and carers and their links to problems of inequality and issues of diversity (**Rights: Advocacy** = SWE Professional Standard(s) 1.1, 1.2, 1.3, 1.4, 2.4 and 3.13)

A2 In-depth knowledge and critical understanding of service delivery contexts including the location of contemporary social work, the issues and trends in modern public and social policy and the significance of legislative and legal frameworks (**Rights: Knowing the law** = SWE Professional Standard(s) 3.1 and 4.4)

A3 Critical understanding of the functions of other professionals in relation to the health and social well-being of people with living experience and carers (inter-professional/collaborative practice) (**Decision making**: *Decision making* = SWE Professional Standards 3.2, 3.3, 3.6, 3.7; *record keeping* = SWE Professional Standards 3.9, 3.11 and 5.3; **Professional integrity**: *Working with colleagues* = SWE Professional Standard 3.6, 3.8 and 3.9)

A4 Critical understanding of the scope and complexity of the social and political philosophies, policies and priorities that impact on social work practice. (**Rights: Knowing the law** = SWE Professional Standard(s) 3.1 and 4.4; *Working with people* = People as part of families, communities and networks Standard 1.2 and 1.4; *Understanding the role of the social worker* Standard 1.3, 1.7, 2.3 and 2.4; *Culture, identity and values* Standard 1.4, 1.5, 3.5 and 3.14; *Ethics* Standard 1.7, 3.1 and 3.7. *Social justice* Standard 1.5 and 1.6)

A5 Critical understanding of the moral concepts of rights, responsibility, freedom, authority and power inherent in the practice of social workers across the globe (**Rights: Knowing the law** = SWE Professional Standard 3.1 and 4.4; *Advocacy* = SWE Professional Standard 1.1, 1.2, 1.3, 1.4, 2.4 and 3.13; *Privacy* = SWE Professional Standard 1.7, 2.2 and 5.6; *Confidentiality* = SWE Professional Standard 2.6 and 5.6)

A6 In-depth knowledge of the psychological and psychosocial perspectives to understanding individual and social development and functioning. (**Working with people**: *People as part of families, communities and networks* = Professional Standard 1.2 and 1.4; *Understanding the role of the social worker* = Professional Standard 1.1, 1.3, 2.3 and 2.4; *Culture, identity and values* = Professional Standard 1.1, 1.4, 1.5, 3.5 and 3.14; *Ethics* = Professional Standard 3.7; *Social justice* = Professional Standard 1.5 and 1.6; **Communication**: *Communication* Standard 2.5 and 3.10; **Responding to harm, neglect or abuse**: *Responding to harm, neglect or abuse* = Professional Standard 3.2, 3.4, 3.9, 3.12 and 3.15)

A7 In-depth knowledge and critical understanding of social work theory, including research-based concepts, sociological perspectives and appraisal of relevant social research and evaluation methodologies and the evidence base for social work. (**Rights: Knowing the law** = SWE Professional Standard(s) 4.4; *Working with people* = People as part of families, communities and networks Standard 1.2 and 1.4; *Understanding the role of the social worker* Standard 1.1, 1.3, 1.7, 2.1, 2.3 and 2.4; *Culture, identity and values* Standard 1.1, 1.4, 1.5, 3.5 and 3.14; *Ethics* Standard 1.7, 3.1 and 3.7; *Social justice* Standard 1.5 and 1.6)

A8 In-depth knowledge of the nature of social work practice including the characteristics of practice in a range of community-based and organisational settings and the processes of reflection and evaluation and the range of approaches for evaluating service and welfare outcomes (**Working with people**: *Understanding the role of the social worker* = SWE Professional Standard 1.1, 1.3, 1.7, 2.1, 2.3 and 2.4)

C – Subject-specific/Practical Skills

Social work graduates should acquire and integrate skills in the following five core areas; manage problem-solving activities, gather information, be able to analyse and synthesise knowledge and evidence their knowledge of a range of interventions and evaluation processes. These include:

C1 communicate effectively with people with living experience and carers, and with other professionals (**Professional integrity**: *Professional relationships* = SWE Professional Standard 1.7, 2.3, 2.4, 2.7, 3.1, 5.2 and 5.5)

C2 integrate critical understanding of professional integrity including ethical issues, values and codes of professional practice (**Professional integrity**: *Duty of candour* = SWE Professional Standard 6.1, 6.3, 6.4, 6.5, 6.6 and 6.7; *Conflicts of interest* = Professional Standard 1.7, 2.3, 2.7, 3.1, 5.2 and 5.4; *Professional relationships* = SWE Professional Standard 1.7, 2.3, 2.4, 2.7, 3.1, 5.2 and 5.5; *Gifts, money and hospitality* = SWE Professional Standard 5.4).

C3 apply models and methods of assessment, including factors underpinning the selection and testing of relevant information, professional judgment and the process of risk assessment (**Responding to harm, neglect or abuse**: *Responding to harm, neglect or abuse* = SWE Professional Standard 3.2, 3.4, 3.9, 3.12, 3.15 and 6.1 **Reporting concerns**: *Reporting concerns* = SWE Professional Standard 5.1, 6.1, 6.2, 6.4 and 6.5)

C4 consistently exercise an appropriate level of autonomy and initiative in individual decision-making within the context of supervisory, collaborative, ethical and organisational requirements (**Decision making**: *Decision making* = SWE Professional Standards 3.2, 3.3, 3.5, 3.6, 3.7; *record keeping* = SWE Professional Standards 3.9, 3.11 and 5.3)

C5 facilitate effective inter-disciplinary, inter-professional and inter-agency collaboration and partnership (*Working with colleagues* = SWE Professional Standard 3.6, 3.8 and 3.9)

C6 take account of the impact of inequality and discrimination in work with people including issues of diversity (**Working with people**: *Ethics* = SWE Professional Standard 1.7, 3.1, 3.7 and 5.2; *Social justice* = SWE Professional Standard 1.5 and 1.6)

C7 demonstrate habits of critical reflection on their performance and professional development and take responsibility for modifying action in light of this (**Professional integrity**: *Working with colleagues* = SWE Professional Standard 3.6, 3.8 and 3.9; **Continuing professional development**: *Continuing professional development* = SWE Professional Standard 4; *Supervision and reflection* = SWE Professional Standard 4.2 Standard 4.6 and 4.8)

B – Intellectual Skills:

Social Work graduates are expected to act effectively in complex circumstances that therefore need to become accountable, reflective, critical and evaluative. This involves learning:

B1 Critical appraisal of relevant social research and methods of evaluation (**Rights: Knowing the law** = SWE Professional Standard 3.1 and 4.4; **Working with people: People as part of families, communities and networks** = SWE Professional Standard 1.2 and 1.4; **Understanding the role of the social worker** = SWE Professional Standard 1.1, 1.3, 1.7, 2.1, 2.3 and 2.4; **Culture, identity and values** = SWE Professional Standard 1.1, 1.4, 1.5, 3.5 and 3.14; **Continuing professional development: Continuing professional development** Standard 4)

B2 The integration of theoretical perspectives and evidence from national and international research into the design and implementation of effective social work intervention with a wide range of people with living experience, carers and others. (**Rights: Knowing the law** = SWE Professional Standard 3.1 and 4.4; **Continuing professional development: Continuing professional development** = SWE Professional Standard 4)

B3 Independent, reflective and critical thinking skills. (**Working with people: People as part of families, communities and networks** = SWE Professional Standard 1.2 and 1.4; **Understanding the role of the social worker** = SWE Professional Standard 1.1, 1.3, 1.7, 2.1, 2.3 and 2.4; **Culture, identity and values** = SWE Professional Standard 1.1, 1.4, 1.5, 3.5 and 3.14; **Ethics** = SWE Professional Standard 1.7, 3.1 and 3.7.; **Social justice** = SWE Professional Standard 1.5 and 1.6; **Responding to harm, neglect or abuse: Responding to harm, neglect or abuse** = SWE Professional Standard 3.2, 3.4, 3.9, 3.12, 3.15 and 6.1; **Continuing professional development: Continuing professional development** = SWE Professional Standard 4; **Supervision and reflection** = SWE Professional Standard 4.2 Standard 4.6 and 4.8)

B4 The critical analysis of theoretical perspectives and evidence from national and international research, in assessment and decision-making processes in social work practice. (**Working with people: Understanding the role of the social worker** = SWE Professional Standard 1.1, 1.3, 1.7, 2.1, 2.3 and 2.4; **Continuing professional development: Continuing professional development** = SWE Professional Standard 4; **Supervision and reflection** = SWE Professional Standard 4.2 Standard 4.6 and 4.8)

B5 The synthesis of critical evaluation and analysis into new and more effective service delivery. **Working with people: Understanding the role of the social worker** = SWE Professional Standard 1.1, 1.3, 1.7, 2.1, 2.3 and 2.4; **Continuing professional development: Continuing professional development** = SWE Professional Standard 4; **Supervision and reflection** = SWE Professional Standard 4.2 Standard 4.6 and 4.8; **Rights: Knowing the law** = SWE Professional Standard 3.1 and 4.4)

B6 Research-mindedness and critical awareness of evidence-based practice. (**Working with people: Understanding the role of the social worker** = SWE Professional Standard 1.1, 1.3, 1.7, 2.1, 2.3 and 2.4; **Continuing professional development: Continuing professional development** = SWE Professional Standard 4; **Supervision and reflection** = SWE Professional Standard 4.2 Standard 4.6 and 4.8)

D – Transferable Skills

Social Work graduates should demonstrate the following skills; analytical thinking, building relationships, working as a member of an organisation, intervention, evaluation and reflection. Some of these skills are specific to social work but many are also widely transferable. These include:

D1 Use appropriate computer systems and information technology for a variety of purposes including communications, data storage and retrieval, and information searching (**Information and communication technology** = SWE Professional Standard(s) 3.10, 5.6)

D2 Demonstrate a range of interpersonal skills including effective listening, negotiating, persuasion and presentation (**Working with people: People as part of families, communities and networks** = SWE Professional Standard 1.2 and 1.4; **Understanding the role of the social worker** = SWE Professional Standard 1.1, 1.3, 1.7, 2.1, 2.3 and 2.4; **Culture, identity and values** = SWE Professional Standard 1.1, 1.4, 1.5, 3.5 and 3.14)

D3 Study and research independently (**Continuing professional development: Continuing professional development** = SWE Professional Standard 4; **Supervision and reflection** = SWE Professional Standard 4.2 Standard 4.6 and 4.8; **Technology: Information and communication technology** Standard 3.10)

D4 Present structured arguments and communicate their work and findings to others. (**Communication: Communication** = SWE Professional Standard 2.4, 2.5, 3.10 and 5.6)

D5 Demonstrate openness and sensitivity to diversity in terms of other people, cultures and practice settings (**Rights: Knowing the law** = SWE Professional Standard 3.1 and 4.4; **Working with people: People as part of families, communities and networks** = SWE Professional Standard 1.2 and 1.4; **Understanding the role of the social worker** = SWE Professional Standard 1.1, 1.3, 1.7, 2.1, 2.3 and 2.4; **Culture, identity and values** = SWE Professional Standard 1.1, 1.4, 1.5, 3.5 and 3.14; **Ethics** = SWE Professional Standard 1.7, 3.1, 3.7 and 5.2; **Social justice** = SWE Professional Standard 1.5 and 1.6)

D6 Seek and use supervision effectively (**Supervision and reflection** = SWE Professional Standard(s) 4.2, 4.6 and 4.8)

ADMISSION REGULATIONS AND ONBOARDING

The admissions for this apprenticeship will be led by the employer working alongside Bournemouth University. Where an applicant does not meet the academic entry requirements (other than English and Maths) to enter the programme, the Employer, working with Bournemouth University, can provide proof that the applicants prior experiential learning is equivalent to the A-Levels or UCAS points that would be accepted for the non-apprenticeship programme.

The regulations for this programme are the University's Standard Admission Regulations with the following approved exceptions to bring the programme in line with Social Work England requirements.

<https://intranet.sp.bournemouth.ac.uk/pandptest/3a-standard-admissions-regulations-taught-programmes.pdf>

In addition to the University standard admission requirements applicants must also:

- Satisfy enhanced child and adult workforce criminal conviction checks with the DBS;
- Occupational Health check
- have attained a minimum of skills level 2 or equivalent in Maths
- have attained a minimum of skills level 2 or equivalent in English
- have relevant prior paid or unpaid social work/social care practice experience

* For those aged under 19 at the start of the programme, only Department for Education (DfE) approved level 2 Maths and English qualifications will be accepted.

- English/Maths requirements for those under 19 on entry:
 - GCSE English Language or English Literature and Mathematics grade 4 (or grade C in the old grading system).

Or

- Other Level 2 equivalent English and Maths qualifications deemed acceptable alternatives by the Department for Education (DfE) at level 2 and above.

All applicants will be interviewed to assess their suitability for the programme in line with Social Work England requirements.

There is no Recognition of Prior Learning (RPL) for practice learning as Social Work England require that all learners on a social work qualifying degree undertake the full minimum of 200 days of practice learning.

RPL mapped to the degree apprenticeship to exempt students from elements of training must be Recognition of Prior Certificated Learning (RPCL) and must follow the University's published policy and procedure for RPL.

Applicants for this programme must demonstrate aptitude for and experience of social work/social care practice.

Applicants will undertake a skills scan to derive their current knowledge of the Apprenticeship Standard for Social Worker KSBs and this will feed into the apprentices learning plan with appropriate time and fee reduced to take into account their current knowledge.

Students, during the onboarding process, will also have a BKSb and Cognassist tests which will provide the apprentice with further information about the current level of their English and maths skills. We also guide apprentices as to whether they may benefit from support from the Additional Learning Support Team.

PROGRESSION ROUTES

There are no approved internal or external progression or articulation arrangements for entry onto the BA (Hons) Social Work Degree Apprenticeship Programme.

PROGRESSION THROUGH SOCIAL WORK

Social Work England recommends use of the British Association of Social Work Professional Capabilities Framework for assessment on the professional aspects of the social work course teaching. In line with Domain 1 'Professionalism', learners must demonstrate a motivation and ability to learn, using a range of approaches, and take responsibility for their own conduct, practice, self-care and development at each stage of the course, and in particular, in relation to starting either of the Substantive Practice Placement Units (Part A).

BA (Hons) Social Work learners must successfully complete 170 days of practice learning and 30 skills days in addition to the standard 360 credits (120 credits at Levels 4, 5 and 6) to be awarded the BA (Hons) Social Work and to be eligible to register with Social Work England.

In order to progress to the BASW First Substantive Placement for Social Work units A and B, learners must demonstrate fitness and safety to undertake practice learning and pass the Level 4 Readiness for Direct Practice unit. Where a learner has failed this unit, the summer Assessment Board will decide whether reassessment is offered and set the reassessment. Progression to the BASW First Substantive Placement Units A and B will be subject to successful resubmission with the outcome ratified by the Reassessment Board.

ASSESSMENT REGULATIONS

The assessment regulations are the University's standard undergraduate assessment regulations with the following approved exceptions:

- Compensation: Compensation within or across units does not apply in these programmes all elements of assessment must be passed with a minimum of 40% in graded assessments and a pass in pass/fail assessments (SWE ETS 6.1 meeting standards of proficiency for the relevant part of the Register).
- Award: To be eligible for the award of BA (hons) Social Work Degree Apprenticeship, learners must have achieved the required academic credits as well as the 3 non-credit bearing units and have successfully completed 200 days assessed practice placement (including up to 30 skills days) gaining different experiences and learning in practice settings. The awards lead to eligibility to apply for registration with the regulatory body for social work: Social Work England
- Exit awards Cert HE Applied Social Studies (apprenticeship), Dip HE Applied Social Studies (apprenticeship) and BA Applied Social Studies (apprenticeship) will **not** confer eligibility to register with Social Work England (ETS 6.1).
- Provision for failed practice placements: The Assessment Board will permit a learner who fails a practice placement unit at the first attempt, to be reassessed on one occasion only. Further repeat attempts for placement units are not permitted and a learner who fails a practice placement twice will be withdrawn from the programme. Additionally, a learner who fails practice placement must be denied a retrieval attempt if the failure originally occurred on grounds of professional unsuitability. Provisions will be put in place in instances of placement breakdown and policies and systems are in place regarding learners' health, wellbeing and risk are in place (ETS 3.2; 3.3,
- In order to progress from level 4 to level 5 learners must have gained 120 credits at Level 4 and successfully completed and passed the non-credit bearing unit *Readiness for Direct Practice in Social Work*
- In order to progress from level 5 to level 6 learners must have gained 120 credits at Level 5 including successful completion and passing of all elements of *First Substantive Placement parts A and B, and successful completion of Practice Learning Skills for Social Work: Getting ready for final practice learning placement*

- External Examiners: To meet the requirements of Social Work England, at least one external examiner for the programme must be appropriately experienced and qualified and be registered on the relevant part of the professional register. (ETS 1.1)
- Complaints and Appeals: The Bournemouth University Academic Regulations, Policies and Procedures includes clear guidance on the learner/student complaints and appeals policies and procedures. (ETS 2.7).
- Duration of Programmes: Learners will not be able to extend their programme registration beyond five years after their original starting date, this is part of the University's standard assessment regulations. NB. Whilst Social Work England do not set a time frame for what it considers to be current, the SW programmes continue to work in line with limits set by the previous SW regulators (HCPC and GSCC) and what is anticipated under Social Work England (the SW regulator). This is in line with all SW professional programmes in England and comparable with other regulatory body requirements.

PLACEMENT ELEMENTS

Practice learning is central to the qualifying social work programme at BU and is mandatory. Developing evidenced based practice is integral to all academic and practice-based units. The programme is designed to enable learners to develop autonomous thought, critical reflection, professional competence, skills and values; and approaches to learning which value the expertise of people with first-hand experience. Practice learning opportunities within the programme offer opportunities for learners to meet new challenges, work in a diverse range of organisations and settings and to effectively apply knowledge from one situation or setting to another. Through this process they are supported to develop personally and professionally and to become competent practitioners ready to undertake employment in an increasingly complex workplace.

Practice learning at BU is guided by the recommendations of the British Association of Social Work and the Conduct and Ethics for students issued by Social Work England.

Practice learning will follow the Recommendations for Social Work Training, as outlined below: -
Ensure that all social work learners spend at least 200 days (including up to 30 skills days) gaining required experience and learning in practice settings.

Each learner will have experience:

- in at least two practice settings
- of statutory social work tasks involving legal interventions
- in applying knowledge from one situation or setting to another
- of managing risk and complexity
- of providing services to at least two user groups

Readiness to undertake direct practice level 4

All learners will undergo assessed preparation for direct practice to ensure their safety to undertake practice learning in a service-delivery setting. Our focus is both on supporting learners to prepare for effective practice learning and evidenced based practice and to assess their readiness. Preparation and assessment include opportunities to develop a greater understanding of the experience of people with living experience; to develop and practise skills and to shadow a qualified social worker.

Practice Learning Skills units at levels 5 and 6

Apprentices will maintain a CPD style log reflecting on each skills day, in the style of the SWE CPD process. This will be shared with the learner's personal tutor, who will review the logs and feedback to the learner in a personal tutorial before the next stage of learning journey. The learner must present evidence of completing at least 30 skills days during their apprenticeship in order to reach gateway. Which specific skills days are undertaken by each apprentice will be guided by their prior learning. Alternative skills days will be offered to ensure contact hours and SWE requirements are met.

Strengths of practice learning at BU

Practice learning is a key strength of the BU Social Work programmes due to:

- The reputation of the Social Work programme in the region
- Guaranteed final placement for learners where statutory tasks are included
- The partnerships we have developed with local authorities
- The partnerships we have developed with a large range of IVP sector agencies
- Involvement and contributions of the BU PIER (Public Involvement in Education and Research) partnership in the assessment of a learner's practice (specifically role plays as part of readiness for direct practice an assessed presentation in both substantive placements)
- The expertise, experience and knowledge of the Practice Learning Team enhanced through national involvement and published research into practice learning and pedagogy
- Integration of practice issues and evidenced based practice in all university and practice-based units
- A dedicated placement coordinator who works to support existing placements, networks and partnerships and in actively exploring new opportunities and partnerships
- Support and CPD opportunities to all placement supervisors and practice educators through regular link days, placement supervisor courses, safeguarding and child protection training and regional CPD days delivered in collaboration with the Practice Educator Learning Partnership (PELP)
- A team of practice tutors who provide links, support and quality assurance of placements through direct contact with students, placements and Practice educators.

The pattern of practice learning in agencies for BA (Hons) Social Work Degree Apprenticeship learners:

In year one learner's complete preparation to undertake practice learning and assessment of their readiness followed by a service user led unit to develop their knowledge and skills in the community.

In year two of the programme learners complete a 70-day placement in accordance with the recommendations of Social Work England. Placements are found, allocated and supported by the University.

In year three learners will complete a further 100-day placement. Again, these placements will be found, allocated and supported by the University.

Learners will undertake a minimum of 30 skills days across the programme.

Current partnership arrangements will be built on and extended, both locally and regionally, to ensure an appropriate range of practice learning opportunities are available to meet the regulatory body requirements, including opportunities in statutory social services departments, education welfare, youth offending teams, community projects, supported housing projects, and in a diverse range of voluntary and independent agencies. Opportunities for practice learning in organisations such as the Youth Service, Schools, Primary Care Trusts, Health Care Trusts and Probation will continue to be explored.

Bournemouth University have a number of offsite qualified practice educators who work with the programme. Bournemouth University have maintained high quality practice education by only using qualified practice educators in all placements and in providing regular link days and placement supervisor workshops for participating placement staff and Practice Educators and by contributing to regional PE learning partnership network events.

Placement Process

The processes developed for finding, quality assuring, matching, allocating, tracking, monitoring and evaluation of placements will ensure that learners meet Social Work England Requirements in terms of days, statutory interventions, client groups and learning opportunities. A Practice Allocation Panel meeting is held to allocate all placements and this includes representation from local stakeholders. With these apprentices we would expect at least one of their practice learning placements to take place

within their home base (place of employment). Placements are monitored, and quality assured by placement tutors providing the link between placements, learners and the practice learning team during the placement period in addition to a series of link days for placement supervisors and practice educators and recall days for students. Evaluation of placements is also ensured through feedback forms completed by students, practice educators and placement supervisors. Any issues are reviewed by the university-based practice teaching staff.

There may be circumstances when an apprentice may need to have an extension to their placement period. This will be organised by the Practice Learning Team in consultation with the placement, the employer and the apprentice. Extensions to units can also be requested by learners via the University's exceptional circumstances policy and procedure.

It is an expectation of the programme that in practice placement settings learners will be seen as supernumerary to the staff team and, as such, will be entitled to a specified amount of 'study time', in order to reflect on and analyse their practice learning.

All Practice Educators used at both first and final substantive placements are qualified (or in training). Support is provided in collaboration with stakeholders through the PE learning partnership to ensure that all PE's meet the Practice Educator Professional Standards (PEPS). A programme of link days (six per year); placement supervisor workshops (two per year) and regional practice learning workshops (three per year) are provided by the university and our local authority partners to enable PE's to achieve and maintain these standards.

Evidencing Learning (recording OFF-THE-JOB HOURS)

The total OTJH is 1513, the programme will be delivered over 149 weeks. This gives an average of just over 10 hours per week, however, the number of hours each week will be dependent on teaching, practice learning and assessment loads.

Apprentices will be given advice on effective logging of their Off The Job Hours to ensure their learning is linked specifically to a relevant and appropriate KSB. At the beginning of every taught session examples of all relevant KSBs for that learning event are shared with the apprentices.

Tripartite progress reviews will take place a minimum of every 12 weeks so that the apprentice, their employer and the University can ensure that the apprentice is meeting their learning plan and can put in place any support needed as necessary.

CAREERS SUPPORT

As this Degree Apprenticeship leads to the eligibility to apply for registration with Social Work England as a Social Worker careers support is provided throughout the programme. Careers days are run at each level as a developmental support programme specifically tailored to the needs of social work learners. The career days include essential skills such as CV writing for social work employment, interview practice and meeting potential employers.

The apprentices will have access to CareersBU which is the Bournemouth University Careers and Employability Team (<https://www.bournemouth.ac.uk/students/careersbu/about-careersbu>).