

## Template C4



# Programme Specification

**Title of Course:** *PGDip Social Work Degree Apprenticeship*

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|---|---|
| Date first produced                       | 04/11/2024  |
| Date last revised                         | 11/08/2025  |
| Date of implementation of current version | 01/09/2025  |
| Version number                            | 4   |
| Faculty                                   | Faculty of Health, Science, Social Care & Education |
| Cross-disciplinary                        |   |
| School                                    | School of Education, Midwifery and Social Work      |
| Department                                | Department of Social Work and Social Care           |
| Delivery Institution                      |   |

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

## SECTION 1: GENERAL INFORMATION

|   |  |
|---|--|
| Award(s) and Title(s):                                      | PGDip Social Work Degree Apprenticeship  |
| Exit Award(s) and Title(s):                                 | PG certificate in applied social care studies<br>PG Diploma in applied social care studies |
| Course Code<br><i>For each pathway and mode of delivery</i> | PFSWA1SWA77  |
| UCAS code<br><i>For each pathway</i>                        |  |

|                                 |  |
|---------------------------------|--|
| Awarding Institution:           | Kingston University  |
| Teaching Institution:           |  |
| Location:                       | Kingston Hill  |
| Language of Delivery:           | English  |
| Delivery mode:                  |  |
| Learning mode(s):               | Full-time  |
| Minimum period of registration: | Full-time - 24 months  |
| Maximum period of registration: | Full-time - 24 months  |
| Entry requirements              | <p>Kingston University typically uses a range of entry requirements to assess an applicant's suitability for our courses. Most postgraduate taught course requirements are based on having been awarded a relevant undergraduate degree and are normally coupled with minimum grades expectation of 2:2, specific courses in certain areas may have a stricter grade requirement. We may also use interview, portfolio and performance pieces to assess a person's suitability for some courses. We recognise that every person's journey to a postgraduate taught education is different and unique and in some cases we may take into account work experience and other non-standard pathways onto University level study.</p> <p>Additionally, all non-UK applicants must meet our English language requirements.</p> |

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|   | Please see our course pages on the Kingston University website for the most up to date entry requirements.   |
| Regulated by                                    | The University and its courses are regulated by the Office for Students  |
| Programme Accredited by:                        | The programme is awaiting approval from Social Work England (Inspection scheduled for Nov 2024)  |
| Approved Variants:                              | As the PG Diploma in Social Work leads to professional registration with Social Work England, the following options are not available to the Programme Assessment Board: 1. The award of PG Diploma in Social Work by aegrotat in cases where students are ill and do not fulfil attendance and assessment requirements. 2. Compensation for failure in any element of a programme of study leading to the awards of the PG Diploma in Social Work. 3. The normal provisions of the Postgraduate Regulations will apply to all modules in relation to failure and reassessment, with the exception of work-based practice placement modules covering the 70 and 100 day requirements. Students who fail to meet the assessed practice element of either of these practice learning placements will normally be required to retake the work-based learning placement (either 70 days on placement, or 100 days on placement). Only one of these two work-based learning placements may be retaken. Students will normally be offered a retake opportunity for the integrated study elements of the work-based learning placements (70 days and 100 days) without the requirement to retake the work-based learning assessment if they have passed this element. |
| Is this Higher or Degree Apprenticeship course? | Yes  |

*For Higher or Degree Apprenticeship proposals only*

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| Higher or Degree Apprenticeship standard:     | <a href="https://www.instituteforapprenticeships.org/apprenticeship-standards/social-worker-integrated-degree-v1-1">https://www.instituteforapprenticeships.org/apprenticeship-standards/social-worker-integrated-degree-v1-1</a>  |
| Recruitment, Selection and Admission process: | It is expected that employers will undertake their own internal recruitment processes to determine which candidates they will nominate to the Kingston University PG Dip Social Work (Apprenticeship). Nominated applicants will apply via Aptem and will be screened for their eligibility as apprentices. When they are deemed eligible they will be invited to an online selection process. They will be interviewed by a member of the course team and an employer partner or person with lived experience of social work and undertake a short written test. If they pass this selection process they will be made a conditional offer, subject to satisfactory suitability for social work declaration. Once the compliance requirements are met they will receive an unconditional offer and be eligible to enrol on the PG Dip Social Work (Apprenticeship). |
| End Point Assessment Organisation(s):         | Kingston University  |

## **SECTION 2: THE COURSE**

### **A. Aims of the Course**

The aims of the degree apprenticeship are to enable the apprentices to:

- become confident, committed social workers who are able to work effectively within their organisation and provide a high-quality service to people with lived experience of social work;
- be reflective practitioners who can evaluate and analyse their practice, integrating research, law and policy, recognise and celebrate diversity whilst promoting fairness and challenging discrimination in order to develop their practice further;
- be active, confident, curious and self-motivated learners who are able to arrive at reasoned decisions that they are accountable for;
- have the capacity to develop strategies that will support and sustain them throughout their professional career;
- demonstrate the competencies, skills, knowledge and behaviours emerging from the apprenticeship programme in order to be recommended for registration with Social Work England;
- be ready to engage fully with the Assessed and Supported Year in Employment (ASYE) programme in their organisation.

### **B. Programme Learning Outcomes**

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They have been aligned to the levels set out in 'Sector Recognised Standards in England' (OFS 2022).

| Programme Learning Outcomes |  |    |  |    |   |
|-----------------------------|--|----|--|----|---|
|                             | <b>Knowledge and Understanding</b><br><br>On completion of the course students will be able to:  |    | <b>Intellectual Skills</b><br><br>On completion of the course students will be able to   |    | <b>Subject Practical Skills</b><br><br>On completion of the course students will be able to   |
| A1                          | critically evaluate theories relevant to social work practice and integrate these creatively into practice with people with lived experience of social work. | B1 | critically evaluate social work theories and begin to use their own research to consider current issues in social work                                   | C1 | use a range of verbal and written communication and observational skills to develop practise agility within social work settings, advocate for people with lived experience of social work and present in professional and legal settings |
| A2                          | find, critically analyse and synthesise information about law and policy and integrate these to complex situations across different settings.                | B2 | develop a critical awareness of their own professional identity within contemporary social work and their own social work practice                       | C2 | critically evaluate appropriate models of intervention in complex situations to support assessment and decision making.   |
| A3                          | find, analyse and synthesise ethical perspectives and integrate these to complex situations across different settings  | B3 | critically evaluate the relationship between law, policy and ethics in order to offered reasoned arguments about the approaches they propose in practice | C3 | demonstrate digital literacy in order to practice in a critically reflective, creative and effective way with people with lived experience of social work and other professionals   |
| A4                          | critically analyse different models of intervention to help identify and reflect upon practice based problems and consider                                   | B4 | critically evaluate case studies which demonstrate the impact of research and policy on practice   | C4 | use their knowledge of the wide range of people's needs across the lifespan to inform their practice and co-produce effective interventions with  |

|  |                                       |  |  |  |   |
|--|---------------------------------------|--|--|--|---|
|  | how these can assist their resolution |  |  |  | people with lived experience of social work |
|--|---------------------------------------|--|--|--|---|

## C. Future Skills Graduate Attributes

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

## D. Outline Programme Structure

Students can progress from one level to the next with 30 credits trailing but they must pass the failed credits before progressing to the next level. This includes progressing to the placement year.

Full details of each module will be provided in module descriptors and in the module canvas pages.

Note: As per GR5 within the general regulations, the University aims to ensure that all option modules listed below are delivered. However, for various reasons, such as demand, the availability of option modules may vary from year to year or between teaching blocks. Students will be informed of the availability of option modules through the Online Module Selection process.

### **Professional expectations and standards**

This is a regulated professional course and it is expected that students demonstrate and maintain high levels of professionalism in their conduct, behaviours, attendance and response to support and advice.

Full attendance is required in line with the University's Student Attendance and Engagement Policy (AP15). Where there is a cause for concern in relation to the student's attendance, a progression plan will be created. If this does not lead to the required improvement in attendance, the student's registration may be terminated in accordance with the University General Regulations 1: General Student Regulations (30-35).

Other issues relating to professional conduct and behaviours will be considered in accordance with the appropriate University regulations and policies.

## PGDip Social Work Degree Apprenticeship

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| <b>Level 4</b>                                 |
| <b>PGDip Social Work Degree Apprenticeship</b> |

| Core modules                         | Module code | Credit Value | Level | Teaching Block | Pre-requisites | Full Time | Part Time |
|--------------------------------------|-------------|--------------|-------|----------------|----------------|-----------|-----------|
| Introduction to social work practice | SW4016      | 30           | 4     | 1              |                | 1         |           |

#### Exit Awards at Level 4

Students exiting the course at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education.

| Level 5                                 |             |              |       |                |   |           |           |
|---|-------------|--------------|-------|----------------|---|-----------|-----------|
| PGDip Social Work Degree Apprenticeship |             |              |       |                |   |           |           |
| Core modules                            | Module code | Credit Value | Level | Teaching Block | Pre-requisites  | Full Time | Part Time |
| Developing your social work practice    | SW5014      | 30           | 5     | 2 & 3          | Successful completion of SW4 Introduction to social work practice | 1         |           |

#### Exit Awards at Level 5

Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education.

| Level 6                                 |             |              |       |                |   |           |           |
|---|-------------|--------------|-------|----------------|---|-----------|-----------|
| PGDip Social Work Degree Apprenticeship |             |              |       |                |   |           |           |
| Core modules                            | Module code | Credit Value | Level | Teaching Block | Pre-requisites  | Full Time | Part Time |
| Integrating your social work practice   | SW6017      | 30           | 6     | 1,2, & 3       | Successful completion of SW5 developing your social work practice | 2         |           |

#### Exit Awards at Level 6

Students exiting the programme without completing the full 120 credits but have successfully completed 60 credits at level 6 or above are eligible for the award of an Ordinary Degree.

| <b>Level 7</b>  |                    |                     |              |                       |                       |                  |                  |
|---|--------------------|---------------------|--------------|-----------------------|-----------------------|------------------|------------------|
| <b>PGDip Social Work Degree Apprenticeship</b>                    |                    |                     |              |                       |                       |                  |                  |
| <b>Core modules</b>   | <b>Module code</b> | <b>Credit Value</b> | <b>Level</b> | <b>Teaching Block</b> | <b>Pre-requisites</b> | <b>Full Time</b> | <b>Part Time</b> |
| Building skills for social work practice                          | SW7052             | 30                  | 7            | 1                     |                       | 2                |                  |
| Consolidation of knowledge and skills for practice                | SW7054             | 30                  | 7            | 1,2 & 3               |                       | 2                |                  |
| Foundational skills and knowledge for social work practice        | SW7050             | 30                  | 7            | 1                     |                       | 1                |                  |
| Inter-professional work and developing your professional identity | SW7051             | 15                  | 7            | 2 & 3                 |                       | 1                |                  |
| Social Work in Action; Rights and Responsibilities in practice    | SW7053             | 15                  | 7            | year long             |                       | 1                |                  |

#### Exit Awards at Level 7

Students exiting the programme with 60 level 7 credits are eligible for the award of Postgraduate Certificate.

Students exiting the programme with 120 level 7 credits are eligible for the award of Postgraduate Diploma.

Please note pre-requisite requirements for master's courses should only be set where there are defined progression points in the course where assessment boards have ratified module outcomes.

## E. Teaching, Learning and Assessment

The Post-graduate Diploma Social Work apprenticeship is designed to be delivered alongside parts of the BA (hons) Social Work Degree Apprenticeship. This means that PG Dip apprentices will benefit from peer learning with a diverse group of social work apprentices from across the London region. In order to ensure that the PG Dip cohort receive support tailored to their particular needs, and, to the requirements of studying at level 7, the course will begin with a bespoke module designed to introduce level 7 social work apprentices to the areas of knowledge that they require before they study modules that are jointly delivered with the undergraduate programme. To further promote an ethos of support and belonging it is intended to offer separate level 7 tutor groups where the apprentices will work with their peers, and a member of the course team to ensure that they are working at the expected level. The apprentices will be allocated a sub-regional assessor (SRA) who will act as their personal tutor providing academic and pastoral support. The sub-regional assessors will also monitor how the apprentices are managing on the programme and will put in place support plans if required.

The approach to learning at Kingston University is underpinned by a commitment to an inclusive curriculum where our aim is to ensure that all apprentices feel welcome and engaged in their learning. The course is designed to enable apprentices to see themselves in the curriculum and we value the diversity of background and experience that they will bring with them; this will underpin the approach we take to learning and teaching. The intention is to enable apprentices to develop their intellectual abilities in critique of and reflection upon the range of perspectives and approaches that they will encounter during their learning journey. Our aim is to support the apprentices to become thoughtful and reflexive practitioners.

This is an integrated postgraduate diploma apprenticeship providing a unique opportunity to enable a rich learning experience where apprentices' learning occurs both in their work place and at the university. Apprentices will be learning on the job engaged in work based tasks for 80% of their time and spend a minimum of 20% engaged in off the job university led learning. University led learning is offered in varied ways and is aimed at providing a curriculum that addresses the learning needs of all apprentices, facilitated through regular tripartite reviews that tailor support in the workplace and university to maximise learning potential and achievement of degree outcomes. A degree of transparency and a two-way regular feedback loop ensures that support can be specific and timely, charting areas of progress and guiding apprentices on the areas they need to develop.

The strategies used to deliver the 20% off the job learning include the following:

- observation
- directed reading
- taught sessions
- peer group debate and presentations
- practical teaching experiences – whole class and group work
- active learning in the class-room
- online learning using our Canvas our VLE
- personalised mentoring
- reflective writing
- coproduction of assessment

## **Assessment**

The assessment for this programme has been designed to develop apprentices' academic ability at post graduate level and then to build their confidence as they progress through the programme. We use formative assessment to enable early feedback on their performance which the apprentices can feedforward to the summative assessment. This iterative approach to assessment aims to support apprentices and promote their success as they progress through the programme. For example, at each year of study apprentices will undertake an assessed verbal presentation in order to develop their skills in oracy.

The varied range of assessments designed for this programme promotes experiential assessment of complex decision making, working with ambiguity and the written, verbal and personal interaction skills required by social workers in both on the job and off the job settings. Assessments will cover presenting the self in public, justifying recommendations in formal settings, writing reports as well as academic writing draw on different skills. The design of the assessments develops all these skills so that apprentices use the knowledge and experience gained from both the university and workplace interchangeably. The assessments are designed to enable the apprentices to apply skills and knowledge they are developing during off the job learning to real issues and case studies from their on the job learning; they seek to ensure that learning by the apprentices at the university is congruent with the demands of practice reality.

The assessment strategies employed on this programme include the following:

- formative assessment with feedback and feedforward to the summative assessment
- written tasks on professional-focused issues
- self-reflective records of professional development
- evidence of employment-based practice tasks
- evidence of informed reports on case studies
- creative use of technology, for example vlogs
- Viva presentations
- group and individual presentation

## **F. Support for Students and their Learning**

Kingston University and its partners are committed to providing support to all apprentices in order to succeed. Personalised support is a feature of KU's successful social work courses and is embedded in the design of this programme. The apprenticeship programme ensures regular and on-going personalised contact between social work sub regional assessors (SRAs) who act as personal tutors and apprentices. The apprentices engage in ongoing discussion focussing on their strengths and areas for development and setting and agreeing targets in their tri-partite reviews to support their progress.

Apprentices benefit from continuous and regular supervision and formative feedback by experienced colleagues and tutors throughout the programme. While in the workplace, Apprentices have one to one support from a work-based mentor (mentor) working in the agency and a sub-regional assessor (SRA) to review and support the development of their professional practice against the Professional Capability

Framework (working collaboratively with the apprentice and the mentor). Support is personalised, consistent and transparent, with regular reviews enabling the apprentice to make progress towards the final summative assessments.

To help ensure successful transitioning to study for all apprentices, SRAs are allocated and meet apprentices during the induction period. SRAs will provide advice and guidance throughout the programme and encourage learner autonomy to prepare for their assessments.

In summary, Social Work Apprentices are supported by:

- a Course Leader to help apprentices understand the programme structure;
- a SRA to provide academic and personal support and oversee their work based learning
- Module Leaders who will guide their learning;
- a Mentor who will support and guide their work-based learning;
- an induction programme at the beginning of each new academic year;
- apprentice voice meetings;
- Canvas, facilitating an online interactive learning environment;
- The Academic Success Centre (FHSSCE) to assist apprentices to become autonomous, confident and successful learners, alongside embedded skills development within the programme;
- support services that provide advice on issues such as regulations;
- The Kingston Union of Students
- Kingston University services for students including: disability and mental health, health and well-being, careers and employability
- The Library

## **G. Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Annual Monitoring and Enhancement
- Periodic review undertaken at subject level
- Apprentice evaluation including Module Evaluation Questionnaire (MEQs) and the National Student Survey (NSS)
- Moderation policies
- Representation and feedback from employers
- Representation and feedback from people with lived experience of social work
- Social Work England quality assurance processes

## **H. External Reference Points**

External reference points which have informed the design of the course:

- PSRB standards
- QAA Subject benchmarks
- Apprenticeship standards

## I. Development of Course Learning Outcomes in Modules

This table maps where programme learning outcomes are **summatively** assessed across the **core** modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

| Module Code               |    | Level 4 | Level 5 | Level 6 | Level 7 |        |        |        |        |
|---------------------------|----|---------|---------|---------|---------|--------|--------|--------|--------|
|                           |    | SW4016  | SW5014  | SW6017  | SW7050  | SW7051 | SW7052 | SW7053 | SW7054 |
| Knowledge & Understanding | A1 |         | S       | S       | S       | S      | S      |        | S      |
|                           | A2 |         | S       | S       | S       | S      |        | S      | S      |
|                           | A3 |         |         | S       | S       |        |        | S      | S      |
|                           | A4 |         |         | S       |         | S      | S      |        | S      |
| Intellectual Skills       | B1 |         | S       | S       | S       | S      | S      | S      | S      |
|                           | B2 |         | S       | S       | S       | S      | S      |        |        |
|                           | B3 |         | S       | S       | S       |        |        | S      | S      |
|                           | B4 |         | S       | S       |         |        | S      | S      | S      |
| Practical Skills          | C1 |         | S       | S       | S       | S      | S      | S      | S      |
|                           | C2 |         | S       | S       | S       | S      | S      | S      | S      |
|                           | C3 |         | S       | S       | S       | S      | S      | S      | S      |
|                           | C4 |         | S       | S       | S       |        |        |        | S      |

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.

### Additional Information

