

Template C4



Programme Specification

Title of Course: *BA (Hons) Social Work Integrated Degree Apprenticeship*

Date first produced	01/02/2020
Date last revised	16/08/2023
Date of implementation of current version	01/09/2023
Version number	3
Faculty	Faculty of Health, Science, Social Care & Education
School	School of Education, Midwifery and Social Work
Department	Department of Social Work and Social Care
Delivery Institution	Kingston University

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): <i>Up to 10 pathways</i>	BA (Hons) Social Work Integrated Degree Apprenticeship
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	Certificate of Higher Education in Social Care BA in Social Care Diploma of Higher Education in Social Care
Course Code <i>For each pathway and mode of delivery</i>	
UCAS code <i>For each pathway</i>	

RQF Level for the Final Award:	
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Kingston University: Kingston Hill, KT2 7LB
Language of Delivery:	English
Modes of Delivery:	Full-time
Available as:	Full field
Minimum period of registration:	Full-time - 3
Maximum period of registration:	Full-time - 6
Entry Requirements:	<p>The minimum entry qualifications for the programme are: GCSE English (normally English language) and mathematics grades 4-9 (or grade C or above for GCSEs taken before 2017); or equivalent qualification (e.g. Functional Skills level 2 in numeracy and literacy). AND Learning at level 3 by qualification <u>OR</u> two years of verifiable and relevant work experience.</p> <p>Admission to the programme is subject to the following:</p> <ul style="list-style-type: none"> • satisfactory occupational health clearance; • Disclosure and Barring Services (DBS) clearance (Enhanced); • satisfactory interview; • in appropriate employment for a minimum of 30 hours per week;

	<ul style="list-style-type: none"> • where applicable, a 'Right to Work' covering the full length of the course and end point assessment (36 months). <p>Recognition of Prior Learning (RPL) As part of the admissions process applicants will be asked to confirm whether they have undertaken previous learning that repeats learning offered by the BA (hons) Social Work Integrated Apprenticeship Degree. This declaration is requirement for all apprenticeship applicants, as duplication of learning or assessment previously undertaken is not eligible for apprenticeship funding under the Education and Skills Funding Agency rules (ESFA, 2018). A claim for credit exemption may be permissible for applicants who have evidence of equivalent prior learning which replicates in content, level and currency, modules within the programme. The minimum amount of credit that will be awarded is one module. Guidance on preparing a claim will be provided to applicants by the admissions tutor/course team, in accordance with the Academic Quality and Standards Handbook, Kingston University 2019/20 (see section H – Accreditation processes in giving advice). Claims will be assessed on a case-by-case basis. Please see the apprenticeship standard for further details: https://www.instituteforapprenticeships.org/apprenticeship-standards/social-worker-degree/</p>
Programme Accredited by:	Social Work England, Social Work England Professional Standards https://www.socialworkengland.org.uk/standards/professional-standards/
QAA Subject Benchmark Statements:	Subject Benchmark Statement: Social Work, November 2019 https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-social-work.pdf?sfvrsn=5c35c881_6 Characteristics statement – Higher Education in Apprenticeships, July 2019 https://www.qaa.ac.uk/docs/qaa/quality-code/characteristics-statement-apprenticeships.pdf?sfvrsn=12dac681_8
Approved Variants:	As the BA (Hons) Social Work Integrated Apprenticeship degree leads to professional registration with Social Work England the following is not available to the Programme Assessment Board. 1. The award of BA (Hons) Social Work Integrated Apprenticeship degree by aegrotat The final degree classification will be calculated on a weighted average of results from Levels 5 and 6 (year 2 and year 3) of the course. Level 5 will count for 20% of the final average and Level 6 for 80%. All assessments for on the job learning modules SW5013 and SW6016 must be passed.
Is this Higher or Degree Apprenticeship course?	Yes

For Higher or Degree Apprenticeship proposals only

Higher or Degree Apprenticeship standard:	Integrated Degree Apprenticeship for Social Worker Standard " https://www.instituteforapprenticeships.org/apprenticeship-standards/social-worker-degree/ " https://www.instituteforapprenticeships.org/apprenticeship-standards/social-worker-degree/
Recruitment, Selection and Admission process:	Employers will recruit and employ candidates on full time Apprenticeship contracts. Employers will nominate apprentices to attend interviews at Kingston University for a place, and admission onto the programme. See Recruitment, Selection and Admission guide for details
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. Intended Learning Outcomes

The programme provides opportunities for social work apprentices to develop and demonstrate knowledge and understanding specific to subject, key skills and graduate attributes. The programme outcomes are referenced to:

- The Frameworks for Higher Education Qualifications of UK Degree awarding Bodies and are supported by the Subject Benchmark Statement, Social Work, November 2019 and Characteristics statement: Higher Education in Apprenticeships, July 2019

The programme provides a clear framework for social work apprentices to develop and demonstrate the knowledge, skills and characteristics to:

1. meet The Integrated Degree Apprenticeship for Social Workers Standard (AS). <https://www.instituteforapprenticeships.org/apprenticeship-standards/social-worker-degree/>
2. Integrate all aspects of Work Based Learning and provide sufficient evidence of holistic capability across all nine PCF domains at the appropriate level.
<https://www.basw.co.uk/professional-development/professional-capabilities-framework-pcf>
3. meet the requirements for the End-Point Assessment (EPA) (Level 6).
4. meet the Social Work England Standards (SWES) for recommendation for registration as a Social Worker to Social Work England
<https://www.socialworkengland.org.uk/standards/professional-standards/>

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

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A4	use different models of intervention to help identify and reflect upon practice based problems and consider how these can assist their resolution	B2	develop a critical awareness of their own professional identity within contemporary social work and their own social work 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 people with lived experience of social work
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 creative and effective way with people with lived experience of social work and other professionals
A1	identify, define and evaluate theories relevant to social work practice and integrate these creatively into practice with people with lived experience of social work.	B1	identify and evaluate social work theories and begin to use their own research to consider current issues in social work	C2	evaluate appropriate models of intervention in complex situations to support assessment and decision making.
A2	find, analyse and synthesise information about law and policy and integrate these to complex situations across different settings.	B4	to identify, define and evaluate case studies which demonstrate the impact of research and policy on practice	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

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of 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

C. Outline Programme Structure

Full details of each module are provided in module descriptors and apprentice module guides.

BA (Hons) Social Work Integrated Degree Apprenticeship

Level 4							
BA (Hons) Social Work Integrated Degree Apprenticeship							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Foundational skills and knowledge for practice: development across the lifespan	SW4012	30	4	1		1	
Introduction to law, policy and ethics for practice	SW4013	30	4	2		1	
Introduction to Social Work Practice: On the job learning (Year 1)	SW4014	30	4	1 and 2		1	
Transitions into social work	SW4011	30	4	1		1	

Progression to Level 5

Progression to Level 5 requires 120 credits at level 4.

Apprentices 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 in Social Care.

Level 5							
BA (Hons) Social Work Integrated Degree Apprenticeship							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Building skills for social work practice	SW5011	30	5	1 and 2		2	
Developing your social work practice: on the job learning (Year 2)	SW5013	30	5	1 and 2		2	
Inter-professional work and developing your professional identity	SW5010	30	5	1		2	
Social work in action: rights and responsibilities in practice	SW5012	30	5	1 and 2		2	

Progression to Level 6

Progression to level 6 requires 240 credits: 120 at level 4 and 120 at level 5. Apprentices exiting the programme at this point who have successfully completed 120 credits at level 5 (and 120 credits at level 4 modules) or above are eligible for the award of Diploma of Higher Education in Social Care.

Level 6							
BA (Hons) Social Work Integrated Degree Apprenticeship							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Consolidation of knowledge and skills for practice	SW6012	30	6	1 and 2		3	
Developing Creative Approaches to working in Professional Practice	SW6015	30	6	2 and 3		3	
Integrated approaches to practice: on the job learning	SW6016	60	6	1 and 2		3	

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.

Apprentices who have:

- completed and passed all 120 credits at level 4;
- completed and passed all 120 credits at level 5;
- completed and passed all 120 credits at level 6;

will meet requirements for the BA (Hons) Social Work Integrated Degree Apprenticeship and are eligible for admission to Social Work England's register of qualified social workers.

Completion of the End Point Assessment requires 360 credits awarded by the assessment board and submission of the required documentation to Social Work England by the University.

D. Principles of Teaching, Learning and Assessment

Learning and teaching

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 Kingston University Critical Thinking Skills Toolkit has been embedded throughout the programme 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 degree 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. In addition, a variety of practice integration tools will be available to enable apprentices to integrate their off the job learning to their practice experience during on the job work based learning.

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
- co-production of assessment criteria

Assessment

The assessment for this programme has been designed to develop apprentices' academic ability 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. Very early in the course, apprentices will undertake a low stakes summative assessment which will give us a clear indication of academic needs which we can then address from an early stage. This iterative approach to assessment aims to support apprentices and promote their success as they progress through the programme. For example, at each level 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 decisions 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 and case records as well as academic writing draw on different skills. The design of the assessments develops all of 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
- early low-stakes 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 presentations

On the Job training

The BA (Hons) Social Work Integrated Degree Apprenticeship programme is rooted in a commitment to meet the learning needs of apprentices within collaborative adult learning models aligned to professional social work requirements. On the job learning arrangements are designed to prepare apprentices for frontline practice in social work by the provision of high quality learning opportunities. Learning is integrated across on the job learning and off the job learning at Kingston University. Learning is also assessed against the appropriate sector standards.

Apprentices are required to undertake a minimum of 200 days assessed on the job learning. This will involve:

- on the job learning in their place of work
- 30 days of skills development over the whole course to help apprentice develop the skills required for qualified practice.
- a 70 day contrasting learning experience in a setting which provides a different learning environment to apprentices' usual place of work. This takes place during year 2.
- an 100 day final placement requirement leading to meeting the gateway requirement which will enable apprentices to progress to the End Point Assessment (EPA) – successful completion of the EPA means apprentices become a qualified social workers

In order to progress on to each stage (i.e., from level 4 to 5, level 5 to 6) it is a requirement that Apprentices successfully complete and pass the on the job training assessed work. This will include a Viva at the end of each year which apprentices must pass to progress to the next level of study.

This is an integrated course which is designed to allow for apprentices' learning and skills development during their on the job training to be drawn upon during the off the job learning. This is embedded into the teaching and learning strategies identified above and the assessments that are designed to enable apprentices to use both formative and summative assessment for learning.

People with lived experience of Social Work

The Department of Social Work and Social Care has a well-established and long-standing group of people with lived experience of social work who co-produce, contribute to and deliver teaching sessions across all Social Work programmes in the Department. Their commitment also extends to the important role that they play in the quality assurance of our programmes and the key role that they play in recruitment and admissions. People with lived experience of social work have been involved in the co-production of the apprenticeship degree and it is planned that they will contribute to the teaching and learning activities, recruitment and quality assurance throughout the programme to ensure that their voices and experience are heard, incorporated effectively and enhance the delivery of the course.

E. Support for Students and their Learning

Personalised Support

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 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 tripartite 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 work place, 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, Personal Tutors are allocated and meet apprentices during the induction period. Personal tutors 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 Personal Tutor to provide academic and personal support;
- Module Leaders who will guide their learning;
- a Mentor who will support and guide their work-based learning;
- a SRA will oversee the apprentice's practice learning;
- a designated programme administrator, contactable in the office or by email;
- 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 (FHSCE) 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: health and well-being, careers and employability and a dedicated student achievement officer
- The Learning Resource Centre

F. 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
- Boards of study with apprentice representation
- Annual Monitoring and Enhancement
- Periodic review undertaken at subject level
- Apprentice evaluation including Module Evaluation Questionnaire (MEQs), level surveys 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

G. Employability and work-based learning

Those who complete the Social Work Apprenticeship programme are very well-placed to begin their career in social work and it is expected that many will continue to be employed in the agency where they completed the programme. It is, however, possible that they will seek to gain employment in other social work settings. Graduates have competitive starting salaries which increase significantly as their career progresses. In delivering the apprentice programme the Department of Social Work and Social Care will work with the pan London network of local authorities who work in partnership with us to co-produce and provide opportunities for apprentices to develop their social work skills. This partnership provides a rich and varied source of experience and enhances employment opportunities.

Work-based learning, including sandwich courses and higher or degree apprenticeships

More generally, this course provides opportunities for apprentices to develop a wide range of personal and professional skills which are attractive to a broad range of employers. Successful apprentices can demonstrate high skill levels of personal organisation, an ability to motivate others, a capacity for learning in a professional setting and a strong ability to take significant responsibility for the development and progress of themselves and of others. Successful apprentices demonstrate high levels of social work knowledge and expertise and can evidence their ability to reflect critically upon their professionalism. Such abilities make apprentices highly employable in a wide range of professions should they wish to enter a different career.

Kingston University has a **careers and employability services** which is on hand to provide support to apprentices which ever direction they wish to take.

H. Other sources of information that you may wish to consult

Integrated Degree Apprenticeship for Social Worker Standard
<https://www.instituteforapprenticeships.org/apprenticeship-standards/social-worker-degree/>
 Social Work England Professional Standards
https://socialworkengland.org.uk/wp-content/uploads/2019/09/1227_SocialWorkEngland_Standards_PROF_STANDARDS_FINAL-AW.pdf

Characteristics statement – Higher Education in Apprenticeships, July 2019
<https://degree-apprenticeship-toolkit.data.alpha.jisc.ac.uk/assets/documents/characteristics-statement-apprenticeships.pdf>

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the 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		
		SW4014	SW4013	SW4012	SW4011	SW5013	SW5012	SW5011	SW5010	SW6015	SW6016	SW6012
Knowledge & Understanding	A4	S	S	S	S	S	S	S	S	S	S	S
	A3	S	S	S	S	S		S		S	S	S
	A1	S		S	S			S	S		S	S
	A2		S			S				S	S	S
Intellectual Skills	B2	S	S	S	S	S	S	S	S		S	S
	B3	S	S			S			S	S	S	S
	B1	S		S			S	S	S	S	S	S
	B4	S	S	S			S		S		S	S
Practical Skills	C4	S		S	S	S	S	S	S		S	S

	C 3	S	S	S	S	S				S	S	S
	C 2	S		S	S		S	S	S		S	S
	C 1	S	S		S	S	S		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.