Programme Specification

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

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Version number	1
Faculty	FHSCE
School	Allied Health, Midwifery and Social Care
Department	Social Work and Social Care
Delivery Institution	Kingston University

This Programme Specification is designed for prospective apprentices, current apprentices, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical apprentice 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):	**Honours Degree** **Social Work Integrated Degree Apprenticeship**
Intermediate Awards:	Certificate of Higher Education in Social Care; Diploma of Higher Education in Social Care; BA in Social Care
FHEQ Level for the Final Award:	Degree Level 6
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Kingston University: Kingston Hill, KT2 7LB
Modes of Delivery:	Full time
Minimum period of registration:	FT 3 years
Maximum period of registration:	FT 6 years
Entry Requirements:	**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 OR two years of verifiable and relevant work experience. **Admission to the programme is subject to the following:** • satisfactory occupational health clearance; • Disclosure and Barring Services (DBS) clearance (Enhanced); • satisfactory interview; • in appropriate employment for a minimum of 37.5 hours per week; • where applicable, a 'Right to Work' covering the full length of the course and end point assessment (30 months). **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/
Programme Approved by:	Social Work England, Social Work England Professional Standards https://socialworkengland.org.uk/wp-content/uploads/2019/09/1227_SocialWorkEngland_Standards_PROF_STANDARDS_FINAL-AW.pdf
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%. On the job learning modules SWAD5004 and SWAD6002 are not graded but must be passed.
UCAS Code:	
Higher or Degree Apprenticeship standard:	Integrated Degree Apprenticeship for Social Worker Standard https://www.instituteforapprenticeships.org/apprenticeship-standards/social-worker-degree/
Recruitment, Selection and	Employers will recruit and employ candidates on full time Apprenticeship contracts. Employers will nominate apprentices to attend interviews at Kingston University for

Admission process:	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:

(i)   meet The Integrated Degree Apprenticeship for Social Workers Standard (AS). https://www.instituteforapprenticeships.org/apprenticeship-standards/social-worker-degree/

(ii)   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

(iii)   meet the requirements for the End-Point Assessment (EPA) (Level 6).

(iv)   meet the Social Work England Standards (SWES) for recommendation for registration as a Social Worker to Social Work England https://socialworkengland.org.uk/wp-content/uploads/2019/09/1227_SocialWorkEngland_Standards_PROF_STANDARDS_FINAL-AW.pdf

Programme Learning Outcomes
AS/ SWES – Apprenticeship standards/ Social Work England Standards

	Knowledge and Understanding On completion of the course apprentices will be able to:			Intellectual Skills On completion of the course apprentices will be able to			Subject Practical Skills On completion of the course apprentices will be able to	
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		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	
	Relevant AS/SWES	2,3,4/ 1,4		Relevant AS/SWES	1,2,3,4/ 4,		Relevant AS/SWES	2,4,6,7,8,9/ 1,2,3,4,6
A2	find, 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	evaluate appropriate models of intervention in complex situations to support assessment and decision making.	
	Relevant AS/SWES	1,2,3,4,5,8,9/ 3,4,5,6		Relevant AS/SWES	1,2,4/ 2, 4,5,6		Relevant AS/SWES	3,5,7,8/ 3, 4
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	
	Relevant AS/SWES	1,2,3,4,5,6,9/ 1,2,3,4,5,6		Relevant AS/SWES	1,4,5/ 2, 3,5,6		Relevant AS/SWES	6,9/ 1,2,4,5
A4	use different models of intervention to help identify and reflect upon practice based problems and consider how these can assist their resolution		B4	to identify, define and 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 people with lived experience of social work	
	Relevant AS/SWES	1,2,3,4,5,7,2/ 3,		Relevant AS/SWES	2,3,4,5/ 3		Relevant AS/SWES	1,2,3,4,5/ 1,2,4

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow apprentices to develop a range of Key Skills as follows:

Key Skills						
Self-Awareness Skills	Communication Skills	Interpersonal Skills	Research and information Literacy Skills	Numeracy Skills	Management & Leadership Skills	Creativity and Problem Solving Skills
Take responsibility for own learning and plan for and record own personal development	Express ideas clearly and unambiguously in writing and the spoken work	Work well with others in a group or team	Search for and select relevant sources of information	Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data	Determine the scope of a task (or project)	Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems
Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback	Present, challenge and defend ideas and results effectively orally and in writing	Work flexibly and respond to change	Critically evaluate information and use it appropriately	Present and record data in appropriate formats	Identify resources needed to undertake the task (or project) and to schedule and manage the resources	Work with complex ideas and justify judgements made through effective use of evidence
Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets	Actively listen and respond appropriately to ideas of others	Discuss and debate with others and make concession to reach agreement	Apply the ethical and legal requirements in both the access and use of information	Interpret and evaluate data to inform and justify arguments	Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary	
Work effectively with limited supervision in unfamiliar contexts		Give, accept and respond to constructive feedback	Accurately cite and reference information sources	Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data	Motivate and direct others to enable an effective contribution from all participants	
		Show sensitivity and respect for diverse values and beliefs	Use software and IT technology as appropriate			

C. Outline Programme Structure

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

Level 4 (all core)				
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**
Transitions into Social Work	SW4011	30	4	1
Foundational Skills and Knowledge for Practice: Development Across the Life Span	SW4012	30	4	1
Introduction to Law, Policy and Ethics for Practice	SW4013	30	4	2
Introduction to Social Work Practice: Work Based Learning with Employer	SW4014	30	4	1 and 2
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 (all core)				
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**
Interprofessional Working and Building your Professional Identity	SW5010	30	5	1
Building Skills for Social work Practice	SW5011	30	5	1 and 2
Social Work in Action: Rights and Responsibilities in Practice	SW5012	30	5	1 and 2
Developing your Social Work Practice: Work based Learning with Employer	SW5013	30	5	1 and 2
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 (all core)				
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**
Consolidation of Knowledge and Skills for Practice	SW6012	30	6	1 and 2
Integrated Approach to Practice: Work based Learning with Employer	SW6013	30	6	1 and 2
Progression to take End Point Assessment requires 300 credits: 120 at level 4, 120 at level 5 and 60 at level 6. Apprentices who have successfully completed 300 credits on this programme and have achieved the required level 2 qualifications in Maths and English, or equivalent, will be eligible to progress to take the End Point Assessment (EPA). The EPA should be completed within 6 months of meeting the gateway requirements. Apprentices are eligible for award of BA in Social Care if they do not progress to the EPA.				
End point Assessment	SW6014	60	6	2
Apprentices who successfully complete the EPA and gain 60 credits will meet requirements for the BA (Hons) Social Work Integrated Degree Apprenticeship and eligibility for admission to Social Work England's register of qualified social workers. Apprentices who are unsuccessful will be eligible for award of BA in Social Care.				

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, facilitated through a Personal Learner Curriculum (PLC) that tailors support in the workplace and university to maximise learning potential and achievement of degree outcomes. The PLC is a live document that is individualised for each apprentice and co-produced by the apprentice, and those supporting their learning. 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. 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; this culminates in the end point assessment where they are required to make a presentation.

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 Apprentices 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 PLC 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.

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 are able to 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 advisory service which is on hand to provide support to apprentices which ever direction they wish to take. Further information can be accessed here: https://kingstonuniversity.sharepoint.com/sites/mykingston/mysupport/KUTalent/Pages/default.aspx

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

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 apprentices 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		
		SW4011	Sw4012	SW4013	SW4014	SW45010	SW5011	Sw5012	Sw5013	SW6012	SW6013	Sw6014
Knowledge & Understanding	A1	√	√		√	√			√	√	√	√
	A2			√				√	√	√	√	√
	A3	√	√	√	√	√		√	√	√	√	√
	A4	√	√	√	√	√	√	√	√	√	√	√
Intellectual Skills	B1		√		√	√	√		√	√	√	√
	B2	√	√	√	√	√	√	√	√	√	√	√
	B3			√	√	√		√	√	√	√	√
	B4		√	√	√	√	√		√	√	√	√
Practical Skills	C1	√		√	√	√	√	√	√	√	√	√
	C2	√	√		√	√	√		√	√	√	√
	C3	√	√	√	√			√	√	√	√	√
	C4	√	√		√	√	√	√	√	√	√	√

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

J. Approved Variants from the Undergraduate Regulations