**GUIDE to BA (HONS) SOCIAL WORK APPRENTICESHIP**

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# Guidance for your apprenticeship

Your apprenticeship and its delivery have been designed to meet the requirements of the Education and Skills Funding Agency, the government body responsible for funding apprenticeships in England.

## Your apprenticeship standard - Social Work (degree)

You can find your apprenticeship standard here: <https://www.instituteforapprenticeships.org/apprenticeship-standards/social-worker-(integrated-degree)-v1-0>

## Your Commitment Statement

Before the apprenticeship starts and the apprenticeship agreement is signed, the University ensures that the apprentice and the employer have contributed to and signed a copy of the commitment statement, which summarises the schedule, roles, responsibilities and funding that supports the successful completion of the apprenticeship. This is a mandatory document for ESFA apprenticeship funding rules. The information in the statement forms part of the evidence pack required for every apprentice, and must be signed and retained by the apprentice, the employer and the University. You will receive a copy of your signed commitment statement.

*Contract of employment and commitment statement*

As a student on an apprentice route, you hold a contract of employment with your employer in addition to the commitment statement with the University and your employer. You are obliged to follow the policies and procedures of your employer and the University. If you have any concerns regarding your studies this should be raised with your Academic Advisor in the first instance; concerns regarding practice should be raised with your Academic Advisor and/ or employer and this information may be shared across both parties if required. Equally if concerns are raised about your practice or academic studies, then this information may also be shared to ensure you have support from all parties and that public protection is ensured.

## DBS and Occupational health

Prior to starting on the course, your employer would have confirmed the satisfactory DBS and health checks have occurred for you, and any relevant risk assessments have been conducted.

Students are also asked to complete a ‘Character and Conduct form’ at induction. This form relates more specifically to preparing students for applying for registration at the end of the course. Issues relating to any known offences, disciplinaries etc can be a barrier to registration if the University has not been aware of them. Additionally, the form asks you to detail if you need support with health or if you have had involvement with social care that might impact upon placement location.

## Absences

You must notify your Course Administrator for all absences. If you are going to apply for mitigation you will need to provide written evidence of the reason for your absence. You should also notify your employer of absence as usual employment processes.

If you are unable to study because of illness for more than seven consecutive days (including weekends), you must provide us with a **Fit Note**:

"A fit note (or Statement of Fitness for Work) allows your doctor or other healthcare professional to give you more information on how your condition affects your ability to work. This will help your employer understand how they might help you return to work sooner or stay in work. Fit notes may also be called medical statements or a doctor’s note." (NHS Choices, n.d.)[[1]](#footnote-1)

You can send a digital copy of your Fit Note to your Course Administrator and tutor, and the original to your employer.

If you are absent through illness on the day of an examination or assignment deadline and you intend to apply for mitigation, you must also provide us with details and any available evidence as soon as possible. Contact your Course Administrator to get a copy of the appropriate extenuating circumstances form. For more information on ‘fit to sit’ and mitigation please visit <https://www.leedsbeckett.ac.uk/studenthub/mitigation/>

**You must also follow your employer’s process for absence reporting.**

## Your initial training needs analysis and initial assessment

The University tutor works with the employer and apprentice in the development of a training needs analysis for both the employer and the apprentice. Candidates for the apprenticeship are initially assessed against the **knowledge, skills and behaviours** (KSBs) and learning outcomes to ensure they meet the eligibility statement. The initial assessment is carried out by the University in partnership with the employer. At this stage the potential apprentice starts to identify their training needs that forms the basis of an individual learning plan (ILP).

## Your individual learning plan (ILP)

Once the apprentice has been enrolled onto the course a more detailed review takes place based upon the employer’s requirements and those of the apprentice. At this point the detailed ILP is agreed and will be used as the basis for discussion in the tripartite meetings and by the apprentice to continually track their learning outcomes against the KSBs of the standard, functional skills and any other training that has been agreed.

## On-the-job and off-the-job learning activities

Examples of the learning that takes place in the workplace (‘on-the-job’) as well as through the delivery of ‘off-the-job’ hours are below. [[2]](#footnote-2) On-the-job learning is recorded as part of the audit trail to assure the ESFA that each apprentice has received at least 20% off-the-job learning/training (which follows the Department for Education’s 2017 guidance[[3]](#footnote-3)). The breakdown of the off-the-job training for each apprentice is recorded in the commitment statement.

*On-the-job activities*

* On-the-job learning is agreed with the employer as part of the commitment statement within a clear agreement of responsibilities of all parties.
* The employer provides learning support for the individual apprentice through a mentor/ practice educator.
* The practice educator/mentor/employer/tutor discussions identify real world work-based learning opportunities that enable the apprentice to apply theory in practice.

*Off-the-job activities*

* Acquisition of knowledge and understanding takes place through a combination of face-to-face lectures, small group seminars/workshops and work-based learning tutorials, online learning resources material and guided independent study.

## Tripartite review meetings

It is a requirement of the apprenticeship that there are regular meetings between the apprentice, the employer and the University (tutors/Academic Advisors) to formally review and assess the progress of the apprentice. There will be three meetings (start, mid-point, end) at each level. These may take place face-to-face in the workplace, or in the University, or by a video/Skype call. Each apprentice also has an annual review as part of the tripartite review process. The final meeting in year three will ascertain that the student has met the Gateway requirements and is ready for the EPA (see below). The tripartite meetings details are included in the commitment statement.

Other informal contact is undertaken between tripartite meetings, such as by email, phone, meetings at the University, or if required, meetings can be arranged at the workplace.

## Level 2 English and Maths apprenticeship requirements

All apprentices will commence the course with level 2 English and Maths (or equivalents).

## End-Point Assessment plan (integrated) and Gateway

**Integrated Degree Apprenticeship for Social Worker, Level 6 End point Assessment Plan - Summary of assessment**

The End Point Assessment is detailed in the Social Work [apprenticeship standards end point assessment](https://www.instituteforapprenticeships.org/media/2491/sto510_socialworker_level-6_epa-v1-for-publication-281118.pdf) version reference number ST0510 (published 30 November 2018). An extract is provided below.

This is an integrated degree level Apprenticeship, which incorporates on-programme academic and workplace learning and assessment with an independent EPA to test the knowledge, skills and behaviours detailed in the standard. Full time apprentices will typically spend 36 months on programme working towards the apprenticeship standard, with the EPA taken in the last six months. There will be a minimum of 20% off-the job-training.

The awarding learning provider will be responsible for the on-programme and EPA requirements. Performance in the EPA will count towards the overall degree classification. The gateway for the EPA will occur when the apprentice has completed 300 credits of their Social Work degree, been given a provisional grade and achieved other specified criteria.

As a gateway requirement apprentices must achieve the specified English, maths, and on- programme learning requirements, prior to taking the end point assessment. Apprentices cannot successfully complete the bachelor’s degree without passing the EPA. Performance in the EPA will determine the apprenticeship grade.

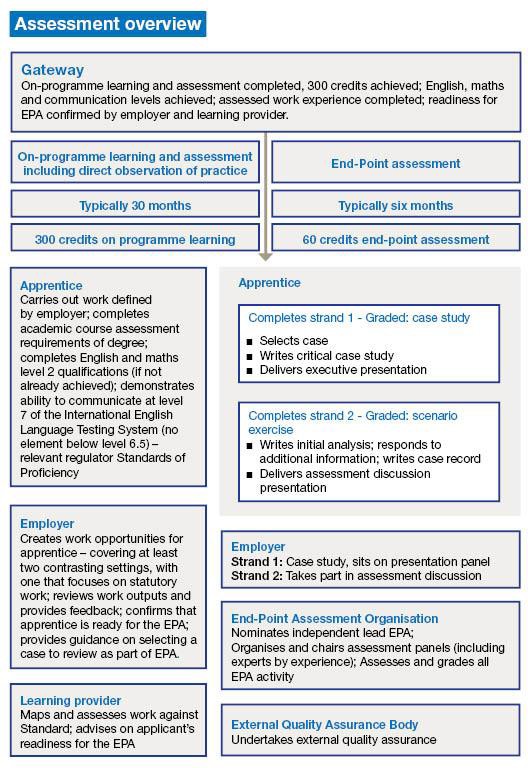
The EPA must be completed within a six month period, after the apprentice has met the EPA gateway requirements. The EPA must be conducted by an organisation approved to offer services against this standard, as selected by the employer, from the Education & Skills Funding Agency’s (ESFA’s) Register of End-Point Assessment Organisations (RoEPAOs). The EPA consists of four distinct assessment methods grouped within two strands:

* Strand 1: Case Study. Assessment will consist of:
  + Written Critical Case Study
  + An Executive Presentation
* Strand 2: Scenario Exercise
  + initial analysis, a response to two further written data/questions, a case record
  + assessment discussion

The Case Study assessment comprises a written critical case study and an executive presentation. The Scenario Exercise assessment will comprise an initial analysis, a response to two further written data/questions, a case record and an assessment discussion.

The EPA will be led either by a member of staff of the learning provider, who has not been involved in the apprentice’s on-programme learning, or by a member of staff from another learning provider in a consortium.

On completion of this apprenticeship, the individual will be confirmed to be a competent and qualified Social Worker and will be eligible to apply to register as a qualified Social Worker with the relevant professional regulator.



**End-point assessment methods**

The EPA will be undertaken either by a member of staff from another learning provider in a consortium or if that is not possible, a member of staff of the same learning provider who has had not been involved in the apprentice’s on-programme learning. There are two strands to the end-point assessment: Case Study and Scenario Exercise. These will take place over a period of six months. The tests should normally be held face-to-face either at the EPA or employer’s facilities.

**Strand 1: Case Study**

1. The apprentice will identify a practice case for approval after being reviewed by head of service or proxy. Part of the approval process will include whether they have recognised the ethical issues and whether a service user agreement or an ethical approval process is required.
2. In selecting the case, it needs to be:
   * Current (started within the last six months)
   * Consistent with organisational mission (core vision)
   * Sufficiently complex to allow the apprentice to demonstrate:
     + reflection on values, ethics, knowledge, skills, behaviour and equality
     + research techniques
     + multi-agency working
     + meaningful engagement
     + ability to address risk at the appropriate level
     + a service improvement recommendation
3. The apprentice will first write a Case Study critical analysis (4,500-5,500 words) under regular professional supervision from both their learning provider and workplace mentor. This will be marked by an independent assessor.
4. The apprentice will then produce an executive presentation entitled: ‘A critical case analysis; evidence-based recommendations with references to existing research.’ This will be presented to a group comprising the Lead EPA, employer and expert by experience. This will last approximately 15-20 minutes with 10-15 minutes allowed for the panel to ask follow-up questions. The Lead EPA will chair the group and will have the final say on the assessment result and grading. A variety of presentation methods or tools can be used including, for example, PowerPoint, a flip chart, work products or notes.
5. On completion of both elements, the Lead EPA will award a grade of Fail/3rd/2.2/2.1/1st.

**Strand 2: Scenario Exercise**

1. Under examination conditions (three hours), a cohort of apprentices will view a visual (eg approximately 20 minute video or live role play) Scenario Exercise. The scenario exercise must enable the apprentice to demonstrate they work in a strengths-based way, are culturally competent and compliant with Knowledge and Skills Statements and Professional Capabilities Framework. It should contain evolving, complex and challenging case scenarios which include risk, abuse and/or exploitation. These will combine generic/specialist elements to meet employer/sector need to produce generic workers who will be able to work in specialist areas. In the remaining examination time, apprentices will be asked to:

* Write an initial analysis
* Write a response to two further written data/questions supplied, eg a review report/ assessment, email with further information and respond appropriately, demonstrating analytical skills.
* Write a case record

1. Within two to five days of the written examination, the apprentice will take part in an assessment discussion with representatives from the learning provider, employer and experts by experience, chaired by the Lead EPA. The discussion will last between 20-30 minutes and the apprentice can refer to copies of his/her examined work from the Scenario Exercise, and other notes, as desired. If the discussion cannot be scheduled within one week of the examination, the EPAO must make every effort to arrange the discussion at the earliest date possible.
2. On completion of both elements, the Lead EPA will award a grade of Fail/3rd/2.2/2.1/1st.

**End-point assessment timescales**

EPA activities will be completed over a maximum six month period, to accommodate work scheduling and cost-effective planning of resources. Moderation, learning provider quality assurance and degree award processes may be concluded after the EPA period. The EPA will deliver 60 credits.

**End-point assessment grading**

The EPA comprises two strands, with a total of four pieces of assessed work as shown below. In order to pass the EPA, both assessment strands must be at pass grades, i.e., 3rd/2.2/2.1/1st

**Summary of assessment methods, grading and weighting**

|  |  |  |
| --- | --- | --- |
| **Strand** | **Assessment Method** | **Weighting** |
| 1 Case Study | Case Study - written critical case study | 50% |
| Case Study - executive presentation |
| 2 Scenario Exercise | Scenario Exercise - initial analysis, additional data response, case record | 50% |
| Scenario Exercise - assessment discussion |

## Tutor for the apprenticeship route

The tutor will provide a bridging point between the apprentice, the employer and the University. They will liaise over any issues relating to the contract for work based learning for apprentices and support the apprentice in managing work based and practice based learning. The University has systems in place for monitoring attendance, character and conduct and other student issues. The tutor will liaise with relevant colleagues in relation to these matters as needed. This will include discussing whether University or employer procedures apply, e.g., in relation to fitness to practise. Your tutor is also your Academic Adviser.

## University’s Fitness to Practise Policy and Procedure and your apprenticeship

The Fitness to Practise Policy and professional conduct have been mentioned in your Course Handbook and this is a reminder that if you go through this disciplinary process, and a case is found, depending on the outcome, this may affect your place on the apprenticeship and your employment contract. Your employer will be informed immediately if any fitness to practise concerns are raised.

## Suspending Studies or Withdrawing from the Apprenticeship

You need to inform your Academic Advisor, Course Leader and your employer if your personal circumstances change that could affect the completion of the apprenticeship or will change the planned end date. You also should proactively identify any issues or barriers to successful completion of this apprenticeship and raise these quickly with your employer and your Academic Adviser, working with both to implement any action needed.

1. This quote is extracted from NHS Choices (n.d.) **What are fit notes?** [Online]. Available from: <http://www.nhs.uk/chq>. [Accessed 26 February 2016]. [↑](#footnote-ref-1)
2. Off-the-job learning is undertaken outside of the normal day-to-day working environment and leads towards the achievement of the apprenticeship. It can include training that is delivered at the apprentice’s normal place of work but must not be delivered as part of their normal working duties. It is measured over the whole apprenticeship, not the academic year. It must take place during employed time. *Dept for Education (2017)* [↑](#footnote-ref-2)
3. <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/621565/OTJ_training_guidance.pdf> [↑](#footnote-ref-3)