



**LEEDS  
BECKETT  
UNIVERSITY**

Line Manager/Employer Handbook for the Social  
Worker Degree Apprenticeship

**Academic Year 2025/26**

Updated July 2025

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## 1. Introduction to this Apprenticeship

Thank you for supporting your apprentice through the Social Worker Degree Apprenticeship. This handbook has been written to provide you with all the key information you need to know and understand in relation to your apprentice's journey, your role, and the rules that govern apprenticeship programmes to ensure that both we as the training provider and you as the employer remain compliant.

### Meet the team:

Name	Role	Responsibilities
David Mercer	Course director for the social worker degree apprenticeship and BA in social work	David is course director for the undergraduate social work courses and oversees the strategic implementation of the social worker degree apprenticeship. David also teaches on the programme.
Rebecca O'Keefe	Senior lecturer and academic lead tutor for social worker degree apprentices	Rebecca is the lead tutor for apprentices. She is academic advisor/tutor for a number of apprentices, and co-ordinates implementation of the programme within University. Rebecca teaches on the programme.
Danielle O'Connell	Degree apprenticeship assessor (DAA) for social worker degree apprentices	Danielle takes a lead in supporting apprentices with the compliance elements of the programme. She provides advice and support to apprentices and facilitates 3-way meetings called 'tripartite reviews' between the apprentice, the university, the work-based mentor/employer.
Charlotte Benn	Course administrator for social worker degree apprentices	Charlotte is course administrator for the programme and supports both the team and our apprentices.

Each apprentice has an allocated academic advisor/tutor from the social work academic team during their time on programme. These staff members also teach our apprentices. The central apprenticeship team at Leeds Beckett University provide support and guidance to employers on the compliance elements of the programme.

## 2. What is the Social Worker Degree Apprenticeship?

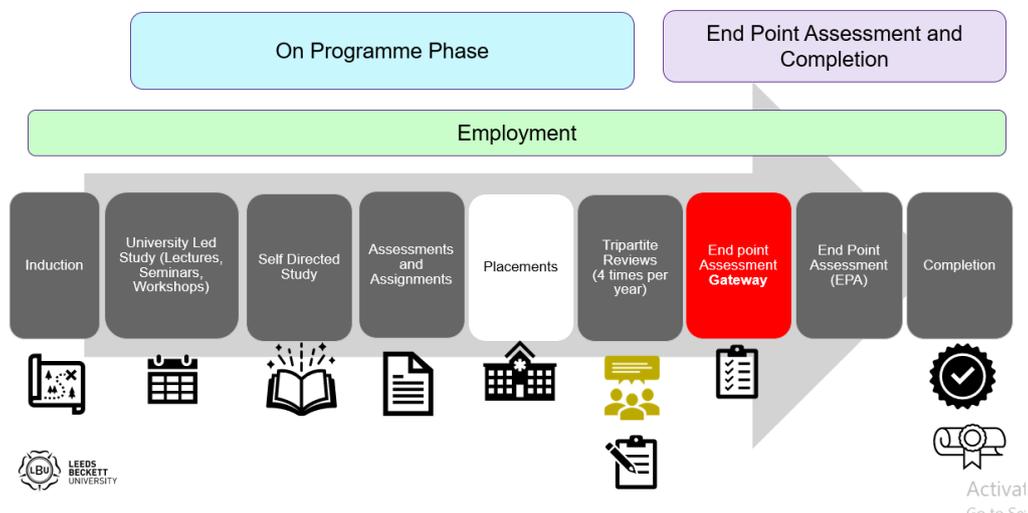
Social worker degree apprentices are employed in adult or children's services in statutory and non-statutory organisations. Their 'on the job' roles, where they are employed, are usually within local authorities, healthcare services, the private or voluntary sector. Apprentices are enrolled on a degree level apprenticeship, which incorporates academic and workplace learning. At the end of the programme, there is the End Point Assessment (EPA) to check the apprentice has met the acquired knowledge, skills and behaviours,

and met all requirements. The degree apprenticeship is providing an effective, new route into social work.

All apprentices must undertake 'off the job' learning. For this programme, 'off the job' learning refers to lectures, seminars and workshops in university, undertaking two social work practice placements (70 days and 100 days), independent study, and any other training or learning opportunities through the employer, which is away from their usual workplace or job role.

Social workers are subject to regulation by Social Work England (SWE). The delivery of the programme is aligned to all relevant Social Work England standards to ensure that apprentices are eligible for entry to the Social Work England register on completion.

## Apprenticeship Journey Overview



### Key points:

- Successful applicants will achieve a BA (hons) social work degree over 3 years.
- The course has been developed to meet the standards of Social Work England, and apprentices can register as qualified social workers on completion.
- Delivery will take place at Leeds Beckett University for taught content, with some online input, and also through supported and assessed practice placements.
- Apprentices are fully supported to access teaching and learning materials on MyBeckett, which is the university's virtual learning environment (VLE), and other university systems.
- Apprentices will be supported individually by their academic advisor/tutor, our programme's degree apprenticeship assessor, and the wider course team from the university.

Your apprentice will be following an Individual Learning Plan (ILP). This plan is set out and agreed with the employer before the apprentice commences their programme. It is

recorded on our apprentice specific system called 'Aptem'. This is the system which employers, the University and apprentices collectively use for the duration of the programme. The Individual Learning Plan shows the knowledge, skills, and behaviours that the apprentice will be developing and evidencing as they progress through their apprenticeship programme. The apprenticeship standard sets out the specific 'knowledge, skills and behaviours' (KSBs) that the apprentice must demonstrate for completion in their End Point Assessment (EPA). You will find the full apprenticeship standard on the Institute for Apprenticeships and Technical Education (IfATE):

<https://www.instituteforapprenticeships.org/apprenticeship-standards/social-worker-integrated-degree-v1-1>

**The list of knowledge, skills and behaviours (KSBs) that the apprentice is working towards can also be found below in appendix 1 (page 17).**

### 3. Before the Apprentice Journey Begins

#### Entry requirements

Prospective apprentices require 120 UCAS points, and an English language qualification at GCSE grade C or equivalent. **Qualification certificates must be seen and confirmed by the employer before a prospective apprentice applies for the programme.** There is opportunity for individuals without relevant UCAS points, to undertake a recognition of prior learning task (RPEL). This is a written assignment marked by a representative of the University to assess the individual's ability to study at level 4 (first year of a degree programme). However, English language is still a compulsory requirement. **Please note, in the event the apprentice already has an undergraduate or postgraduate degree, proof of their English language qualification is still required.**

#### Maths

Maths GCSE grade C or above (or equivalent) is no longer a formal requirement, for those apprentices aged 19 years and above at the start of the programme. **In the event the apprentice wishes to pursue a Maths qualification, this will be explored with the apprentice and employer before the programme commences, and a decision made about the possibility of including this additional qualification into the Individual Learning Plan. This will also include what support is required for the apprentice to achieve this.** If the apprentice does not wish to pursue Maths, or does not pass their Maths qualification whilst on programme, this does not affect them from completing their apprenticeship.

## Recruitment and selection process

Employers select and interview their apprentices locally, and each employer does this slightly differently. Employers can recruit internally and offer this opportunity to existing staff within their organisation. However, some employers choose to recruit through an external job advertisement. As the chosen training provider, Leeds Beckett University offers support and guidance to all employers. There is a dedicated, central apprenticeship team within the university who can also guide employers through the recruitment and selection process. It is helpful to note at this stage, apprentices' attendance for all 'off the job' or university-based learning is compulsory.

**Apprentices are required to work at least 30 hours per week in their substantive role to apply, as this is a full-time programme. Apprentices are usually expected to complete their two practice placements in level 5 (second year) and level 6 (third year) on a full-time basis (37 hours per week including study time).** They will need to be paid for these full-time hours by their employer, as all learning has to take place within their usual work-based hours.

## Interview at Leeds Beckett University

Once identified by their employers, all prospective apprentices undertake an interview with a member of the university's academic team, alongside a qualified social worker or member of the university's service user involvement group. The interview takes place online and has 2 parts:

- A series of questions related to the apprentice's knowledge, experience and skills.
- A number of questions in the interview relate to a case study scenario which is shared in advance, which the apprentice prepares for.

The interview is scored by the panel, and feedback is sent to the respective employer. The employer provides feedback to each apprentice. A place is then formally offered, pending all necessary checks and entry requirements.

**The university interview process is in line with Social Work England's requirements and is consistent with other social work programmes within the University.**

## Onboarding process

The University has a central apprenticeship team who support employers and apprentices to be successfully 'onboarded' onto the programme. Apprentices complete a skills audit as part of this process. Apprentices will score themselves in relation to each of the knowledge, skills and behaviours. **Apprentices may have extensive experience in an unqualified social care role, but please be aware that scoring needs to be considered in light of being a qualified social worker. Therefore, lower scores are very much expected. This is the start of their journey to becoming a qualified social worker, and they will work on these knowledge, skills and behaviours throughout the programme.** Guidance is provided for apprentices completing this task.

**Employers are responsible for ensuring they are providing their apprentice with an appropriate DBS check at the start of the programme. For some employers, who choose for their apprentice to experience both an adult and child placement as part of the programme, the DBS needs to cover both working with children and vulnerable adults.** All apprentices will complete their assessed practice placements in two contrasting settings during their programme.

**Employers also need to identify a work-based mentor for their apprenticeship prior to the programme commencing.** Please see section 6 on the mentor role.

#### **4. Course Overview and 'Off the Job' Learning (University based learning)**

It is important for us to highlight at the beginning of the programme that apprenticeships are governed by the funding rules set out by the Department for Education (DfE). **Compliance includes all three parties – the apprentice, their employer, and the education provider (Leeds Beckett University), and we all have shared responsibility.** This includes providing learning opportunities in both theory and practice to meet the 'on the job' and 'off the job' learning requirements, to enable the apprentice to progress through the apprenticeship standard. Further information regarding 'off the job' learning, or University based learning, is covered in the next two sections of this handbook.

All apprentices attend a comprehensive induction which takes place over 1 week in mid-September in level 4 (first year of the programme). Apprentices are supported to enrol and access University and apprenticeship systems, meet other students studying at BA level, and learn more about their social work journey. There is a mixture of face to face and online learning, and some self-directed tasks during this first week.

**All University teaching is compulsory, and 100% attendance is expected. Where an apprentice is absent, the employer would need to provide hours within their work based hours for the apprentice to 'catch up'. In line with the Department for Education's funding rules, all study within an apprenticeship should be completed within the apprentice's usual working pattern. Apprentices are responsible for informing their employer of any sickness on a university or placement day, as this is recorded and monitored by their organisation, in line with their usual absence policies and processes.**

Annual leave must be taken outside of the university's teaching days, so either on days that apprentices are in their 'on the job' or work-based learning or within university breaks. **A calendar for each year is provided to each employer lead, line managers, mentors and apprentices at the start of the programme to support with managing annual leave.**

In order to complete the full apprenticeship programme, your apprentice will need to undertake the following elements:

- Engage with all ‘off the job’ learning opportunities at university. This will include lectures, seminars, and workshops.
- Successful completion of a range of academic assignments across the programme.
- Complete two assessed practice placements. This will be 70 days in level 5 (second year of the programme) and 100 days in level 6 (third year of the programme). The apprentice will be matched to a Practice Educator (PE) who will support and assess their knowledge, skills and behaviours during placement periods, and apprentices will produce a portfolio of evidence. **Practice placements are arranged by employer leads and the university, and are allocated to the apprentice.** Placements are within two contrasting settings.

**There is a module requirement for each apprentice to complete 100 hours of new ‘work based learning’, and 2 days shadowing with a qualified social worker in level 4 (first year).** These tasks are linked to the module ‘Personal and Professional Development’.

The 2 days shadowing take place in addition to the teaching programme. Apprentices can identify and approach a social worker within their professional network to shadow, or the University can support with identifying a social worker as required.

‘Work based learning’ will ideally take place within the apprentice’s existing workplace. However, this must be 100 hours of ‘new learning’ for the apprentice, so they can develop their knowledge, skills and behaviours (KSBs) and reflect upon these experiences for assessed assignments. This learning is flexible, and could be undertaking tasks which are new to the apprentice, with a new service user group or co-working more complex work with a colleague. In exceptional circumstances, and only where there are limited opportunities for new work-based learning in the usual workplace, an apprentice may be supported to access opportunities for some or all of these hours, within a different team or setting. This will be in agreement with the apprentice, the employer and the university.

## Academic modules

Apprentices will study the following modules over the course of the programme:

### Level 4 (year 1)

Personal and Professional Development (40 credits)

Understanding Social Work (20 credits)

Social Work and the Life Course (20 credits)

Working with Diversity (20 credits)

Understanding Law in Social Work (20 credits)

### Level 5 (year 2)

Contemporary Challenges for Social Work Practice (20 credits)  
Social Work with Children and Young People (20 credits)  
Social Work with Adults (20 credits)  
Models of Intervention (20 credits)  
Practice Placement 1 (40 credits)

### Level 6 (year 3)

Social Work in Global Contexts (40 credits)  
Critical Thinking for Social Work (20 credits)  
Social Work Law for Qualifying Practice (20 credits)  
Practice Placement 2 (40 credits)

The learning outcomes for the whole programme are mapped to the knowledge, skills and behaviours of the Social Worker Degree Apprenticeship standard (appendix 1) so that throughout the programme they are clear as to why they are being taught specific topics and asked to complete specific tasks.

**Appendix 2 (page 19) offers a useful guide of what the apprentice will study in each module, and how employers, including line managers and mentors, can support their apprentice to embed learning in practice.**

In line with the Department for Education's funding rules, apprentices are required to engage in 'off the job' or university-based learning in every calendar month whilst on programme. Therefore, **monthly learning activities take during the summer months for apprentices in level 4 and 5 (first and second years). These are usually online lectures/seminars with some self-directed study, equated to 1 full day per month 'off the job'**. If apprentices cannot make the online teaching sessions on the day they take place, they will need time in their working hours to 'catch up' with the recording of the lecture/seminar, and complete self-directed study tasks, within the same calendar month the session takes place. They record the date of completion on their activity log.

### Apprentice core curriculum

Alongside the knowledge, skills and behaviours, all apprenticeships must also cover the following key areas, which are known as the 'apprentice core curriculum' throughout the programme. This includes:

- Careers support
- Safeguarding
- British values
- Prevent

These areas are recognised as an important part of all our lives and job roles, and they reflect positive values within apprenticeships. The core curriculum will be referred to throughout the programme and linked to apprentice learning. We encourage apprentices

to reflect on how these areas are relevant to their job roles and consider practice examples for their tripartite reviews.

## 5. Tracking 'Off the Job' Learning (University Based Learning)

Apprentices are required to complete monthly activity logs documenting their completed 'off the job' hours and linking all learning to their KSBs. For this apprenticeship, we use the computer system Aptem. **The university must report this information to the Department for Education. We would generally expect to see your apprentice log hours regularly to enable us to evidence their engagement with the apprenticeship to the Department for Education. Without this evidence, the apprentice could be at risk of losing their funding.**

Either the Degree Apprenticeship Assessor, Apprenticeship Lead Tutor or Course Director within the University will contact the apprentice if they have any concerns about their 'off the job' learning hours. Where an apprentice is falling behind, we may escalate the issue to the employer lead.

**A Degree Apprenticeship Assessor (DAA) is allocated to each apprentice to support with apprentice specific requirements.** This person is an employee of the university and part of the team around the apprentice. Their focus is on supporting the apprentice with the compliance elements of the programme, such as supporting with activity logs and co-ordinating and facilitating tripartite reviews.

## 6. 'On the Job' Learning (Work Based Learning)

As your apprentice progresses through their programme, they will need your interest, guidance and support which will not only help them to complete their work-based tasks but will also be a source of motivation. Taking on the apprenticeship is a major commitment that places demand on the apprentice, alongside their normal working duties and any other work-life balance they need to maintain.

**As already highlighted, apprentices require opportunities within their workplace to develop Knowledge, Skills and Behaviours. This could be working with new service user groups, working on new tasks, co-working more complex pieces of work, or seeing different parts of their service. This is about putting 'off the job' or university-based learning into practice.**

Some apprentices will stay in the same job role for the duration of the apprenticeship, leaving temporarily for their two practice placements, and others rotate between different teams for a more varied experience at regular intervals. This is dependent on the employer. Each employer will have their own ideas on how to support their apprentice to learn and embed their knowledge, skills and behaviours.

**A helpful guide is attached in appendix 2 (page 19) highlighting the learning and assessment which takes place for each individual module across the programme, and ideas for employers about supporting work-based activities to develop the knowledge, skills and behaviours.**

### **Work based mentor**

**All apprentices are allocated a work-based mentor by their employer before they commence the programme.** The mentor will be knowledgeable about social work and is an important source of learning and support for the apprentice as they progress through the programme.

**Mentors are usually qualified social workers within or outside of the apprentice's team or can be the apprentice's line manager.** If the mentor is the line manager, the distinction between the roles of mentor and manager needs to be clarified and agreed at the start of mentoring relationship.

Mentors will be responsible for preparing and contributing to the apprentice's tripartite review (see next section), which happens approximately every 12 weeks (4 times per academic year). The mentor will support and advise the apprentice on how they can development the knowledge, skills and behaviours in their workplace, complete written comments on Aptem, usually before the tripartite review takes place. They will liaise with the apprentice's line manger before and after the tripartite review happens and sign the final copy of the tripartite review paperwork on Aptem.

**The mentor is not there to replace the apprentice's line manager or academic advisor/tutor; instead, they will provide an additional supportive role. Mentors offer a bridge between 'on the job' and 'off the job' learning, helping apprentices embed knowledge, skills and behaviours into the workplace and help them to progress through the programme.**

There are no specific rules around how often an apprentice meets with their mentor, and this should be based on the learning needs of the apprentice. However, meeting with the apprentice on a one-to-one basis, either online or face to face 4-6 weekly is a useful guide, in addition to the mentor attending all tripartite review meetings. We also suggest that the mentor checks in at least once with the apprentice when on their practice placements in years 2 and 3 (level 5 and level 6). Mentors usually take a step back during these practice placements, as the apprentice will also have a Practice Educator (PE), who supervises, supports and assesses the apprentice in practice.

Mentor meeting discussions may include, but are not be exclusive to:

- The apprentice's progress on the programme
- Any challenges the apprentice may be having
- The balance between university academic work and the apprentice's work commitments

- How the apprentice might manage the demands of both work, university and work/life balance
- The apprentice’s developing knowledge and skills and how these might be applied to work situation – effectively linking their ‘off the job’ university-based learning with their ‘on the job’ work-based learning
- Supporting the apprentice’s learning and progress towards the knowledge, skills and behaviours
- Supporting readiness for their End Point Assessment (EPA)

**There is a separate written guide available for mentors, and we offer an online mentor and line manager session at the start of each academic year with the university team. This is to share information and updates, provide advice and guidance, answer questions and offer support. Mentors and line managers can contact the university team or the employer lead at any time for advice and guidance.**

## 7. Tripartite Reviews (TPR)

Over the duration of the programme, the apprentice, employer, and university meet regularly to undertake a three-way (tripartite) progress review. Tripartite reviews take place approximately every 12 weeks (4 times per academic year). In our programme these are facilitated by a Degree Apprenticeship Assessor (DAA), with the attendance of the work-based mentor, who represents the employer, and the apprentice. The tripartite review considers the apprentice’s progress in their development of the KSBs, and considers any support needs they may have. Line managers and academic tutors are able to attend, if and when required, to provide additional information and support.

The Degree Apprenticeship Assessor will schedule the progress review meetings, which will enable the three parties to consider the following:

- Progress made against the knowledge, skills and behaviours
- The apprentice’s attitude to learning
- Personal achievements
- Academic attainment
- Potential learning opportunities
- Any barriers to progress
- Completion of ‘off the job’ hours (tracked using the activity log)
- Any questions or issues relating to the apprentice’s personal wellbeing,
- Understanding of the ‘apprentice core curriculum’

The final progress review meeting will also confirm the apprentice’s readiness to undertake their End Point Assessment.

## 8. Learning Breaks

An apprentice can request a break in learning for a period of 4 weeks or more, if they plan to return to the same apprenticeship. This could be for a variety of reasons such as ill health/medical treatment, parental leave or for personal issues. The break in learning can be with or without break in employment. The reason for the break will be discussed with the employer and university. The university will use the last date of evidenced learning on the programme as the start date of the break.

As stated in the Department of Education funding rules 2025-20256 (pg 108): *“When the apprentice returns from the break in learning, the employer must revise the apprenticeship agreement and the provider must revise the training plan, to account for the duration of the break. It must be clear that there have been multiple episodes of learning. The overall duration of the apprenticeship and the required volume of off-the-job training can remain the same (as though there had been no break in learning)”*.

Learning breaks are usually for a maximum of 12 months but can be longer in exceptional circumstances.

## 9. Gateway and the End Point Assessment (EPA)

As an apprentice the process of being assessed happens when you have passed the final practice placement, which triggers the **Gateway into the End Point Assessment (EPA)**. The EPA in this programme is now fully integrated and embedded which means the apprentice will complete the same module assessments as the standard route BA students. However, the apprentice will still have to meet the following criteria for gateway, in order to progress to their EPA:

- Have achieved a minimum level 2 English as per the standard and general apprenticeship requirements. This is achieved before the programme commences for social work.
- Have successfully completed assessed work experience in two contrasting practice placements, one with a focus on statutory social work.
- Obtained 360 academic credits of the degree (120 at level 4, 120 credits at level 5, and 120 credits at level 6)
- The employer to recommend the apprentice for EPA.

The EPA will ensure all components of the apprentice’s learning plan have been met, including activity logs; meeting the knowledge, skills and behaviours; and all tripartite reviews have taken place.

## **The End Point Assessment**

On successful completion of the EPA, the apprentice will have completed this apprenticeship, and their final award will be confirmed by The Institute for Apprenticeships and Technical Education. They will have completed their social work degree, confirmed by the university examination board, and will be eligible to apply for registration with Social Work England.

## **10.Support for Apprentices with Additional Requirements**

We are committed to ensuring that the apprenticeship programme is open to all individuals, and we support those with additional requirements. The university has a comprehensive disability service, which support students and apprentices with a range of physical, emotional and learning needs. Apprentices can be assessed to have a 'reasonable adjustment plan' (RAP), which helps support their learning in university. The individual RAP will depend on the needs of each apprentice, but can include additional time for assignment submission, access to specialist software, or one to one learning support from a skills tutor, to help them stay on track. Individual support needs are also considered and supported for assessed practice placements, in discussion with the apprentice and their placement provider.

There may be instances where reasonable adjustments are also required for apprentices to meet the requirements of the programme in their 'on the job learning', or where their additional requirements means that 'off the job learning' is impacting on their 'on the job learning'. In these instances, we take an individual approach to explore the complexities, barriers and support needs of the apprentice. We work collaboratively with the apprentice and employer to explore what reasonable support is required, and how this can be provided. Such conversations often take place through regular tripartite meetings, but on rare occasions where a situation is more complex, this may require additional meetings between the employer and provider, including the apprentice and their line manager and/or mentor, to ensure a robust and comprehensive plan is put in place.

Our Disability Advice team can be contacted on 0113 812 5831  
[disabilityadvice@leedsbeckett.ac.uk](mailto:disabilityadvice@leedsbeckett.ac.uk)

## **11.Safeguarding, wellbeing and mental health**

We are committed to providing a safe environment for our degree apprentices. We work with employers to ensure that apprentices have a safe learning experience as set out in 'Keeping Our Apprentices Safe'. This includes information on how to identify and report concerns and access support covering safeguarding, wellbeing, online safety, the prevent duty (preventing individuals from being drawn into terrorism) and British Values.

In our university, there is no place for bullying, harassment or sexual misconduct which includes sexual violence. We encourage any member of our community who has experienced any of these forms of unacceptable behaviour to use our 'Support, Report, Respect' tool to access advice and raise concerns, which can be done anonymously.

Apprentices can contact **Student Advice on tel: 0113 812 3000 or email: [studentadvice@leedsbeckett.ac.uk](mailto:studentadvice@leedsbeckett.ac.uk)**. They will listen and assess concerns, offer information and advice, and refer to specialist support as required.

Outside of office hours, our university security team will escalate concerns as appropriate. Any calls to Student Advice will automatically go through to security out of hours or you can contact them directly on (0113) 812 3165 – (24 hours). Any out of hours incidents managed by security are communicated to Student Wellbeing for follow-up on the next working day. Student Advice are trained to handle enquires or reports in relation to a wide range of students concerns, including, but not limited to, sexual harassment, domestic violence, mental health and other critical incidents. If you have any concerns regarding the health, safety, and wellbeing of an apprentice, Student Advice should be contacted in the first instance. They will listen and assess your concerns, offering information and advice, and escalating as appropriate.

The university has a student wellbeing service, which apprentices can also access for wellbeing support. The team offer advice and support on lots of issues, as well as signposting to other helpful support services and resources. They can be contacted on tel: 011 8128507 or email: [studentwellbeing@leedsbeckett.ac.uk](mailto:studentwellbeing@leedsbeckett.ac.uk). Apprentices can also use the self-referral form on the website: <https://www.leedsbeckett.ac.uk/student-information/student-wellbeing/>

## 12.Ofsted Inspections

All apprenticeships at all levels are subject to inspection by the Government's Office for Standards in Education, Children's Services and Skills, known as Ofsted.

Upon Leeds Beckett University's notification of an inspection and the data we supply on our employers, Ofsted will provide employers with a link to a survey. This will ask you to respond to statements as to whether:

- Your apprentice(s) are acquiring the knowledge, skills, and behaviours that they need for their chosen next steps
- This provider communicates well with my organisation to ensure that there are good links between the training my employees receive at work and with the provider
- This provider works well with my organisation to review individual employees' progress and to
- Plans take place for their future training needs
- This provider delivers training that is up to date, relevant and meets industry standards

You will also be asked:

- Would you recommend this provider to other employers?
- What does the provider do well?
- What could the provider do to improve?

Ofsted Inspectors may choose to visit you and your apprentice in your place of work. As indicated by the survey questions above, the areas they are likely to wish to explore with both of you are:

- How well the apprentice(s) are learning, developing, and progressing.
- How well subject knowledge reflects industry practice and meets your needs as an employer.
- How effectively the apprentices are acquiring knowledge to effectively demonstrate the KSBs that will enable them to complete their apprenticeship.
- How the apprentice is contributing to their workplace and is fulfilling their career aims through progress to their intended job roles or a higher-level qualification or apprenticeship.
- Are your workplace arrangements for safeguarding young people and vulnerable learners appropriate and effective?

In addition to the information set out in this handbook, the following can be referenced to support your responses:

- Knowledge of the course programme and learning outcomes
- Progress Review Meeting Reports
- Review of the e-Portfolio – progress through the KSBs
- Practice assessments/reports
- Module grades and assessment feedback
- Employer performance reviews/appraisal feedback Colleague/customer feedback
- Apprentice’s personal development plan
- Confident articulation of the processes and policies in place for Safeguarding
- Any evidence/examples that you can explain

**For any questions that you may have regarding the Social Worker Degree Apprenticeship, please contact the following people:**

Name	Role/responsibilities	Email	Telephone
Rebecca O’Keefe	Academic lead tutor for social worker degree apprentices	r.okeefe@leedsbeckett.ac.uk	0113 8122597
David Mercer	Course director for the social worker degree apprenticeship	d.mercer@leedsbeckett.ac.uk	0113 8124310
Danielle O’Connell	Degree apprenticeship assessor for social work apprentices	d.oconnell@leedsbeckett.ac.uk	0113 8123196
Charlotte Benn	Course administrator for social worker degree apprentices	c.benn@leedsbeckett.ac.uk	0113 8123167

## Appendix 1:

### Knowledge, Skills and Behaviours (KSBs) for the Social Worker Degree Apprenticeship

<https://www.instituteforapprenticeships.org/apprenticeship-standards/st0510-v1-1>

	KNOWLEDGE		SKILLS
K1	The importance of rights, responsibilities, freedom, authority and use of power	S1	Ensure professional ethical standards are developed, maintained and promoted
K2	The importance of maintaining, and the limits of, confidentiality	S2	Take responsibility for your decisions and recommendations
K3	That relationships with individuals and their carers should be based on respect, honesty and integrity	S3	Be aware of the impact of your own values on practice
K4	How to develop relationships appropriately	S4	Exercise authority as a Social Worker within the appropriate legal and ethical frameworks
K5	The impact of different cultures and communities and how this affects social work	S5	Ensure the highest standard of person centred approach, so that people are treated with dignity and their rights, values and autonomy are respected
K6	Current legal and ethical frameworks	S6	Practise in a non-discriminatory manner
K7	The concepts of participation, advocacy, co-production, involvement and empowerment	S7	Hear the views of people who use services, carers, their families and communities, recognise their expertise, and enable their views to have validity and influence
K8	The contribution that peoples' own resources and strengths can bring to social work	S8	Promote the best interests of people who use services, carers, their families and communities
K9	The impact of different societies' views on human behaviour	S9	Work with people to enable them to make informed decisions and exercise their rights
K10	The value of research and analysis and be able to evaluate evidence to inform practice	S10	Work to promote individual growth, development and independence
K11	That experiences and feelings affect behaviour in interactions	S11	Undertake assessments of need and/or capacity
K12	Social work theory, models and interventions; human growth and development across the lifespan and the impact of key developmental stages and transitions	S12	Initiate resolution of issues and use initiative
K13	The impact of injustice, demography, social inequality, policies and other issues which affect the demand for social work services	S13	Gather, analyse, critically evaluate and use research information and knowledge in your practice to develop an understanding of the individual's situation
K14	How to update knowledge to ensure evidence informed practice	S14	Make and receive referrals appropriately
K15	The scope and limits of practice and when/how to seek advice from a range of sources	S15	Use social work methods, theories and models to enable individuals to identify actions to achieve change and improve life opportunities
K16	Models of supervision, critical reflection and self-reflection to enhance/change practice	S16	Manage and weigh up competing /conflicting values or interests to make reasoned professional judgement
K17	Your employer's organisational context and systems and the impact on your practice	S17	Work within scope of practice as an autonomous professional
K18	The concept of leadership and its application to practice	S18	Maintain high standards of personal and professional conduct
K19	The requirements of the relevant professional body	S19	Manage the physical and emotional impact of your practice
K20	Applicable safeguarding/health and safety legislation, policies and procedures	S20	Identify and apply strategies to build professional and emotional resilience
K21	How to maintain your own personal safety and that of others in complex situations	S21	Use supervision to support and enhance the quality of your practice
K22	Signs of harm, abuse and neglect and the importance of professional curiosity when these are observed and the appropriate risk assessment tools and processes to use	S22	Maintain your own health and well-being
K23	The role of the Social Worker and roles of others within safeguarding, appropriate to levels of skills and experience	S23	Recognise the need to manage workloads and resources effectively

<b>K24</b>	The range of communication methods available to meet specific needs (both verbal and non-verbal)	<b>S24</b>	Keep your skills, knowledge and ongoing professional development up to date
<b>K25</b>	The importance of the impact of verbal and non-verbal communication	<b>S25</b>	Show an awareness of current and relevant legislation
<b>K26</b>	How communication skills affect the assessment of, and engagement with, individuals and their families/carers	<b>S26</b>	Use a range of research methodologies to inform your practice
<b>K27</b>	The range of factors that affect effective communication e.g. age, capacity, learning ability and physical ability	<b>S27</b>	Work in partnership with others
<b>K28</b>	The full range of interpersonal skills required to work with other professionals and agencies	<b>S28</b>	Balance appropriate levels of autonomy within a complex system of accountability
<b>K29</b>	The different social and organisational contexts within which social work operates	<b>S29</b>	Respond appropriately to unexpected situations, identify and challenge practices which present a risk to, or from, people you are working with, their carers or others in order to uphold professional requirements
<b>K30</b>	The applicable legislation, policies and procedures	<b>S30</b>	Respond appropriately to signs of harm, abuse and neglect
<b>K31</b>	The principles of good recording and record keeping	<b>S31</b>	Establish and maintain personal and professional boundaries
<b>K32</b>	The types, and benefits, of assistive technology	<b>S32</b>	Follow health and safety policies and procedures
<b>K33</b>	How to use relevant software applications	<b>S33</b>	Communicate in English at the level required by Social Work England
<b>K34</b>	Data sharing protocols	<b>S34</b>	Communicate your role and purpose sensitively and clearly, using appropriate language and methods
<b>K35</b>	The potential misuses of technology eg social media	<b>S35</b>	Communicate in a way which is engaging, respectful, motivating and effective, even when dealing with conflict or resistance to change
		<b>S36</b>	Exercise professional curiosity
		<b>S37</b>	Have difficult conversations with empathy
	<b>BEHAVIOURS</b>	<b>S38</b>	Demonstrate effective interpersonal skills
<b>B1</b>	Communicate openly, honestly and accurately. They listen to people and apply professional curiosity to evaluate and assess what information they need to gather, to provide quality advice, support or care	<b>S39</b>	Engage with individuals and their families/carers and sustain effective relationships in order to effect change
<b>B2</b>	Treat people with compassion, dignity and respect and work together to empower positive change	<b>S40</b>	Engage effectively in inter-professional and inter-agency working to achieve positive outcomes
<b>B3</b>	Adapt their approach according to the situation and context	<b>S41</b>	Support networks, groups and communities to meet needs and outcomes
<b>B4</b>	Commit to continuous learning within social work, with curiosity and critical reflection	<b>S42</b>	Maintain accurate and complete records in accordance with applicable legislation, protocols and guidelines
<b>B5</b>	Adhere to the Social Work England Standards of Conduct	<b>S43</b>	Prepare formal reports in line with legislation, policies and procedures
		<b>S44</b>	Critically reflect on/review practice and record the outcomes of reflection appropriately
		<b>S45</b>	Present reports in formal settings
		<b>S46</b>	Use technology to manage your work
		<b>S47</b>	Use technology to communicate appropriately
		<b>S48</b>	Maintain individuals' information security and protect data
		<b>S49</b>	Advise people on how to use assistive technology
		<b>S50</b>	Promote the use of technology to achieve better outcomes

## Appendix 2: How can apprentices be supported to embed university learning in their workplace?

This document highlights each ‘off the job’ university-based module, and the knowledge, skills and behaviours (KSBs) associated with each module. There is an explanation of what each module covers, and the type of assessment the apprentice has to complete. The final column is a useful guide to how employers can support their apprentice to embed and build on learning from University into their workplace. This is not an exhaustive list, but ideas to enhance the apprentice’s learning experience ‘on the job’. **You may have your own creative and innovative ideas to embed learning, and these ideas are very much welcomed.** The apprentice can share the unique ways they are meeting the KSBs ‘on the job’ within their tripartite reviews, supported by their mentor and Degree Apprenticeships Assessor (DAA).

Level	Module	Associated Apprenticeship Knowledge/ Skills/ Behaviours	What do apprentices learn ‘off the job’ (university based learning)?	What can employers do to support their apprentice ‘on the job’ to embed learning and meet the KSBs?
4	<b>Personal and Professional Development (40 credits)</b>	<p><b>Knowledge:</b> K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12, K13, K14, K15, K16, K17, K18, K19, K21, K22, K23, K24, K25, K26, K27, K28., K29, K30, K31, K32, K33, K34, K35.</p> <p><b>Skills:</b> S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S15, S16, S17, S18, S19, S20, S24, S26, S27, S28, S29, S31, S33, S34, S35, S36, S37, S38, S39, S41, S42, S44, S46, S47, S48, S49, S50.</p> <p><b>Behaviours:</b> B1, B2, B3, B4, B5.</p>	<p><b>Content:</b></p> <p>This module focuses on apprentices’ personal, inter-personal academic and professional development. It addresses the issue of transition to University-level study in general and the specific set of skills and attributes required to progress towards qualification as a social worker, with an emphasis on communication. It meets social work professional requirements relating to the ‘readiness for practice’ assessment.</p> <p><b>Assessment:</b></p> <p>Apprentices produce a portfolio of evidence, showcasing a variety of skills.</p>	<p><b>Required components:</b></p> <ul style="list-style-type: none"> <li>• <b>Developing new learning in their ‘on the job’ role.</b> This could be developing knowledge, skills and behaviours in working with a new service user group, in a different area of practice, co-working a more complex piece of work with a colleague. If there are limited opportunity to undertake new learning tasks within their existing work place, the apprentice could be supported by their line manager/mentor to work in different setting for some or all of these hours to develop their knowledge, skills and behaviours.</li> <li>• <b>2 days shadowing with a qualified social worker.</b> The apprentice will identify a qualified social worker in their professional network to shadow, with support from their line manager and/or mentor. University can support the apprentice in identifying this opportunity if required.</li> </ul> <p><b>Ideas for employers:</b></p> <ul style="list-style-type: none"> <li>• Work based mentors or line managers can provide a reflective space to explore learning from the module, such as professionalism and values and how this impacts on the apprentice’s work.</li> <li>• Apprentices can consolidate learning on communication skills with individuals or families they are working with, taking time to consider how theory links to practice before, during and after their interactions.</li> <li>• Apprentices could observe or participate in interprofessional learning, through attending meetings, panels or decision making forums, relevant to their work.</li> <li>• Apprentices can develop written communication, through writing case records, reports and assessments, with verbal/written feedback being provided by their mentor or line manager on strengths and areas for development.</li> <li>• Apprentices can practice using these skills by carrying out role plays or talking through how to approach scenarios with their mentor and/or line managers.</li> <li>• Apprentices can develop their reflection skills by analysing theirs or colleagues reflections with their mentor and/or line manager, learning how to implement different reflective styles or theories in the workplace.</li> </ul>
4	<b>Social Work and the Life Course (20 credits)</b>	<p><b>Knowledge:</b> K5, K7, K8, K9, K11, K12, K22.</p> <p><b>Skills:</b> S1, S3, S5, S6, S7, S8, S9, S10, S11, S12, S13, S15, S16, S20, S3, S36, S39.</p> <p><b>Behaviours:</b> B4.</p>	<p><b>Content</b></p> <p>The module equips apprentices with knowledge concerning physical, psychological and psychosocial development across the human life course, in a political, cultural, economic and environmental context.</p> <p><b>Assessment</b></p> <p>Essay - 2,500 words.</p> <p>Apprentices submit a written piece of work that discusses relevant psychological theories in relation to human growth and development across the life course.</p>	<p>Apprentices should be encouraged by employers to apply their theoretical learning to their work based practice:</p> <p><b>Ideas for employers:</b></p> <ul style="list-style-type: none"> <li>• Apprentices to have reflective conversations with their work based mentor, line manager and/or peers, about their workload and links to learning about the life course.</li> <li>• Encourage opportunities for apprentices to speak to qualified social workers about human growth and development, and how theory influences practice.</li> <li>• Line managers could identify a piece of work which the apprentice could co-work or lead, where: <ul style="list-style-type: none"> <li>-Social factors are present which impact on a person’s development, for example poverty, class, ethnicity, disability.</li> <li>-There is a transition for the service user, due to issues such as age, disability, loss, end of life.</li> </ul> </li> <li>• Employers can create time in team meetings and supervisions for the apprentice to discuss and reflect on current political, cultural, economic issues, and how these are influencing the service.</li> </ul>

Level	Module	Associated Apprenticeship Knowledge/ Skills/ Behaviours	What do apprentices learn 'off the job' (university based learning)?	What can employers do to support their apprentice 'on the job' to embed learning and meet the KSBs?
4	<b>Understanding Social Work (20 credits)</b>	<p>Knowledge: K1, K3, K5, K6, K8, K12, K22, K23, K28, K29, K30.</p> <p>Skills: S1, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18, S20, S21, S22, S27, S28, S29, S30, S33, S34, S36, S38, S39, S41, S42.</p> <p>Behaviours: B4.</p>	<p><b>Content</b> This module helps apprentices examine what social work is within the context of contemporary society. It explores the history of social work as well as differing political and sociological perspectives on the social work profession's role in today's society. The module also discusses social work values, theories, and approaches.</p> <p><b>Assessment:</b> Presentation</p>	<p>Apprentices to be encouraged by employers to understand the context in which they practice, including wider societal and structural factors, impacting on their work:</p> <p><b>Ideas for employers:</b></p> <ul style="list-style-type: none"> <li>Line managers and mentors to support the apprentice with presenting skills for their assignment. This could be presenting information to their team or other professionals.</li> <li>Line managers and mentors could offer a reflective space to discuss personal and professional development around ethics and values with the people they support and work with.</li> <li>The apprentice could be supported to consider where their work is situated within political and structural contexts of society. What influences the work that they do?</li> <li>Line managers and mentors could help the apprentice think about Social Work England's Professional Standards, linking to the work they are involved in, and exploring how they relate in practice.</li> <li>Employers can create time in team meetings and supervisions for the apprentice to discuss and reflect on current political and sociological issues, and how these are influencing the service.</li> </ul>
4	<b>Understanding Law for Social Work (20 credits)</b>	<p>Knowledge: K1, K2, K3, K4, K5, K6, K7, K9, K10, K13, K20, K21, K22, K23, K27, K28, K29, K30, K34.</p> <p>Skills: S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S16, S17, S18, S19, S25, S27, S28, S29, S30, S31, S32, S33, S34, S37, S43.</p> <p>Behaviours: B4.</p>	<p><b>Content</b> The module develops apprentices' knowledge and understanding of key pieces of legislation and case law and introduces apprentices to the Human Rights Act. It develops an understanding of social welfare issues and how they impact on social work practice; provides a foundational knowledge of legal principles relating to differing groups social workers engage with; and relates social work law and social welfare law to issues of equality, justice, citizenship and liberty.</p> <p><b>Assessment:</b> Essay-2000 word using a case study.</p>	<p>Apprentices work in health and social care settings where knowledge of the law is essential. Apprentices to be supported with the underpinning pieces of legislation they work within at a basic level.</p> <p><b>Ideas for employers:</b></p> <ul style="list-style-type: none"> <li>Line managers and mentors can support the apprentice to understand the legal basis of the work they do, and how the law underpins their work.</li> <li>Provide opportunities for the apprentice to shadow or co-work in more complex situations where legal dilemmas present. This could be risk versus rights, mental capacity, safeguarding etc.</li> <li>Help for the apprentice to understand the balance of power and authority within the situations they are involved. This could be through reflection in supervision, peer discussions, or written tasks.</li> <li>Encourage the apprentice to speak to qualified social workers about how they utilise different legal frameworks and how they apply in their job.</li> </ul>
4	<b>Working with Diversity (20 credits)</b>	<p>Knowledge: K1, K3, K5, K7, K9, K11, K12, K13, K22, K27, K28, K29.</p> <p>Skills: S1, S3, S5, S6, S7, S8, S9, S10, S13, S15, S16, S33, S39.</p> <p>Behaviours: B2, B4.</p>	<p><b>Content</b> The module explores the themes of diversity and working across sameness and difference. It will examine how these themes will be central to practice as a social worker. The module focuses on oppression and how it operates in society, specifically different strands of oppression, namely: racism, sexism, classism, ableism, ageism and homophobia/heterosexism.</p> <p><b>Assessment:</b> Essay-2000 words Apprentices either write about a service user they have worked with, or a family member from a case study, incorporating concepts of diversity, discrimination and oppression, and applying theory.</p>	<p>Apprentices work with a wide range of people, in diverse situations.</p> <p><b>Ideas for employers:</b></p> <ul style="list-style-type: none"> <li>Support for the apprentice to consider the demographic of the area in which they work, and how personal, cultural and structural factors can deny equality of access to social care.</li> <li>Encourage the apprentice to speak to qualified social workers about how they manage sameness and difference when working with people, and how they respond to challenges.</li> <li>Encourage reflection on current caseload and application of learning relating to equality, diversity and inclusion issues within the apprentices work.</li> <li>Use of supervision to reflect on anti-discriminatory and anti-oppressive practice.</li> <li>Provide opportunities for the apprentice to co-work or lead on a piece of work relating to diversity. This could be working with an individual/family from a diverse background or be related to oppression, exploitation or discrimination.</li> <li>Create time for the apprentice to attend training courses, webinars or eLearning related to equality, diversity and inclusion. Encourage the apprentice to share back what they have learnt with the wider team.</li> </ul>

Level	Module	Associated Apprenticeship Knowledge/ Skills/ Behaviours	What do apprentices learn 'off the job' (university based learning)?	What can employers do to support their apprentice 'on the job' to embed learning and meet the KSBs?
5	<b>Contemporary Challenges for Social Work Practice (20 credits)</b>	<p>Knowledge: K1, K3, K4, K5, K6, K7, K9, K10, K11, K12, K13, K14, K23, K26, K27, K28, K29, K30</p> <p>Skills: S1, S3, S6, S7, S8, S9, S10, S15, S24, S26, S27, S29, S33, S36</p> <p>Behaviours: B4.</p>	<p><b>Content</b></p> <p>This module reflects on the issues that impact upon many social work service users and social policy in contemporary British society. It aims to take in themes and discourses crossing the adult and children's sectors, to build a holistic understanding of social work using key thematic areas such as substance use, child sexual exploitation (CSE), mental health, domestic violence, disability and criminal justice.</p> <p><b>Assessment</b></p> <p>Essay-2500 words</p>	<p>Apprentices work with individuals and families where issues are complex and ever changing.</p> <p><b>Ideas for employers:</b></p> <ul style="list-style-type: none"> <li>Encourage the apprentice to consider the key issues impacting on their area of practice or the geographical area in which they work. Are there any new or emerging issues? How do they impact on the apprentice's work with people?</li> <li>Support the apprentice to shadow, co-work or lead a piece of work where one of the key themes is prevalent, and support them to reflect on their experiences.</li> <li>Encourage the apprentice to shadow another professional who specialises in an area, such as substance misuse, mental health or disability. The apprentice can share new knowledge with your wider team and consider how this new knowledge will impact on their work.</li> <li>Identify training opportunities related to contemporary issues in the apprentice's area of practice.</li> <li>Create time for the apprentice to present new knowledge gained from the module to the wider team and how this might impact ways of working in the services</li> </ul>
5	<b>Social Work with Adults (20 credits)</b>	<p>Knowledge: K1, K3, K4, K5, K6, K7, K8, K10, K11, K12, K13, K14, K20, K22, K23, K26, K27, K28, K29, K30, K34</p> <p>Skills: S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S13, S14, S15, S16, S17, S19, S25, S27, S28, S29, S30, S31, S32, S33, S34, S35, S36, S37, S39, S40, S42, S43, S44, S49, S50</p> <p>Behaviours: B4.</p>	<p><b>Content</b></p> <p>The module focuses on contemporary themes within adult social care as well as using examples and illustrations from different adult service user groups. This includes personalisation and person centred care; risk and risk management; mental capacity and decision making; empowering practice and citizenship and human rights. This module includes input from adult practitioners.</p> <p><b>Assessment</b></p> <p>Timed written assignment- 2500 words using a case study.</p>	<p>Apprentices work with a broad range of individuals and families, and will complete their first placement in a new setting in Semester two. Children's apprentices will work in an adult setting and vice versa.</p> <p><b>Ideas for employers:</b></p> <ul style="list-style-type: none"> <li>Adult apprentices could be supported to consider the individuals and families they are working with around some of the core learning, such as capacity or empowering practice. They can be helped to apply theoretical learning in supervision with their work based mentor or line manager.</li> <li>Encourage the apprentice to shadow, co-work or lead a piece of work where they can apply learning from the module. This could be in relation to person centred care, risk, capacity or human rights.</li> <li>Children's apprentices could be supported to consider the adults they are working with, such as parents, carers and family members and apply learning from an adults' perspective.</li> <li>Children's apprentices could reflect on how adult issues and complexities impact the child's situation, and how adults can be supported to minimise the impact on the child.</li> <li>Support the apprentice to complete a piece of work within a shorter timescale, under pressure, to prepare for the timed assignment task. This could be a time limited assessment or report, for example.</li> <li>Apprentices could be supported to shadow/co-work, where appropriate and with permissions, adult decision making panels or different services, to embed knowledge of adult social work processes locally.</li> </ul>
5	<b>Social Work with Children and Young People (20 credits)</b>	<p>Knowledge: K1, K3, K4, K5, K6, K7, K8, K10, K11, K12, K13, K14, K20, K22, K23, K26, K27, K28, K29, K30, K34.</p> <p>Skills: S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S19, S25, S27, S33, S34, S35, S36, S37, S39, S41, S42, S43, S44, S49, S50</p>	<p><b>Content</b></p> <p>This module aims to introduce apprentices to the professional, ethical and legal principles that underpin social work with children, young people and their families. The module emphasises the importance of inter-professional working in order to safeguard and promote the welfare of children. The module often includes input from local practitioners, care experienced adults and parents.</p> <p><b>Assignment:</b></p> <p>Essay-2500 words.</p>	<p>Apprentices work with a broad range of individuals and families, and will complete their first placement in a new setting in Semester two. Children's apprentices will work in an adult setting and vice versa.</p> <p><b>Ideas for employers:</b></p> <ul style="list-style-type: none"> <li>Adult apprentices could be supported in supervision with their line manager or mentor to reflect on any adults they are working with who are also parents of children. What is the impact of the adult issue or intervention on the children? How can children and adults services work well together? What adult situations may lead to children's safeguarding?</li> <li>Adult apprentices could shadow or co-work a case with another worker who is supporting a parent with children.</li> </ul>

Level	Module	Associated Apprenticeship Knowledge/ Skills/ Behaviours	What do apprentices learn 'off the job' (university based learning)?	What can employers do to support their apprentice 'on the job' to embed learning and meet the KSBs?
		Behaviours: B4.	The apprentice will explore law, theory and research in relation to a chosen case study based on an area of practice they wish to explore further.	<ul style="list-style-type: none"> <li>• Adult apprentices could speak to colleagues who have identified children's safeguarding in their day to day work, and reflect on how they dealt with this.</li> <li>• Children's apprentices could be supported to consider their direct work with children and young people, and try new and creative methods of engagement to gather children's views.</li> <li>• Children's apprentices could be supported to shadow or co-work a case where abuse or neglect features, and be supported to apply law, theory and research in practice.</li> <li>• Apprentices could be supported to shadow/co-work, where appropriate and with permissions, a child in need meeting, a child protection conference, children's decision making panels or the duty and advice service, to embed knowledge of children's social work processes locally.</li> <li>• Apprentices could reflect with their mentor on how childhood experiences impact on adulthood, linking theory and research.</li> </ul>
5	<b>Models of Intervention (20 credits)</b>	<p>Knowledge: K1, K2, K3, K4, K5, K7, K8, K10, K11, K14, K15, K17, K23, K24, K25, K26, K27, K28, K29, K31</p> <p>Skills: S1, S2, S3, S5, S6, S7, S8, S9, S10, S11, S12, S13, S15, S2.6, S17, S26, S27, S28, S29, S30, S31, S32, S33, S34, S35, S36, S37, S39, S41, S42, S43, S44, S49, S50</p> <p>Behaviours: B2, B4.</p>	<p><b>Content</b></p> <p>The module is designed to develop apprentice's knowledge and understanding of key methods, approaches and evidence-based practice within contemporary social work. The module introduces apprentices to the underpinning research and theory that informs a range of approaches and methods of intervention in best social work practice and examines how these are applied within a range of social work contexts and across different service user groups.</p> <p><b>Assignment:</b></p> <p>Presentation</p>	<p>Apprentices work in different ways with individuals and families, having knowledge or a range of methods, models and approaches to intervene. Apprentices to be supported to consider ways of working in practice.</p> <p><b>Ideas for employers:</b></p> <ul style="list-style-type: none"> <li>• The apprentice could work with their mentor or line manager to explore current individuals or families, and what approaches, models are relevant to the situation. What approaches could be used? Do any of the approaches offer more benefits than others?</li> <li>• The apprentice could identify an approach or model explored in the module to use in practice with an individual or family, with line manager support and oversight.</li> <li>• Small group discussions could be supported or facilitated on different approaches and models to working with people in the apprentice's area of work within the team.</li> <li>• The apprentice could share their understanding of an approach or model they have explored at University with their team, and consider the strengths and challenges of the approach with a specific user group.</li> </ul>
5	<b>Practice Placement 1 (40 credits)</b>	<p>Knowledge: K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12, K14, K15, K16, K17, K18, K19, K20, K21, K22, K23, K24, K25, K26, K27, K28, K29, K30, K31, K32, K33, K35</p> <p>Skills: S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S26, S27, S31, S32, S33, S34, S35, S38, S39, S40, S41, S42, S43, S44, S45, S46, S47, S48, S50</p> <p>Behaviours: B1, B2, B3, B4, B5.</p>	<p><b>Content</b></p> <p>Apprentices complete a 70-day placement within a new setting, supported and assessed by a social work qualified Practice Educator (PE). Children's apprentices will work in an adult focused setting and adult apprentices will work in a child focused setting.</p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Apprentices will work on providing evidence to their Practice Educator of meeting the 9 domains of the Professional Capabilities Framework (PCF) and the KSB's (which are mapped to the PCF). They will complete at least fortnightly reflective pieces on their learning and development.</li> <li>• 2500 word reflective essay on a piece of work completed in practice, linking law, theory and research to a real anonymised example.</li> </ul>	<p>The apprentice will undertake their practice placement usually 5 days a week as 'off the job' learning between February and June of level 5. They can take 5 days annual leave during this period.</p> <p>The line manager and mentor should support the apprentice to reduce and manage their workload in order to prepare to leave work successfully for their practice placement to commence. The line manager and mentor will also support the apprentice to successfully return to work after their practice placement ends.</p> <p>The mentor will check in with the apprentice at least once during placement, and offer any support required. However the Practice Educator (PE) becomes the key person during placement. The PE allocates work, supports, supervises and assesses the apprentice's practice for the duration of placement. The placement is overseen by the University's academic tutor. An interim report and final report are provided by the Practice Educator.</p>

Level	Module	Associated Apprenticeship Knowledge/ Skills/ Behaviours	What do apprentices learn 'off the job' (university based learning)?	What can employers do to support their apprentice 'on the job' to embed learning and meet the KSBs?
6	<b>Social Work Law for Qualifying Practice (20 credits)</b>	<p>Knowledge: K1, K2, K3, K5, K6, K13, K20, K21, K22, K23, K27, K29, K30</p> <p>Skills: S1, S2, S3, S4, S5, S6, S7, S8, S9, S11, S12, S13, S14, S15, S16, S17, S18, S19, S25, S27, S28, S29, S30, S31, S32, S33, S34, S35, S38, S39, S40, S41, S42, S43, S44, S45, S46, S47, S48, S50</p> <p>Behaviours: B3, B4.</p>	<p><b>Content</b></p> <p>This module will offer students an opportunity to discuss professional decision making in the context of ethical and legal frameworks. Students will be encouraged to examine ethical challenges and to explore their own value base in relation to statutory duties and professional codes of conduct. The module will build on some of the themes which were introduced at level 5 in the Children and young people and Adult social work modules.</p> <p><b>Assignment:</b></p> <p>Essay-3000 words based on applying law to a case study.</p>	<p>Apprentices work with a legislative framework, and encounter complex ethical dilemmas. Apprentices are to be supported to deepen their knowledge of the law in more complex circumstances.</p> <p><b>Ideas for employers:</b></p> <ul style="list-style-type: none"> <li>The apprentice could be supported to understand more complex aspects of law, such as ethical dilemmas or considering the law underpinning decision making, with individuals and families they are working with. This could be through reflective supervision or group supervision.</li> <li>Provide apprentices with opportunities to shadow or co-work more complex cases, where the law is integral. This could be around human rights, capacity or safeguarding, for example.</li> </ul>
6	<b>Social Work in the Global Context (40 credits)</b>	<p>Knowledge: K5, K8, K9, K10, K12, K13, K14, K22, K29, K30</p> <p>Skills: S1, S3, S6, S7, S8, S9, S13, S15, S16, S24, S25, S26, S28, S33, S36, S40, S41</p> <p>Behaviours: B4.</p>	<p><b>Content</b></p> <p>To introduce students to social work in a global context. Within this module, students will critically explore the impact of globalisation on local social work practice; with reference to themes such as austerity, gender inequality, migration, and human trafficking. This module aims to encourage students to make the links between political drivers at local, national and at times international levels, which direct social policy and thus create the social context for individuals, communities and social care services.</p> <p><b>Assignment:</b></p> <p>Report-5000 words researching an area of interest, linking a global issue to a local issue.</p>	<p>Apprentices work in a landscape influenced by globalisation. Apprentices to be supported to understand global issues impact at a national and local level on the work they do.</p> <p><b>Ideas for employers:</b></p> <ul style="list-style-type: none"> <li>Support for apprentices to consider how global issues, such as immigration, inequality, austerity and trafficking impact on the people they work with and within their communities, through reflective supervision.</li> <li>Apprentices could be supported to shadow, co-work or lead a piece of work with an individual or family where a global issue is influencing the situation.</li> <li>The apprentice could do a piece of work for the team identifying local services which support people around a global issue, at local level. For example in relation to immigration or trafficking, or austerity and poverty.</li> <li>The apprentice could share learning from University with their team, especially around their chosen report topic as they'll be researching this in depth and exploring practice implications.</li> <li>The apprentice could shadow a colleague or team who specialises in one of these areas, sharing back what they have learnt with the team afterwards.</li> </ul>
6	<b>Critical Thinking for Social Work (20 credits)</b>	<p>Knowledge: K5, K8, K9, K10, K12, K15, K16, K17, K18, K19, K20, K21, K22, K28, K29, K31</p> <p>Skills: S33, S34, S35, S36, S37, S38, S39, S40, S42, S43, S44, S47, S48</p> <p>Behaviours: B3, B4, B5.</p>	<p><b>Content</b></p> <p>This module aims to develop critical thinking skills that underpin reflective social work practice. Critical thinking skills support the development of emotional resilience and personal and professional identity needed for qualifying social work practice. The module teaching includes a variety of forms, including lectures, group discussions, role plays and self-directed study.</p> <p><b>Assignment</b></p> <p>Presentation.</p>	<p>The apprentice will need to be critically reflective in social work practice, and they should be supported to develop their skills in practice.</p> <p><b>Ideas for employers:</b></p> <ul style="list-style-type: none"> <li>Encourage apprentices to learn from qualified social workers about how they manage the emotional impacts of the job, and allow the apprentice to consider approaches and strategies to develop their emotional resilience.</li> <li>Discuss with the apprentice their career aspirations and development needs as a newly qualified social worker.</li> <li>Help the apprentice to see how their current role is situated within the context of other organisations locally, and explore the competing demands and priorities of these services.</li> <li>Support the apprentice to consider power within their current role, and how this can be managed when working with people.</li> <li>The apprentice could review a piece of work within the service (e.g. a policy, project, resource or training session) and share reflections and recommendations with the team.</li> </ul>
6	<b>Practice Placement 2</b>	<p>Knowledge: K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12, K13, K14, K15, K16, K17, K18,</p>	<p><b>Content</b></p> <p>Apprentices complete a 100-day placement in a different team, usually within their existing organisation. Adult apprentices work</p>	<p>The apprentice will undertake their practice placement usually 5 days a week as 'off the job' learning between January and June of level 6. They can take 5 days annual leave during this period.</p>

Level	Module	Associated Apprenticeship Knowledge/ Skills/ Behaviours	What do apprentices learn 'off the job' (university based learning)?	What can employers do to support their apprentice 'on the job' to embed learning and meet the KSBs?
	<b>(40 credits)</b>	<p>K19, K20, K21, K22, K23, K24, K25, K26, K27, K28, K29, K30, K31, K32, K33, K35</p> <p>Skills: S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S23, S24, S26, S27, S28, S29, S30, S31, S32, S33, S34, S35, S36, S37, S38, S40, S41, S42, S43, S44, S45, S46, S47, S48, S50</p> <p>Behaviours: B1, B2, B3, B4, B5.</p>	<p>within an adult setting and children's apprentices work within a child focused setting. Apprentices are supported and assessed by a social work qualified Practice Educator (PE).</p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>Apprentices will work on providing evidence to their Practice Educator of meeting the 9 domains of the Professional Capabilities Framework (PCF) and the KSB's (which are mapped to the PCF). They will complete at least fortnightly reflective pieces on their learning and development.</li> <li>2500 word reflective essay on a piece of work completed in practice, linking law, theory and research to a real anonymised example.</li> </ul>	<p>The line manager and mentor should support the apprentice to reduce and manage their workload in order to prepare to leave work successfully for their practice placement to commence. The line manager and mentor will also support the apprentice to successfully return to work after their practice placement ends.</p> <p>The mentor will check in with the apprentice at least once during placement, and offer any support required. However the Practice Educator (PE) becomes the key person during placement. The PE allocates work, supports, supervises and assesses the apprentice's practice for the duration of placement. The placement is overseen by the University's academic tutor. An interim report and final report are provided by the Practice Educator.</p> <p>On successfully completing all academic components and 100 days of final practice placement, apprentices can enter the 'gateway' and complete their End Point Assessment.</p>