Mentor Guidance for Social Worker Degree Apprentices

Academic Year 2025/26

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Contents

1. Introduction

Welcome! We look forward to working with you as a mentor on the social worker degree apprenticeship programme at Leeds Beckett University. This guide contains information about what is involved and what is expected of you as the mentor for a degree social worker apprentice.

There are many benefits of studying on a degree apprenticeship programme. It allows individuals to complete a degree and learn new skills and knowledge through a combination of university input, guided activities, individual study and work-based learning. However, the demands of studying and working full time can be challenging and your contribution as a mentor is invaluable in supporting successful outcomes for the apprentice.

2. What is a mentor?

The mentor plays a key part in supporting the success of the degree apprentice to achieve their full qualification. Throughout this journey, you may play many different roles as a mentor. These include advising, helping, training, listening, encouraging, problem-solving, introducing, motivating, guiding and steering the apprentice. It is helpful to consider what mentoring is with some definitions and explanations. The dictionary definition of a mentor is '*an experienced or trusted advisor'*. As Aldred and Garvey (2019) share:

'Many people can remember being helped by someone who took an interest in their welfare, shared experience and knowledge, and helped them to develop. Often this relationship will have played a significant role in their personal development and their getting on in life...... in mentoring, the relationship between the mentor and mentee is all important (pg. 18-19).

Ultimately mentoring is *'a relationship and a set of processes where one person offers help, guidance, advice and support to facilitate the learning or development of another person' (*Lewis, 2000).

Mentoring, in a work-based setting such as an apprenticeship, is a professional relationship where a more experienced individual (the mentor) uses their experience and expertise in an area of work, in this case social work, to advise, guide and support another individual (mentee) to achieve their goals. Mentors play an important part in the apprentice's training and development.

The mentor will offer pastoral support and guidance and any additional help with challenges that apprentices' may face in their workplace or at university. The mentor should assist the apprentice to manage their own learning, encourage self-reflection, clarify development needs, use questioning and listening skills and determine specific issues which might impact on the apprentice's progression on the programme. Mentors link in with the apprentice's line manager and university tutor/degree apprenticeship assessor as required, so collaborative decisions can be made about support or any specific needs for the apprentice.
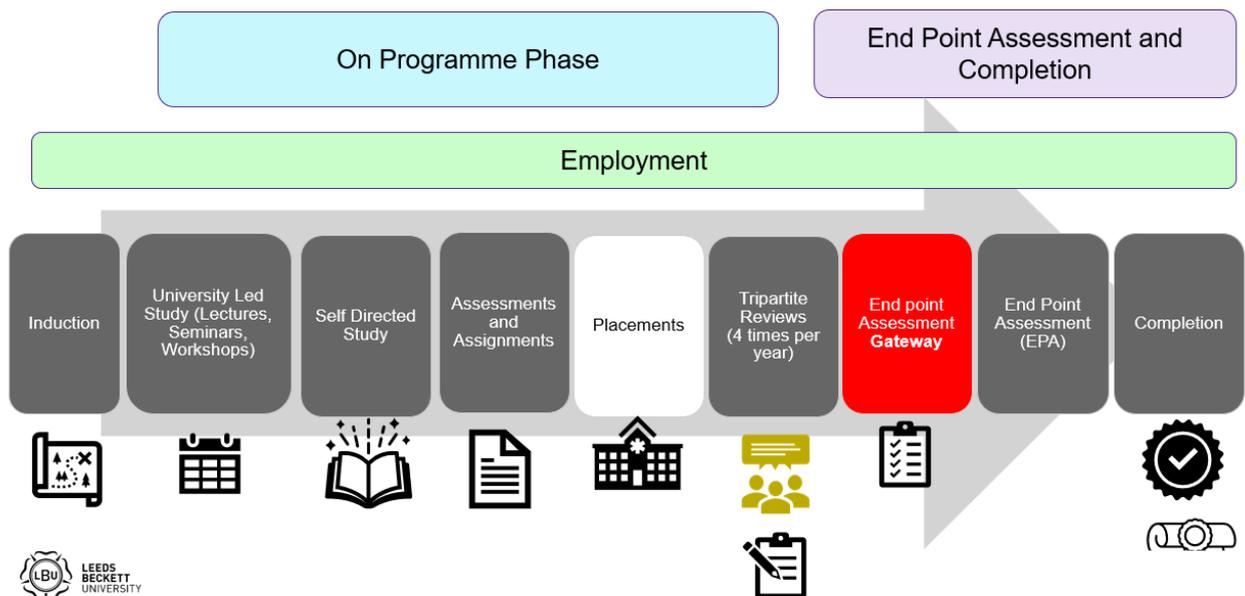
3. What is the Social Worker Degree Apprenticeship?

Social worker degree apprentices are employed in adult or children and families' services in statutory and non-statutory roles. These are usually within local authorities, healthcare services, private settings or the voluntary sector. Degree apprentices are enrolled on an integrated degree level apprenticeship, which incorporates academic and workplace learning. At the end of the programme there is an End Point Assessment (EPA) to ensure the apprentice has met all of the requirements. The apprenticeship is providing an effective new route to qualifying as a social worker.

All apprentices must undertake 'off the job training' and this refers to learning away from their usual workplace. 'Off the job' learning is within university, undertaking two contrasting social work placements (70 days and 100 days), independent study, and any training or opportunities through their employer, which is away from their usual workplace or job role.

This is a visual overview of the apprenticeship journey:

Apprenticeship Journey Overview

4. What is the Social Worker Degree Apprenticeship standard?

The Institute for Apprenticeships and Technical Education (IfATE) set the standard for the social worker degree apprenticeship, and the standard aligns with Social Work England requirements for qualifying social workers. This means apprentices who meet the apprenticeship requirements can register with Social Work England at the end of the programme, and they work towards a BA degree in social work alongside working as an employee.

Apprentices need to provide evidence of their progression against 'knowledge, skills and behaviours' or KSBs as described in the apprentice standard. All degree apprentices work towards these throughout the course, and university modules are mapped to the KSBs. **We would advise that mentors familiarise themselves with the standard which defines the KSBs.** The full list of KSBs are provided in appendix 1 below, and this is the link to the Social Worker Degree Apprenticeship Standard for more information:

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

Alongside the knowledge, skills and behaviours or KSBs, all apprenticeships must also cover the following key areas throughout the course. This is known as the 'apprentice core curriculum' throughout the programme and 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.

As an apprentice the process of being finally assessed happens when you have passed the final 100-day practice placement. This 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 and complete the programme:

- Have achieved a minimum level 2 in English as per the standard and general apprenticeship requirements. This is achieved before the programme commences for social work and is a requirement to commence the course.

- 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/first year, 120 credits at level 5/second year, and 120 credits at level 6/third year)

- 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. A tripartite review is a 3-way meeting between the apprentice, the mentor (representing the employer) and the university (explored in section 8 below).

On successful completion of the EPA, the apprentice will have completed the apprenticeship, and their final award will be confirmed by The Institute for Apprenticeships and Technical Education (IfATE).

5.   Who can be a 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 apprentices 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 and agreed with the academic advisor (tutor) or degree apprenticeship assessor (DAA). **The 'mentor learning agreement' is a helpful document to assist all mentors and apprentices clarify roles and responsibilities and should be completed at the start of the relationship and reviewed periodically (appendix 2).**

The mentor does not have to be practice educator trained, as the mentor is not formally assessing the apprentice in practice. Although practice educator skills can be useful in the mentoring role, and a number of mentors are also practice educators. The mentor would not be practice educator for their apprentice at any point, as these roles are distinct.

6.   What does a mentor do?

Mentors are responsible for preparing and contributing to the apprentice's tripartite review (explored in section 8 below). This is a three-way meeting between the apprentice, the employer (represented by the mentor) and the university. The mentor will support and advise the apprentice on how they can develop their knowledge, skills and behaviours (or KSBs) and embed learning into their workplace.

The mentor will be supported to access and use an apprentice specific university computer system called Aptem, alongside the apprentice, the employer lead from the organisation and university staff to access information relating to the apprentice. The mentor completes a short, written comment for the tripartite review in relation to the apprentice's progression. Mentors will liaise with the apprentice's line manger before and after the tripartite review happens and are responsible for signing 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. They offer a reflective space, support, advice and guidance.

There is a useful document in appendix 3 which highlights each module studied throughout the programme, the linked KSB's and the assignment tasks the apprentice will complete. There are helpful ideas on how mentors and line managers can support the apprentice to link 'off the job' university learning to 'on the job' work-based learning, embedding knowledge, skills and behaviours (KSBs) throughout the programme.

7. What support does the apprentice receive from university?

All apprentices will have a tutor or academic advisor assigned to them who is a member of the social work teaching team. The tutor will primarily support and advise the apprentice regarding their academic progress, and any pastoral support required.

We have a Degree Apprenticeship assessor (DAA) within our team. The DAA supports the apprentice and the employer in relation to the apprenticeship processes and requirements. They take a lead in facilitating tripartite reviews and help the apprentice to ensure they complete monthly activity logs on Aptem which shows the hours completed and links their 'off the job' or university-based learning to the knowledge, skills and behaviours. The DAA can offer advice and guidance to mentors.

There are a range of services within Leeds Beckett University, which apprentices can access for additional academic, practical or emotional support. These include library resources and services, the disability service and the wellbeing service. Many apprentices utilise these services whilst on programme.

8. What is a Tripartite Review (TPR)?

Apprenticeship regulations stipulate that a tripartite review (or 3-way meeting) between the apprentice, university and mentor (representing the employer) must take place 4 times per year, at roughly 12 week intervals. These meetings are predominantly online, facilitated by the Degree Apprenticeship Assessor (DAA). The DAA will represent the university in the majority of tripartite reviews, with attendance or input from the university academic advisor (tutor) as and when required. **A key part if the mentor role is to attend and contribute to tripartite reviews.**

The final tripartite review in year three (level 6) will ascertain that the student has met the 'Gateway' requirements and is ready for their End Point Assessment (EPA). The EPA is an integrated part of the apprentice's degree apprenticeship and is their ultimate goal and must be passed in order to qualify as a Social Worker. The decision about an apprentice's readiness is a joint one between the university and the employer and assesses whether the apprentice is consistently demonstrating the knowledge, skills and behaviours and met all necessary requirements.

9. What is the process for tripartite reviews?

Mentors have access to Aptem and are supported to create an account and access this university based computer system when they become mentors. The content of the tripartite review form and any previously completed tripartite reviews should be viewed by the mentor and Degree Apprenticeship Assessor (or tutor if relevant) in preparation for the meeting. The information provided by the apprentice will be explored within the meeting by all parties. This helps plan next steps, consider any support needs, and identify opportunities to further embed 'knowledge, skills and behaviours' in the coming period. The tripartite review helps to ensure that the apprentice is on track with their programme, to ultimately meet requirement for their End Point Assessment.

Objectives will be set with the apprentice during the meeting about what they will aim to achieve during the next review period. This may include an action plan to get the apprentice back on track if they not meeting requirements. The mentor and Degree Apprenticeship Assessor (and tutor if relevant) will add a short, written comment to the tripartite form, through Aptem, either before or after the meeting regarding the apprentice's progress. All involved parties electronically sign the final completed document once complete on Aptem. The mentor, in conjunction with the Degree Apprenticeship Assessor (or tutor if relevant), should support the apprentice in reaching the objectives set in the tripartite review.

Tripartite reviews are a compulsory element of all apprenticeships, and attendance from the apprentice and employer is required in order for the apprentice to reach gateway and complete their End Point Assessment. Therefore, it is important mentors (and apprentices) prioritise reviews within their role, contribute their comments in written and electronically sign off documentation. Mentor engagement is therefore expected. In the event a mentor is unable to attend, the apprentice may want their line manager to take part instead, so the apprentice's progression is not affected. Some apprentices request their line manager to attend tripartite reviews, in addition to their mentor, if they feel this would be valuable or the manager has a specific role to play. This is not expected for line managers or supervisors.

10. How often does a mentor meet with the apprentice?

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, every 4-6 weekly is a useful guide, in addition to the mentor attending the 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 placement.

Mentor meeting discussions may include, but are not 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 their knowledge, skills and behaviours and how these might be applied to work situations – effectively linking their 'off the job' (university based) learning' with 'on the job' (work based) learning.
- Supporting the apprentice's learning and progress towards the KSBs
- Supporting readiness for their End Point Assessment (EPA)

Mentors can contact the university team or the employer lead within their own organisation at any time for advice and guidance. Contact details for university representatives are in section 12 below.

11. What is the mentoring agreement?

The mentoring agreement (appendix 2) is a useful starting point to set out roles and responsibilities from the outset in the mentor-apprentice relationship. The written agreement is helpful to clarify the mentor support which will take place. This agreement will be completed and signed by the mentor and apprentice at the start of the relationship, and uploaded into the computer system, Aptem, by the apprentice. This can be amended and updated as required throughout the programme, and it is useful to review at regular intervals.

12. Contact details for the university course team

Name	Role	Responsibilities	Contact details
Rebecca O'Keefe	Academic lead tutor for social worker degree apprentices	Rebecca is the lead tutor for apprentices. She is academic advisor/tutor for a number of current apprentices, and co-ordinates implementation of the programme within University. Rebecca teaches on the programme.	r.okeefe@leedsbeckett.ac.uk 0113 8122597
David Mercer	Course director for the social worker degree apprenticeship	David is course director for undergraduate social work courses and oversees the strategic implementation of the social worker degree apprenticeship. David also teaches on the programme.	d.mercer@leedsbeckett.ac.uk 0113 8124310
Danielle O'Connell	Degree apprenticeship assessor (DAA) for social work 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 or tripartite reviews between the University, the work based mentor and the apprentice.	d.oconnell@leedsbeckett.ac.uk 0113 8123196
Charlotte Benn	Course administrator for social worker degree apprentices	Charlotte is course administrator for the programme and supports both the team and apprentices.	c.benn@leedsbeckett.ac.uk 0113 8123167

References

Aldred, G. and Garvey, R. (2019) *The mentoring pocketbook*. Alresford, Hants: Management Pocketbooks Ltd.

Lewis, G. (2000) *The mentoring manager: strategies for fostering talent and spreading knowledge*. London : Prentice Hall.

Appendix 1: The Knowledge, Skills and Behaviours (KSBs) for the Social Worker Degree standard

	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
K24	The range of communication methods available to meet specific needs (both verbal and non-verbal)	**S24**	Keep your skills, knowledge and ongoing professional development up to date
K25	The importance of the impact of verbal and non-verbal communication	**S25**	Show an awareness of current and relevant legislation
K26	How communication skills affect the assessment of, and engagement with, individuals and their families/carers	**S26**	Use a range of research methodologies to inform your practice
K27	The range of factors that affect effective communication e.g. age, capacity, learning ability and physical ability	**S27**	Work in partnership with others
K28	The full range of interpersonal skills required to work with other professionals and agencies	**S28**	Balance appropriate levels of autonomy within a complex system of accountability
K29	The different social and organisational contexts within which social work operates	**S29**	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
K30	The applicable legislation, policies and procedures	**S30**	Respond appropriately to signs of harm, abuse and neglect
K31	The principles of good recording and record keeping	**S31**	Establish and maintain personal and professional boundaries
K32	The types, and benefits, of assistive technology	**S32**	Follow health and safety policies and procedures
K33	How to use relevant software applications	**S33**	Communicate in English at the level required by Social Work England
K34	Data sharing protocols	**S34**	Communicate your role and purpose sensitively and clearly, using appropriate language and methods
K35	The potential misuses of technology eg social media	**S35**	Communicate in a way which is engaging, respectful, motivating and effective, even when dealing with conflict or resistance to change

		S36	Exercise professional curiosity
		S37	Have difficult conversations with empathy
	BEHAVIOURS	**S38**	Demonstrate effective interpersonal skills
B1	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	**S39**	Engage with individuals and their families/carers and sustain effective relationships in order to effect change
B2	Treat people with compassion, dignity and respect and work together to empower positive change	**S40**	Engage effectively in inter-professional and inter-agency working to achieve positive outcomes
B3	Adapt their approach according to the situation and context	**S41**	Support networks, groups and communities to meet needs and outcomes
B4	Commit to continuous learning within social work, with curiosity and critical reflection	**S42**	Maintain accurate and complete records in accordance with applicable legislation, protocols and guidelines
B5	Adhere to the Social Work England Standards of Conduct	**S43**	Prepare formal reports in line with legislation, policies and procedures
		S44	Critically reflect on/review practice and record the outcomes of reflection appropriately
		S45	Present reports in formal settings
		S46	Use technology to manage your work
		S47	Use technology to communicate appropriately
		S48	Maintain individuals' information security and protect data
		S49	Advise people on how to use assistive technology
		S50	Promote the use of technology to achieve better outcomes

Appendix 2: Apprenticeship Mentoring Agreement

Apprentice name and contact details:
Mentor name, job role and contact details:
Mutual expectations (i.e. what do we expect from each other?)
How long will the mentoring relationship last? When shall we review progress?
How often shall we meet? When and where shall we meet, and for how long?
What will the ground rules be for our discussions (e.g. confidentiality, openness)?
Who will be responsible for driving the mentoring relationship?

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What contributions will each the mentor and apprentice bring to the relationship?
If problems arise, how will they be resolved?
Mentor signature: **Date:**
Degree apprentice signature: **Date:**

Appendix 3: 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	**Personal and Professional Development** **(40 credits)**	**Knowledge:** 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. **Skills:** S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S15, S16, S17, S18, S19, S20, S24, S26, S27, S28,	**Content:** 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. **Assessment:**	**Required components:** • **Developing <u>new learning</u> in their 'on the job' role.** 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. • **2 days shadowing with a qualified social worker.** 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. **Ideas for employers:**

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?
		S29, S31, S33, S34, S35, S36, S37, S38, S39, S41, S42, S44, S46, S47, S48, S49, S50. **Behaviours:** B1, B2, B3, B4, B5.	Apprentices produce a portfolio of evidence, showcasing a variety of skills.	- 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. - 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. - Apprentices could observe or participate in interprofessional learning, through attending meetings, panels or decision making forums, relevant to their work. - 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. - 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. - 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.

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	**Social Work and the Life Course** **(20 credits)**	Knowledge: K5, K7, K8, K9, K11, K12, K22. Skills: S1, S3, S5, S6, S7, S8, S9, S10, S11, S12, S13, S15, S16, S20, S3, S36, S39. Behaviours: B4.	**Content** 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. **Assessment** Essay - 2,500 words. Apprentices submit a written piece of work that discusses relevant psychological theories in relation to human growth and development across the life course.	Apprentices should be encouraged by employers to apply their theoretical learning to their work based practice: **Ideas for employers:** • 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. • Encourage opportunities for apprentices to speak to qualified social workers about human growth and development, and how theory influences practice. • Line managers could identify a piece of work which the apprentice could co-work or lead, where: -Social factors are present which impact on a person's development, for example poverty, class, ethnicity, disability. -There is a transition for the service user, due to issues such as age, disability, loss, end of life. • 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.
4	**Understanding Social Work** **(20 credits)**	Knowledge: K1, K3, K5, K6, K8, K12, K22, K23, K28, K29, K30.	**Content** 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	Apprentices to be encouraged by employers to understand the context in which they practice, including wider societal and structural factors, impacting on their work: **Ideas for employers:** • 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.

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?
		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. Behaviours: B4.	society. The module also discusses social work values, theories, and approaches. **Assessment:** Presentation	• 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. • 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? • 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. • 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.
4	**Understanding Law for Social Work** **(20 credits)**	Knowledge: K1, K2, K3, K4, K5, K6, K7, K9, K10, K13, K20, K21, K22, K23, K27, K28, K29, K30, K34. Skills: S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S16, S17, S18, S19, S25, S27,	**Content** 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	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. **Ideas for employers:** • 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. • 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.

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?
		S28, S29, S30, S31, S32, S33, S34, S37, S43. Behaviours: B4.	social work law and social welfare law to issues of equality, justice, citizenship and liberty. **Assessment:** Essay-2000 word using a case study.	• 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. • Encourage the apprentice to speak to qualified social workers about how they utilise different legal frameworks and how they apply in their job.
4	**Working with Diversity** **(20 credits)**	Knowledge: K1, K3, K5, K7, K9, K11, K12, K13, K22, K27, K28, K29. Skills: S1, S3, S5, S6, S7, S8, S9, S10, S13, S15, S16, S33, S39. Behaviours: B2, B4.	**Content** 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. **Assessment:** Essay-2000 words Apprentices either write about a service user they have worked with, or a family	Apprentices work with a wide range of people, in diverse situations. **Ideas for employers:** • 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. • 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. • Encourage reflection on current caseload and application of learning relating to equality, diversity and inclusion issues within the apprentices work. • Use of supervision to reflect on anti-discriminatory and anti-oppressive practice. • 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

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?
			member from a case study, incorporating concepts of diversity, discrimination and oppression, and applying theory.	diverse background or be related to oppression, exploitation or discrimination. • 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.
5	**Contemporary Challenges for Social Work Practice** **(20 credits)**	Knowledge: K1, K3, K4, K5, K6, K7, K9, K10, K11, K12, K13, K14, K23, K26, K27, K28, K29, K30 Skills: S1, S3, S6, S7, S8, S9, S10, S15, S24, S26, S27, S29, S33, S36 Behaviours: B4.	**Content** 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. **Assessment**	Apprentices work with individuals and families where issues are complex and ever changing. **Ideas for employers:** • 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? • 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. • 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.

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?
			Essay-2500 words	• Identify training opportunities related to contemporary issues in the apprentice's area of practice. • 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
5	**Social Work with Adults** **(20 credits)**	Knowledge: K1, K3, K4, K5, K6, K7, K8, K10, K11, K12, K13, K14, K20, K22, K23, K26, K27, K28, K29, K30, K34 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 Behaviours: B4.	**Content** 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. **Assessment** Timed written assignment- 2500 words using a case study.	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. **Ideas for employers:** • 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. • 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. • 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. • Children's apprentices could reflect on how adult issues and complexities impact the child's situation,

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?
				and how adults can be supported to minimise the impact on the child. • 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. • 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.
5	**Social Work with Children and Young People** **(20 credits)**	Knowledge: K1, K3, K4, K5, K6, K7, K8, K10, K11, K12, K13, K14, K20, K22, K23, K26, K27, K28, K29, K30, K34. 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	**Content** 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. **Assignment:**	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. **Ideas for employers:** • 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? • Adult apprentices could shadow or co-work a case with another worker who is supporting a parent with children. • 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.

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.	Essay-2500 words. 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.	• 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. • 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. • 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. • Apprentices could reflect with their mentor on how childhood experiences impact on adulthood, linking theory and research.
5	**Models of Intervention** **(20 credits)**	Knowledge: K1, K2, K3, K4, K5, K7, K8, K10, K11, K14, K15, K17, K23, K24, K25, K26, K27, K28, K29, K31 Skills: S1, S2, S3, S5, S6, S7, S8, S9, S10, S11, S12, S13, S15, S2.6, S17, S26, S27, S28, S29, S30,	**Content** 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	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. **Ideas for employers:** • 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? • The apprentice could identify an approach or model explored in the module to use in practice with an

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?
		S31, S32, S33, S34, S35, S36, S37, S39, S41, S42, S43, S44, S49, S50 Behaviours: B2, B4.	applied within a range of social work contexts and across different service user groups. **Assignment:** Presentation	individual or family, with line manager support and oversight. • 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. • 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.
5	**Practice Placement 1** **(40 credits)**	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 Skills: S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24,	**Content** 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. **Assignment:** • Apprentices will work on providing evidence to their Practice Educator of meeting the 9 domains of the	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. 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. 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

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?
		S26, S27, S31, S32, S33, S34, S35, S38, S39, S40, S41, S42, S43, S44, S45, S46, S47, S48, S50 Behaviours: B1, B2, B3, B4, B5.	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. • 2500 word reflective essay on a piece of work completed in practice, linking law, theory and research to a real anonymised example.	placement. The placement is overseen by the University's academic tutor. An interim report and final report are provided by the Practice Educator.
6	**Social Work Law for Qualifying Practice** **(20 credits)**	Knowledge: K1, K2, K3, K5, K6, K13, K20, K21, K22, K23, K27, K29, K30 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,	**Content** 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.	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. **Ideas for employers:** • 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. • 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.

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?
		S42, S43, S44, S45, S46, S47, S48, S50 Behaviours: B3, B4.	**Assignment:** Essay-3000 words based on applying law to a case study.	
6	**Social Work in the Global Context** **(40 credits)**	Knowledge: K5, K8, K9, K10, K12, K13, K14, K22, K29, K30 Skills: S1, S3, S6, S7, S8, S9, S13, S15, S16, S24, S25, S26, S28, S33, S36, S40, S41 Behaviours: B4.	**Content** 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.	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. **Ideas for employers:** • 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. • 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. • 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. • 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.

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?
			Assignment: Report-5000 words researching an area of interest, linking a global issue to a local issue.	• 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.
6	**Critical Thinking for Social Work** **(20 credits)**	Knowledge: K5, K8, K9, K10, K12, K15, K16, K17, K18, K19, K20, K21, K22, K28, K29, K31 Skills: S33, S34, S35, S36, S37, S38, S39, S40, S42, S43, S44, S47, S48 Behaviours: B3, B4, B5.	**Content** 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. **Assignment** Presentation.	The apprentice will need to be critically reflective in social work practice, and they should be supported to develop their skills in practice. **Ideas for employers:** • 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. • Discuss with the apprentice their career aspirations and development needs as a newly qualified social worker. • 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. • Support the apprentice to consider power within their current role, and how this can be managed when working with people. • 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.

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	**Practice Placement 2** **(40 credits)**	Knowledge: K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12, K13, K14, K15, K16, K17, K18, K19, K20, K21, K22, K23, K24, K25, K26, K27, K28, K29, K30, K31, K32, K33, K35 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 Behaviours: B1, B2, B3, B4, B5.	**Content** Apprentices complete a 100-day placement in a different team, usually within their existing organisation. Adult apprentices work 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). **Assignment:** • 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. • 2500 word reflective essay on a piece of work completed in practice, linking law, theory and research to a real anonymised example.	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. 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. 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. On successfully completing all academic components and 100 days of final practice placement, apprentices can enter the 'gateway' and complete their End Point Assessment.