

**MANCHESTER METROPOLITAN UNIVERSITY**

**FACULTY OF HEALTH & EDUCATION**

**Department of Social Care and Social Work**

**Post Graduate Diploma Social Worker Degree Apprenticeship  
Programme Handbook**

**March 2025 – September 2026**

**Integrated Degree Level Apprenticeship**

Manchester Metropolitan University  
Faculty of Health & Education  
Department of Social Care and Social Work  
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This handbook describes the course on which you are registering. It describes the teaching, examination, assessment and other educational services offered by the University.

As a student of the Manchester Metropolitan University, it is a term of your contract with the University that it will take all reasonable steps to provide the educational services described in its prospectus and other promotional material. However, the University cannot guarantee to provide these services to you, since industrial action or circumstances beyond its control may from time to time interfere with its ability to do so. In such circumstances the University will take all reasonable steps to minimise any disruption to your education.

When you become a learner at the Manchester Metropolitan University, this notice shall constitute a term of any contract between you and the University. The offer of a place made to you by the University is made on the basis that in accepting such an offer you signify your consent to the incorporation of this notice as a term of any such contract.

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## Welcome and introduction

“The shape of every apprenticeship journey should be different. An apprenticeship should not be something taken ‘off the shelf’ by a provider, or something prescribed by government. Every job, every workplace, and every individual learner is different. So it should be up to employers, together with training providers and learners, to shape the learning journey themselves, and we should minimise the things that get in their way.’

(Department for Business, Innovation and Skills, 2013)

Welcome to the apprenticeship route Post Graduate Diploma Social Work at Manchester Metropolitan University (ManMet).

We know that you are a highly experienced and valued employee, excited and highly motivated to get on with your career.

We want you to be confident that that the skills you learn throughout the programme will help you succeed, progress and thrive in social work. We want to create a learning culture, that develops curious, analytical and reflective practitioners who apply learning directly to their social work practice.

You will follow a follow a rigorous programme of learning in the classroom, supported by online activities, with your peers in Community of Practice groups, through your own studies – and of course, and so importantly, ‘learning by doing’ in the workplace. As such, each apprentice will have a unique journey throughout the programme.

We hope that you will find your studies to be thought-provoking and enjoyable. The Social Work Programme hosts a number of ways to study (known as Routes) qualifying social work: the MA Social Work and the BA (Hons) Social Work. The **integrated degree level Apprenticeship** route is a new and innovative way to deliver social work education and the standard can be delivered in an undergraduate route (level 6) or as in your post graduate route (level 7). The **integrated degree level Apprenticeship** route is developed in partnership with employers. This forms part of the Greater Manchester Social Work Academy which has been developed as part of the Teaching Partnership with local authorities and social care agencies across Greater Manchester. As a candidate on the **integrated degree level Apprenticeship** route your exit award will be the Post Graduate Diploma Social Work (Apprenticeship).

The information contained in this handbook will provide you with an overview of the philosophy, management, delivery and assessment of the programme. Further specific information can be found on the Manchester Met website and the handbook will guide you to the relevant web-links. As you start your journey, you will become familiar with Moodle, the university's virtual learning platform. This provides on-going teaching and learning materials for each taught unit, along with assessment details and up-to date announcements as and when relevant to you throughout your time with us at Manchester Met.



## About the Apprenticeship

### Apprentices - employees or students?

Both. An apprentice is an employee who undertakes learning activities on or off the job from day one of their contract but is also registered as a student with MMU. Your employer will have needed to sign a commitment statement, and issue you with a contract that must last at least as long as the apprenticeship programme.

### OFSTED

In 2021 OFSTED took on oversight of Degree Apprenticeships delivered by Higher Education Institutes under their new Education Inspection Framework. As a recognised apprenticeship provider we undertake to do the following:

- prepare learners for life in modern Britain by equipping them to be responsible, respectful, active citizens who contribute positively to society know how to become involved in public life; developing their understanding of fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance;
- develop learners' understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law, promoting equality of opportunity so that all learners can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique;
- promote an inclusive environment that meets the needs of all learners, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, relationship status or pregnancy;

- develop learners' character, defined as the set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others;
- develop learners' confidence, resilience and knowledge so that they can keep themselves mentally healthy;
- provide an effective careers programme that offers advice, experience and contact with employers to encourage learners to aspire, make good choices and understand what they need to do in order to reach and succeed in their chosen career;
- support readiness for the next phase of education, training or employment so that learners can make the transition to the next stage successfully.

## Social Work England

All social work courses including the social worker degree apprentice programme are inspected by Social Work England, the regulatory body for social work. Programmes are assessed against the Education and Training Standards for Social Work and also Social Work England Professional Standards (we will explain more about how the programme maps against these later in this handbook). Our full inspection took place in April 2024 and we were validated in September 2024.

## Support

Throughout the programme you can expect to receive support from your manager and Skills Coach (SC), mentor, colleagues, peers and academic tutors. Building an effective network is an essential part of successful learning and development throughout the apprenticeship.

Line managers are responsible for supervising and managing your day-to-day work and may also appraise the development of your knowledge, skills and behaviours against the apprenticeship standards. (However, if your line manager is not a qualified social worker, you will need to be

assessed against the apprenticeship standards by a qualified and experienced social worker. This could be somebody else within the agency, such as an experienced social worker, a practice educator or consultant or a workforce development colleague).

Your line manager will focus on the management of your cases in cases to comply with protocols and deadlines, and will support you in developing and applying professional knowledge, skills and behaviours. Your line manager can also act as your mentor. It will be the decision of your agency who is allocated as your line manager and your mentor.

Mentors. Your mentor will be a Registered Social Worker who knowledgeable about social work and is an important source of learning and support for you. Along with your line manager (if they are a qualified social worker), they will appraise the development of your knowledge, skills and behaviours against the apprenticeship standards. They will provide you with opportunities (sometimes in Community of Practice groups and sometimes individually) to reflect on your practice, growth and development. Your mentor will support you in developing and applying professional knowledge and skills, including analysis and decision making, use of professional authority and ethical practice.

Your mentor will not observe or advise you on specific actions in your daily work unless they are also your line manager. Your mentor will have tripartite meetings with you and your Skills Coach (SC) four times per academic year.

Skills Coach (SC) You will be allocated a named Skills Coach; you will meet with your SC at least three times a year. Your SC will be a crucial source of support during your degree and will help you get the most out of your studies, as they get to know you and how you learn. They will guide you through your programme and support your academic, personal and professional development. They will meet with you and your line manager and/or mentor three times each year to create a

learning plan that clearly identifies and agrees the learning needs and opportunities available, review your progress and agree goals and actions for the next stage of the programme.

The programme lead can provide you with additional information, advice and guidance including queries about the curriculum and assessment schedule.

## **On-Programme Assessment**

Assessments for each academic unit within the degree are designed to enable learners meet Social Work England Education and Training Standards and to work towards the six Social Work England Professional Standards in doing this Apprentices will have the opportunity to apply the academic theory to their own organisation and role, and assessment types are varied to reflect different learning styles and include group/individual presentations, digital stories, essays, case studies, reflective case recordings and reports. In order to ensure that all learners have an opportunity to prepare for the End Point Assessment we have range of ways we will assess you, including written work, presentations and an exam.

## **Professional Development Portfolio on Smart Assessor**

Apprentices will develop and maintain a digital portfolio on Smart Assessor, throughout the programme capturing the knowledge, skills and behaviours developed throughout the programme, and in particular those developed in the workplace and contrasting learning settings. You will also use Smart Assessor to capture and evidence your “Off the Job Learning”. The ‘Smart Assessor’ digital portfolio allows learners to demonstrate their development against the apprenticeship standards, through high quality evidence from the workplace and academic assessments.

## End Point Assessment Gateway

All apprentices are required to have an End Point Assessment at the end of their programme. End Point Assessment (EPA) coincides with the Qualifying Exam Board that will take place once the apprentice has successfully completed all academic units.

It is important to note that the apprentice's employer confirms that the Apprentice's practice meets the professional standard and that the apprentice is eligible to enter EPA. They may take advice from the learning provider.

In order to pass the End Point Assessment you must demonstrate that :

- you have achieved a minimum level 2 English and Maths as per the standard and all general apprenticeship requirements (we appreciate that you have already demonstrated this during the admissions process, but we need to note it again for the EPA). (This is subject to some changes to the standard that pending agreement at the time of work)
- you are able to communicate at Level 7 of the International English Language Testing System (with no element below 6.5) (we appreciate that you have already demonstrated this during the admissions process, but we need to note it again for the EPA)
- have successfully completed assessed work experience in at least two contrasting settings, one with a focus on statutory work and completed a portfolio of evidence
- your practice has been directly observed on at least two occasions and that reports of Direct Observation are available
- obtained 120 academic credits of the course
- you have met the minimum requirement for Off the Job Learning
- your employer verifies your readiness to progress based on their assessment of you in the workplace

Further details about the social work apprenticeship standards are available at:

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

## **Off-The-Job Training / Dedicated Learning Time**

An important part of any apprenticeship is being given sufficient time to learn new knowledge and skills, and develop new behaviours. The Education and Skills Funding Agency (ESFA) decided that this should constitute a minimum of 6 hours per week of an apprentice's contractual hours over the duration of the apprenticeship programme (this does not necessarily mean that you will have six hours every week, but that the total of Off the Job Learning over the course of the programme would add up to approximately 70 weeks x 6 hours)

Dedicated off-the-job learning time includes University studies (including attendance at teaching sessions, guided and independent study, workshops and tutorials) as well as activities undertaken in the workplace which contribute to the development of skills and behaviours within the apprenticeship standard (see below for examples of relevant activities). Guidance on how to best utilise this during the programme will be given.

## **Suggested Plan for Dedicated Off-the-Job Learning Activities**

The table below provides suggested activities that count towards off-the-job training, which are to be supported by the University and the Employer. In addition to University attendance, this can also include training that is delivered at the apprentice's normal place of work but must not be delivered as part of their normal working duties.

Employers are given the flexibility to manage the implementation of this requirement in a way that will most benefit their apprentice and organisation. The minimum 6 hours per week includes some 'protected' study time, particularly when approaching assessment deadlines, and time spent on the other eligible work-based activities. We often find that employers are surprised at how quickly these activities add up. It does not include the time that is spent in a contrasting work setting. It is very important that within your 'normal duties' and within the work undertaken in the contrasting work setting that you are able to demonstrate the requirements for Social Work England, including sufficient work involving statutory social work tasks including high risk decision making and legal interventions. We highly recommend that you are explicit about this in your recordings in your e-portfolio.

For all 30 credit Units there will be 14 days OTJ learning (84 hours). These will be broken down in different ways, according to teaching and assessment methods but are likely to include the following activities:

Learning Activity	Notes and suggested activities
Classroom learning	Includes structured learning in the classroom through attendance at the University; attending University for formal lectures and tutorials; attending skills development workshops.
Structured online learning	Can be online or on campus and Includes completion of work books and guided study materials and learning activities.
Unit assessments	Completion of assignments as part of the apprenticeship programme.
Study Days	Timetabled days for study and completion of assessments.

University / Employer Supported Workplace Skills & Behaviours development	Includes Community of Practice groups; undertaking reading; developing evidence; receiving coaching and mentoring; '3 way' review meetings (with tutor, manager/mentor); undertaking reflective practice; gathering peer feedback; evidence gathering, preparation and updating the e-portfolio; attending relevant on-site or off-site training courses; attending webinars; attending skills development workshops; apprenticeship ambassador activities (attending careers fairs, participating in national competitions and community events etc).
End Point Assessment Preparation and submission	It may also include receiving tutorial support and mentoring; meeting with other apprentices; developing skills.

### The apprenticeship model of teaching and learning





<p>Communities of Learning (CoL)</p> <p>How you learn via University</p>	<ul style="list-style-type: none"> <li>• Classroom based teaching</li> <li>• Virtual Learning environment (moodle)</li> <li>• E-learning</li> <li>• Reading/watching</li> <li>• Seminar sessions in University</li> <li>• Online forums</li> <li>• Unit assessments</li> <li>• E-Assessor – knowledge, skills and behaviours through assignments</li> </ul>
<p>Communities of Practice (CoP)</p> <p>How you learn in the Workplace</p>	<ul style="list-style-type: none"> <li>• Skills Coach/Mentor led groups in the workplace</li> <li>• Workplace mentor meetings</li> <li>• Tripartite meeting with SC and WB mentor (x 4 per year)</li> <li>• Work-based peer support groups</li> <li>• Smart Assessor – knowledge, skills and behaviours in practice</li> </ul>
<p>Communities of Wellbeing (CoW)</p> <p>How you learn to support wellbeing and sustainability</p>	<ul style="list-style-type: none"> <li>• Modelling approaches to wellbeing</li> <li>• Promotion of wellbeing in three-way meetings with skills coach and mentor</li> <li>• Wellbeing activities</li> <li>• Peer support (incl. virtual)</li> <li>• University pastoral help</li> </ul>

Apprentices will be required to evidence the time spent on off-the-job training activities in their portfolio. The University and Employer will monitor these activities on a regular basis, and formally through the apprentice review process, to ensure that the apprentice is receiving relevant support within the workplace to allow them to achieve the apprenticeship standard.

## **Additional information**

If learning support is required this may be claimed from the ESFA by the University. Details of this support will be provided in a separate document following eligibility assessment.

More information about the support available at MMU can be found at <https://www.mmu.ac.uk/student-life/wellbeing/disability/get-support/>

# About Social Work at Manchester Met

## Programme philosophy and principles

At the heart of social work is the promotion of human rights and social justice to facilitate positive change in partnership with individuals, families and communities often in the context of difficulty, distress and vulnerability. Social work is about the empowerment, liberation, support and protection of the most vulnerable people within our society and as a result focuses upon change at both individual and societal levels.

The social work programmes at Manchester Met have the following key underpinning principles:

- Ensure that people with lived experience and their families are at the heart of what we do.
- Promote human rights, social justice and the protection of individuals, families and communities.
- Work in partnership with stakeholders to design and delivery social work education.
- Recognise and build on the strengths of individuals, families and communities.
- Promote collaborative and respectful relationships for the advancement of people's wellbeing and protection.
- Provide inclusive and effective leaning and teaching pathways to promote a positive student learning experience.
- Develop intelligent social work practitioners who are creative, innovative, critically reflective and curious.

- Promote integration between research, theory and practice.
- Promote and develop lifelong relationships with all stakeholders – service users, carers, employers and practitioners.
- Integrate national and international perspectives of social work for students, staff, teaching, research and enterprise.
- Remember who we are, why we are here and what we do well.

## **The learning environment**

As a programme we seek to provide a learning environment in which you can develop academically and professionally. Social work is both rewarding and challenging, and it is therefore important that we work collaboratively as a learning community to ensure that you are ready and competent to practice as a social worker. We recognise the importance of valuing the knowledge, skills and experience you bring to the programme and you will be actively encouraged to draw on these resources during learning and teaching.

Here at Manchester Met, we have a strong history of working with learners from very diverse backgrounds. We believe this diversity adds positively to the overall learning experience of all learners. We are fully committed to putting into practice the university's Equality and Diversity Mission Statement, strategy and the policy. These can be found at:

<http://www.mmu.ac.uk/equality-and-diversity/>

We recognise the importance of taking proactive steps in order to create a safe and positive learning environment for all learners. To this end, we spend time supporting the development of

group-work, ground rules and challenging both direct and indirect discrimination. We firmly believe that creating an environment based on mutual respect will enable you to learn most effectively and prepare you for working as professional social worker. An understanding of the Professional Standards as prescribed by our registering body, Social Work England (SWE) will be introduced at the start of your apprenticeship and are embedded into the academic and practice curriculum as are Social Work Englands requirements for Education and Training Standards, the Education and Training Standards have been used to design the programme you are undertaking. Activities and assessments on the programme require learners to work in groups and we ensure that learners are supported to make this a useful and positive experience for all.

## **Social Work England Professional Standards and Student Conduct**

An understanding of the Professional Standards as prescribed by our registering body, Social Work England (SWE) will be introduced at the start of the programme and is embedded into the academic and practice curriculum. Although students are not regulated by SWE, it is expected that students work towards meeting the standards in preparation for applying to register. Therefore, all social work students are expected to familiarise themselves and adhere to the Professional Standards.

Students are expected to sign to say that have read and are willing to adhere to the Professional Standards each year.

<https://www.socialworkengland.org.uk>

## **Engagement and Participation**

We value your views and feedback and have a strong student representation mechanism that facilitates on-going discussions between staff and learners. We recognise the power dynamics that exist between student and staff in the process of assessment and we try to reduce the impact of this wherever possible. We work inclusively with experts by experience and other stakeholders in the recruitment, teaching and assessment of learners. These partnerships, as well as adding a wealth of knowledge and experience to the programme, help us to maintain objectivity and challenge our own perceptions and approaches.

Social work requires you to be able to challenge both your own and others' values at times and our philosophy and approaches to teaching and learning will facilitate this process. The ability to critically reflect on your own academic and professional development will be embedded into all aspects of the programme including, teaching and learning, tutorial support, seminar groups, work-based learning and assessment.

We hope that you appreciate the importance of engaging with this programme at both an intellectual and emotional level. We believe that this is essential in order to develop a high standard of personal and professional conduct to enable you to practice lawfully, safely and effectively as a professional social worker on qualification.

## **Curriculum design**

Building upon and integrating the above principles, approaches to teaching and learning have also been developed with reference to the following requirements:

- The Institute for Apprenticeship standards, behaviours, requirements, knowledge and skills.
- The SWE Education and Training Standards (2021) and the Social Work England Professional Standards are used to ensure that students graduating from the programme meet the requirements for application to the SWE Register. This handbook articulates standards for the level of qualification required for admission to the register, programme admissions, programme management and resources, curriculum, work-based learning and assessment.
- The Education and Training Standards (2021) and the supporting Assessment of Social Work Students Guidance and Practice Placements Guidance, have been used to develop the curriculum to ensure that graduating students are fit for practice and have acquired the knowledge, skills and values that will enable them to be able to demonstrate that they are eligible to apply for registration as a social worker with Social Work England.
- The Professional Capabilities Framework (PCF) for Social Workers (2018) (now held with BASW) and the former TCSW Curriculum Guides have been utilised in the design and delivery of all our social work programmes.
- The curriculum is also informed and mapped against (where appropriate) The Knowledge and Skills Statement for Child and Family Social Work and the Knowledge and Skills Statement for Social Workers in Adult Services (KSS).

To note: As social work is an emerging profession and can be subject to changes imposed by for example, the Government and/or regulator, we will ensure that the programme reflects this and that everything reflects current requirements. In the event of there being professional or regulatory

changes we may need to amend the programme accordingly. Apprentices will be notified should this happen.



## The Academic Staff Team

Information about the staff team involved in the delivery of the Apprenticeship and our other programmes can be found on the departmental staff web page:

<https://www.mmu.ac.uk/about-us/faculties/health-and-education/schools/social-care-and-social-work/staff>

You will see from the web page that as an academic staff group we have a wide range of knowledge and practice experience. You will also note that many of the staff team are research active, some retain industry links, many present at both national and international conferences and have developed expertise in several key areas.

All academic staff offer drop ins and tutorial support. Please e-mail or contact them on Teams to request an appointment.

Academic Staff	Role	E-mail:
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Marie Penney	Teaching consultant	<a href="mailto:m.penney@mmu.ac.uk">m.penney@mmu.ac.uk</a>

### Skills Coaches

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### Programme Support Tutor & Department Disability Coordinator

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Leena Parmar	Programme Support Tutor, SCSW Apprenticeships	<a href="mailto:l.parmar@mmu.ac.uk">l.parmar@mmu.ac.uk</a>
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## The Apprenticeship Unit

The Apprenticeship Unit can be contact on [apprenticeships@mmu.ac.uk](mailto:apprenticeships@mmu.ac.uk) for general advice about apprenticeships.

The University has a policy that students can expect a reply to an email within 2 working days (in the event of annual leave you will receive an out of office advising who to contact).

## PGDiP Social Worker Degree Apprenticeship – route information

The route has 4 30 credit units, these will run alongside your practice.

The course structure is as follows (although the order of delivery within levels is subject to review):

### PGDiP Social Work Apprentice Units

Level	Unit Code	Unit	Credit value
7	2G7V0039	Professional Social Work Practice (1) (including assessed readiness for direct practice)	15 credits
7	2G7V0038	Law, Rights and Safeguarding	30 credits
7	2G7V0036	Assessment, Complexity and Risk	30 credits
7	2G7V0038	Evidence Informed Practice	30 credits
7	2G7V0040	Professional Social Work Practice (2)	15 credits

Apprentices complete must achieve 120 credits and pass through the 'gateway' in order to complete the End Point Assessment and achieve the Apprenticeship Award

## Work Based Learning & Assessment of Practice

The undertaking of work based learning is a requirement for professional qualification in social work. Work based learning takes place in at least two contrasting settings, which are identified, provided and assessed by the employer. Apprentices are assessed in their workplace by a qualified social worker, who may be either a manager, experienced social worker, practice consultant or based in Work Force Development. Work based learning accounts for 80% of this route. It is requirement that students are assessed as being ready to progress to the End Point Assessment

It is a requirement of social worker apprentices that they are assessed in practice and both their line manager/mentor and Skills Coach will contribute to the evaluation. There is a practice based portfolio that apprentices must complete in order to evidence their practice and the university provides a range of tools to support this that are available on the Programme area on Moodle. This must, as mentioned earlier meet Social Work England standards, including statutory and legal interventions, risk assessment and decision making. Apprentices must be observed in practice (direct observation) and have approval from their employer to progress through the End Point Assessment.

The **integrated degree level Apprenticeship** route recognises the considerable experience you bring. To reflect the integrated nature of the apprenticeship your timetable will differ from that of other routes. 80% is on job learning and approximately 20% is off the job learning and the programme and timetable has been designed to reflect this, with attendance at or participation in learning and taught activity 1 day per week (2 at the beginning of each unit).

## Course Structure

The course structure is as follows:



You start your course in March. See timetable and assessment handbook for further details. **We strongly advise that you DO NOT book holidays when you are timetabled to attend learning and during assessment submissions.**

When you register and enrol you will be issued with a student ID, given access to Moodle, receive confirmed timetables for your route.

## **Social work programme management**

### **Stakeholder Meetings**

Twice a year, the programme convenes a stakeholder meeting with those who have interest in and influence on the social work programmes. This meeting will be Chaired by the Programme Leader and the views, feedback and evaluations will be sought from all those who attend. Student views are usually represented at these meetings by the nominated Student Representatives and the Student Union

In attendance should be;

- Programme Lead
- Student representatives
- People with lived experience or a representative
- Standing invite to Head of Social Work and Head of Dept
- Invitation extended to key partners as needed including Faculty Reps e.g. e-learning, library staff etc. representatives of the Apprenticeship Unit

### **Learner representation**

The inclusion of learners both in the Stakeholder Meeting and the day- to-day running of the programme is very much encouraged. Student cohorts will be supported to select a Learner



Representative (usually two per year group) at the beginning of each academic year. Training and support to carry out the Learner Representative role is provided centrally by the university, with support provided by the relevant Academic Lead. The Programme Lead will meet with the Learner Representatives each term to discuss and respond to any immediate issues and to support the student representatives in raising Learner issues at the Stakeholder Meeting. Learner's may also request time from teaching staff to meet with their learner cohort at the end of teaching sessions to discuss issues as a group in private or to feedback from the Stakeholder Meeting or meetings with the Academic Leads. As you are enrolling on the **integrated post grad degree level Apprenticeship** route there will be an expectation that we offer feedback and progress reports to key stakeholders.

## Teaching timetable

You will be able to access a personalised teaching timetable and assessment schedule through Moodle. This will indicate the days, times and rooms for teaching and also dates to submit work and feedback return dates.

## **Student support**

### **Skills Coach (SC) (Skills Reviews/Communities of Practice group tutorials)**

Each student will have a named member of staff who will act as his/her SC for the duration of their studies. SC's offer tutorial support for students. SCs offer academic and pastoral support and can support groups of students in the same organisations through Community of Practice Group Tutorials

### **Review Meetings**

These are tripartite meetings where the apprentice, their workplace mentor and the SC, meet together to agree learning and review progress against the apprenticeship standards. Three of these meetings will take place.

In addition an 'academic drop-in' system will operate in which unit co-ordinators and the teaching team from each unit will be available at the point of assignment preparation for each assessment. Academic staff should be contacted by e-mail in the first instance.

The SC, along with the apprentice's work-based mentor, will also support learners to complete the Professional Development Portfolio on Smart Assessor, which is required across all levels. The SC will contribute to the assessment made in the workplace that the Apprentice has demonstrated sufficient competency in practice to progress to the End Point Assessment.

As well providing tutorials for course-related issues, the SC will provide pastoral support to learners who are experiencing personal issues that may be impacting on their performance or experience within the university. If the support required is of a more intensive nature, learners will be directed to the university Student Wellbeing Service <https://www.mmu.ac.uk/student-life/wellbeing/> who can deal with a range of matters. Learners can refer themselves to these services. Staff will only make a suggestion to the student to contact Student Wellbeing but will not contact them directly. Student's confidentiality will be maintained unless they are placing service

users, themselves or a vulnerable person at risk. Details of the support offered and contact details can be found at:

<https://www.mmu.ac.uk/student-life/wellbeing/>

In order to benefit from tutorial time allocated, learners are encouraged to plan and prepare for tutorials. Academic staff can offer support in discussing essay plans and provide advice on structure, content and reading materials. Academic staff **cannot** read draft essays. You will be introduced to the many academic support resources available to you during your Induction. You may also find the information provided by the library useful.

<http://www.library.mmu.ac.uk>

## Feedback and assignment support

Receiving clear, understandable and helpful feedback is an essential part of your professional learning and development.

Students will receive feedback on their performance in the following ways:

- Throughout the units and on work-based learning, students will receive support from an allocated SC and receive oral feedback on your progress from both tutors and peers. Within work-based learning placements students will also receive feedback from line managers/mentors and service users/carers.
- Formative (i.e. informal) feedback will be provided by unit leaders on the contributions and performance of students in classes, tutorials and seminars.
- Summative feedback on performance in the assignment will be provided in accordance with university guidelines (see assessment handbook), in order to feed forward into future work.

Academic feedback on assessed pieces of work for assignments is undertaken using a rubric, set against the learning outcomes for the unit and the grade descriptors for your level. You will also receive a 3 point action plan within the written feedback section on Turnitin to support your future academic development. You can find more about this in your assessment handbook, available on Moodle.

In addition to the 'academic drop in' system, the Unit-Co-ordinator from each taught Unit will provide an in-depth assignment briefing for each assignment during the teaching of that unit. This assignment briefing will be available in electronic and audio format on Moodle. You will also be able to see the rubric that has been devised for your individual unit that tells you what you need to evidence to reach various grades.

## **Additional support and study skills**

In addition to the support offered by your SC and employment based Mentor, specific Unit-Coordinators from taught Units will provide an assignment briefing for each assignment during the teaching of that unit.

Our Programme Support Tutor is available throughout the year to provide advice and guidance on any aspect of University life, including:

- Managing your time
- Getting help with assignments
- Getting the best from your course
- And anything else you would like to talk about

The Programme Support Tutor can also signpost learners (and staff) to other relevant sources of information (including Study Skills support and advice around their campus)

The Programme Support Tutor for the for the PGDip SWDA is Lisa Appleyard-Keeling and her contact details are:

E-mail: [\*\*l.appleyard-keeling@mmu.ac.uk\*\*](mailto:l.appleyard-keeling@mmu.ac.uk)

In addition the Study Skills Service offers a wide range of study skills workshops across the academic year. Further information about student services can be found at:

<https://www.mmu.ac.uk/student-life/course/study-skills>

## The Writing Project

Our students also tell us that accessing the FREE 10 week writing project available within MMU has been really beneficial to students wanting to increase and maximise their grades. You can find out about the writing project and student support here: <https://www2.mmu.ac.uk/student-life/study-success/study-skills/writing-courses/>

## Disability service

The advisers within the Disability Service act as a contact within the University for current and prospective disabled learners. The role of the Disability Adviser is to provide confidential information, advice and support to learners about the resources, which are available to them, both within the University and from other external agencies.

Students who have disability related needs are able to be assessed for a Personal Learning Plan (PLP) which is a document that outlines the support or 'reasonable adjustments' that the University will put in place for you to support your study due to your disability-related needs. It also includes a list of your responsibilities.

Your PLP is sent to teaching staff and other relevant staff in your department. It advises them of any reasonable adjustments they may need to make. You should be given the opportunity to discuss your PLP with a tutor. For more information about PLPs and other support available for disabled students please go to:

<https://www.mmu.ac.uk/academic-services/studentservices/learner-development/about-us.php>

Lisa Appleyard-Keeling is the Department Disability Coordinator and is available for support and guidance – her email address is [l.appleyard-keeling@mmu.ac.uk](mailto:l.appleyard-keeling@mmu.ac.uk)

## General information for learners

The University's Student Hub provides key information learners need in one place. This can be accessed at:

<https://studenthub.mmu.ac.uk/>

This is the first contact point for all social work student enquiries is the Brooks Hub, which is located on the ground floor of the Brooks Building.

### **Regulations, policies and procedures for learners**

Full information for learners on university regulations, policies and procedures is contained in the MMU Policies, Regulations and Procedures for Learners. This provides information on:

- Programme Regulations,
- Equal Opportunities
- Finance
- I.T.
- Sport
- Conduct/Academic Misconduct
- Data Protection
- Student Withdrawal/Suspension
- Library regulations\International Learners
- Exceptional Factors
- Academic Appeals
- Careers, Employability

This can be accessed via the weblinks below:

<https://www.mmu.ac.uk/sites/default/files/2022-08/UG-Regs-22-23.pdf>

## **Student complaints procedure**

The University fully recognises that learners may during their period of study have legitimate complaints relating to their course, the services or facilities provided by the University, other learners, or the staff of the University. MMU takes such matters seriously and will deal with any complaints promptly, professionally, in confidence and without recrimination.

Most difficulties and complaints can be resolved informally and this can often be best achieved in the first instance by discussing the matter with your tutor, in particular if you do not feel that you are not being supported by your manager/mentor and/or if you have concerns about meeting the 20% off job requirements. Depending on the matter, your tutor may offer advice about how to resolve the matter or pursue it on your behalf. Depending on the matter, the tutor may need to refer you to your Programme Lead, Head of Social Work or Head of Department, or to the relevant local service e.g. manager of student services. You can also seek advice from the Student Union. If appropriate, the Student Union may contact the relevant University staff on your behalf. If, having pursued the matter informally, you believe that your concerns have not been appropriately addressed, then you may follow the formal procedure set out in the University Student Handbook.

You may find it helpful to take advice from the Student Union before you do so. The Formal Complaint Procedure can be found using this link.

<https://www.mmu.ac.uk/student-life/student-case-management/guidance-for-students/student-complaints-procedure>

## **Public Interest Disclosure (“Whistleblowing”) Policy**

This policy sets out the University’s response to the Public Interest Disclosure Act 1998. The



University is committed to the highest standards of openness, probity and accountability. It seeks to conduct its affairs in a responsible manner. The policy is intended to assist individuals who believe they have discovered malpractice within the University. The matters covered by this policy include:

- failure to comply with financial obligations or allegations of fraud;
- failure to comply with a legal obligation or with the rules and regulations of the University;
- actions which endanger the health or safety of any individual or to the environment;
- criminal activity;
- miscarriages of justice, or
- attempts to conceal any of the above.

If any student identifies an issue around malpractice concerning any organization, then this information should be disclosed without fear of reprisal.

The full Public Interest Disclosure (“Whistleblowing”) Policy can be found by following the link below:

<https://www.mmu.ac.uk/sites/default/files/2023-03/whistleblowing-policy.pdf>

## **The Student Union**

The Student Union has as its key statement the representation and support of MMU learners. It offers a range of facilities and services for learners, including support and advice for learners relating to their studies, finances and welfare matters. For further details follow the link below:

## **Student absence or illness/attendance**

You are required to attend all teaching and learning sessions. In the case of absence, you are required to inform your SC as soon as possible by voice-mail or e-mail. You should also inform your Route Lead of any absence and notify the Apprenticeship Unit.

[apprenticeships@mmu.ac.uk](mailto:apprenticeships@mmu.ac.uk)

You must provide written confirmation of periods of non-attendance (e.g. due to illness, jury service, etc.). In the case of sickness absence, a self-certification form must be completed if you are ill up to seven consecutive days or if you are ill during an exam or assessment. If you are affected by illness which prevents you from completing assessed work within the deadline, you should follow the assessment mitigation procedure. Information for Learners can be found at:

<https://www.mmu.ac.uk/sites/default/files/2024-01/Assessment-Mitigation-Procedure.pdf>

## **Attendance monitoring**

Attendance is an important part of your personal commitment to teaching and learning. Full attendance is essential if you are to successfully complete your programme of studies and fully develop the knowledge, skills and values necessary for professional social work practice. It is also part of your development as a professional and capable practitioner. The following should be noted in relation to attendance:

Attendance is recorded in all teaching sessions and monitored throughout the year. This will be shared with your sponsor. It is a requirement that you meet your 20% minimum off the job learning.

If attendance remains poor for a student, the Programme Lead will refer this to the Head of Social Work who may address this as an issue of professional suitability.

## **Submission of work**

Guidance on submission of academic work can be found at the Coursework submission page on the MMU website. this can be located at: <https://www.mmu.ac.uk/student-life/course/assessments#ai-63948-0>

In relation to deadlines for online submissions, learners should note the following statement issued by the University:

‘You must submit your work on the deadline date. It is recommended that you submit your work by 9.00 pm on the due date, however, the deadline for receipt of submissions is 11.59 pm. Please do not leave it until the last minute to submit your assignment, in case you encounter any technical difficulties. If you are submitting online, you are strongly advised to submit your work by 9.00 pm to make certain that the system uploads your work successfully before the system shut down of 11.59 pm. Your work will automatically be recorded as a fail if it is not processed by 11.59 pm. Technical difficulties encountered between 9.00 pm and 11.59 pm will not be considered as exceptional factors should you fail to make the deadline.’

## **Change of name or address**

You must notify the University if you change name or address. A standard form is available for this purpose. This is particularly important in relation to correspondence from the University, exam

results and to ensure your correct name appears on summary of studies, award certificates etc.

Changes to your name and/or address must be made online.

## **Data protection**

Students should note that the regulations concerning data protection apply to all aspects of programme-related work. This includes compliance with the provisions of the Data Protection Act 1998 for all aspects of your research. Details of this policy can be found using the link

<https://www.mmu.ac.uk/data-protection/>

## **Consent form**

All student are required to complete a consent form, relating to personal health and well-being at the point of enrolment. This is a SWE requirement and relates to learners consenting to engaging in practice skills as part of their course of study and sign to say that they are aware of MMU professional unsuitability procedures.

## **Use of social networking sites**

It is recognised that students are likely to use social networking and blogging sites (such as Facebook/Snapchat/Twitter/ Community Care/Whatsapp/Instagram/SWAY/Wordpress etc...).

**Students must not record lectures/sessions without the expressed consent of those involved and only when this is agreed as part of a personal learning plan. Such recordings must not be shared on social media platforms.**

SWE provides guidance on the use of social media by social workers within standard 5.6. Although this is not directly aimed at social work students, there is an expectation that students understand and comply with these standards.

Social media can be a supportive tool to facilitate communication in an online community. However, social networking sites such as Facebook, Twitter, blogs and others are public places.

When communicating online people often have little control over who sees comments or where they end up, even if they are later deleted. Social workers should be cautious about posting information about themselves on social media if it is something that they would prefer the people they work with did not know about.

They should refrain from posting anything that may damage confidence in their work, or the work of the profession. This may include political, religious, or moral beliefs, social activities or personal relationships.

Social workers should also be mindful of their organisation's policies and should not post anything that breaches their employer's code of conduct. At all times, they should uphold the confidentiality of the people they support, as well as their colleagues and the people their colleagues support.

It is important to apply stringent privacy settings and review them regularly. Privacy settings can be reset by the social networking site to a default which may not be as stringent as personal settings, so it is important to check these regularly.

Social Work England Professional Standard 5.6

## **Plagiarism and referencing**

The department take the issue of plagiarism seriously. In some instances this can raise questions about professional suitability. Students must also take care not to plagiarise their own work that they have previously submitted.

We strongly advise learners to access the student help areas within Moodle for advice and guidance about how to understand and interpret similarity scores. Learners can also access support from staff in the Library, student support officers and academic staff on how to use the MMU Harvard referencing style.

<http://libguides.mmu.ac.uk/refguide>

## **Assessment regulations**

The University's assessment regulations set out the rules and procedures relating to all assessed work, including written and oral examinations, coursework, essays, projects, dissertations, practical work and placements. It is important that you look at these regulations and refer back to them should you require further information. The regulations provide information about submissions and penalties, assessment mitigation and additional time applications, student conduct, disability, academic misconduct, withdrawal, suspension, sickness etc. You will be introduced to the Assessment Regulations during the Induction period.

Due to the requirements of the professional regulator, Social Work England, there are some variances applied to these regulations for all social work programmes.

These regulations are intended to provide effective mechanisms and structures to ensure that learners are fairly and objectively assessed, whilst at the same time maintaining the University's high academic standards. Ignorance of these rules and assessment requirements will not constitute a defence in any disciplinary procedures for infringement. If you have problems understanding the Assessment Regulations it is important that you discuss this with your Programme Leader or Faculty Student Support Officer, or alternatively with the Advice Centre within the Learners' Union.

Guidance on Manchester Met's Assessment Regulations can be found at:

<https://www.mmu.ac.uk/legal/policies/postgraduate-assessment-regulations-24-25>

## **General information on regulations**

The principles of the Manchester Met Common Regulatory Framework, the University Regulations for Undergraduate Awards and the University Regulations for Post-Graduate Awards will apply to all appropriate programmes and assessment levels within the social work programme, unless this conflicts with professional body requirements.

The Board of Examiners shall be constituted and operate following the guidelines within the MMU Common Regulatory Framework and will adhere by the guidance outlined within the relevant undergraduate or post-graduate regulations of study.

## Academic assessment

The Programme has produced Assessment Criteria, which it will apply according to level and appropriateness to all learners' academic pieces of work. The programme takes the view that applying generic criteria to particular units offers assessment in relation to the specific unit outcomes, but also allows learners to compare across units within levels and to see development as they progress. Assessment criteria for each specific year of the course will be made available at the start of the academic year. In relation to assessment the following should be noted:

- A range of assessment methods will be employed. However, there will be a presumption of continuous assessment with assessment tasks spread throughout the academic year.
- Assessments may be both formative and summative
- The pass mark for all postgraduate level assessments is 50%
- All learners must pass all modules.
- At least one External Examiner shall be appointed.

## Professional suitability (Fitness to Practice)

As part of the accreditation of the University to award social work degrees, students are required to be able to:

- demonstrate and evidence that they are suitable to practice;
- meet the Social Work England Professional Standards



- comply fully with all necessary Disclosure and Barring Services (DBS) requirements;
- satisfy required health checks;
- complete a consent form to engage in practice skills.

Students must notify the programme team if any health, or other issue arises that might affect their work as a student social worker.

Students are required to disclose all offences, cautions, convictions, involvement with the police or involvement with statutory social services in relation to a child protection issue or vulnerable adult involving themselves, members of their household or immediate family members. Students must also inform the programme team should any issues arise during their studies.

Failure to disclose such information will be treated as a serious matter and may lead to the exclusion of the student from the programme. In cases where a DBS disclosure or a self-disclosure indicates an offence, caution, conviction or other matter of concern the student will be advised in writing by the Head of Department or nominee that:

- a) The offence/caution/conviction(s) have been considered in accordance with University procedures, and advised of the action that has resulted from that process
- b) The offence/caution/conviction(s) may affect availability of certain work-based learning settings
- c) The offence/caution/conviction(s) will be brought to the attention of the work-based learning setting
- d) The offence/caution/conviction(s) may be referred to in any references provided by the University

As part of the enrolment process, students will complete an application for a DBS Disclosure check and have completed relevant occupational health processes with their employer. This is an essential requirement and failure to undertake these tasks in a timely manner may result in your withdrawal from the programme.

Students are required to inform the programme if they receive any convictions or have pending court proceedings during the period of their studies. Students are also required to notify the programme team if they or members of their immediate family become users of social work services.

In addition to concerns regarding criminal convictions, the programme adheres to Social Work England Professional Standards and expects students to abide by the Standards during their work-based learning and period of their studies. Students are expected to sign to say that have read and are willing to adhere to this each year.

Failure to abide by the Standards, and/or the possession of a caution or criminal conviction, or any other matters that may cause concern about the suitability of that student to meet the requirements of professional practice, will be considered by the Programme Leader and may be referred to a professional suitability panel (as detailed in the Regulations for Undergraduate/Taught Postgraduate Programmes of Study Fitness to Practice Procedures). Students are expected to sign to say that have read and are willing to adhere to this policy each year.

<https://www.mmu.ac.uk/sites/default/files/2022-01/Professional-Suitability.pdf>

## **Graduation**

This is typically in the summer after completion of the programme.

## Social Work Degree Apprenticeship Standard

The Social Work Degree Apprenticeship Standard is made up of Knowledge, Skills and Behaviours that are the core attributes that a Social Work apprentice must demonstrate to be competent in their occupation.

KNOWLEDGE
K1: The importance of rights, responsibilities, freedom, authority and use of power.
K2: The importance of maintaining, and the limits of, confidentiality.
K3: That relationships with individuals and their carers should be based on respect, honesty and integrity.
K4: How to develop relationships appropriately.
K5: The impact of different cultures and communities and how this affects social work.
K6: Current legal and ethical frameworks.
K7: The concepts of participation, advocacy, co-production, involvement and empowerment.
K8: The contribution that peoples' own resources and strengths can bring to social work.
K9: The impact of different societies' views on human behaviour.
K10: The value of research and analysis and be able to evaluate evidence to inform practice.

K11: That experiences and feelings affect behaviour in interactions.
K12: Social work theory, models and interventions; human growth and development across the lifespan and the impact of key developmental stages and transitions.
K13: The impact of injustice, demography, social inequality, policies and other issues which affect the demand for social work services.
K14: How to update knowledge to ensure evidence informed practice.
K15: The scope and limits of practice and when/how to seek advice from a range of sources.
K16: Models of supervision, critical reflection and self-reflection to enhance/change practice.
K17: Your employer's organisational context and systems and the impact on your practice.
K18: The concept of leadership and its application to practice.
K19: The requirements of the relevant professional body.
K20: Applicable safeguarding/health and safety legislation, policies and procedures.
K21: How to maintain your own personal safety and that of others in complex situations.
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.
K23: The role of the Social Worker and roles of others within safeguarding, appropriate to levels of skills and experience.
K24: The range of communication methods available to meet specific needs (both verbal and non-verbal)

K25: The importance of the impact of verbal and non-verbal communication
K26: How communication skills affect the assessment of, and engagement with, individuals and their families/carers
K27: The range of factors that affect effective communication e.g., age, capacity, learning ability and physical ability.
K28: The full range of interpersonal skills required to work with other professionals and agencies.
K29: The different social and organisational contexts within which social work operates.
K30: The applicable legislation, policies, and procedures
K31: The principles of good recording and record keeping.
K32: The types, and benefits, of assistive technology
K33: How to use relevant software applications.
K34: IT data sharing protocols.
K35: The potential misuses of technology e.g., social media.
<b>SKILLS</b>
S1: Ensure professional ethical standards are developed, maintained and promoted.
S2: Take responsibility for your decisions and recommendations.
S3: Be aware of the impact of your own values on practice.

S4: Exercise authority as a Social Worker within the appropriate legal and ethical frameworks.
S5: Ensure the highest standard of person-centred approach, so that people are treated with dignity and their rights, values and autonomy are respected.
S6: Practise in a non-discriminatory manner.
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.
S8: Promote the best interests of people who use services, carers, their families and communities.
S9: Work with people to enable them to make informed decisions and exercise their rights.
S10: Work to promote individual growth, development and independence.
S11: Undertake assessments of need and/or capacity.
S12: Initiate resolution of issues and use initiative.
S13: Gather, analyse, critically evaluate, and use research information and knowledge in your practice to develop an understanding of the individual's situation.
S14: Make and receive referrals appropriately.
S15: Use social work methods, theories, and models to enable individuals to identify actions to achieve change and improve life opportunities.
S16: Manage and weigh up competing/conflicting values or interests to make reasoned professional judgement.
S17: Work within scope of practice as an autonomous professional.

S18: Maintain high standards of personal and professional conduct.
S19: Manage the physical and emotional impact of your practice.
S20: Identify and apply strategies to build professional and emotional resilience.
S21: Use supervision to support and enhance the quality of your practice.
S22: Maintain your own health and well-being.
S23: Recognise the need to manage workloads and resources effectively.
S24: Keep your skills, knowledge and ongoing professional development up to date.
S25: Show an awareness of current and relevant legislation.
S26: Use a range of research methodologies to inform your practice.
S27: Work in partnership with others
S28: Balance appropriate levels of autonomy within a complex system of accountability
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.
S30: Respond appropriately to signs of harm, abuse and neglect.
S31: Establish and maintain personal and professional boundaries.
S32: Follow health and safety policies and procedures.

S33: Communicate in English at the level required by Social Work England.
S34: Communicate your role and purpose sensitively and clearly, using appropriate language and methods.
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.
S38: Demonstrate effective interpersonal skills.
S39: Engage with individuals and their families/carers and sustain effective relationships in order to effect change
S40: Engage effectively in inter-professional and inter-agency working to achieve positive outcomes.
S41: Support networks, groups, and communities to meet needs and outcomes.
S42: Maintain accurate and complete records in accordance with applicable legislation, protocols, and guidelines.
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.
<b>BEHAVIOURS</b>
B1: Communicate openly, honestly and accurately. Listen to people and apply professional curiosity to evaluate and assess the information needed to provide quality advice, support, or care.
B2: Treat people with compassion, dignity and respect and work together to empower positive change.
B3: Adapt approach according to the situation and context.
B4: Commit to continuous learning within social work, with curiosity and critical reflection.
B5: Adhere to the Social Work England Standards of Conduct.

The Social Work Degree Apprenticeship standard is made up of 19 duties. The table below shows you which knowledge, skills and behaviours fall within each duty

Duty	KSBs
<b>Duty 1</b> Promote the rights, strengths and wellbeing of people families and communities to ensure their voice and expertise is heard and acknowledged.	K1 K3 K5 K6 K7 K8 K9 K13 K20 K22 K23 K24 K27 K28 S3 S5 S6 S7 S8 S41 B2 B5
<b>Duty 2</b> Be an accountable professional acting in the best interests of people that use services, by valuing each person as an individual and promoting their rights, and recognising strengths, and abilities.	K1 K2 K3 K5 K6 K13 K15 K17 K18 K19 K23 K24 K25 K26 K27 S1 S2 S5 S6 S7 S8 S10 S15 S17 S18 S28 B1 B4 B5
<b>Duty 3</b> Recognise differences across diverse communities and challenge the impact of disadvantage and discrimination on people and their families and communities.	K3 K5 K7 K8 K9 K13 K24 K26 K27 K29 S1 S3 S5 S6 S7 S8 S16 B1 B2 B3 B5
<b>Duty 4</b> Establish and maintain the trust and confidence of people so as to develop professional relationships that ensure they understand the role of a social worker in their lives.	K1 K2 K3 K4 K7 K9 K11 K16 K18 K19 K24 K26 K27 S9 S10 S13 S19 S27 S34 S38 S39 B1 B2 B5

<p><b>Duty 5</b> Practise in ways that demonstrate empathy, authority, and professional confidence, and enable people to fully participate in discussions and decision making.</p>	<p>K1 K3 K4 K7 K9 K11 K12 K18 K24 K26 K27 K28</p> <p>S5 S7 S9 S10 S13 S15 S19 S27 S34 S37 S38 S39</p> <p>B1 B2 B3 B5</p>
<p><b>Duty 6</b> Work directly with individuals and their families through the professional use of self, using interpersonal skills to develop relationships based on openness and transparency .</p>	<p>K3 K4 K7 K8 K9 K11 K12 K22 K23 K24 K25 K26 K27 K28</p> <p>S5 S7 S12 S13 S19 S34 S35 S38 S39</p> <p>B1 B2 B3 B5</p>
<p><b>Duty 7</b> Actively listen to understand people, using a range of appropriate communication methods to build relationships.</p>	<p>K3 K4 K5 K7 K8 K9 K11 K12 K13 K15 K16 K18 K22 K23 K24 K25 K27 K28</p> <p>S5 S7 S11 S12 S13 S15 S19 S24 S33 S34 S35 S37 S38 S39</p> <p>B1 B3 B5</p>
<p><b>Duty 8</b> Manage situations of potentially conflicting or competing values, and, with guidance, recognise, reflect on, and work with integrity with ethical dilemmas.</p>	<p>K6 K9 K14 K15 K16 K17 K18 K22 K23 K24 K27</p> <p>S1 S16 S19 S29 S35 S36 S37 S38 S39</p> <p>B1 B3 B5</p>
<p><b>Duty 9</b> Be accountable for quality practice and decisions made whilst working within legal and ethical frameworks, using professional authority and judgement appropriately and respectfully.</p>	<p>K1 K2 K6 K10 K14 K16 K18 K19 K20 K21 K23 K24 K29 K30 K31</p> <p>S1 S2 S4 S13 S14 S15 S16 S17 S25 S26 S28 S45 S48</p> <p>B4 B5</p>

<p><b>Duty 10</b> Select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service users.</p>	<p>K10 K12 K14 K16 K22 K23 K24 K26 K27 K29 K30 K31</p> <p>S9 S11 S13 S14 S25 S26 S27 S28</p> <p>B2 B3 B5</p>
<p><b>Duty 11</b> Apply knowledge and skills to address the social care needs of individuals and their families commonly arising from physical and mental ill health, disability, substance misuse, abuse, or neglect, to enhance quality of life and wellbeing.</p>	<p>K4 K8 K10 K12 K14 K16 K20 K22 K23 K24 K26 K28 K29</p> <p>S11 S13 S14 S15 S21 S24 S26 S30 S49 S50</p> <p>B2 B3 B5</p>
<p><b>Duty 12</b> Recognise the risk indicators of different forms of abuse and neglect and their impact on individuals, their families or their support networks and prioritise the protection of children and adults in vulnerable situations.</p>	<p>K6 K13 K14 K21 K22 K23 K24 K25 K26 K29 K30</p> <p>S8 S11 S16 S24 S29 S36 S43</p> <p>B3 B5</p>
<p><b>Duty 13</b> Work with relevant colleagues and agencies to support people experiencing difficult situations, to gather information and make timely decisions when positive change is not evident.</p>	<p>K4 K15 K16 K17 K18 K22 K23 K24 K28 K29 K30</p> <p>S8 S11 S12 S13 S27 S40 S41</p> <p>B1 B5</p>
<p><b>Duty 14</b> Maintain accurate and timely records and reports in accordance with applicable legislation, protocols, and guidelines, to support professional judgement and organisational responsibilities.</p>	<p>K2 K6 K17 K21 K22 K23 K24 K26 K29 K30 K31 K34 K35</p> <p>S4 S42 S43 S45 S46 S47 S48 S50</p> <p>B5</p>

<p><b>Duty 15</b> Recognise professional limitations and how and when to seek advice from a range of sources including named supervisors, senior social workers, and other professionals. Make effective use of opportunities to discuss, reflect upon and test multiple hypotheses.</p>	<p>K1 K4 K9 K15 K17 K18 K21 K24 K28 K30 K31 S2 S4 S17 S20 S21 S22 S27 S28 S31 S36 S40 B4 B5</p>
<p><b>Duty 16</b> Maintain and record professional development and knowledge of social work practice. Use supervision and feedback to inform and critically reflect on practice and values, and the impact they have on practice.</p>	<p>K16 K17 K19 K21 K24 K29 K30 K31 K33 S3 S18 S20 S21 S22 S24 S25 S26 S44 B4 B5</p>
<p><b>Duty 17</b> Confidently fulfil statutory responsibilities, work within regulatory and organisational remit and contribute to its development.</p>	<p>K1 K6 K13 K17 K18 K20 K21 K22 K23 K29 K30 K31 K34 K35 S2 S4 S17 S18 S23 S25 S28 S31 S32 S42 S43 S45 B5</p>
<p><b>Duty 18</b> Social workers must use technology, social media or other forms of electronic communication lawfully, ethically, and in a way that does not bring the profession into disrepute and ensure their skills in this area are maintained and used to improve practice.</p>	<p>K2 K17 K20 K21 K24 K31 K32 K33 K34 K35 S1 S4 S23 S31 S42 S43 S45 S46 S47 S48 S49 S50 B4 B5</p>
<p><b>Duty 19</b> Act safely, respectfully and with professional integrity, promote ethical practice and report concerns.</p>	<p>K1 K3 K6 K9 K13 K15 K18 K19 K20 K21 K23 K24 K28 K29 K30 K34 S1 S4 S17 S18 S21 S22 S23 S28 S29 S30 S31 S32 S48 B5</p>

## Mapping Modules to the SWDA Standard

The table below shows which KSBs will be addressed, as a minimum, in each module

	Professional Social Work Practice	Assessment, Complexity & Risk	Law, Rights and Safeguarding	Evidence Informed Practice	80% On the Job Learning
<b>K1: The importance of rights, responsibilities, freedom, authority and use of power.</b>	X	X	X		X
<b>K2: The importance of maintaining, and the limits of, confidentiality.</b>	X	X	X		X
<b>K3: That relationships with individuals and their carers should be based on respect, honesty and integrity.</b>	X	X			X
<b>K4: How to develop relationships appropriately.</b>	X	X			X
<b>K5: The impact of different cultures and communities and how this affects social work.</b>	X	X		X	X
<b>K6: Current legal and ethical frameworks.</b>	X	X	X		X
<b>K7: The concepts of participation, advocacy, co-production, involvement and empowerment.</b>	X	X		X	X
<b>K8: The contribution that peoples' own resources and strengths can bring to social work.</b>	X	X	X	X	X

<b>K9: The impact of different societies' views on human behaviour.</b>	X	X		X	X
<b>K10: The value of research and analysis and be able to evaluate evidence to inform practice.</b>	X	X	X	X	X
<b>K11: That experiences and feelings affect behaviour in interactions.</b>	X				X
<b>K12: Social work theory, models and interventions; human growth and development across the lifespan and the impact of key developmental stages and transitions.</b>	X	X		X	X
<b>K13: The impact of injustice, demography, social inequality, policies and other issues which affect the demand for social work services.</b>	X	X	X	X	X
<b>K14: How to update knowledge to ensure evidence informed practice.</b>	X	X	X	X	X
<b>K15: The scope and limits of practice and when/how to seek advice from a range of sources.</b>	X	X	X		X
<b>K16: Models of supervision, critical reflection and self-reflection to enhance/change practice.</b>	X				X
<b>K17: Your employer's organisational context and systems and the impact on your practice.</b>	X	X	X		X

<b>K18: The concept of leadership and its application to practice.</b>	X		X		X
<b>K19: The requirements of the relevant professional body.</b>	X	X	X	X	X
<b>K20: Applicable safeguarding/health and safety legislation, policies and procedures.</b>	X	X	X		X
<b>K21: How to maintain your own personal safety and that of others in complex situations.</b>	X				X
<b>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.</b>	X	X	X	X	X
<b>K23: The role of the Social Worker and roles of others within safeguarding, appropriate to levels of skills and experience.</b>	X	X	X		X
<b>K24: The range of communication methods available to meet specific needs (both verbal and non-verbal)</b>	X	X	X		X
<b>K25: The importance of the impact of verbal and non-verbal communication</b>	X	X			X
<b>K26: How communication skills affect the assessment of, and engagement with, individuals and their families/carers</b>	X	X			X



<b>K27: The range of factors that affect effective communication e.g., age, capacity, learning ability and physical ability.</b>	X	X		X	X
<b>K28: The full range of interpersonal skills required to work with other professionals and agencies.</b>	X				X
<b>K29: The different social and organisational contexts within which social work operates.</b>	X			X	X
<b>K30: The applicable legislation, policies, and procedures</b>	X	X	X	X	X
<b>K31: The principles of good recording and record keeping.</b>	X	X	X		X
<b>K32: The types, and benefits, of assistive technology</b>	X				X
<b>K33: How to use relevant software applications.</b>	X	X	X		X
<b>K34: IT data sharing protocols.</b>	X	X	X		X
<b>K35: The potential misuses of technology e.g., social media.</b>	X				X
<b>S1: Ensure professional ethical standards are developed, maintained and promoted.</b>	X	X	X	X	X
<b>S2: Take responsibility for your decisions and recommendations.</b>	X	X	X		X
<b>S3: Be aware of the impact of your own values on practice.</b>	X	X	X		X

<b>S4: Exercise authority as a Social Worker within the appropriate legal and ethical frameworks.</b>	X	X	X		X
<b>S5: Ensure the highest standard of person centred approach, so that people are treated with dignity and their rights, values and autonomy are respected.</b>	X	X	X		X
<b>S6: Practise in a non-discriminatory manner.</b>	X	X	X		X
<b>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.</b>	X				X
<b>S8: Promote the best interests of people who use services, carers, their families and communities.</b>	X	X	X		X
<b>S9: Work with people to enable them to make informed decisions and exercise their rights.</b>	X	X			X
<b>S10: Work to promote individual growth, development and independence.</b>	X	X			X
<b>S11: Undertake assessments of need and/or capacity.</b>	X	X	X		X
<b>S12: Initiate resolution of issues and use initiative.</b>	X	X			X
<b>S13: Gather, analyse, critically evaluate, and use research information and knowledge in your practice to develop an understanding of the individual's situation.</b>	X	X		X	X

<b>S14: Make and receive referrals appropriately.</b>	X		X		X
<b>S15: Use social work methods, theories, and models to enable individuals to identify actions to achieve change and improve life opportunities.</b>	X			X	X
<b>S16: Manage and weigh up competing/conflicting values or interests to make reasoned professional judgement.</b>	X	X	X	X	X
<b>S17: Work within scope of practice as an autonomous professional.</b>	X	X	X		X
<b>S18: Maintain high standards of personal and professional conduct.</b>	X				X
<b>S19: Manage the physical and emotional impact of your practice.</b>	X				X
<b>S20: Identify and apply strategies to build professional and emotional resilience.</b>	X				X
<b>S21: Use supervision to support and enhance the quality of your practice.</b>	X				X
<b>S22: Maintain your own health and well-being.</b>	X				X
<b>S23: Recognise the need to manage workloads and resources effectively.</b>	X				X
<b>S24: Keep your skills, knowledge and ongoing professional development up to date.</b>	X			X	X

<b>S25: Show an awareness of current and relevant legislation.</b>	X	X	X	X	X
<b>S26: Use a range of research methodologies to inform your practice.</b>	X			X	X
<b>S27: Work in partnership with others</b>	X	X			X
<b>S28: Balance appropriate levels of autonomy within a complex system of accountability</b>	X	X			X
<b>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.</b>	X	X	X		X
<b>S30: Respond appropriately to signs of harm, abuse and neglect.</b>	X	X	X		X
<b>S31: Establish and maintain personal and professional boundaries.</b>	X				X
<b>S32: Follow health and safety policies and procedures.</b>	X		X		X
<b>S33: Communicate in English at the level required by Social Work England.</b>	X				X
<b>S34: Communicate your role and purpose sensitively and clearly, using appropriate language and methods.</b>	X				X

<b>S35: Communicate in a way which is engaging, respectful, motivating, and effective, even when dealing with conflict or resistance to change.</b>	X	X			X
<b>S36: Exercise professional curiosity.</b>	X			X	X
<b>S37: Have difficult conversations with empathy.</b>	X				X
<b>S38: Demonstrate effective interpersonal skills.</b>	X				X
<b>S39: Engage with individuals and their families/carers and sustain effective relationships in order to effect change</b>	X	X			X
<b>S40: Engage effectively in inter-professional and inter-agency working to achieve positive outcomes.</b>	X				X
<b>S41: Support networks, groups, and communities to meet needs and outcomes.</b>	X			X	X
<b>S42: Maintain accurate and complete records in accordance with applicable legislation, protocols, and guidelines.</b>	X	X	X		X
<b>S43: Prepare formal reports in line with legislation, policies, and procedures.</b>	X	X	X		X
<b>S44: Critically reflect on/review practice and record the outcomes of reflection appropriately.</b>	X			X	X
<b>S45: Present reports in formal settings.</b>	X		X		X
<b>S46: Use technology to manage your work.</b>	X				X

<b>S47: Use technology to communicate appropriately.</b>	X	X			X
<b>S48: Maintain individuals' information security and protect data.</b>	X		X		X
<b>S49: Advise people on how to use assistive technology.</b>	X				X
<b>S50: Promote the use of technology to achieve better outcomes.</b>	X				X
<b>B1: Communicate openly, honestly and accurately. Listen to people and apply professional curiosity to evaluate and assess the information needed to provide quality advice, support, or care.</b>	X	X	X	X	X
<b>B2: Treat people with compassion, dignity and respect and work together to empower positive change.</b>	X	X	X	X	X
<b>B3: Adapt approach according to the situation and context.</b>	X	X	X	X	X
<b>B4: Commit to continuous learning within social work, with curiosity and critical reflection.</b>	X	X	X	X	X
<b>B5: Adhere to the Social Work England Standards of Conduct.</b>	X	X	X	X	X