Manchester Metropolitan University

Faculty Of Health & Education

Department Of Social Care and Social Work

Social Work Degree Apprenticeship

Programme Handbook

26/27

Integrated Degree Level Apprenticeship

This handbook describes the teaching, examination, assessment and other educational services offered by the University.

As a student at 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.

Contents

Welcome and introduction 6

About the Apprenticeship. 7

Apprentices - employees or students? 7

OFSTED 7

Social Work England 8

Support 8

On-Programme Assessment 9

Statement on the use of Artificial Intelligence (AI) 10

Professional Development Portfolio on ePortfolio. 11

End Point Assessment Gateway 11

Off-The-Job Training / Dedicated Learning Time 13

Suggested Plan for Dedicated Off-the-Job Learning Activities 13

The apprenticeship model of teaching and learning. 15

About Social Work at Manchester Met 16

Programme philosophy and principles 16

The learning environment 17

Social Work England Professional Standards and Student Conduct 18

Engagement and Participation 18

Curriculum design 19

The Academic Staff Team 20

Skills Coaches 22

Programme Support Tutor & Department Disability Coordinator 23

The Apprenticeship Unit 23

PGDip Social Work Apprenticeship – Route Information 23

Work Based Learning & Assessment of Practice 24

Course Structure 25
Social work programme management 27
Stakeholder Meetings 27
Learner representation 27
Teaching timetable 28
Student support 28
Skills Coach (SC) (Skills Reviews/Communities of Practice group tutorials) 28
Review Meetings 28
Assessment, feedback and assignment support 29
Additional Support and Study skills 30
The Writing Project 31
Disability service 31
General information for learners 31
Regulations, policies and procedures for learners 32
Student complaints procedure 32
Public Interest Disclosure ("Whistleblowing") Policy 33
The Student Union 33
Student absence or illness/attendance 34
Attendance monitoring 34
Submission of work 35
Change of name or address 35
Data protection 35
Consent form 35
Use of social networking sites 35
Academic integrity and misconduct 36
Assessment regulations 37
General information on regulations 38

Academic assessment 38

Professional suitability (Fitness to Practice) 38

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 to Social Work at Manchester Metropolitan University.

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 rigorous programme of learning in the classroom, supported by online activities, with your peers, 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 Department of Social Care & Social Work hosts a number of ways to study (known as routes) qualifying social work: the MA Social Work, the BA (Hons) Social Work and the PGDip Step Up to Social Work. The **integrated degree level Apprenticeship** route is an innovative way to deliver social work education, and the standard can be delivered in an undergraduate route (level 6) or the 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) or the BA Social Work Degree (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 module, along with assessment details and up-to date announcements as and when relevant to you throughout your time with us at Manchester Metropolitan University.

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 Manchester Met. 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 Social Work England Professional Standards (we will explain more about how the programme maps against these later in this handbook and their Knowledge, Skills and Behaviours (these are different KSBs to the apprenticeship KSB's, we'll explain as you progress on the course). Our course was approved by SWE in September 2024.

Support

Throughout the programme you can expect to receive support from your manager and Skills Coach, 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 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 qualified and registered social worker who is knowledgeable about social work and 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 may also carry out direct observations of your practice and provide feedback which you will incorporate into a practice portfolio. Your mentor will have tripartite meetings with you and your Skills Coach (SC) four times per academic year.

Skills Coach. You will be allocated a named Skills Coach; they are registered social workers who have experience of supporting and assessing social work students in practice. Your Skills Coach 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 module within the degree are designed to enable learners to meet the Knowledge, Skills and Behaviours (KSBs) required of the Social Worker Apprentice Standard and the requirement of the End Point Assessment (EPA). They are also designed to enable

you to demonstrate the requirements of the professional regulator, Social Work England. Apprentices will have the opportunity to apply the knowledge base of social work, including for example, theory, law, skills and methods to their own organization, role and work undertaken in practice. In order to ensure that all learners have an opportunity to prepare for the End Point Assessment we have a range of ways we will assess you. Assessment types are varied to reflect different learning styles and include group/individual presentations, digital presentations, in person presentations, essays, case studies, reflective case recordings and reports.

Statement on the use of Artificial Intelligence (AI)

The University has revised its approach to embrace the use of generative AI to support learning. As such Module Leads will explain in the assessment brief whether the use of AI is permitted or not permitted in the assessment and give more details about what this means. As a social work student, you must work towards Social Work England's Professional Standards which include being honest, open and transparent. You must be accountable for the quality of your practice and the decisions that you make.

Therefore, in some modules it will clearly state that the use of generative AI is permitted but students must respect these two key principles:

1. Your work should always authentically represent your capabilities.

2. You should never trust the outputs of Generative AI uncritically.

Please note that the use of AI is not permitted in some modules; you should refer to the guidance provided for each individual module.

You should also be aware that there are specific restrictions regarding the use of Generative AI in placement settings. It is essential that you follow the advice, guidance, and instructions discussed within your workplace.

Failure to adhere to these guidelines, or using AI where it is not permitted, will be considered a breach of acceptable use. It may also constitute a breach of Social Work England Professional Standards; due to the significant ethical issues this could raise.

Further details about what is and what is not acceptable will be provided in assessment briefings on Moodle.

The above may be subject to change if the Regulator or the University issues further guidance on the use of AI.

The use of AI in your practice portfolio

We expect students to demonstrate their own ability to articulate their thoughts and analysis in relation to the issues they encounter in practice. We do recognise that the use of Generative AI may be permitted in some workplace settings.

Apprentices are required to follow the specific processes, protocols, and procedures set by their agency. Where Generative AI is permitted for case work, for example, apprentices should note that they are personally responsible for ensuring the authenticity of their work and that it does not breach any requirements. Failure to follow agreed procedures and processes, or to adhere to obligations such as GDPR, may trigger fitness to practice procedures.

We strongly recommend that you refrain from the use of AI in summative assessments for academic modules (your portfolio/direct observations), this is because you need to be able to articulate yourself and be able to defend decisions and written information. You may wish to explore how this technology can support you in other ways on your learning journey and improve your 'AI literacy'. A link to guidance and resources available through RISE at MMU is provided here: MMU - MMU - Guidance and Resources on the use of Generative AI

Professional Development Portfolio on ePortfolio.

Apprentices will develop and maintain a digital portfolio throughout the programme capturing the knowledge, skills and behaviours developed throughout the programme, and particularly those developed in the workplace and contrasting learning settings. You will also capture and evidence your "Off the Job Learning". The 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. The Social Worker Degree Standard is an 'integrated' one, this means that the End Point Assessment (EPA) coincides with the Qualifying Assessment Board that will take place once the apprentice has

successfully completed all academic modules and has successfully met the requirements of 'gateway'.

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.

To pass the End Point Assessment you must demonstrate that:

- you have achieved a minimum level in English and Maths (maths only if required by your employer) this is no longer a 'rule' within the EPA
- 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 of your practice documenting this
- your practice has been directly observed on at least three occasions and that reports of Direct Observation are available
- PGDip route: obtained 120 academic credits of the course
- BA SWDA route: obtained 360 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:

Social worker (integrated degree) / Skills England

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. This off job learning needs to be documented in your online portfolio. When you are undertaking academic modules teaching, learning and study days count as Off the Job learning. Taught on campus days will constitute 6 hours of Off the Job learning. Structured Online Learning Days / Blended and study days will constitute 7 hours of Off the Job learning. We strongly recommend completing your off job learning entry at the end of each of these days.

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. <u>It does not include the time that is spent in a contrasting work setting</u>. 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.

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. Attendance will be monitored as this forms part of your Off the Job requirement.
Blended learning	Includes completion of workbooks and guided study materials and learning activities. Engagement will be monitored as Blended Learning forms part of your Off the Job requirement.
Module 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; 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	This is the final award board; all modules and practice must be completed and passed.

The apprenticeship model of teaching and learning.



Communities of Learning (CoL) How you learn via university.	• Classroom based teaching • Virtual Learning environment (Moodle) • E-learning • Reading/watching • Seminar sessions in university • Online forums • Module assessments • E-Assessor – knowledge, skills and behaviours through assignments
Communities of Practice (CoP). How you learn in the Workplace.	• Skills Coach / Mentor led groups in the workplace • Workplace mentor meetings • Tripartite meeting with Skills Coach and mentor (x 3 per year) • Work-based peer support groups • Digital Portfolio – knowledge, skills and behaviours in practice
Communities of Wellbeing (CoW). How you learn to support wellbeing and sustainability.	• Modelling approaches to wellbeing • Promotion of wellbeing in three-way meetings with skills coach and mentor • Wellbeing activities • Peer support (incl. virtual) • University pastoral help

Apprentices will be required to evidence the time spent on off-the-job training activities in their portfolio. We will allow time at the end of each day (as per university timetable) to do this. 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 Manchester Metropolitan University 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

Education for Sustainable Development

Social work is a value-based profession, focusing on social justice, critical thinking, collaboration, empowerment, and relationship-based practice among other principles. You will be encouraged to critically reflect on your actions to acknowledge current and future social, cultural, economic, and environmental impacts, and gain a deep understanding of these factors. You will be encouraged to navigate complex situations sustainably, exploring and engaging in socio-political processes to support sustainable development.

At the heart of social work is the promotion of human rights, social justice and sustainable development 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:

- Education for Sustainable Development is central to the course and to the profession.

- 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 an inclusive 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 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 England 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 apprentices are expected to familiarise themselves and adhere to the Professional Standards.

Social work 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.

We are required to share attendance data with your employer and to notify them should issues arise with your engagement and participation. If issues arise, we will arrange to meet with you and your employer with a view to agreeing a way forward.

Curriculum design

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

- Skills England - standards, knowledge, skills, behaviours.

- The SWE Education and Training Standards (2021) and the Social Work England Professional Standards and SWE KSBs 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.

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 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.

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).

Academic Staff	**Role**	**E-mail:**
Prof. Jenny Fisher	Head of Department SCSW.	J.Fisher@mmu.ac.uk

Andrea Collins	Principal Lecturer and Head of Social Work. Qualified Social Worker.	a.collins@mmu.ac.uk
Briony Spedding	Senior Lecturer, Apprentice Programme Lead. Qualified Social Worker.	b.spedding@mmu.ac.uk
Jo Barlow	Senior Lecturer, BA Skills Lead. Qualified Social Worker.	Jo.barlow@mmu.ac.uk
George Dake	Senior Lecturer, MA Programme Lead. Qualified Social Worker.	G.dake@mmu.ac.uk
Sarah Dennis	Lecturer, Qualified Social Worker.	S.Dennis@mmu.ac.uk
Anne Everett	Senior Lecturer, Department Education Lead.	a.everett@mmu.ac.uk
Debbie French	Lecturer. Qualified Social Worker, Admissions Lead.	D.French@mmu.ac.uk
Dr. Robert Hagan	Senior Lecturer, BA Admissions Lead, Qualified Social Worker.	R.Hagan@mmu.ac.uk
Katie Hill	Senior Lecturer, Step-up to Social Work Lead. Qualified Social Worker.	K.Hill@mmu.ac.uk
Chris King	Lecturer. Qualified Social Worker.	chris.king@mmu.ac.uk
Dr. Caroline Leah	Senior Lecturer. Research Lead. Qualified Social Worker.	c.leah@mmu.ac.uk
Lynda McDonald	Senior Lecturer. Qualified Social Worker.	l.mcdonald@mmu.ac.uk

Gareth Millar	Senior Lecturer. Qualified Social Worker.	G.Millar@mmu.ac.uk
Rich Moth	Senior Lecturer. Qualified Social Worker.	R.Moth@mmu.ac.uk
Dr Tara Peters	Senior Lecturer, Apprenticeship Co-Programme Lead, Senior Tutor. Qualified Social Worker.	T.Peter@mmu.ac.uk
Dr. Sarah Pollock	Senior Lecturer. Qualified Social Worker.	s.pollock@mmu.ac.uk
Michael Mcgrath-Brookes	Senior Lecturer	M.Mcgrath-Brookes@mmu.ac.uk
Dr. Rachel Roper	Senior Lecturer	R.Roper@mmu.ac.uk
Rachael Rooke	Senior Lecturer, BA SW Programme Lead. Qualified Social Worker.	R.Rooke@mmu.ac.uk
Margaret Struthers	Senior Lecturer, Simulation Lead. Qualified Social Worker.	m.struthers@mmu.ac.uk
Camilla Ventre	Senior Lecturer, Graduate Outcomes Lead, Qualified Social Worker	c.ventre@mmu.ac.uk

Skills Coaches

Julie Gardyne	j.gardyne@mmu.ac.uk
Gary Law, Senior Skills Coach	g.law@mmu.ac.uk
Glyn Slack	g.slack@mmu.ac.uk

Kate Savidge	k.savidge@mmu.ac.uk
Sarah Flint	s.flint@mmu.ac.uk

Programme Support Tutor & Department Disability Coordinator

Leena Parmar	Programme Support Tutor, SCSW Apprenticeships	l.parmar@mmu.ac.uk
Dr Lisa Appleyard-Keeling	Programme Support Tutor, SCSW Apprenticeships, Department Disability Coordinator	l.appleyard-keeling@mmu.ac.uk

The Apprenticeship Unit

The Apprenticeship Unit can be contacted on apprenticeships@mmu.ac.uk for general advice about apprenticeships.

PGDip Social Work Apprenticeship – Route Information

The route has four 30 credit modules; these will run alongside your practice.

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

Level	**Module Code**	**Module**	**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 must achieve 120 credits, pass the practice portfolio, log sufficient off job learning in order to progress through the 'gateway' in order to complete the End Point Assessment and achieve the Apprenticeship Award.

BA Social Worker Degree Apprenticeship – route information

The route has eight 30 credit modules across BA1 and BA2. In BA3 apprentices complete two 30 credit modules and one 60 credit module. These will run alongside your practice.

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

Level	Module Code	Module	Credit value
4	2G4Z0022	Social Work, Social Justice & Lived Experience	30 credits
4	2G4Z0024	Society, Welfare & Global Inequalities	30 credits
4	2G4Z0036	Social Work Practice Across the Life Course	30 credits
4	2G4Z0025	Ethical Practice for Professional Social Work	30 credits
5	2G5Z0052	Theory, Skills and Methods for Professional Social Work	30 credits
5	2G5Z0042	Aspire: Knowledge & Skills in Practice	30 credits
5	2G5Z00	Law, Rights & Safeguarding	30 credits
5	2G5Z0051	Contemporary Issues in Social Work Practice	30 credits
6	2G6Z0032	Applied Social Research & Evaluation for Practice	30 credits
6	2G6Z0033	Critical & International Perspectives	30 credits
6	2G6Z0041	Applying Law, Safeguarding & Interdisciplinary Practice	60 credits

Apprentices complete must achieve 360 credits, pass the practice portfolio, log sufficient off job learning in order to progress 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

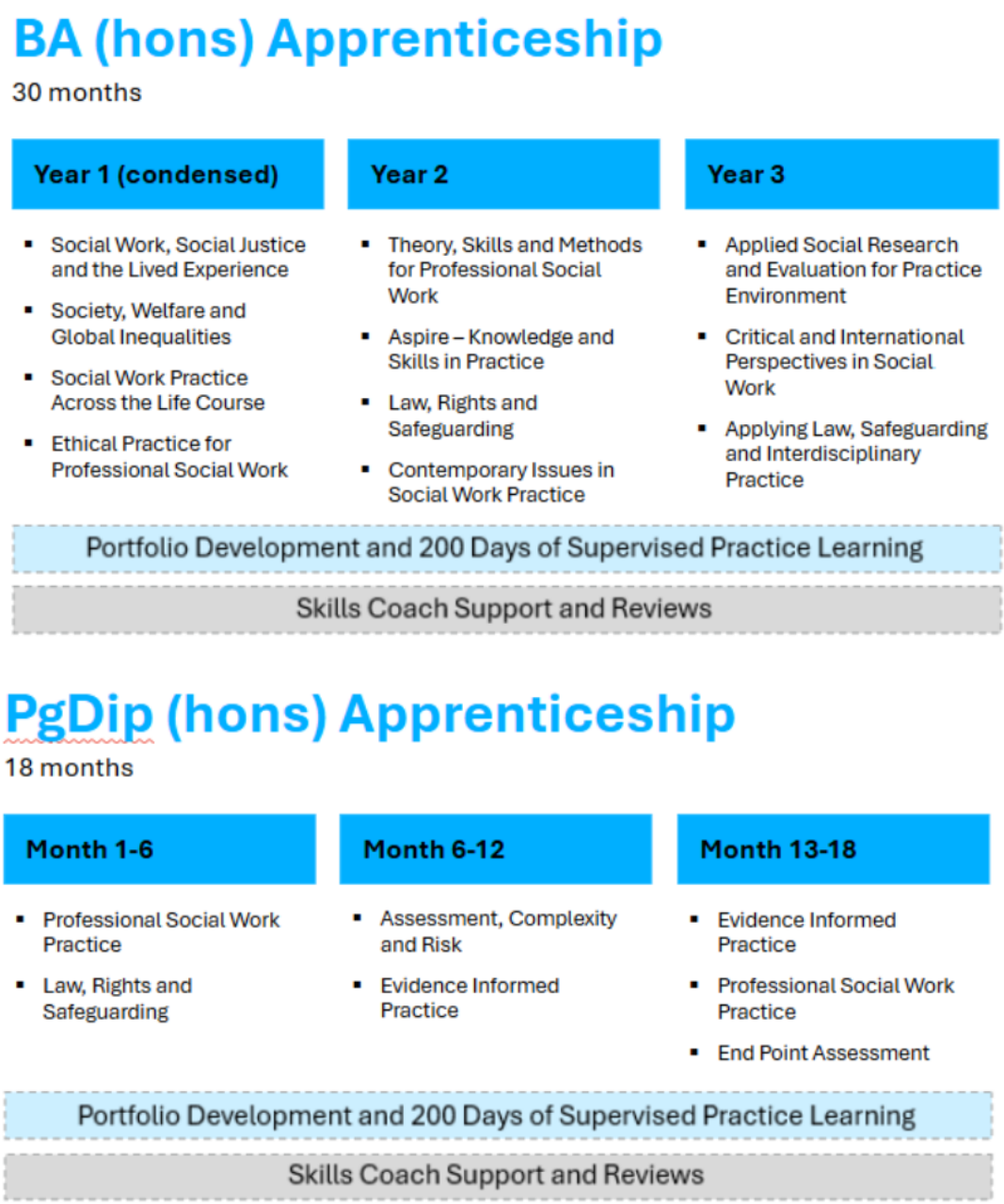
Work Force Development. Work based learning accounts for 80% of this route. It is requirement that apprentices are assessed as being ready to progress to the End Point Assessment

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. The majority of your learning will take place in the workplace. For those on the Pg Dip route there must be a minimum of 557 hours of Off the Job (OTJ) learning across the programme. For those on the BA Social Work route, there must be a minimum of 835 Off the Job (OTJ) hours across the programme. The programme and timetable have been designed to reflect this, with attendance at or participation in learning, taught, blended and study days counting towards this.

Course Structure

The course structure is as follows:



See the 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, this can also include 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 **f**rom 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 apprentice will have a named member of staff who will act as his/her skills coach. Skills coaches offer tutorial support. SCs offer individual support to learners and can support groups of apprentices in the same organisations.

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. Meetings take place approximately every three months.

In addition, an 'academic drop-in' system will operate in which module leads, and the teaching team 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

Assessment, feedback and assignment support

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

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

- Throughout the modules and on work-based learning, apprentices will receive support from an allocated SKILLS COACH and receive oral feedback on your progress from both tutors and peers. Within work-based learning placements apprentices will also receive feedback from line managers/mentors and service users/carers.

- Formative (i.e. informal) feedback will be provided by module leaders on the contributions and performance of apprentices 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 module 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 module lead from each taught module will provide an in-depth assignment briefing for each assignment during the teaching of that module. 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 module 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, as aforementioned module leads will provide an assignment briefing for each assignment during the teaching of that module.

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

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

As a reminder - the Programme Support Tutor for the for our two Social Work Apprenticeship Programmes are:

For the PGDip SWDA: Lisa Appleyard-Keeling. E-mail: **l.appleyard-keeling@mmu.ac.uk**

For the BA SWDA: Leena Parmar. E-mail: **l.parmar@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 Manchester Metropolitan University has been really beneficial to students wanting to increase and maximise their grades. You can find out about the writing project and other courses at https://www.mmu.ac.uk/student-life/course/study-skills/short-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/student-life/wellbeing/disability

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

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 university Policies, Regulations and Procedures for Learners. These can be accessed via the weblinks below:

Taught Postgraduate Assessment Regulations 2025/26 | Manchester Metropolitan University

Student life | Manchester Metropolitan University

Policies, regulations and legal notices | Manchester Metropolitan University

Student Case Management | Manchester Metropolitan University

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. Manchester Metropolitan University 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 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 Manchester Metropolitan University 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:

https://www.theunionmmu.org/

Student absence or illness/attendance

You are required to attend all teaching and undertake the blended learning sessions. In the case of absence, you must inform your employer and register your absence with the university.

If you miss a session, you can report your absence via the attendance tab in the MyMMU app.

If you are absent for a sustained period, please ensure that you communicate with the university and follow any guidance issued.

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:

Assessments and results | Manchester Metropolitan University

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 blended learning (SOLD's) and monitored throughout the year. This will be shared with your employer who will be informed if you are absent from a teaching session without notice. As you are attending university in work time you are responsible for notifying both the university and your employer if you are absent. **If you are absent from work for any reason, you should not attend university.** It is a requirement you meet your off the job hours details of which will be available in your training plan.

If attendance remains poor for an apprentice, 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 Manchester Metropolitan University website. this can be located at: https://www.mmu.ac.uk/student-life/course/assessments

You must look at the submission area for each module which will tell you the date and time of the submission 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 students are required to complete a consent form, relating to personal health and well-being at the point of enrolment and on re-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 Manchester Metropolitan University fitness to practice procedure.

Use of social networking sites

It is recognised that apprentices are likely to use social networking and blogging sites (such as Facebook; Snapchat; X (formerly 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, X, 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

Manchester Metropolitan university *Social Media Guidance* for students enrolled on professional, statutory, and regulatory body programmes. You can access it here: Social media guidance for students on professional, statutory and regulatory body programmes | Manchester Metropolitan University

Academic integrity and misconduct

The department take the issue of academic misconduct seriously. In some instances, this can raise questions about professional suitability.

Academic integrity and misconduct | Manchester Metropolitan University

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 Cite them Right Harvard referencing style.

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

Further details about academic integrity and misconduct can be found in your Assessment Handbook.

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: Assessments and results | Manchester Metropolitan University

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 university 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 modules offers assessment in relation to the specific module outcomes but also allows learners to compare across modules 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 undergraduate level assessments is 40% at PGDip this is 50%
- All learners must achieve a pass mark in order to progress.
- 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, issue arises that might affect their work as a social work student.

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 complete a Health Questionnaire. 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 using the Fitness to Practise Procedure. Students are expected to sign to say that have read and are willing to adhere to this policy each year.

Fitness to Practise Procedure | Manchester Metropolitan University