

## Programme Specification

A Programme Specification provides a concise summary of the main features of a programme and its intended learning outcomes. It is intended to be used by prospective students, current students, academic staff and potential employers.

<b>Programme Title:</b>	
<b>BSc (Hons) Social Work (Apprenticeship)</b>	
<b>Programme (AOS) Code(s):</b>	<b>BW1SWK2</b>
<b>UCAS Code:</b>	<b>N/A</b>
<b>Name of Final Award:</b>	<b>Bachelor of Science with Honours, BSc (Hons)</b>
<b>Level of Qualification:</b>	<b>Level 6</b>
<b>Regime of Delivery:</b>	<b>Work-Based Learning</b>
<b>Mode(s) of Delivery:</b>	<b>Part Time</b>
<b>Typical Length of Study (Years):</b>	<b>3 years</b>
<b>Professional Body Recognition / Accreditation (including specific requirements where applicable):</b>	<b>Health and Care Professions Council (HCPC)</b>

### Brief Description of the Programme

This award is for learners employed in a social work setting who wish to gain an honours degree in social work and thus be eligible to apply for registration with the social work regulator the Health and Care Professions Council (HCPC).

The course is aimed at candidates over 18-years of age who possess the correct balance of academic ability, analytical and practical skills, and relevant personal qualities such as maturity, resilience and empathy needed to be a professional social worker. Candidates will need to be in employment for a minimum of 30 hours per week.

Social work in the current context is a challenging yet rewarding profession which operates in an environment where professionals from a range of professions work together with some of the most vulnerable groups in society whether children and families, adults or vulnerable groups. Social workers aim to empower vulnerable people to not only meet their basic needs but to be able to participate fully in the community and society that they belong to.

Consequently, this programme is aimed at developing future social workers who have the knowledge, skills and values required to practice in a challenging environment. Learners will be helped to appreciate the complexity and uncertainty of the social work profession through classroom teaching for at least 20% of their time and through work based learning. The programme is therefore designed to provide a good theoretical basis and the skills and values required to practice social work. Learners are then required to demonstrate their knowledge, skills and values in their work place to help them be adequately prepared to enter the world of social work as fully qualified social workers.

The programme is delivered by academic staff all of whom have vast experience in social work practice, social work practitioners and service users, so learners have a well-rounded training.

The programme is designed to help learners develop both personally and professionally. The programme has been developed to meet the expectations of the profession via the Standards for Education and Training of the Health and Care Professions Council (HCPC), the QAA Benchmarking Statements for Social Work, the Professional Capabilities Framework, the Knowledge and Skills Statements and the apprenticeship Standards for Social Work.

### Distinguishing Features

- Reputation and quality. Our learners are highly respected within our local authority partners and several of our learners are employed by local authority partners where they have undertaken practice placements.
- A great environment for learning. Lecturers make excellent use of the Virtual Learning Environment to help learners in their learning outside of face to face classroom contact time.
- Teaching excellence. We have consistently achieved high scores for quality of teaching staff in the National Students Survey.
- Collaborative teaching from a variety of sources including academic staff, practitioners and service users.
- A personal tutoring policy that ensures every student has an allocated personal tutor to support them academically and pastorally.
- Locality. The university is easily accessible to learners in a range of local authorities and is well connected by road and rail.
- Service user involvement is highly emphasised on this course. We have a team of service users who collaborate with us in design, delivery and assessment activities. Service users are also a vital part of the selection processes.

### Programme Aims

1	Develop within learners a sound knowledge of contemporary social work practice in contrasting settings and the changing trends in current social work practice particularly within legislation and policy.
2	Enable learners to be critically self-aware reflexive practitioners, self-motivated learners interested in continual professional development by encouraging learners to be critically reflective and analytical thinkers who possess skill in collecting, analysing and integrating appropriate data, theory and research evidence into their practice.
3	Foster within learners a strengthened commitment to work anti-oppressively and with the inherent strengths of diverse individuals, families, groups and communities.
4	Develop learners who are confident when working in interdisciplinary, inter-professional and multi-agency contexts.
5	Develop confident and competent social work professionals who are committed to the values and principles of social work, and uphold the Health and Care Professions Council (HCPC) professional standards of conduct, performance and ethics.

### Programme Learning Outcomes

The Bucks Graduate Attributes focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens. The attributes are developed through the programme.

ID	Learning Outcome
	On successful completion of the programme a graduate will be able to:
	<b>Graduate Attribute: Knowledge and its application (K)</b>

K1	Demonstrate sound knowledge of the nature of social work practice across the range of settings with an ability to critically apply knowledge of the social sciences, law, research evidence and social work theory to practice.
K2	Understand social work services and its impact on service users. This includes the social processes that lead to marginalisation, isolation and exclusion.
K3	Understand service delivery within social work with an understanding of changing demography and including the historical, comparative and global perspectives.
K4	Critically discuss the ethical and legal issues that have implications for social work practice.
K5	Critically evaluate social work theory and creatively integrate knowledge and skills when working with complex cases.
<b>Graduate Attribute: Creativity (C)</b>	
C1	Use Communication and Information Technology (C & IT) and numerical skills effectively, including the use of C & IT for communication, information retrieval, searching and analysing data.
C2	Demonstrate problem solving skills which includes managing problem solving activities, gathering information, assessment, analysing and synthesis, intervention and evaluation, planning, decision making, meeting deadlines, monitoring and reviewing.
C3	Demonstrate and apply skills in research in terms of collecting, analysing, synthesising and interpreting relevant information.
C4	Intervene with individuals, families and communities to promote independence, provide support, and safeguard their health and wellbeing.
C5	Reflect on and review practice with a view to quality assuring it by using skills of reflection in action and reflection on action and to develop their learning from reflection on their knowledge, values and skills.
<b>Graduate Attribute: Social and ethical awareness and responsibility (S)</b>	
S1	Use critical reflection, analysis and evaluation to inform and provide a rationale for ethical decision making.
S2	Critically evaluate and apply social work ethical principles and values in practice.
S3	Practice within the legal and ethical boundaries of their profession through use of skills such as effective advocacy, negotiation and mediation.
S4	Articulate the impact of culture, equality and diversity on practice and be able to practise in an anti-discriminatory and anti-oppressive manner.
S5	Promote social justice, economic wellbeing and the Human Rights of service users and carers.
<b>Graduate Attribute: Leadership and self-development (L)</b>	
L1	Critically evaluate and apply skills in personal and professional development including reflection on behaviour, personal and professional boundaries, managing change, stress, conflict and challenge, and responsibility for continuous learning.
L2	Demonstrate communication skills which includes effective contact with individuals and organisations, negotiating boundaries, presenting accurate written and verbal communication across potential barriers to create effective partnerships with individuals, groups and organisations.

L3	Demonstrate an understanding of the significance of the concept of continuous professional development and an acceptance of the responsibility for their continuing development.
L4	Practice as an autonomous professional, exercising their own professional judgement by developing skills in supporting the development of others, time-management and prioritisation and demonstrate professional behaviour in regards to effective communication, time management and self-management skills.
L5	Operate competently within multi-agency and inter-professional settings.

## Programme Structure

Programmes are structured in stages. The number of stages will vary depending on the mode (e.g. full-time, part-time), duration and location of study which will be detailed in the Programme Handbook.

Modules are set at a specific academic level and listed as either core (compulsory) or optional. The level indicates the relative academic difficulty which will increase through the programme. Passing modules will reward you with academic credit. The amount of credits will depend on the complexity of the module and the level of effort required, which is measured in 'notional learning hours'.

Our [Academic Advice webpages](#) provide more information on the structure of taught awards offered by the University.

### Level Four

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
SW427	Introduction to Social Work	30	C	No
SW428	Social Work and Social Sciences	30	C	No
SW429	Law and Intervention: Safeguarding and Social Justice	30	C	No
SW430	Introduction to Skills and Work Based Learning	30	C	No

### Level Five

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
SW528	Working with Children, Adults and Families	30	C	No
SW529	Person Centred Social Work	15	C	No
SW530	Research Methods	15	C	No
SW531	Developing and Applying Knowledge and Skills in the Workplace	60	C	No

### Level Six

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
SW607	Collaborative Working and Organisational Change	30	C	No

SW608	Consolidating Learning in the workplace	30	C	No
SW609	End Point Assessment	60	C	No

## Learning and Teaching Activities

Please see the [Academic Advice pages](#) for a description of learning and teaching activities that are recognised by the University. Detailed information on this specific programme is outlined below:

During the off the job training periods, learners will be engaged in learning through lectures, seminars and guided independent study activities including reading specific journal articles/chapters from books to be able to engage better with learning in classroom sessions and in the work place.

Taught sessions will be used to maximise learners' prior experience and learning. A main theme of the teaching and learning is the integration of theory to practice. The teaching and learning strategies used to promote integrated learning are through a combination of lectures, presentations, discussions, experiential workshops and seminars which are all closely linked with the practice experience: A range of practice placements enable learners to demonstrate competence and capability to HCPC standards and British Association of Social Workers Professional Capabilities Framework.

The acquisition and development of the required knowledge and skills laid down by the Health and Care Professions Council (HCPC) will be combined with the ability to transfer these elements to new practice situations. The transferability of skills forms the underlying rationale in this generic programme. The overall assessment strategy has been designed to complement learning in practice with learning within the University. Thus, academic modules are fully integrated with practice learning to consolidate learning on placement.

Furthermore, the degree apprenticeship in Social Work programme is designed to be consistent with the values of the profession for which the learners are being prepared. This is achieved by independent learning and taking increasing responsibility for own learning which mirrors the progressive nature of the curriculum. Learners are encouraged to reflect and draw on their own experiences and to view tutors as facilitators to their learning which encourages learners to become active in their own learning.

Level 4 is an **introductory** year that focuses on introducing apprentices to social work, social work theory and legislation. Apprentices are also introduced to the social sciences relevant to social work – sociology, psychology and social policy.

Level 5 focuses on **developing** apprentices into the social work role by providing input to help work with service user groups – children and families, adults and mental health. Apprentices will also spend time reflecting on person centred social work. During this year apprentices will be required to engage in reflective practice within their work place.

Level 6 will allow apprentices to **consolidate** learning achieved in the first two years by being challenged to put into practice their learning in a contrasting work based setting. The focus will be engaging in meaningful inter professional collaborative practice.

### Practice Learning:

In Level 4, apprentices will be provided with shadowing opportunities within their work place supported by sessions to develop basic social work skills.

In Level 5, apprentices will reflect on their work within their primary work place and apply knowledge, skills and values within their primary work place,

In Level 6, apprentices will consolidate learning by spending 40/50 days in a setting that is different from their normal work place setting so they are challenged to work effectively in a different environment.

### Additional Course Costs

There are costs associated with all studies, additional to the tuition fee, which require consideration, when planning and budgeting for expenditure. Costs are indicative and for the total length of the course shown unless otherwise stated and will increase with inflation; depending on the programme they may include equipment, printing, project materials, study trips, placement activities, DBS and/or other security checks.

The library is well resourced with e-books and e journals required for the programme. Any book purchases are optional.

All teaching material is available via the Virtual Learning Environment – Blackboard. Printing of material is optional.

Student membership of the British Association of Social work is optional. (approx. £40)

### Contact Hours

1 unit of credit is the equivalent of 10 notional learning hours. Full time undergraduate students study 120 credits (1200 hours) and full-time postgraduate students study 180 credits (1800 hours) per year or 'stage' of the course.

Course Stage	*Scheduled Activities (Hours)	*Guided Independent Study (Hours)	Placement / Study Abroad / Work Based Learning (Hours)
Year One	124	198	878
Year Two	128	194	878
Year Three	93.5	252.5	854

\*The Scheduled Learning and Teaching Activities and Guided Independent Study equate to 322 hours in a year which is 27% off the job training in each Year of training.

### Assessment Methods

The [Assessment and Examination webpages](#) provide further information on how assignments are marked and moderated, including a description of assessment activities. These also include further information about how feedback on assessed work is provided to students, including our commitment to ensure this is provided to students within 15 working days (the 'three-week turnaround').

The following assessment activities are used on this programme:

- Exam
- Essays
- Case studies
- Portfolios
- Presentations

Assessment of all modules is via assignments that test whether the learning outcomes have been met. These ensure that the theoretical concepts are understood and can be related to practice. A variety of strategies are employed to test learning including portfolio, essay, presentation and an exam. Learners will be required to research and evidence topics before applying it to practice. Skills modules learning and teaching will occur throughout the course in the dedicated skills development sessions and also whilst on placement. This is supported by presentations, courtroom skills, and simulations where service users and carers work with us to design and present realistic practice scenarios and the development of practice learning portfolios. There are a number of formative assessment opportunities for learners to receive feed-back on their development before submitting summative work.

The End Point Assessment (EPA) cannot be accessed until all other modules have been successfully completed and the learner has achieved 300 credits. A decision to allow a learner to undertake the end point assessment will be taken jointly by the learner's employer and the university. The assessment design in all modules undertaken in the course of the apprenticeship prepare learners to undertake the end point assessment.

Prior to taking the EPA the apprentice must meet the following criteria:

- achieved a minimum level 2 English and Maths as per the standard and general apprenticeship requirements
- be able to communicate at Level 7 of the International English Language Testing System (with no element below 6.5)
- successfully completed assessed work experience in at least two contrasting settings, one with a focus on statutory work
- obtained 300 academic credits of the BSc (Hons) Social Work degree, 120 at level 4, 120 at level 5 and 60 at level 6 with a provisional grade.

## Classification

**Calculation of final award:**

**Level 5 = 33%**

**Level 6 = 67%**

For full details of assessment regulations for all taught programmes please refer to our [Results webpages](#). These include the criteria for degree classification.

## Admissions Requirements

Please see the [Application webpages](#) for more information on how to apply, including a statement on how we support students from a variety of backgrounds. Please also see our [general entry requirements](#) for taught programmes. Applicants who do not meet our published entry requirements are encouraged to contact our admissions team for further advice and guidance.



## Typical applicant profile and any programme-specific entry requirements

There is no formal academic requirement at the start of the degree apprenticeship but learners are encouraged to have English and Maths Level 2 prior to starting the degree apprenticeship. Those candidates who do not have English and Maths Level 2 will be required to achieve this prior to undertaking the end-point assessment.

In addition, candidates will need to have cleared the employers selection process which will usually be undertaken jointly with the university and will include appropriate criminal conviction and occupational health checks.

### Rehabilitation of Offenders Act 1974 (Exemption Orders 1975)

As these training posts involve or may involve direct contact with people receiving health care they are exempt from the provision of the above Act and applicants are required to give details of all previous convictions, all cautions, warnings, binding-overs, or detentions by police, including any spent convictions. Failure to disclose is a serious breach of entry requirements.

Progression prior to any year of study will be subject to a self declaration form being completed by the apprentice relating to the above statement

**Do applicants required a Disclosure and Barring Service (DBS) Check?**

Yes

## Opportunities for students on successful completion of the programme

When a learner completes this award they will receive a professional qualification which will make them eligible to apply for registration with the Health and Care Professions Council to become a qualified social worker in the UK. This award will equip learners with the necessary skills, knowledge and aptitudes that employer's value such as team working skills, high level communication skills, problem-solving skills as well as analytic and evaluative skills. The expertise of the staff group together with services users, carers and employers combine to produce independent critical thinkers skilled in working with some of the most vulnerable people in society. The qualification is also recognised in many other countries and thus can lead to employment internationally.

## Recognition of Prior Learning

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules. Please refer to our [Credit Accumulation webpages](#) for further guidance.

## Apprentice Support

During the course of their studies, students will be supported in the following ways:

- At the start of their studies all students will receive a full **induction** to the programme which will include introduction to the staff responsible for delivering the course, and access to library and IT facilities
- The **Programme Handbook** will outline the exact nature of the course and how it is structured, including the availability of option modules



- Each student will be allocated a **Personal Tutor** who will support their academic development, be able to advise and guide them with their studies and, where necessary, give advice on study options
- Students will be able to access our full range of **support services**, including the Learning Development Unit for skills and study support, the Library, the Careers and Employability Team, and Counselling Services
- The Apprentice will receive support on a regular basis from a University based **link lecturer**.
- Through Work-based Learning the Apprentice will have a **Mentor** who has the appropriate advanced and autonomous skills and knowledge, to support the Apprentice's developmental progress related to a higher level of learning and development. Assigned Mentors will need to be cognisant with the aims and learning outcomes of the Apprenticeship Standard relevant to the Social Work programme, as well as the competency requirements of the HCPC, the Professional Capabilities Framework and the Knowledge and Skills statements.

## Appendices

### Quality Assurance

<b>Awarding Body:</b>	Buckinghamshire New University
<b>Language of Study:</b>	English
<b>QAA Subject Benchmark Statement(s):</b>	Social Work (October 2016) Social Worker apprenticeship standard (ST0510)
<b>Assessment Regulations:</b>	<i>Academic Assessment Regulations</i> , accessible via the Academic Advice webpages ( <a href="https://bucks.ac.uk/students/academicadvice">https://bucks.ac.uk/students/academicadvice</a> )
<b>Does the Fitness to Practise procedure apply to this programme?</b>	Yes
<b>Ethics Sub-committee</b>	Social Work
<b>Date Published / Updated:</b>	September 2019
<b>Date programme re-approval required:</b>	2024-25

### Other awards available on programme (Exit Qualifications)

Please refer to the *Academic Qualifications Framework* for Exit Qualifications recognised by the University and credit and module requirements.

Students awarded an exit qualification will not be eligible to apply for Health and Care Professions Council (HCPC) registration. This will also constitute non-completion of the apprenticeship.

<b>Name of Exit Qualification:</b>	<b>Certificate of Higher Education (CertHE)</b>
<b>Full name of Qualification and Award Title:</b>	<i>Certificate of Higher Education in Social Studies</i>
<b>Credits requirements:</b>	120 Credits
<b>Module requirements:</b>	ALL 120 Credits at Level 4
<b>Learning Outcome</b>	
Explain the ethical and value base of social work and be able to apply ethical principles in practice	
Demonstrate effective communication skills for social work practice	
Demonstrate professional behaviour in regard to effective communication, time management and self- management skills	
Discuss the importance of sociology, psychology and social policy on professional social work as an eclectic and generic field of study	

<b>Name of Exit Qualification:</b>	<b>Diploma of Higher Education (DipHE)</b>
<b>Full name of Qualification and Award Title:</b>	<i>Diploma of Higher Education in Social Studies</i>
<b>Credits requirements:</b>	240 Credits

<b>Module requirements:</b>	<b>ALL 120 Credits at Level 4 ALL 120 Credits at Level 5</b>
<b>Learning Outcome</b>	
Analyse different service user groups and the social processes that lead to marginalisation, isolation and exclusion and promote social justice, economic well-being and the human rights of individuals.	
Work effectively with others through collaboration with service users and organisations within a practice learning setting	
Undertake evidence based research and apply this to the quality assurance of the social work profession	
Analyse legal and policy frameworks and theoretical models and apply social work law to practice.	

<b>Name of Exit Qualification:</b>	<b>Ordinary Degree</b>
<b>Full name of Qualification and Award Title:</b>	<b>Bachelor of Science in Social Studies</b>
<b>Credits requirements:</b>	<b>300 Credits</b>
<b>Module requirements:</b>	<b>ALL 120 Credits at Level 4 ALL 120 Credits at Level 5 PLUS 60 credits at Level 6 excluding the EPA</b>
<b>Learning Outcome</b>	
Critically evaluate social work theory and the application in practice within changing economic, demographic and organisational perspectives.	
Critically assess and apply skills in personal and professional development through academic and practice based learning and take responsibility for continuous learning	
Intervene with individuals, families and organisations to promote independence and safeguard health and well-being in a practice based setting	
Critically evaluate inter-professional practice and an understanding of codes of professional conduct and practice within a culture of collaborative, multi-disciplinary working	

## Degree Apprenticeships

*Note: in this document the terms 'apprentice' and 'student' are used interchangeably.*

<b>Apprenticeship Standard:</b>	<b>Social Worker (degree) ST0510</b>
<b>End Point Assessment (EPA):</b>	<b>Integrated EPA: Integrated into the design and assessment of this Degree Apprenticeship</b>

Degree Apprenticeships combine university study and work-based learning to enable apprentices to gain a full master's or bachelor's degree qualification. This provision of an academic degree is integrated with experience, practice and learning in the workplace. An apprentice has paid employment status and does not pay any training costs or student fees. Degree Apprenticeships are co-designed by employers ensuring that apprentices are equipped with the skills employers need and for their own future career.

### The Standard and End Point Assessment Plan (EPA) – Integrated

As well as containing on programme training and assessment, all apprenticeship standards must contain an end-point assessment (EPA).

Apprentices must undertake an end-point assessment, which is a synoptic assessment of the knowledge, skills and behaviours that have been learnt throughout the apprenticeship. For integrated EPAs the training provider must be on the Register of End Point Assessment Organisations (RoEPAO) and approved to undertake the EPA. The purpose of the assessment is to make sure the apprentice meets the standard set by employers and is fully competent in the occupation. It is taken by apprentices at the very end of the on-programme phase of training when their employer (and in some cases their training provider) is satisfied that they have met the "gateway" criteria to undertake the assessment. Integrated end-point-assessments are graded and the academic qualification and apprenticeship certificate is only awarded after end-point assessment is successfully completed.

An integrated end-point assessment must be administered by an independent assessor supplied by an appropriate organisation on the Register of End Point Assessment Organisations (RoEPAO) and must not have been involved in on-programme delivery of the apprenticeship.

### Admission requirements

Under UK Government rules, Degree Apprentices must be employed for a minimum of 30 hours per week and must have the right to live and work in the UK (applies only in England). A Degree Apprentice cannot be self-employed. The employer must enter into an Apprenticeship Agreement with the student.

All candidates must be employed in a role related to the subject matter of the Degree Apprenticeship and be sponsored by their employer. Applications can only be made through the sponsoring employer. The University will consider all such applications and will have the final decision whether to accept the candidate for entry to the programme.