

MANCHESTER METROPOLITAN UNIVERSITY
FACULTY OF HEALTH, PSYCHOLOGY AND SOCIAL CARE

Department of Social Care and Social Work

BA (Hons) Social Worker Degree Apprenticeship Handbook

2020 - 2021

Integrated degree level Apprenticeship

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This handbook describes the course for which you are in the process of registering. It describes the teaching, examination, assessment and other educational services offered by the University.

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

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

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Welcome

'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 of BA (Hons) Social Work at Manchester Metropolitan University (ManMet).

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

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

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

We hope that you will find your studies to be thought-provoking and enjoyable. The Social Work Programme hosts a number of ways to study (known as Routes) qualifying social work: the MA Social Work and the BA (Hons) Social Work. The **integrated degree level Apprenticeship** route is a new and innovative way to deliver social work education. 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 BA (Hons) Social Work.

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 ManMet website and the handbook will guide you to the relevant web-links. As you start your journey, you will become familiar with *Moodle*, the university's virtual learning platform. This provides on-going teaching and learning materials for each taught unit, along with assessment details and up-to date announcements as and when relevant to you throughout your time with us at ManMet.

About the Apprenticeship

Apprentices - employees or students?

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

Support

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

Line managers are responsible for supervising and managing your day-to-day work and may also appraise the development of your knowledge, skills and behaviours against the apprenticeship standards. (However, if your line manager is not a qualified social worker, you will need to be assessed against the apprenticeship standards by a qualified and experienced social worker. This could be somebody else within the agency, such as an experienced social worker, a practice educator or consultant or a workforce development colleague).

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

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

Your mentor will not observe or advise you on specific actions in your daily work unless they are also your line manager. Your mentor will have tripartite meetings with you and your Enhanced Skills Coach (ESC) x 3 times per year.

Enhanced Skills Coach (ESC) You will be allocated a named member of academic staff as your personal ESC; you will meet with your ESC at least three times a year. Your ESC will be a crucial source of support during your studies 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, via individual and group tutorials. 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

Most of the academic units have a variety of assessment methods, from which learners can select, which means that learners can work to their strengths. Assessments for each academic unit within the degree are designed to enable learners to apply the academic theory to their own organisation and role, and assessment types include group/individual presentations, digital stories, essays, case studies, reflective case recordings and reports. However, in order to ensure that all learners have an opportunity to prepare for the End Point Assessment, one assessment at each level must be a formal written assignment and one an individual presentation. Law, Rights and Safeguarding, is assessed via an examination where learners can take in prepared notes. This assessment again is preparation for the End Point Assessment. In Applied Social Research and Evaluation for Practice learners are encouraged to link this to their social work practice and its application in their organisation.

Professional Development Portfolio on E-Assessor

Apprentices will develop and maintain a digital portfolio on E-Assessor, throughout the programme capturing the knowledge, skills and behaviours developed throughout the programme, and in particular those developed in the workplace and contrasting learning settings. The 'E-Assessor' digital portfolio allows learners to demonstrate their development against the apprenticeship standards, through high quality evidence from the workplace and academic assessments.

End Point Assessment

Integrated into the degree, the End Point Assessment (EPA) forms the 60 credits of Applying Law, Safeguarding and Inter -Disciplinary Practice (apprenticeship), and is taken in the last six months of the apprenticeship. Apprentices cannot complete the social work degree without passing the EPA.

It is important to note that the apprentice's employer decides that the apprentice is eligible to enter EPA. They may take advice from the learning provider.

Prior to taking the EPA you must:

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

Someone who has not been involved in the delivery or assessment of the apprenticeship programme at MMU will be the lead End Point Assessor. The EPA consists of four distinct assessment methods grouped within two strands:

Strand 1: Case Study; the assessment will consist of:

- A written critical case study of a practice case
- A presentation to a panel including a representative from the employing agency, experts by experience and the Lead End Point Assessor.

Strand 2: Scenario Exercise.

Under examination conditions (three hours), apprentices view a visual (eg video or live role play) scenario. The assessment will consist of:

- an initial analysis, response to two questions and writing of a case record
- a 20-30 minute discussion of the scenario exercise with representatives from the University, employer and experts by experience, chaired by the Lead End Point Assessor.

On successful completion of the End Point Assessment, apprentices are awarded the BA (Hons) Social Work and are eligible to apply for professional registration.

Further details of the Assessment Plan are available at:

https://www.instituteforapprenticeships.org/media/2491/sto510_socialworker_level-6_epa-v1-for-publication-281118.pdf

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

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

Off-The-Job Training / Dedicated Learning Time

An important part of any apprenticeship is being given sufficient time to learn new knowledge and skills, and develop new behaviours. The Education and Skills Funding Agency (ESFA) decided that this should constitute no less than 20% of an apprentice's contractual hours over the duration of the apprenticeship programme.

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, but as a general guide we have calculated the 20% as follows:

Notes (based on apprentice working 7.5 hrs/day over 5 days)	Hours	Days
Average contracted weekly working hours (7.5 hours per day)	37.5	5
Average contracted annual hours (37.5 x 46.4 weeks)	1740	232
OTJ entitlement per year (20% of contracted hours)	348	46

* The 20% allocation does not include additional time which may be required for functional skills or on-programme resits.

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 20 per cent includes some 'protected' study time, particularly when approaching assessment deadlines, and time spent on the other eligible work-based activities. We often find that employers are surprised at how quickly these activities add up. It does not include the time that is spent in a contrasting work setting.

For most 30 credit Units there will be 11 days OTJ learning (82.5 hours). These will be broken down in different ways, according to teaching and assessment methods but are likely to include the following activities:

Learning Activity	Notes and suggested activities
Classroom learning	Includes structured learning in the classroom through attendance at the University; attending University for formal lectures and tutorials; attending skills development workshops;
Virtual learning	Includes completion of online work books and guided study materials
Unit assessments	Completion of assignments as part of the apprenticeship programme
University / Employer Supported Workplace Skills & Behaviours development	Includes Community of Practice groups; undertaking reading; developing evidence; receiving coaching and mentoring; '3 way' review meetings (with tutor, manager/mentor); undertaking reflective practice; gathering peer feedback; evidence gathering, preparation and updating the e-portfolio; attending relevant on-site or off-site training courses; attending webinars; attending skills development workshops; apprenticeship ambassador activities (attending careers fairs, participating in national competitions and community events etc)
End Point Assessment Preparation and submission	Includes preparation for and undertaking of critical case study, scenario exercise and professional discussion. It may also include receiving tutorial support and mentoring; meeting with other apprentices; developing presentation skills

The apprenticeship model of teaching and learning



Communities of Learning (CoL) How you learn via University	<ul style="list-style-type: none"> • Classroom based teaching • Virtual Learning environment (moodle) • E-learning • Reading/watching • Seminar sessions in University • Online forums • Unit assessments • E-Assessor – knowledge, skills and behaviours through assignments
Communities of Practice (CoP) How you learn in the Workplace	<ul style="list-style-type: none"> • ESC/Mentor led groups in the workplace • Workplace mentor meetings • Tripartite meeting with ESC and WB mentor (x 3 per year) • Work-based peer support groups • E-Assessor – knowledge, skills and behaviours in practice
Communities of Wellbeing (CoW) How you learn to support wellbeing and sustainability	<ul style="list-style-type: none"> • Modelling approaches to wellbeing • 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. 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.

About the Social Work at ManMet

Programme philosophy and principles

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

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

- Ensure service users and their families are at the heart of what we do
- Promote human rights, social justice and the protection of individuals, families and communities
- Work in partnership with stakeholders to design and delivery social work education
- Recognise and build on the strengths of individuals, families and communities.
- Promote collaborative and respectful relationships for the advancement of people's wellbeing and protection.
- Provide inclusive and effective leaning and teaching pathways to promote a positive student learning experience
- Develop intelligent social work practitioners who are creative, innovative, critically reflective and curious
- Promote integration between research, theory and practice.
- Promote and develop lifelong relationships with all stakeholders – service users, carers, employers and practitioners.
- Integrate national and international perspectives of social work for students, staff, teaching, research and enterprise
- Remember who we are, why we are here and what we do well

The learning environment

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

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

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

We recognise the importance of taking proactive steps in order to create a safe and positive learning environment for all learners. To this end, we spend time supporting the development of group-work, ground rules and challenging both direct and indirect discrimination. We firmly believe that creating an environment based on mutual respect will enable you to learn most effectively and prepare you for working as professional social worker. An understanding of the Codes of Conduct, Performance and Ethics 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. 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.

Student Conduct

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

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

<https://www.socialworkengland.org.uk/education-training/students-and-graduates/>

Student Engagement

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

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

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

Curriculum design

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

- The Institute for Apprenticeship standards, behaviours, requirements, knowledge and skills.
- The SWE Education and Training Standards (2019/2020) 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 (2019/2020), Assessment of Social Work Students Guidance (2019) and Practice Placements Guidance (2020), 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 SWE.
- The College of Social Work (TCSW) Professional Capabilities Framework (PCF) for Social Workers (2012) (now held with BASW) and TCSW Curriculum Guides have been utilised in the design and delivery of all our social work programmes.
- The curriculum is also informed and mapped against (where appropriate) The Knowledge and Skills Statement for Child and Family Social Work and the Knowledge and Skills Statement for Social Workers in Adult Services (KSS).

To note: On going social work reforms and reconfiguration of its national professional and regulatory bodies will be monitored and changes integrated into programmes as these arise.

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:

<http://www2.mmu.ac.uk/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 the staff team are research active, 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 them to request an appointment.

Academic Staff	Role	Telephone: 0161 247...	E-mail:
Dr Jenny Fisher	Head of Department	2225	j.fisher@mmu.ac.uk
Andrea Collins	Head of Social Work	2534	a.collins@mmu.ac.uk
Pauline Black	Senior Lecturer, Apprenticeship Programme Lead & Cohort 1 Lead	2048	p.black@mmu.ac.uk
Dr Dan Allen	Deputy Head of Department	2407	Dan.allen@mmu.ac.uk
Claire Bellamy	Senior Lecturer	2140	c.bellamy@mmu.ac.uk
Pete Cooling	Senior Lecturer, MA Programme Lead	2564	p.cooling@mmu.ac.uk
George Dake	Lecturer, Route Lead Cohort 2	2493	g.dake@mmu.ac.uk
Ffion Evans	Senior Lecturer, Department Education Lead	2109	Ffion.evans@mmu.ac.uk
Anne Everett	E-learning Developer		a.everett@mmu.ac.uk
Dr Robert Hagan	Senior Lecturer		r.hagan@mmu.ac.uk
Cathie Jasper	SUSW Lead	2143	c.jasper@mmu.ac.uk
Dr Caroline Leah	BA Programme Lead		c.leah@mmu.ac.uk
Dr Helen Mayall	Unit Lead	2111	h.mayall@mmu.ac.uk
Lynda McDonald	SUSW Lead and Practice Learning Lead	2163	l.mcdonald@mmu.ac.uk
Dr Ken McLaughlin	MA1 and 2 Route Lead	2109	k.mclaughlin@mmu.ac.uk
Professor Hugh McLaughlin	Professor of Social Work	2050	h.mclaughlin@mmu.ac.uk
Gareth Millar	SUSW Lead, Nottingham First Lead	2371	G.Millar@mmu.ac.uk
Dr Sarah Pollock	MA Admissions Lead	2107	s.pollock@mmu.ac.uk
Dr Ann Potter	CPD Lead	2101	a.potter@mmu.ac.uk
Rachael Rooke			r.rooke@mmu.ac.uk
Margaret Struthers	Social Care Route Lead	2112	m.struthers@mmu.ac.uk

Dr Debbie Thackray	BA2 Route Lead	2700	d.thackray@mmu.ac.uk
Alex Withers	Lecturer		a.withers@mmu.ac.uk
Dr Chris Yianni	Senior Lecturer, Route Lead Cohort 3/4	2353	c.yianni@mmu.ac.uk
Jo Barlow Carolyn Deacon Catherine Davis	Teaching consultants		j.barlow@mmu.ac.uk c.deacon@mmu.ac.uk c.davis2@mmu.ac.uk

Enhanced Skills Coaches

Derek Barron		d.barron@mmu.ac.uk
Jason Bowden-King		j.bowden-king@mmu.ac.uk
Sonia D'Andreta		Sonia.dandreta@mmu.ac.uk

The Apprenticeship Unit

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

BA (Hons) Social Worker Degree Apprenticeship – route information

The Social Worker Degree Apprenticeship includes the same taught units as the full time, university based BA (undergraduate) programme up.

The three years of the BA Social Work degree are categorised by Levels. These are:

Year 1 = Level 4

Year 2 = Level 5

Year 3 = Level 6

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

BA (Hons) Social Work Units

Level	Unit Code	Unit	Credit value
4	2G4Z0022	Social Work, Social Justice and Lived Experiences	30 credits
4	2G4Z0023	Strengthening Relationships and Wellbeing	30 credits
4	2G4Z0024	Society, Welfare and Global Inequalities	30 credits
4	2G4Z0025	Ethical Practice for Professional Social Work	30 credits
5	2G5Z0034	Law, Rights and Safeguarding	30 credits
5	2G5Z0035	ASPIRE 1: Knowledge and Skills in Practice	30 credits
5	2G5Z0036	Journeys Through the Life Course	30 credits
5	2G5Z0037	Critical Theory for Social Work Practice	15 credits
5	2G5Z0038	Applied Skills and Methods for Social Work Practice	15 credits
6	2G6Z0032	Applied Social Research and Evaluation for Practice	30 credits
6	2G6Z0033	Critical and International Perspectives in Social Work	30 credits
6	2G9Z0004	Applying Law, Safeguarding and Interdisciplinary Practice (incorporating the End Point Assessment)	60 credits

In order to achieve an honours degree, students are required to complete 360 academic credits which they gain through successful completion and assessment of academic units. Apprentices complete 300 credits in the first 2 years of study and then, so long as it is agreed by their line manager and mentor (based on their performance in the workplace) progress to the End Point Assessment (EPA) stage where they gain the final 60 academic credits.

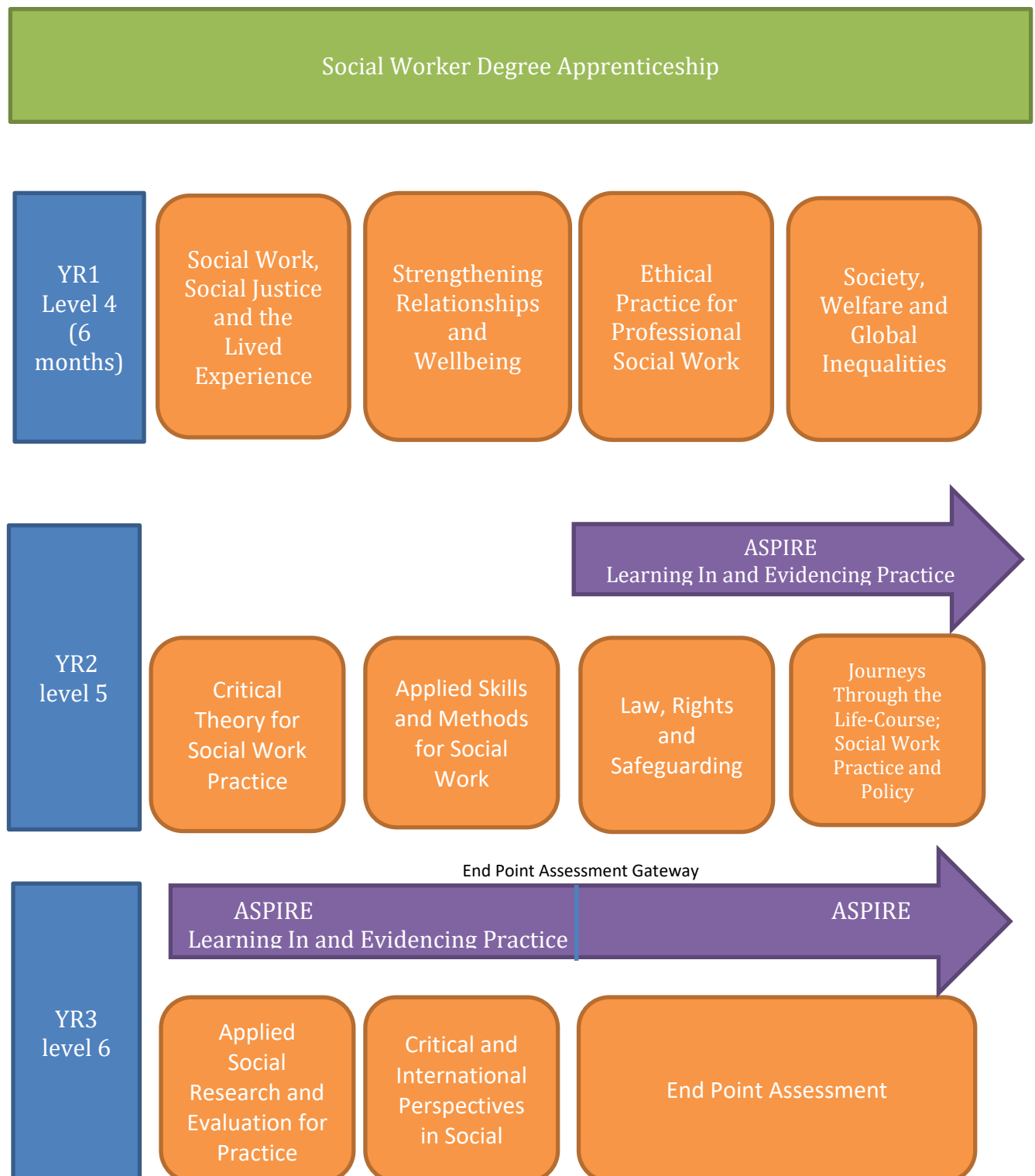
Work Based Learning & Assessment of Practice

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

It is a requirement of social worker apprentices that they are assessed in practice and both their line manager/mentor and Enhanced Skills Coach will contribute to the evaluation. Employers will have their own requirements as to what work the student 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. Apprentices must be observed in practice (direct observation) and have approval from their employer to progress through the End Point Assessment. Full details of the End Point Assessment can be found in the programme area in Moodle.

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

The course structure is as follows:



See timetable and assessment handbook for further details. **We strongly advise that you DO NOT book holidays when face to face sessions are set 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

Programme committee

The Programme Committee is responsible for the day to day running of programmes and for policy development relating to future programme content and structures. It typically meets twice each year and is normally chaired by the Head of Social Work. The Programme Committee is responsible for:

- Maintaining and enhancing academic standards
- Monitoring and evaluating the programme and in particular evaluating its operation, delivery and standard, its teaching methods, its curriculum, aims and course members' needs.
- Agreeing recommendations for changes
- Agreeing criteria for the admission of course members
- Appointing internal and external examiners
- Advising the Head of Department and Dean through the Programme and Route Leads on the resources needed to support delivery of the programme
- Ensuring conformity to the relevant Faculty and university research ethics guidelines

Learner representation

The inclusion of learners both in the Programme Committee 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 Route Lead. The Route 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 Programme Committee. Learner's may also request time from teaching staff to meet with their learner cohort at the end of teaching sessions to discuss issues as a group in private or to feedback from Programme Committee or meetings with the Route Leads. As you are enrolling on the **integrated 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

Student support

Enhanced Skills Coach (ESC) (Employer Liaison Meetings/Communities of Practice group tutorials)

Each student will be linked to a member of staff who will act as his/her ESC for the duration of their studies. ESC's offer tutorial support for students. Tutorial slots will be integrated in to the timetable to ensure that learners can access tutorial support. ESCs offer academic and pastoral support and can support groups of students in the same organisations through Community of Practice Group Tutorials

Employer Liaison Tutorial

These are tripartite tutorials where the apprentice, their workplace mentor and the ESC, meet together to agree learning and review progress against the apprenticeship standards. Normally in a full academic year (12 month) these will take place x 3.

Please note: For the condensed first year there will be x 2 meetings in the work place, where tutors will offer allocated time slots for the apprentice to book into.

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

The ESC , along with the apprentices work-based mentor, will also support learners to complete the Professional Development Portfolio on E-Assessor, which is required across all levels. The ESC 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 ESC 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 counselling services offered by Student Services who can deal with a range of matters. Learners can refer themselves to this service. Staff will only make a suggestion to the student to contact Counselling Services 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:

<http://www.mmu.ac.uk/academic/studserv/counselling/>

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

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

Feedback and assignment support

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

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

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

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

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

Additional support and study skills

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

A Student Support Officer is based in each Faculty and is available throughout the year to provide advice and guidance on any aspect of University life, including:

- Managing your time
- Presentation skills
- Essay writing
- Exam tips
- Dealing with stress
- Getting the best from your course
- And anything else you would like to talk about

Student Support Officers can also signpost learners (and staff) to other relevant sources of information and advice around their campus and the city.

The Student Support Officer for the apprenticeship is Alice Schofield and her contact details are:

Tel: 0161 247 3627 E-mail: ASchofield@mmu.ac.uk

In addition, a Student Support Officers offer a 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/teaching-and-learning/study-skills/>

The Writing Project

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

Disability service

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

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

General information for learners

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

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

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

Regulations, policies and procedures for learners

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

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

This can be accessed via the weblinks below:

<https://www.mmu.ac.uk/academic/casqe/regulations/assessment/docs/ug-regs.pdf>
<https://mmuintranet.mmu.ac.uk/>

Student complaints procedure

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

Most difficulties and complaints can be resolved informally and this can often be best achieved in the first instance by discussing the matter with your tutor, in particular if you do not feel that you are not being supported by your manager/mentor and/or if you have concerns about meeting the 20% off job requirements. Depending on the matter, your tutor may offer advice about how to resolve the matter or pursue it on your behalf. Depending on the matter, the tutor may need to refer you to your Route 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 Learners' Union before you do so. The Formal Complaint Procedure can be found using this link.

<https://www2.mmu.ac.uk/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:

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

The Student Union

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

<http://www.mmunion.co.uk>

Student absence or illness/attendance

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

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

<https://www2.mmu.ac.uk/student-case-management/guidance-for-students/exceptional-factors/>

Attendance monitoring

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

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

If attendance remains poor for a student, the year leader will refer this to the Head of Social Work who may address this as a Suitability issue.

Submission of work

Guidance on submission of academic work can be found at the Coursework submission page on the MMU website. this can be located at: <http://coursework.mmu.ac.uk/>

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

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

Change of name or address

You must notify the University if you change name or address. A standard form is available for this purpose. This is particularly important in relation to correspondence from the University, exam results and to ensure your correct name appears on summary of studies, award certificates etc. Changes to your name and/or address must be made online.

Data protection

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

Consent form

All student are required to complete a consent form, relating to personal health and well-being at the point of enrolment. This is a SWE requirement and relates to learners consenting to engaging in practice skills as part of their course of study and sign to say that they are aware of MMU professional unsuitability procedures. <https://www.mmu.ac.uk/academic/casqe/regulations/assessment/docs/Professional-Suitability.pdf>

Use of social networking sites

It is recognised that students are likely to use social networking and blogging sites (such as Facebook/Snapchat/Twitter/ Community Care/Whatsapp/Intagram/SWAY/Wordpress etc...). As part of your to share their experiences of their course of study.

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.

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 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.

Plagiarism and referencing

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

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

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

Assessment regulations

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

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 ManMet's Assessment Regulations can be found at:

<https://www.mmu.ac.uk/academic/casqe/regulations/assessment/docs/ug-regs.pdf>

General information on regulations

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

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

Academic assessment

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

- A range of assessment methods will be employed. However, there will be a presumption of continuous assessment with assessment tasks spread throughout the academic year.
- Assessments may be both formative and summative
- The pass mark for all undergraduate level assessments is 40%
- All learners must achieve a pass mark in order to progress.
- At least one External Examiner shall be appointed.

Professional suitability

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

- demonstrate evidence that they are suitable to practice;
- meet the SWE 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 student social worker.

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

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

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

As part of the enrolment process, students will complete an application for a DBS Disclosure check and 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 SWE Professional Standards and expects students to abide by the Standards during their work-based learning and period of their studies. Students are expected to sign to say that have read and are willing to adhere to this each year.

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

The Suitability Panel shall consider each case individually and reach a judgement as to whether the student is suitable for the programme of study. The panel will recommend to the Dean of Faculty an appropriate course of action, which in some cases may lead to the exclusion of the student from the programme. In such circumstances, SWE is notified.

Where a student is required to complete or repeat a work-based learning and this is affected by a criminal conviction, or some other act/condition tending to make them unsuitable for work within the social work profession, and a work-based learning cannot be found, it shall be sufficient action that a work-based learning has been sought from six agencies which might reasonably be expected to provide a work-based learning. If no work-based learning can be found, the student shall be considered to have been unable to complete the programme requirements and will be withdrawn from the programme.

In certain cases, it may be appropriate to recommend that a student transfers to other, non-professional, programmes of study or, in extreme cases, recommend that the student is not considered suitable for studies at MMU.

Graduation

This is typically in the summer.

This shows you where the Social Work Apprenticeship standards are supported within each Unit.

BA (Hons) Social Work	Level 4				Level 5				Level 6			
	Social Work, Social Justice and Lived Experiences	Strengthening Relationships and Wellbeing	Society, Welfare and Global Inequalities	Ethical practice for Professional Social Work	Law, Rights and Safeguarding	ASPIRE 1	Journeys Through the Life-Course; Social Work Practice and Policy	Critical Theory for Social Work Practice	Applied Skills and Methods for Social Work	Applied Social Research and Evaluation for Practice	Critical and International Perspectives in Social Work	Applying Law, Safeguarding and Inter-disciplinary Approaches in Practice
Behaviours, Requirements, Knowledge and Skills												
BEHAVIOURS:												
1	Communicate openly, honestly and accurately. They listen to people and apply professional curiosity to evaluate and assess what information they need to gather, to provide quality advice, support or care	✓					✓					✓
2	Treat people with compassion, dignity and respect and work together to empower positive change	✓					✓					✓
3	Adapt their approach according to the situation and context						✓					✓
4	Commit to continuous learning within social work, with curiosity and critical reflection				✓		✓			✓		✓
5	Adhere to the SWE Professional Standards						✓					✓

REQUIREMENTS, KNOWLEDGE AND SKILLS:**Professional values and ethics****Skills – must be able to:**

1	Ensure professional ethical standards are developed, maintained and promoted				✓		✓					✓	
2	Take responsibility for your decisions and recommendations						✓		✓			✓	
3	Be aware of the impact of your own values on practice	✓			✓		✓					✓	
4	Exercise authority as a Social Worker within the appropriate legal and ethical frameworks					✓	✓			✓		✓	
5	Ensure the highest standard of person centred approach, so that people are treated with dignity and their rights, values and autonomy are respected		✓				✓					✓	
6	Practise in a non-discriminatory manner						✓					✓	

Knowledge - must know and understand:

1	The importance of rights, responsibilities, freedom, authority and use of power	✓			✓	✓	✓		✓	✓		✓	✓
2	The importance of maintaining, and the limits of, confidentiality	✓			✓	✓	✓			✓		✓	✓
3	That relationships with individuals and their carers should be based on respect, honesty and integrity	✓	✓	✓	✓	✓	✓		✓	✓		✓	
4	How to develop relationships appropriately	✓	✓		✓	✓	✓			✓		✓	
5	The impact of different cultures and communities and how this affects social work		✓	✓				✓	✓	✓		✓	✓
6	Current legal and ethical frameworks				✓	✓	✓					✓	✓

Views of people who use services, carers, their families and communities**Skills – must be able to:**

1	Hear the views of people who use services, carers, their families and communities, recognise their expertise, and enable their views to have validity and influence	✓	✓		✓		✓					✓	
2	Promote the best interests of people who use services, carers, their families and communities	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓
3	Work with people to enable them to make informed decisions and exercise their rights	✓	✓		✓	✓	✓					✓	
4	Work to promote individual growth, development and independence		✓		✓		✓			✓		✓	

Knowledge - must know and understand:														
1	The concepts of participation, advocacy, co-production, involvement and empowerment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
2	The contribution that peoples' own resources and strengths can bring to social work	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Evidence-based decision making and analysis														
Skills – must be able to:														
1	Undertake assessments of need and/or capacity					✓	✓		✓	✓			✓	
2	Initiate resolution of issues and use initiative						✓						✓	
3	Gather, analyse, critically evaluate and use research information and knowledge in your practice to develop an understanding of the individual's situation	✓					✓		✓	✓			✓	
4	Make and receive referrals appropriately						✓						✓	
5	Use social work methods, theories and models to enable individuals to identify actions to achieve change and improve life opportunities						✓		✓	✓			✓	
6	Manage and weigh up competing/conflicting values or interests to make reasoned professional judgement				✓	✓	✓						✓	
Knowledge - must know and understand:														
1	The impact of different societies' views on human behaviour			✓				✓				✓		
2	The value of research and analysis and be able to evaluate evidence to inform practice						✓		✓		✓		✓	
3	That experiences and feelings affect behaviour in interactions	✓			✓		✓		✓	✓			✓	
Personal and professional development														
Skills – must be able to:														
1	work within scope of practice as an autonomous professional						✓						✓	
2	maintain high standards of personal and professional conduct				✓		✓						✓	
3	manage the physical and emotional impact of your practice						✓						✓	
4	identify and apply strategies to build professional and emotional resilience				✓		✓			✓			✓	
5	use supervision to support and enhance the quality of your practice						✓						✓	
6	maintain your own health and well-being						✓						✓	

7	recognise the need to manage workloads and resources effectively						✓						✓	
8	keep your skills, knowledge and ongoing professional development up to date						✓		✓	✓	✓		✓	
9	show an awareness of current and relevant legislation					✓	✓			✓	✓		✓	
10	use a range of research methodologies to inform your practice						✓		✓		✓		✓	
11	work in partnership with others	✓	✓			✓	✓		✓	✓			✓	
Knowledge - must know and understand:														
1	Social work theory, models and interventions; human growth and development across the lifespan and the impact of key developmental stages and transitions		✓		✓		✓	✓	✓	✓		✓		
2	The impact of injustice, demography, social inequality, policies and other issues which affect the demand for social work services	✓		✓	✓	✓	✓	✓	✓			✓	✓	
3	How to update knowledge to ensure evidence informed practice						✓		✓	✓	✓	✓	✓	
4	The scope and limits of practice and when/how to seek advice from a range of sources		✓		✓	✓	✓			✓			✓	
5	Models of supervision, critical reflection and self-reflection to enhance/change practice		✓		✓		✓		✓	✓			✓	
6	Your employer's organisational context and systems and the impact on your practice				✓	✓	✓						✓	
7	The concept of leadership and its application to practice						✓		✓	✓			✓	
8	The requirements of the relevant professional body				✓	✓	✓						✓	
Safe professional practice and safeguarding														
Skills – must be able to:														
1	Balance appropriate levels of autonomy within a complex system of accountability				✓	✓	✓						✓	
2	Respond appropriately to unexpected situations, identify and challenge practices which present a risk to, or from, people you are working with, their carers or others in order to uphold professional requirements				✓	✓	✓						✓	
3	Respond appropriately to signs of harm, abuse and neglect					✓	✓						✓	
4	Maintain the safety of people you work with, their families/carers and your colleagues				✓		✓						✓	
5	Establish and maintain personal and professional boundaries				✓		✓			✓			✓	
6	Follow health and safety policies and procedures				✓		✓						✓	

Knowledge - must know and understand:													
1	Applicable safeguarding/health and safety legislation, policies and procedures				✓	✓	✓			✓			✓
2	How to maintain your own personal safety and that of others in complex situations				✓	✓	✓			✓			✓
3	Signs of harm, abuse and neglect and the importance of professional curiosity when these are observed and the appropriate risk assessment tools and processes to use	✓	✓		✓	✓	✓	✓	✓	✓			✓
4	The role of the Social Worker and roles of others within safeguarding, appropriate to levels of skills and experience				✓	✓	✓			✓			✓
Communication													
Skills – must be able to:													
1	Communicate in English at the level required by SWE					✓	✓						✓
2	Communicate your role and purpose sensitively and clearly, using appropriate language and methods					✓	✓			✓			✓
3	Communicate in a way which is engaging, respectful, motivating and effective, even when dealing with conflict or resistance to change						✓			✓			✓
4	Exercise professional curiosity	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Have difficult conversations with empathy	✓				✓	✓			✓			✓
Knowledge - must know and understand:													
1	The range of communication methods available to meet specific needs (both verbal and non-verbal)	✓					✓	✓		✓			✓
2	The importance of the impact of verbal and non-verbal communication	✓					✓	✓		✓			✓
3	How communication skills affect the assessment of, and engagement with, individuals and their families/carers	✓	✓		✓		✓		✓	✓			✓
4	The range of factors that affect effective communication e.g. age, capacity, learning ability and physical ability	✓		✓			✓	✓		✓			✓

Working with others**Skills – must be able to:**

1	Demonstrate effective interpersonal skills						✓			✓			✓	
2	Engage with individuals and their families/carers and sustain effective relationships in order to effect change		✓				✓			✓			✓	
3	Engage effectively in inter-professional and inter-agency working to achieve positive outcomes					✓	✓			✓			✓	
4	Support networks, groups and communities to meet needs and outcomes		✓				✓			✓			✓	

Knowledge - must know and understand:

1	The full range of interpersonal skills required to work with other professionals and agencies	✓	✓		✓		✓		✓	✓			✓	
2	The different social and organisational contexts within which social work operates			✓					✓		✓	✓	✓	

Recording and reporting**Skills – must be able to:**

1	Maintain accurate and complete records in accordance with applicable legislation, protocols and guidelines				✓	✓	✓						✓	
2	Prepare formal reports in line with legislation, policies and procedures				✓	✓	✓						✓	
3	Critically reflect on/review practice and record the outcomes of reflection appropriately						✓						✓	
4	Present reports in formal settings						✓			✓			✓	

Knowledge - must know and understand:

1	The applicable legislation, policies and procedures				✓	✓	✓		✓			✓	✓	
2	The principles of good recording and record keeping				✓	✓	✓			✓			✓	

Use of technology**Skills – must be able to:**

1	Use technology to manage your work				✓		✓			✓	✓		✓	
2	Use technology to communicate appropriately				✓		✓			✓	✓		✓	
3	Maintain individuals' information security and protect data				✓	✓	✓			✓	✓		✓	
4	Advise people on how to use assistive technology						✓						✓	
5	Promote the use of technology to achieve better outcomes						✓						✓	

Knowledge - must know and understand:

1	The types, and benefits, of assistive technology							✓	✓			
2	How to use relevant software applications					✓			✓	✓		✓
3	IT data sharing protocols			✓	✓	✓						✓
4	The potential misuses of technology eg social media			✓								