

## Programme Specification: Undergraduate

### For Academic Year 2026/27

#### 1. Course Summary

<b>Names of programme and award title(s)</b>	BA (Hons) Social Work (Apprenticeship)
<b>Award type</b>	Single Honours
<b>Mode of study</b>	Part-time
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Level 6
<b>Normal length of the programme</b>	3 calendar years Entry point: January
<b>Maximum period of registration</b>	The normal length as specified above plus 3 years
<b>Location of study</b>	Keele Campus Telford College
<b>Accreditation (if applicable)</b>	This programme is accredited by Social Work England. See the section on accreditation for further details.
<b>Regulator</b>	Office for Students (OfS); Skills England
<b>Tuition Fees</b>	<p>The employer pays all course fees and no fees are charged to apprentice students.</p> <p>Programme price is set at the maximum funding band for this apprenticeship standard, as determined by Skills England, the government non-departmental body sponsored by the Department for Education (DFE). We reserve the right to increase price in future. Fees will be paid by the employer on behalf of the apprentice using Levy or co-funding arrangements. For further information please visit: <a href="https://www.gov.uk/government/publications/apprenticeship-funding">https://www.gov.uk/government/publications/apprenticeship-funding</a></p> <p>A full breakdown of costs is set out in the training plan.</p>

**How this information might change:** Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

#### 2. What is a Single Honours programme?

The Single Honours programme described in this document allows you to focus exclusively on this subject so that you are as prepared as possible for a variety of social work roles upon qualification.

All Higher and Degree Apprenticeships combine higher education study and work-based learning to enable apprentices to achieve a higher-level award whilst in work. The provision of an academic award is integrated with experience, practice and learning in the workplace where the apprentice has paid employment status. Higher and Degree Apprenticeships are co-designed by training providers and employers to ensure that apprentices are equipped with the skills employers need and to develop their own careers.

### **3. Overview of the Programme**

This BA (Hons) Social Work (Apprenticeship) programme is designed following the Quality Assurance Agency (QAA) UK Quality Code for Higher Education: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies level descriptors (QAA, 2024); UK Quality Code for Higher Education Part B1 (QAA, 2018). The programme has been mapped to the Social Work England standards (SWE, 2021), QAA Subject Benchmark Statement Social Work (QAA, 2019) and the British Association of Social Workers Professional Capabilities Framework (BASW, 2018).

The BA (Hons) Social Work Apprenticeship programme is aimed at learners wishing to obtain a social work qualification whilst in employment within a relevant setting. Some learners will be recruited to specific apprenticeship roles within local authorities, health trusts and a range of other settings. Others may be existing staff within organisations providing social work services where their employer 'sponsors' them onto this programme. The programme is designed so that graduates are able to subsequently work in a range of social work settings. Although they will, in the main, return to their sponsoring employer and/or pre-apprenticeship team, the programme has been designed to be generic, in line with regulatory requirements, and thus supports learners to develop their careers within a range of specialisms. Learners who successfully achieve all the programme requirements are eligible to apply for registration with Social Work England (SWE), the regulatory body.

Complex social problems require skilfully delivered multi-faceted approaches, and this programme prepares learners for these challenges by promoting high-quality and research-informed social work practice, interdisciplinary knowledge and interventions. Learners will need to demonstrate commitment to professional social work practice, with the necessary capability and suitability to develop professional knowledge and skills prior to graduation and will also be supported to demonstrate an understanding of the interrelationships between personal, academic and professional development.

The programme provides a rich learning experience based upon a fundamental principle of equal human, political, and socio-economic rights, understanding and challenging the processes by which such rights and freedoms may be restricted or infringed, thus equipping graduates with the knowledge and tools to undertake professional social work practice. Culturally sensitive practice competencies are promoted and enhanced through learning opportunities, including experiential and case study-based learning and practice experiences.

Social Work at Keele is located within the School of Medicine which enjoys an excellent reputation in both education and research and embraces a multidisciplinary approach to professional education. In addition to Social Work the School offers a range of undergraduate and postgraduate programmes including Counselling and Psychotherapy, Medicine, Physician Associate, Public Health, Paramedic Science, Global Healthcare Leadership, Clinical Education and Human Anatomy. Social Work learners are engaged in an increasing range of exciting and practice-relevant activities, making excellent use of simulation and courtroom facilities, often alongside students and learners from other disciplines.

Telford College:

In addition to facilities at Keele's main campus, students will undertake most of their learning at Telford College which is Telford and Wrekin's leading Further Education College, supporting over 2,000 young people in college-based programmes, 700 apprentices and more than 3,000 adult learners each academic year. Recognised as a major training hub for employers across the region, the college offers apprenticeships across key industries such as accounting, automotive, business, computing, construction, early years, education, engineering and health, with opportunities ranging from Level 2 to Level 5

Apprenticeships:

This programme is used to deliver the apprenticeship standard. Apprenticeship standards are co-designed by employers and training providers to ensure that apprentices are equipped with the skills employers need. All higher and degree apprenticeships combine work-based learning with part-time study leading to a recognised qualification. The programme has been designed for delivery in a work-based learning context, where assessments for each module of the programme provide opportunities for the student to apply the learning from the module back into their workplace context.

During delivery, we will work with you and your employer to ensure that you progress through your apprenticeship, as a job with training. This will involve regular tripartite review meetings, monitoring compliance with apprenticeship requirements, such as the minimum of 20% of the job learning time and identifying any changes required to your learning plan. Throughout your apprenticeship, you and your employer will have access to Aptem, our apprenticeships management system, where you will be required to sign and submit

documents to demonstrate your progress and adhere to compliance requirements.

Achievement of the apprenticeship is through the End Point Assessment (EPA) and further details are provided in the section titled 'Final and Intermediate Awards'.

The End Point Assessment for this programme is integrated.

Link to the apprenticeship standard: <https://www.instituteforapprenticeships.org/apprenticeship-standards/st0510-v1-1>

## 4. Aims of the programme

The broad aims of the programme are to enable you to:

- Develop and acquire the necessary skills, knowledge and behaviours that underpin contemporary social work practice
- Develop techniques of analysis and enquiry within social work contexts
- Using the above skills, develop a sense of professional curiosity
- Develop as an accountable but autonomous practitioner, able to practise within a range of settings, and with a commitment to continuing professional development
- Through provision of a high-quality educational experience, ensure learners are able to engage critically with the formal knowledge base underpinning professional practice
- Effectively apply all of these to enable you to work in a professional and ethically robust way, within a range of settings and with a wide range of service user groups
- Develop strong critically reflective abilities in order to further your academic and professional learning
- Understand the many contexts of social work practice and key contemporary issues relevant to practice across a range of specialisms
- Be able to work effectively with other professionals and in multi-agency contexts
- Develop personal and professional confidence that will underpin your work in securing the best outcomes for service users and carers within your professional practice
- Meet the requirements of the regulator and the benchmarks for Level 6 qualification.

## 5. What you will learn

The programme is designed to meet Social Work England's Qualifying Education and Training Standards (SWE, 2021), SWE Professional Standards (2020) and QAA Academic and Practitioner Standards for Social Work (QAA 2019, as well as the Apprenticeship Standard for social work).

By the end of this initial qualifying programme, as a newly qualified social worker, you will have demonstrated capabilities in applying social work approaches with a range of service user groups, the ability to undertake a range of tasks and social work interventions at a foundation level and evidenced the capacity to work effectively with increasingly complex situations. These capabilities will have been demonstrated through the last placement with the final assessment of other work in the qualifying programme such as skills-development work. Preparation for social work practice involves the development of knowledge, skills, attitudes, professional behaviours and competence.

### **As a successful graduate of the programme, you will be equipped to:**

1. Promote the rights, strengths and wellbeing of people, families and communities
2. Establish and maintain the trust and confidence of people
3. Be accountable for the quality of your practice and the decisions you make
4. Maintain your continuing professional development
5. Act safely, respectfully and with professional integrity
6. Promote ethical practice and report concerns

In addition, learners will be expected to achieve the requirements of the BASW Professional Capabilities Framework (end of second placement). By the end of the final placement and successful completion of the programme students will have developed knowledge, skills and ability in relation to all nine domains in the BASW Professional Capabilities Framework (PCF):

1. Professionalism
2. Values and Ethics
3. Diversity and Equality
4. Rights, Justice and Economic Wellbeing
5. Knowledge
6. Critical Reflection and Analysis
7. Skills and Interventions
8. Contexts and Organisations

## 9. Professional Leadership

These will be introduced, developed and enhanced via specific modules carrying different amounts of credits (see table later in this document) over the course of the programme, as well as through tutorial support to encourage a holistic approach to professional and academic development. The curriculum also facilitates the progression from novice to advanced beginner to competent practitioner (Benner, 2001; Benner, 2009) with a clear progression in terms of understanding and managing complexity and uncertainty with an emphasis upon research-minded practice throughout.

You will learn from experiential opportunities based in social work practice and be supported by a Practice Educator on placement who supports you to evidence the PCF and work towards SWE Professional Standards. Our programme utilises informal and formal supervision to offer a range of learning and teaching strategies to develop understanding and professional competence. Whilst on placement you will also have access to a University Academic Mentor for further support and guidance as well as support in University recall sessions throughout your placement. Here we will develop the Keele graduate attributes of 'ability and motivation to participate responsibly and collaboratively as an active citizen in the communities in which you 'live and work' and 'flexibility to thrive in rapidly changing and uncertain external environments and to update skills and knowledge as circumstances require'.

Small group tutorials will support the integration of theory and practice and offer peer-peer learning and sharing of experiences in order offer further support and also further learning opportunities as well as modelling group supervision experiences in practice.

### **Readiness for Practice**

To prepare you for professional practice you will learn the knowledge, core skills and values in order to work collaboratively with colleagues and engage effectively with service users and carers. You will be expected to demonstrate the following capabilities via completed assessments prior to commencing your first placement: meeting any conditions of entry to the programme (e.g. where DBS or health check is outstanding), initial level of professional conduct, appropriate communication skills, ability to engage with service users, capacity to work as a member of an organisation, willingness to learn from feedback and supervision, and demonstrate basic social work values, knowledge, theories and skills to be able to make effective use of your first practice placement (SWE, 2021 and BASW, 2018). The capabilities described provide the foundation and rationale for good quality practice and how social workers should always explain and be accountable for their actions (BASW, 2018).

On successful completion of the BA (Hons) Social Work (Apprenticeship), you will have achieved the required standards to apply for registration with Social Work England by meeting their Professional Standards (2021).

### **Subject knowledge and understanding**

Successful learners will be able to demonstrate knowledge and understanding of:

- The legal and policy framework that underpins social work practice.
- The theories, methods, approaches and perspectives that are relevant to social work across the life course.
- Assessment frameworks and approaches to multi-agency and inter-professional working across different social work contexts.
- Contemporary issues within society that impact on social work at local and national levels.
- The social, environmental and global contexts of social work, including recognition of any ethical implications.

### **Subject specific skills**

Successful learners will be able to:

- Promote the rights, strengths and wellbeing of people, families and communities;
- Establish and maintain trust and confidence of people and be accountable for the quality of your practice and the decisions you make;
- Work in partnership with service users, carers and families in the development and delivery of social work;
- Develop and disseminate critical responses to existing knowledge and skills and apply these to shape and innovate social work practice;
- Develop an appreciation of the uncertainty, ambiguity and limits of knowledge and research, and the ability to manage your own learning and make use of scholarly reviews and primary learning materials appropriate to social work;
- Demonstrate relevant skills and evidence to achieve the SWE Professional Standards and BASW's Professional Capabilities Framework at the appropriate level.

### **Key or transferable skills (including employability skills)**

Successful learners will be able to:

- Become an appropriately independent, accountable and autonomous practitioner with transferable skills and prepared for postgraduate employment, able to seek guidance and support when needed (Active learning);
- Contribute to workforce development needs of social workers in partnership with our key stakeholders (External engagement);
- Work effectively within a multidisciplinary team and be excellent communicators in both verbal and non-verbal communication (Inclusivity & Digital Capability);
- Always maintain appropriate levels of confidentiality, and seek support and supervision as required (Inclusivity & Active Learning);
- Engage with and represent social work at wider regional, national and international levels in various strategic and research context as appropriate to role and context (External Engagement & Digital Capability).

## Keele Graduate Attributes

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time at Keele through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting as ambassadors, volunteering, peer mentoring, student representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social, environmental and ethical responsibility**. You will have opportunities to engage actively with the range of attributes throughout your time at Keele: through your academic studies, through self-assessing your own strengths, weaknesses, and development needs, and by setting personal development goals. You will have opportunities to discuss your progress in developing graduate attributes with, for example, Academic Mentors, to prepare for your future career and lives beyond Keele.

## 6. How is the programme taught?

Learning and teaching methods used on the programme vary according to the subject matter and level of the module. They include the following:

- **Lectures:** Although this programme does not utilise academic lectures as a delivery mode in the traditional way, shorter lectures may be included in workshops or as an introduction or conclusion to seminar-type sessions, where academic staff present knowledge to learners in a less explicitly interactive way than most learning activities embedded within this programme. Mini lectures may also be recorded for asynchronous learning and to supplement in-class learning.
- **Seminars:** Seminars, sometimes combined with elements of workshops, are based upon learner participation and often upon preparation via reading or reflective activities that are then explored within the seminar group, with the lecturer present largely as facilitator of the session.
- **Workshops:** Many of your modules on this programme will include workshops whether held online or in situ on the Keele campus. Workshops may be whole day or half day in length and typically combine staff-led input on core concepts and knowledge and learner activities and collaborative learning. Whilst many workshops may serve to help you develop academic and professional skills, not all will be formally counted as skills days (see below).
- **Skills sessions:** These are mandatory to attend and participate in and have at their core your practising of social work skills, from initial to more advanced in terms of levels of complexity. Often these will involve collaborative work with your peers and may involve work with learners from other professional programmes. In addition, most of these sessions are run collaboratively with input from service users and carers and/or social work practitioners.
- **Group tutorials:** These are timetabled small group sessions with your Academic Mentor. Held every 4-6 weeks, these serve to support you to integrate learning from across your different modules and from different elements of your studies, as well as to support your academic and professional development. Whilst in the early months of the programme staff will lead these sessions, later in your studies, learners will take an increasingly active role in this process in line with our commitment to using an explicit 'process' curriculum (see below) that helps you develop additional transferable skills.
- **Academic mentoring sessions:** 1-1 sessions with your academic mentor take place on a regular basis to support your progress and offer additional guidance and support as you progress through your studies. Your academic mentor supports you in placement too and will visit you on placement to ensure that your learning is well supported and appropriate to your professional goals.

Apart from these formal activities, learners are also provided with regular opportunities to talk through particular areas of difficulty, and any specific learning needs they may have, with their Academic Mentors or module lecturers on a one-to-one basis. In addition, staff have carefully designed learning and assessment processes to further support your academic and professional skills development in what we have referred to as the 'process curriculum'. For example, where learners are asked to chair a meeting or to present to a group, this is explicitly linked to professional skills, capabilities and confidence.

## 7. Teaching Staff

All staff leading modules and acting as Academic Mentors on your programme are qualified and registered Social

Workers and will usually have had significant social work practice experiences. This means that all maintain their own continuing professional development as social workers as well as educators by engaging in research and scholarship, and/or by ongoing involvement in practice or regulatory activities. Staff bring a wide range of practice and educational experiences and the staff team benefits from being comprised of a mix of both very experienced educators and also those who have more recently practised as social workers.

The majority of staff also have Fellowship of the Higher Education Academy (HEA) or are working towards this, with some also holding National Teaching Award/Senior/Principal Fellowship status too. Social work academics have experience of teaching at undergraduate and postgraduate level and some are experienced external examiners at other universities. Staff are actively encouraged to hold honorary contracts (or equivalent in-kind or knowledge exchange arrangements) with social work provider organisations and to utilise this to ensure they remain updated with contemporary issues within their own field.

The School has a number of staff who hold PhDs and Professional Doctorates or are studying at doctoral level and/or whom have published widely. The School has a robust professional development strategy, which includes an annual research and scholarship programme, alongside annual appraisal and personal development planning which incorporates professional as well as academic development aspects. Honorary lecturers, visiting lecturers and leading practitioners and practitioners are integral to the delivery of modules within the programme and are utilised where appropriate to enhance the student experience and to provide practitioners with the experience of working with student groups too.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

## 8. What is the structure of the Programme?

This programme runs from January to January and is delivered across 3 semesters in order to reflect the year-round nature of much of the learning unlike on many standard route degrees. Winter and Spring breaks/vacation periods are also likely to be shorter on this degree than many non-professional programmes in order to ensure that learners can complete both academic and professional placement requirements.

The structure of the programme has been designed to support students' gradual transition from education to employment on completion of the programme. Our degree courses are organised into modules. Each module is usually delivered as a largely self-contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 (notional) hours of student effort. This is supported by a sequence of group and individual tutorials that will support students to integrate learning across modules. An outline of the structure of the programme is provided in the tables below.

Year	Compulsory	Optional	
		Min	Max
Level 4	120	0	0
Level 5	120	0	0
Level 6	120	0	0

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## Module Lists

### **Level 4**

<b>Compulsory modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Period</b>
Readiness for Practice	SWK-10052	30	Semester 1
Ethics and Values for Social Work	SWK-10054	15	Semester 2
Professional Learning and Development	SWK-10060	15	Semester 2
Law for Social Work	SWK-10058	30	Semester 3
Human Development and Socio-economic Contexts	SWK-10062	30	Semester 3

#### **Level 4 Module Rules**

All modules must be passed in order to progress to the next level of study.

*NB:* modules in Semester 2 (Spring) are taken first, then Semester 3 (Summer) and Semester 1 (Autumn).

#### **Level 5**

<b>Compulsory modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Period</b>
Specialist Knowledge for Social Work Practice	SWK-20034	30	Semester 1
Professional Social Work Placement (1)	SWK-20028	45	Semester 1-3
Theories, Methods and Interventions for Social Work Practice	SWK-20030	30	Semester 2
Research Mindedness A	SWK-20032	15	Semester 3

#### **Level 5 Module Rules**

All modules must be passed in order to progress to the next level of study.

*NB:* modules in Semester 2 (Spring) are taken first, then Semester 3 (Summer) and Semester 1 (Autumn). SWK-20028 is taken across Semesters 2, 3 then 1.

#### **Level 6**

<b>Compulsory modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Period</b>
Contemporary Social Work	SWK-30048	15	Semester 1
Professional Social Work Placement (2)	SWK-30044	45	Semester 1-3
Social Work Research Project	SWK-30046	30	Semester 1-3
Professional Leadership and Authority in Social Work	SWK-30042	30	Semester 2

#### **Level 6 Module Rules**

All modules must be passed in order to progress to the next level of study.

*NB:* modules in Semester 2 (Spring) are taken first, then Semester 3 (Summer) and Semester 1 (Autumn). SWK-

## Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

### Level 4

In Year 1 (Level 4) and on all years of this particular programme, all learning outcomes are achieved by completing compulsory modules as there are no optional components of the degree.

<b>Subject Knowledge and Understanding</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Be able to describe the legal and policy framework that underpins social work practice.	Law for Social Work - SWK-10058
Evidence understanding of the theories, methods, approaches and perspectives that are relevant to social work across the life course.	Human Development and Socio-economic Contexts - SWK-10062
Describe key assessment frameworks and approaches to multi-agency and inter-professional working across different social work contexts.	Readiness for Practice - SWK-10052
Be able to describe some of the contemporary issues within society that impact on social work at local and national levels.	Ethics and Values for Social Work - SWK-10054 Professional Learning and Development - SWK-10060
Evidence an initial understanding of the social, environmental and global contexts of social work, including recognition of any ethical implications.	Ethics and Values for Social Work - SWK-10054

<b>Subject Specific Skills</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
At an initial level, be able to promote the rights, strengths and wellbeing of people, families and communities;	Readiness for Practice - SWK-10052 Human Development and Socio-economic Contexts - SWK-10062
Establish and maintain trust and confidence of people and be accountable for the quality of your practice and the decisions you make;	Readiness for Practice - SWK-10052
Work in partnership with service users, carers and families in the development and delivery of social work;	Readiness for Practice - SWK-10052
Develop and disseminate critical responses to existing knowledge and skills and apply these to shape and innovate social work practice;	None at L4
Develop an appreciation of the uncertainty, ambiguity and limits of knowledge and research, and the ability to manage your own learning and make use of scholarly reviews and primary learning materials appropriate to social work;	Professional Learning and Development - SWK-10060

<b>Key or Transferable Skills (graduate attributes)</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Work effectively within a multidisciplinary team and be excellent communicators in both verbal and non-verbal communication (Inclusivity & Digital Capability);	Readiness for Practice - SWK-10052
Always maintain appropriate levels of confidentiality, and seek support and supervision as required (Inclusivity & Active Learning);	Readiness for Practice - SWK-10052

## **Level 5**

<b>Subject Knowledge and Understanding</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Be able to discuss the legal and policy framework that underpins social work practice.	Professional Social Work Placement (1) - SWK-20028 Specialist Knowledge for Social Work Practice - SWK-20034
Be able to discuss the theories, methods, approaches and perspectives that are relevant to social work across the life course.	Theories, Methods and Interventions for Social Work Practice - SWK-20030 Specialist Knowledge for Social Work Practice - SWK-20034
Be able to discuss and evaluate assessment frameworks and approaches to multi-agency and inter-professional working across different social work contexts.	Professional Social Work Placement (1) - SWK-20028 Specialist Knowledge for Social Work Practice - SWK-20034
Be able to identify and debate contemporary issues within society that impact on social work at local and national levels.	Specialist Knowledge for Social Work Practice - SWK-20034
Be able to discuss the social, environmental and global contexts of social work, including recognition of any ethical implications.	Specialist Knowledge for Social Work Practice - SWK-20034

<b>Subject Specific Skills</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Promote the rights, strengths and wellbeing of people, families and communities;	Professional Social Work Placement (1) - SWK-20028 Specialist Knowledge for Social Work Practice - SWK-20034
Establish and maintain trust and confidence of people and be accountable for the quality of your practice and the decisions you make;	Professional Social Work Placement (1) - SWK-20028
Work in partnership with service users, carers and families in the development and delivery of social work;	Professional Social Work Placement (1) - SWK-20028
Develop and disseminate critical responses to existing knowledge and skills and apply these to shape and innovate social work practice;	None at L5
Develop an appreciation of the uncertainty, ambiguity and limits of knowledge and research, and the ability to manage your own learning and make use of scholarly reviews and primary learning materials appropriate to social work;	Professional Social Work Placement (1) - SWK-20028 Research Mindedness A - SWK-20032 Specialist Knowledge for Social Work Practice - SWK-20034

<b>Key or Transferable Skills (graduate attributes)</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Become an appropriately independent, accountable and autonomous practitioner with transferable skills and prepared for graduate employment, able to seek guidance and support when needed (Active learning);	Professional Social Work Placement (1) - SWK-20028
Contribute to workforce development needs of social workers in partnership with our key stakeholders (External engagement);	Professional Social Work Placement (1) - SWK-20028
Work effectively within a multidisciplinary team and be excellent communicators in both verbal and non-verbal communication (Inclusivity & Digital Capability);	Professional Social Work Placement (1) - SWK-20028 Specialist Knowledge for Social Work Practice - SWK-20034
Always maintain confidentiality, and seek support and supervision as required (Inclusivity & Active Learning);	Professional Social Work Placement (1) - SWK-20028
Engage with and represent social work at wider regional, national and international levels in various strategic and research context as appropriate to role and context (External Engagement & Digital Capability).	Research Mindedness A - SWK-20032 Specialist Knowledge for Social Work Practice - SWK-20034

## **Level 6**

<b>Subject Knowledge and Understanding</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Be able to critically examine and apply the legal and policy framework that underpins social work practice.	Professional Social Work Placement (2) - SWK-30044 Contemporary Social Work - SWK-30048
Discuss and evaluate the theories, methods, approaches and perspectives that are relevant to social work across the life course.	Professional Leadership and Authority in Social Work - SWK-30042
Discuss and evaluate the theories, methods, approaches and perspectives that are relevant to social work across the life course.	Professional Social Work Placement (2) - SWK-30044 Contemporary Social Work - SWK-30048
In-depth knowledge and ability to critique assessment frameworks and approaches to multi-agency and inter-professional working across different social work contexts.	Professional Social Work Placement (2) - SWK-30044
Discuss and evaluate contemporary issues within society that impact on social work at local and national levels.	Contemporary Social Work - SWK-30048
Be able to critically examine and apply knowledge about the social, environmental and global contexts of social work, including recognition of any ethical implications.	Professional Leadership and Authority in Social Work - SWK-30042 Contemporary Social Work - SWK-30048

<b>Subject Specific Skills</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Promote the rights, strengths and wellbeing of people, families and communities;	Professional Social Work Placement (2) - SWK-30044
Establish and maintain trust and confidence of people and be accountable for the quality of your practice and the decisions you make;	Professional Leadership and Authority in Social Work - SWK-30042 Professional Social Work Placement (2) - SWK-30044
Work in partnership with service users, carers and families in the development and delivery of social work;	Professional Social Work Placement (2) - SWK-30044
Develop and disseminate critical responses to existing knowledge and skills and apply these to shape and innovate social work practice;	Professional Social Work Placement (2) - SWK-30044 Social Work Research Project - SWK-30046
Develop an appreciation of the uncertainty, ambiguity and limits of knowledge and research, and the ability to manage your own learning and make use of scholarly reviews and primary learning materials appropriate to social work;	Professional Leadership and Authority in Social Work - SWK-30042 Professional Social Work Placement (2) - SWK-30044 Social Work Research Project - SWK-30046 Contemporary Social Work - SWK-30048

<b>Key or Transferable Skills (graduate attributes)</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Become an appropriately independent, accountable and autonomous practitioner with transferable skills and prepared for postgraduate employment, able to seek guidance and support when needed (Active learning);	Professional Leadership and Authority in Social Work - SWK-30042 Professional Social Work Placement (2) - SWK-30044
Contribute to workforce development needs of social workers in partnership with our key stakeholders (External engagement);	Professional Social Work Placement (2) - SWK-30044 Social Work Research Project - SWK-30046
Work effectively within a multidisciplinary team and be excellent communicators in both verbal and non-verbal communication (Inclusivity & Digital Capability);	Professional Social Work Placement (2) - SWK-30044
Always maintain confidentiality, and seek support and supervision as required (Inclusivity & Active Learning);	Professional Social Work Placement (2) - SWK-30044
Engage with and represent social work at wider regional, national and international levels in various strategic and research context as appropriate to role and context (External Engagement & Digital Capability).	Professional Leadership and Authority in Social Work - SWK-30042 Professional Social Work Placement (2) - SWK-30044 Social Work Research Project - SWK-30046 Contemporary Social Work - SWK-30048

## 9. Final and intermediate awards

In undertaking apprenticeship training, the employer and apprentice are committing to undertaking the whole apprenticeship, comprising the degree and the independent End Point Assessment.

The End Point Assessment must be passed in order to gain the final award title. Where intermediate awards are made, this would result in non-completion of the apprenticeship.

Credits required for each level of academic award are as follows:

<b>BA (Hons) Social Work</b>	360 credits	You will require at least 120 credits at levels 4, 5 and 6 Graduates are eligible to apply to join the register of social workers held by the regulator (Social Work England)
<b>Diploma in Higher Education</b>	240 credits	You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher <i>NB: Anything less than the full honours degree in social work such as the Diploma and Certificate referred to here will NOT confer eligibility to apply to join the register of social workers held by the regulator (Social Work England).</i>
<b>Certificate in Higher Education</b>	120 credits	You will require at least 120 credits at level 4 or higher <i>NB: Anything less than the full honours degree in social work such as the Diploma and Certificate referred to here will NOT confer eligibility to apply to join the register of social workers held by the regulator (Social Work England).</i>

## End Point Assessment (EPA)

The End Point Assessment Plan is available at this link:

[https://www.instituteforapprenticeships.org/media/6337/st0510\\_-social-worker-statutory-integrated-epa-\\_level-6\\_ap-for-publication\\_26082022.pdf](https://www.instituteforapprenticeships.org/media/6337/st0510_-social-worker-statutory-integrated-epa-_level-6_ap-for-publication_26082022.pdf)

The EPA period should only start, and the EPA be arranged, once the employer and Social Work England Approved Education Provider are satisfied that the apprentice is consistently working at or above the level set out in the occupational standard and all of the pre-requisite gateway requirements for EPA have been met. It is expected that the gateway will be reached on completion of all the modules and before the Approved Education Provider's examination board.

The EPA period is expected to last a maximum of 1 month beginning when the apprentice has passed the EPA gateway. The EPA will determine the overall apprenticeship grades of:

- Fail
- Pass

This apprenticeship has a statutory integrated EPA.

### **End Point Assessment gateway:**

Apprentice has met the knowledge, skills and behaviours.

- Employer and Social Work England Approved Education Provider are satisfied the apprentice has consistently demonstrated they meet the KSBs of the occupational standard.
- Achieved English and mathematics at Level 2.
- Successfully completed supervised practice in at least two contrasting settings, one with a focus on statutory work, and knows why these were completed.
- Successfully completed and documented 200 days in supervised practice learning. Up to 30 of these days can be allocated to apprentices developing their skills for practice, also known as 'skills days'.
- Achieved all required modules, taking into account any recognition of prior learning (RPL) of the Social Worker qualification but before the Approved Education Provider's examination board.

### **End Point Assessment** (which would typically take place within 1 month)

The EPA starts with the examination board and finishes when the Approved Education Provider submits the required documentation to Social Work England. The apprentice is not required to carry out any additional assessments. The EPA is:

- Consideration by the examination board and notice of grade decision to Social Work England.

Once awarded a pass grade apprentices have the option to apply for registration with Social Work England, to enable them to practise as a social worker.

## **10. How is the Programme Assessed?**

The wide variety of assessment methods used on this programme at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used on your programme:

- Reflective Analysis Assignments
- Portfolio
- Reports
- Oral Presentation
- Practical Assessment
- Poster Presentation
- Essays
- Posters

**Written work/assignments** test the quality and application of subject knowledge. In addition, they allow you to demonstrate your ability to carry out basic literature searches, communicate your ideas effectively in writing and support your arguments with appropriate referencing. Written pieces vary in their length depending upon the module and credit weighting.

**Oral presentations and examinations** assess your subject knowledge and understanding. They may also be used to test your ability to work effectively as a member of a team, to communicate what you know orally and visually, and to reflect on these processes as part of your own personal development.

**Reports** based upon project work are significant assessments designed to develop your capacity as an

independent learner and your ability to engage with a range of literature associated with a social work topic of your choice. It also develops IT skills in the use of various software for literature searching and analysis.

**Practice placement assessment** is undertaken via immersion in statutory and non-statutory placement areas. You will undertake supervised practice with service users and carers and will be required to demonstrate your capability linked to SWE Professional Standards (2021) and BASW's Professional Capabilities Framework. Assessments linked to the placements will help to prepare you for qualified practice.

The assessment strategy aims to be diverse, recognising the strengths of learners with different life and work experiences and importantly, to align with practice skills, including those involving the production of high-quality written work and also presentations. Assessment points have been designed to provide continuous feed forward and feedback so that learners gain a deep understanding as to the requirements pertaining to each professional development theme. Assessment points are dispersed throughout the learning experience and have been mapped to Social Work England's requirements, QAA level 6 requirements and the BASW Professional Capabilities Framework to encourage learner engagement throughout the programme. Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

The value of formative assessment in higher education is well documented. Primarily, formative assessment methods are adopted in this programme to empower learners and encourage self-regulated learning and reflection. Tutorial support and formative feedback will be available to support learners as they develop within their learning. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs.

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

## 11. Contact Time and Expected Workload

This contact time measure is intended to provide you with an indication of the type of activity you are likely to undertake during this programme. The data is compiled based on module choices and learning patterns of students on similar programmes in previous years. Every effort is made to ensure this data is a realistic representation of what you are likely to experience, but changes to programmes, teaching methods and assessment methods mean this data is representative and not specific.

In this undergraduate course at Keele, apprentices will experience a mix of contact time and assessment types dependent on the module. The figures below are an example of activities that an apprentice may expect, by year (stage) of study. Contact time includes scheduled activities such as: lectures, seminars, tutorials, project supervision, demonstrations, practical classes and labs, supervised time in labs, and clinical placements. As part of their apprenticeship agreement, employers must provide apprentices with a minimum of 20% of their time "off the job" to support their apprenticeship programme of academic study. Please note: 20% of each week should be given to academic study over the whole calendar year of employment during the apprenticeship.

### Activity

	<b>Scheduled learning and teaching activities</b>	<b>Guided independent Study</b>	<b>Placements</b>
<b>Year 1 (Level 4)</b>	22.3%	77.8%	0%
<b>Year 2 (Level 5)</b>	10.9%	54.5%	34.6%
<b>Year 3 (Level 6)</b>	18%	41.4%	40.6%

## 12. Accreditation

This programme is due to be approved by Social Work England prior to its commencement.

Please note: Graduates of the programme are eligible to apply to join the register of social workers held by the regulator (Social Work England)

### 13. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/>

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

### 14. What are the typical admission requirements for the Programme?

Under UK Government rules, 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). An apprentice cannot be self-employed. The employer must enter into an Apprenticeship Agreement with the apprenticeship student. All candidates must be employed in a role related to the subject matter of the 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.

The recommended minimum entry requirements for Level 4 entry to the programme are:

Level 3 qualifications equating to at least the equivalent of BBC at A level will usually be required plus recognised Level 2 qualification in English. Where secondary education has not been conducted in English, IELTS overall score of 7 is required with no component less than 6.5. The level 3 qualification requirement may be lowered on a case by case basis so long as course providers and employers are persuaded by the academic readiness and capability of the applicant.

We normally require applicants to evidence the above qualifications before starting the apprenticeship.

Applications are welcomed from those with qualifications equivalent to the above. Relevant or prior experience will be taken into account when considering a candidate's suitability for the programme.

At application applicants are required to undertake a 'Skills Scan' where they are asked to self-assess against the knowledge, skills and behaviour of the apprenticeships standard. Applicants are also asked if they want to make an application for **Recognition of Prior Learning (RPL)** through the University procedure. There is a requirement for new knowledge and skills to be developed through apprenticeships, with a minimum duration of one year. Recognition of Prior Learning is considered on a case-by-case basis. The University's guidance can be found here: <https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/>

### 15. How are students supported on the programme?

Support for learners on this programme is via a comprehensive range of processes specific to the subject area as well as that provided by the wider University services. Key to the success of this support are the following:

- At your workplace, you will be supported by your employer. Exact arrangements and terminology are the responsibility of the employer but typically, you will have a named contact person who manages the relationship between the programme and the employer. The University and the employer are bound by contract to work together to support you as an apprentice. This will include 3-4 tripartite review meetings between the University, the apprentice, and the employer. If your employment circumstances change whilst you are on the programme; support can be accessed from the University's Careers and Employability Service.
- As a learner you are allocated to an Academic Mentor who is responsible for reviewing and advising on academic and placement practice progress. Academic Mentors also offer pastoral support, acting as a first point of contact for non-academic issues which may affect your learning. Academic Mentors can refer you on to a range of specialist health, welfare and financial services coordinated by the University's Student Services.
- Module Leaders provide support for learning on the modules and the related assessments. They ensure that appropriate module-specific tutorial support is available via the module team, and that the team provides feedback in a timely manner. Module Leaders also ensure that individual feedback on in-course assessments is available to all learners and also brief learners regarding the module's assignment/s. The Disability Inclusion Tutor provides support for learners with disabilities (including specific learning difficulties) and works closely with wider university student support staff.
- The Award Lead will provide the day-to-day operational management of the programme and will support you with more general issues relating to the programme.
- The Programme Director for Social Work is responsible for the overall learner experience and therefore able to provide support to learners where Academic Mentors, Module Leads and Award Lead are not available or where the situation is particularly complex or concerning.

- Practice Educators provide supervision whilst you are on placement. Lecturers liaise between the School and Placement Bases and provide you with support during placement practice experience modules. Academic staff will be available to see you on an individual basis via an appointment system. Those meetings may be face to face or can be facilitated via electronic media e.g. Microsoft Teams if you are, for example, on a placement that is distant from the University.

## 16. Learning Resources

The School is committed to providing a vibrant and supportive environment for you, which facilitates development of confidence and competence in academic studies and practice. The learning resources available to learners on the Programme include:

- An extensive collection of materials in the University Library, which contains books, journals, case reports and government publications. Much of this material is also accessible online to Keele learners from anywhere in the world with a University username and password.
- The Keele Learning Environment (KLE) is used by Keele to provide every member of staff and all learners with a personal web-based teaching and learning workspace. It gives learners access to information, activities and resources associated with the modules they are studying. These might include, for example, lecture notes and slide sets, pictures and other material together with interactive features such as discussion groups. The KLE and Microsoft Teams are also used to facilitate a blended learning approach to modules as appropriate.
- In situ elements of the programme will be delivered at Telford College with some use specialist simulation facilities on Keele's main campus.

## 17. Other Learning Opportunities

You will have the opportunity to present your final year work via poster or verbal presentations at conferences, or indeed, via publication where excellent marks are achieved.

Such opportunities occur outside the normal timetabled programme; this will therefore require a commitment of time on your part.

## 18. Additional Costs

**Disclosure and Barring Service (DBS):** Clearance for an enhanced DBS check is mandatory. Learners will be provided with instructions on how to apply for a DBS check, including a link to apply via a company called U Check. There is also an online DBS update service to sign up for once the DBS certificate has been received, which allows employers to check DBS status and allows learners keep their DBS certificates up to date online.

\*The current costs for a DBS check are detailed on the additional costs webpage:

<https://www.keele.ac.uk/study/undergraduate/tuitionfeesandfunding/undergraduatetuitionfees/additionalcosts>

Activity	Estimated Cost
DBS checks and associated processes throughout programme	£77.80*
Travel to contrasting placement setting (will vary)	£700
Total estimated additional costs	£777.80

Every effort will be made to allocate a placement experience close to your term time address, but this may not always be possible. Therefore, you may have to travel some distance to undertake your placements (up to 1.5 hours each way especially in rural areas in particular) which will incur some costs.

Any occupational health screening costs will be met by the School.

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation. We do not anticipate any further costs for this programme.

## 19. Quality management and enhancement

The quality and standards of learning in this programme are subject to a continuous process of monitoring, review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Revalidation process.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of annual programme review.
- Findings related to the programme from the annual National Student Survey (NSS), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students in all three years of the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:

<http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/>

## 20. The principles of programme design

The programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

**a.** UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education:

<http://www.qaa.ac.uk/quality-code>

**b.** QAA Subject Benchmark Statement: [https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-social-work.pdf?%20sfvrsn=5c35c881\\_6](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-social-work.pdf?%20sfvrsn=5c35c881_6)

**c.** Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

**d.** Social Worker apprenticeship standard, IfATE: <https://www.instituteforapprenticeships.org/apprenticeship-standards/st0510-v1-1>

## 21. Annex - Programme-specific regulations

### Programme Regulations: BA (Hons) Social Work (Apprenticeship)

<b>Final Award and Award Titles</b>	<b>BA (Hons) Social Work</b>
<b>Intermediate Award(s)</b>	Diploma in Higher Education (240 credits) Certificate in Higher Education (120 credits) NB: the intermediate awards referred to above do not confer eligibility to apply to join the register of social workers held by the regulator (Social Work England)
<b>Last modified</b>	n/a
<b>Programme Specification</b>	<a href="https://www.keele.ac.uk/qa/programmespecifications">https://www.keele.ac.uk/qa/programmespecifications</a>

The University's Academic Regulations which can be found on the Keele University website (<https://www.keele.ac.uk/regulations/>)[1] apply to and regulate the programme, other than in instances where the specific programme regulations listed below over-ride them. These programme regulations list:

- *Exemptions* which are characterised by the omission of the relevant regulation.
- *Variations* which are characterised by the replacement of part of the regulation with alternative wording.
- *Additional Requirements* which set out what additional rules that apply to students in relation to this programme.

The following **exemptions, variations** and **additional requirements** to the University regulations have been checked by Academic Services and have been approved by the Faculty Education Committee.

## **A) EXEMPTIONS**

The clause(s) listed below describe where an exemption from the University's Academic Regulations exists:

**No exemptions apply.**

## **B) VARIATIONS**

The clause(s) listed below describe where a variation from the University's Academic Regulations exists:

This programme varies from regulation D5 in that learners must successfully complete all assessments in all modules and there will be no compensation nor condonement in respect of any module.

## **Additional Requirements**

The programme requirements listed below are in addition to the University's Academic Regulations:

**Additional requirement 1:** Health suitability checks and Disclosure and Barring Service checks are a regulatory requirement and subject to modification via external agencies. The School will inform prospective learners of these requirements, and any changes made to these by the external agencies, upon request.

**Additional requirement 2:** Social Work England require that academic regulations for the approved BA Social Work (Apprenticeship) are appropriate. As such they may be more stringent than University norms in some areas in order to ensure safe and effective social work practice.

**Additional requirement 3:** As a professionally regulated programme the BA Social Work (Apprenticeship) and its learners are subject to the Fitness to Practise regulation (Regulation B5) and Health and Conduct processes if required. Further details of these can be found in the programme handbook.

**Additional requirement 4:** Prior to undertaking their first placement experience, all learners must be approved by the Readiness to Practise Panel (via the appropriate Examination Board). For approval to be confirmed all elements of the Readiness for Practice module (SWK-10052) must be successfully completed along with all other first year modules and the learner must have an approved enhanced DBS certificate for both adults and children's social work. This additional requirement is needed to comply with regulatory requirements.

**Additional Requirement 5:** Attendance requirements: Due to the professional nature of this course, learners are expected to attend and engage in all scheduled learning sessions. Whilst we understand that there may occasionally be valid reasons why learners cannot attend, apologies to the Module Lead responsible for the session will be expected in line with professional standards of courtesies and learning missed will need to be made up.

Where attendance drops below an acceptable standard on academic modules (with 'acceptable' usually being more than 80% of sessions), regardless of circumstances, learners will be required to engage in appropriate

learning activities to be confirmed by the relevant Module Lead in order to ensure no gaps in essential knowledge.

Where placement days are missed for any reason, they must be made up before the placement ends in order to ensure that the required number of days are completed. In addition, any skills days missed for any reason must be made up in consultation with the relevant Module Lead. Whilst all appropriate efforts will be made to support learners who may be struggling to attend and/or engage with taught sessions, where absence presents professional concerns, the Programme Director may decide to refer the learner to either Fitness to Practise processes or Health and Conduct processes as appropriate.

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[1] References to University Regulations in this document apply to the content of the University's Regulatory Framework as set out on the University website here <https://www.keele.ac.uk/regulations/>.

## Version History

### This document

**Date Approved:** 08 April 2026

### Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2025/26	CATH HOLMSTROM	28 August 2025	