

Specification for the Social Worker Degree Apprenticeship

This document applies to Academic Year 2025/26 onwards

The Specification for Higher Level or Degree Apprenticeships should be read as a companion document to the Programme Specification for the academic award linked to the apprenticeship.

1.	Apprenticeship title	Social Worker Degree Apprenticeship
2.	Qualifications	Social Worker Degree Apprenticeship
3.	Level	Level 6
4.	Professional registration	Successful completion of the apprenticeship provides eligibility to apply for registration with Social Work England
5.	Duration	3 years full-time
6.	Managing institution/Main Provider	University of Worcester
7.	Teaching institution(s)	N/A
8.	Apprenticeship Standard and Number	Social Worker Degree Apprenticeship ST0510
9.	Date of Apprenticeship Specification preparation/revision	Approved July 2024 August 2025 - OTJ hours explanation in response to new apprenticeship funding rules.

10. Distinguishing features of the apprenticeship

Higher level or Degree Apprenticeships combine higher education study and work-based/work-integrated learning to enable apprentices to achieve a higher-level award (e.g. a Bachelors qualification) 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. 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.

The Social Worker Degree Apprenticeship offers an alternative route for individuals working in health and social care settings to access a career as a qualified social worker. It enables social work and social care providers to use their apprenticeship levy to enhance the development of their workforce and supports partnership working with employers to support workforce development in the region. It complements the existing BA (Hons) Social Work Degree, where undergraduate students pay for their studies via the student loan system, widening access to university education.

The programme has been developed following a series of consultations with social work employers in the region to deliver a flexible and authentic learning experience. The degree is offered on a full-time three-year basis and uses a blended learning approach, integrating one day of campus-based teaching and learning, with some virtual learning each week, alongside 4 days of work-based learning to develop safe, competent, confident and compassionate social work practitioners.

The Apprenticeship is designed to meet the requirements of both the [Social worker Degree Apprenticeship Standard](#) (2022) and the [SWE Professional Standards](#) (2019).

[The SWE Professional Standards](#) (2019) identify six standards through which newly qualified social workers demonstrate their capabilities and competence to practice.

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 my practice and the decisions I make.
4. Maintain my continuing professional development.
5. Act safely, respectfully and with professional integrity
6. Promote ethical practice and report concerns.

The [Social Worker Degree Apprenticeship Standard](#) (2022) outlines 19 duties expected of a qualified social worker, each with associated knowledge, skills and behaviours.

Duty 1 Promote the rights, strengths and wellbeing of people, families, and communities to ensure their voice and expertise is heard and acknowledged.

Duty 2 Be an accountable professional acting in the best interests of people that use services, by valuing each person as an individual and promoting their rights and recognising strengths and abilities.

Duty 3 Recognise differences across diverse communities and challenge the impact of disadvantage and discrimination on people and their families and communities.

Duty 4 Establish and maintain the trust and confidence of people so as to develop professional relationships that ensure they understand the role of a social worker in their lives.

Duty 5 Practise in ways that demonstrate empathy, authority, and professional confidence, and enable people to fully participate in discussions and decision making.

Duty 6 Work directly with individuals and their families through the professional use of self, using interpersonal skills to develop relationships based on openness and transparency.

Duty 7 Actively listen to understand people, using a range of appropriate communication methods to build relationships.

Duty 8 Manage situations of potentially conflicting or competing values, and, with guidance, recognise, reflect on, and work with integrity with ethical dilemmas.

Duty 9 Be accountable for quality practice and decisions made whilst working within legal and ethical frameworks, using professional authority and judgement appropriately and respectfully.

Duty 10 Select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service users.

Duty 11 Apply knowledge and skills to address the social care needs of individuals and their families commonly arising from physical and mental ill health, disability, substance misuse, abuse, or neglect, to enhance quality of life and wellbeing.

Duty 12 Recognise the risk indicators of different forms of abuse and neglect and their impact on individuals, their families or their support networks and prioritise the protection of children and adults in vulnerable situations.

Duty 13 Work with relevant colleagues and agencies to support people experiencing difficult situations, to gather information and make timely decisions when positive change is not evident.

Duty 14 Maintain accurate and timely records and reports in accordance with applicable legislation, protocols, and guidelines, to support professional judgement and organisational responsibilities.

Duty 15 Recognise professional limitations and how and when to seek advice from a range of sources including named supervisors, senior social workers, and other professionals. Make effective use of opportunities to discuss, reflect upon and test multiple hypotheses.

Duty 16 Maintain and record professional development and knowledge of social work practice. Use supervision and feedback to inform and critically reflect on practice and values, and the impact they have on practice.

Duty 17 Confidently fulfil statutory responsibilities, work within regulatory and organisational remit and contribute to its development.

Duty 18 Social workers must use technology, social media or other forms of electronic communication lawfully, ethically, and in a way that does not bring the profession into disrepute and ensure their skills in this area are maintained and used to improve practice.

Duty 19 Act safely, respectfully and with professional integrity, promote ethical practice and report concerns.

The Social Worker Degree Apprenticeship is mapped to both the knowledge, skills and behaviours (KSBs) of the [Social Worker Degree Apprenticeship Standard](#) (2022), and [the Social Work England Professional Standards](#), 2019. The occupational duties of the KSBs are fully aligned to the Professional Standards and the Professional Capabilities Framework (PCF). Successful completion of all Modules of the Social Worker Degree Apprenticeship meets the education requirements for eligibility to register with Social Work England as a social worker.

11. Occupational Profile

Social work is an exciting and fulfilling profession, working within the public, independent and voluntary sectors. Social workers can work in children's services or adult social care, and can specialise in areas such as mental health, learning difficulties, substance misuse or hospital work.

Social workers work in partnership with adults, children, carers and families across a range of different settings to support and promote positive change in people's lives, in order to improve their wellbeing and independence, and to reduce risk and harm. In their daily work, social workers interact with individuals, families, communities, and a wide range of other professionals and agencies including but not limited to education, health, housing, care service providers, police and probation.

Social workers operate within statutory and legislative frameworks, using their professional judgement to build relationships with a variety of individuals and communities, as well as a wide range of other professionals and agencies. Social workers assess, plan, implement and evaluate complex situations. They are accountable for their practice and must be able to work autonomously and in partnership with both service users and other professionals to help make decisions in the best interest of the individual or family. This requires an ability to critically reflect and to work within the ethical framework of the profession to support anti-discriminatory and anti-oppressive practice.

Employers include local authorities, health organisations including the NHS, voluntary organisations, charities, and private businesses. Some social workers work independently, or as self-employed, while others set up their own businesses. For example, carrying out

independent fostering assessment or providing practice education for student social workers and apprentices.

Once qualified, social workers become eligible to apply to the Social Work England Register. As a registered Social Worker, workers engage in safeguarding practice with both children, families and adults, working to protect vulnerable individuals from harm, abuse, neglect and exploitation. Social workers use their professional expertise to assess, plan and provide care and support, in partnership with people who use services to ensure their needs are met and individuals are supported to retain their independence, autonomy and dignity. Social work is a compassionate, respectful profession, which takes account of all aspects of the individual's life, ensuring their voice is central to decision making.

Following qualification, social workers are responsible for ensuring their professional development and will be expected to demonstrate leadership within their role. All Social Workers must register with Social Work England.

An employee in this occupation will be responsible for working with a number of people or families at any one time. Day-to-day work involves assessing people's needs, strengths and wishes, working with individuals and families directly to help them make changes and resolve difficulties, organising support, making recommendations or referrals to other services and agencies, and keeping detailed records. They must do this within the relevant statutory and legislative frameworks, and practice guidance. Social workers receive regular supervision to support their professional development. Social workers are usually supervised by a Team Manager and can be responsible for managing support staff and other staff, both qualified and unqualified, with less experience than themselves.

Many Social Worker roles require a driving licence, but this does depend on the setting and geographic location.

Social Workers require an Enhanced Disclosure and Barring Service check.

12. Admission Requirements

Work-related entry requirements

Under UK Government requirements, Higher Level or Degree Apprentices must be employed and must have the right to live and work in the UK. A Degree Apprentice cannot be self-employed.

All candidates must be employed in a relevant social work or social care setting by a local authority social work employer or an independent provider of social care services. The support of the employer is articulated in an Apprenticeship agreement, which also confirms the employer has worked in partnership with the University and will ensure apprentices have appropriate supernumerary status and that there are appropriate governance mechanisms, systems and process in place to ensure there is oversight and management of the apprentices learning experience.

Applications can only be made through the sponsoring employer. Working in partnership with the employer, the University will consider all such applications and will have the final decision whether to accept individuals based on whether they meet the minimum entry requirements for the academic programme as stipulated below.

Academic entry requirements

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications, for example, BTEC Extended National Diploma in Health and Social Care).

Candidates with negligibly lower predictive or attained grades may also be considered, upon demonstration of relevant skills and experience via the Personal Statement.

The University's additional minimum entry requirements apply: 4 GCSEs (Grade 4/C or above) - this must include English and Maths. Functional Skills Level 2 Mathematics is accepted as an alternative qualification. Other equivalent qualifications may be considered – as outlined in the [UW Admissions Policy](#). Applications from mature applicants will be assessed on their ability to benefit from and be successful on the course via a range of alternative qualifications and experience. This is often demonstrated through the achievement of a level 3 qualification in a relevant area.

Candidates should possess the following/or be in process of obtaining:

- A minimum of three months contemporary, relevant practice experience, paid or unpaid, verified by reference (See below)
- At least 4 GCSEs Grade C or above including English and Maths (**or equivalent**)
- Relevant Level 3 qualifications are accepted. For example, BTEC National Diploma in Health and Social Care

To meet the requirements of the Education and Funding Skills Agency (ESFA) and be eligible to undertake the end point assessment apprentices must have GCSE grade C/4 or ESFA approved level 2 equivalent in Maths and English.

Successful applicants will also need to evidence:

- Satisfactory occupational health check
- Satisfactory enhanced Disclosure and Barring Service check
- Confirmation of the ability to use basic IT facilities
- Where English is a second language, IELTS Level 7 will need to be evidenced.

Disclosure and Barring Service (DBS) requirements

An enhanced disclosure will be required prior to beginning any work-based element of a module. The cost of this will be met by the apprentices' employer. Depending on the employers' policy apprentices may be required to apply for further enhanced DBS checks before commencing each practice learning experience.

Recognition of Prior Learning

Details of acceptable Level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

Admissions procedures

Applicants usually apply for an apprentice position with a social work employer/ local authority. Prior to application, candidates should discuss their application with their line manager and/or HR department to gain the support of their employing organisation.

The application will be reviewed by the employing organisation, and employers will short-list applicants and select for interview. All shortlisted applicants will be required to attend a joint employer/ university values-based selection event, held either at the University or the employers' organisation.

All shortlisted applicants are required to complete an initial needs assessment (INA) of the KSBs in partnership with their line manager to identify their starting point for monitoring progress across the programme, any RPL and if the apprenticeship is appropriate for the applicant. This is shared with the applicant electronically via their employer.

Recruitment criteria

The selection event involves the course team, People with Lived experience (Impact) and employers/ practitioners and allows the apprentice applicant to demonstrate that they understand the requirements of the social work role and suitability for the programme. The selection event will involve:

- An individual interview using service user/carer developed questions with an academic and practitioner (employer), with additional questions as required by the employing organisation, with a focus on the apprentice's initial assessment related to the KSB's.

Successful applicants will then be required to complete and submit an online application form to the University of Worcester. At this stage, the anticipated time commitment by apprentices will be made explicit to applicants in relation to weekly independent study requirements. in their own time. The employer will also be made fully aware of the time commitment required to support the apprentice to study within their working hours.

Prior to enrolment, apprentices, the employer and the University are required to complete a University Training Plan which will be completed electronically.

The recruitment process provides evidence of capability for digital and technological literacy through the electronic completion of the INA, application form and training plan and attending virtual programme information sessions

13. Structure of the apprenticeship

The Social Worker Degree Apprenticeship includes all requirements of the SWE approved BA (Hons) Social Work degree programme. The apprenticeship is offered as a full- time route over 3 years, with apprentices completing 37.5 hours per week on programme, including both on the job and off the job elements. The off the job element has a minimum requirement of 6 hours per week, however when apprentices are on placement, this minimum will be significantly superseded and set out in the apprentices' training plan.

The programme meets Social Work England's requirements for at least 200 days of practice learning, including 30 days of skills training alongside the academic requirements for completion of a degree in social work. Skills training days involve a mix of teaching and learning and then demonstrating competence of applied on the job learning in the workplace through the completion of an e-portfolio.

The degree apprenticeship runs over three academic years, with three semesters in each. Apprentices attend university for one day each week for 'off the job' teaching and learning activity. Apprentices complete two 'off the job' practice placements during their apprenticeship one of 70 days duration in year 2 and a final 100-day placement in year 3.

Level	Programme Weeks	University holiday, i.e., not required to attend University	Total
Level 4	45 weeks, including 30 days of skills teaching & learning (including 'on the job' learning) & 3 weeks re-assessment	7 weeks	52 weeks
Level 5	45 weeks, including 70 days of 'off the job' practice placement learning & 3 weeks re-assessment	7 weeks	52 weeks
Level 6	45 weeks, including 100 days of 'off the job' practice placement learning & 3 weeks reassessment	7 weeks	52 weeks

Table 1: Summary of off the job and on the job learning during the social work degree.

Level	Placement weeks
Level 4	30 days of skills training SOWK 1103 Skills Development
Level 5	70 days SOWK2104 Practice 1
Level 6	100 days SOWK3103 Practice 2

Table 2 Summary of practice placement learning across the social work degree.

Off the job learning for theory will be monitored in line with the UW [Student Attendance Policy](#) and within an electronic apprentice learning log. Supernumerary practice learning hours will be monitored through recording of placement hours using electronic timesheets and within the Ongoing Achievement Record (OAR) of the electronic Practice Assessment Document. Off the job hours for theory and practice learning hours are further monitored via the Individual Learner Progress review (ILPR).

Apprenticeship Requirements

Degree Apprenticeships involve both work-integrated learning in paid employment and academic study. Off-the-job training is a statutory requirement of the apprenticeship and the minimum volume (number of hours) of off-the-job training is set by the Department for Education and published on the front of each apprenticeship standard on [Skills England Apprenticeship](#) website. The published figure represents the full occupational content of the apprenticeship standard and the minimum delivery requirement for an apprentice with no relevant prior learning. The published figure can only be reduced if there is evidence of relevant prior learning from the apprentice's initial assessment. In addition, if the apprentice has prior learning their off-the-job training hours may be adjusted accordingly - but must not fall below 187 hours or eight months in duration. Any reduction in off-the-job training hours would be agreed with the apprentice and employer prior to the start of the apprenticeship and recorded in the apprentices Training Plan.

Important: If the apprenticeship is aligned with a professional body, their specific requirements - such as protected learning time, placements, supervision, or qualification criteria - take precedence over the DfE minimum hours. These requirements are essential to ensure you meet the standards for professional registration or recognition.

Off-the-job learning must take place between the start and predicted end date of the apprenticeship and within the apprentice's normal contracted working hours as defined by the [Apprenticeship funding rules](#). Apprentices follow the approved academic programme as articulated in the programme's award map in section 15 (page 10-11) of the BA (Hons) Social Work programme specification.

Where an apprentice requires a temporary withdrawal from their studies (referred to as a Break in Learning), of longer than four weeks, confirmation of the employer must be gained.

14. Knowledge, skills and behaviours

Degree Apprenticeships support apprentices in progressively developing the knowledge, skills and behaviours (KSBs) required to meet the relevant [Social Worker Degree Apprenticeship Standard](#). They are mapped against the [Social Work England Professional Standards](#) (2019). There are 26 areas of knowledge, 50 skills and 5 behaviours within the apprenticeship standard, mapped to 19 duties for social workers.

Please see Annexe 1 for mapping of SWE Professional standards, occupational duties and KSB's to the Social Worker Degree Apprenticeship modules

15. Learning and teaching

The purpose of this Degree Apprenticeship is to develop the knowledge, skills and behaviours of apprentices in order to enable them to develop successful careers as a registered social worker with Social Work England.

Social work apprentices will study the same modules as the standard entry to BA(Hons) Social Work programme and will undertake some teaching and learning alongside students on the undergraduate programme as well as having separate teaching for some modules. Each module specification details the contact teaching hours, use of campus based and online learning, independent/ directed study and preparation for assessment hours.

All Social Work apprentices will complete an individual learning plan (ILP) during their induction Higher Education (HE) weeks. This builds on their self-assessment of the KSBs completed within the INA. They will be supported to complete this by their Apprenticeship tutor (AT). The ILP provides opportunity for apprentices to identify their strength, weaknesses, opportunities and threats and to provide learning goals against the Social Work England Professional Standards and occupational duties. The ILP helps to individualise the apprenticeship programme, to the apprentices own learning needs and is discussed at the tripartite individual learner progress reviews (ILPRs).

Apprenticeship Tutoring and Individual Learner Progress Reviews (ILPR)

Apprenticeship Tutoring is central to supporting social work apprentices personally, professionally and academically. The programme team believe that the Apprenticeship Tutor system is fundamental to social work apprentices' success. Each apprentice will have a named Apprenticeship tutor for the whole of the programme.

ATs will act as the first point of contact for apprentices experiencing problems or concerns arising while at university, offering signposting to wider University support services. They promote the academic and professional development for their apprentices and provide the official University reference for their apprentices. Apprentices are advised to maintain regular contact with their AT, with email being the communication tool of choice.

Opportunities will exist to meet AT during their induction to HE weeks, this early introduction is built on by regular meetings across the academic year. During this introductory week, the AT will also provide one group tutorial to support the development of ILP.

All Apprenticeship Tutor meetings are formally recorded, via SOLE. ILPRs take place every 12 weeks and are a requirement of all Degree Apprenticeships. They are a tripartite meeting with the University, employer and apprentice. The ILPR monitors individual apprentices learning journey, ongoing progress and achievement. For this programme, the ILPR will be undertaken by the apprentices AT, social work apprentice and the employer (who will normally be their line manager). The dates for the ILPRs are mapped across the programme and included in annual programme planners and in the ILP. ILPRs are guided by a template, to facilitate a detailed discussion of the apprentice's achievements and learning needs, integrates learning from theory and practice, sets goals, identifies opportunities for stretch and challenge and ensures the apprentice feels safe. It also provides a vehicle to monitor supernumerary placement hours and to provide action plans where needed. ILPR forms are uploaded electronically to the individual apprentices' electronic folder.

All social work apprentices are supervised during supernumerary practice learning by an onsite supervisor (OSS) and assessed by a Practice Educator (PE)). Social Work apprentices are allocated a PE for each placement and also work with their Apprenticeship tutor who will attend their ILPR's and represent the university throughout their apprenticeship. The AT will be one of the academic staff and also be a registered social worker with Social Work England. The PE will also be a registered social worker who has completed preparation for the role, and who will usually work within the placement organisation.

Quarterly employer reviews between the employing organisation and the university take place, to further monitor apprentices progress and achievement, consider apprentices health and well-being, training and developments, funding compliance, employer or university updates and facilitate regular open communication.

See Annexe 3 for breakdown of hours allocated to aspects of the apprenticeship.

16. Assessment

The Social Worker Degree Apprenticeship is a fully integrated apprenticeship, using the existing assessment arrangements from the BA (Hons) Social Work for the academic award.

The social work profession is fully regulated by a statutory regulator, Social Work England, who control access to the occupation. A fully integrated end-point assessment (EPA) meets the requirements of the profession for qualifying as a social worker.

On-programme knowledge and skills: Social Work apprentices undertake the same assessment as students studying the BA (Hons) Social Work programme. Apprentices will complete the assessments as outlined in pages 7-9 of the BA (Hons) Social work Programme specification.

The regulation of assessment detailed in section 19 (page 16-17) BA (Hons) Social Work programme specification apply to the Degree Apprentice. When an apprentice is required to re-take a module with attendance to progress, the right to re-take the module is subject to the employer's consent. If the employer does not consent, the apprentice may have their registration with the University terminated.

Assessment of Practice Learning: There are two practice learning experiences within the programme, 70 days at level 5 and 100 days at level 6. Across the programme, apprentices may complete one placement in their place of employment. And are required to complete one contrasting placement within another area of service within the organisation. Apprentices must complete attendance logs for each day of their placement.

Social Work apprentices are assessed in the practice learning placement using the Pebblepad e-portfolio. Assessment of practice is Pass/Fail only and is attached to the Practice placement modules at level 5 & 6 (SOWK2104 & SOWK3103).

All elements of the Practice e -portfolio must be achieved prior to completion of the programme and signed by the Practice Educator and Apprenticeship Tutor (AT).

Gateway to end point assessment:

- 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.
- Evidence of achievement English and mathematics at Level 2.
- Achieved all required modules from: BA (Hons) degree in Social Work OR Level 7 qualification approved by Social Work England where the apprentice already holds a Level 6 degree.
- 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.
- E-portfolio completed and signed-off by the Practice Educator and Academic Assessor

It is expected that the gateway will be reached on successful completion of all modules of the academic award and the gateway requirements are managed via a mandatory zero-credited module SOWK3106. **See Annexe 4.**

The apprentice is not required to carry out any additional assessments.

End point assessment:

EPA starts with Examination Board and finishes when the University:

- Sends confirmation of the apprentice's successful completion of the course

The EPA period is expected to last a maximum of one month beginning when the apprentice has passed the EPA gateway.

The EPA will determine the overall apprenticeship standard and graded as:

- Fail
- Pass

To deliver the integrated EPA, the University of Worcester as AEI (Approved Educational Institution), must also be the End Point Assessment Organisation (EPAO). The EPA period should only start, and the EPA be arranged, once the employer and university is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard and all the pre-requisite gateway requirements for EPA have been met.

17. Reference points

The following reference points were used in designing the apprenticeship:

- The award is located at level 6 of the FHEQ
- [Social Worker Degree Apprenticeship Standards](#)(2022)
- [Social Work England Professional Standards](#) (2019)
- [BA \(Hons\) Social Work Programme Specification](#)
- [Professional Capabilities Framework](#) (BASW, 2018)

Annexe 1: Mapping of Professional standards, Occupational duties and KSB's to module content

Social Work England Professional Standards	Apprenticeship occupational Duties	Knowledge, Skills, Behaviours.	Modules
1. Promote the rights, strengths and wellbeing of people, families and communities	Duty 1 Promote the rights, strengths and wellbeing of people families and communities to ensure their voice and expertise is heard and acknowledged.	K1 K5 K6 K7 K8 K9 K13 K20 K23 S3 S5 S6 S7 S8 S4 1 B5	SOWK1101 SOWK1102 SOWK1105 SOWK2101 SOWK2112 SOWK2104 SOWK2105 SOWK3103 SOWK3104
	Duty 2 Be an accountable professional acting in the best interests of people that use services, by valuing each person as an individual and promoting their rights, and recognising strengths, and abilities	K1 K2 K3 K5 K6 K1 3 K15 K17 K18 K19 K23 K25 S1 S2 S5 S6 S7 S8 S10 S14 S16 S17 S 27 B1 B5	SOWK1102 SOWK1103 SOWK1105 SOWK2101 SOWK2102 SOWK2104 SOWK2105 SOWK3103 SOWK3104
	Duty 3 Recognise differences across diverse communities and challenge the impact of disadvantage and discrimination on people and their families and communities.	K3 K5 K7 K8 K9 K1 3 S1 S3 S5 S6 S7 S8 S15 B1 B2 B3 B5	SOWK1102 SOWK1104 SOWK1105 SOWK2101 SOWK2102 SOWK2114 SOWK2105 SOWK3103 SOWK3104
2 Establish and maintain the trust and confidence of people	Duty 4 Establish and maintain the trust and confidence of people so as to develop professional relationships that ensure they understand the role of a social worker in their lives.	K1 K2 K3 K4 K7 K9 K11 K16 K18 K19 S9 S10 S18 S26 S3 4 S38 S39 S48 B1 B2 B5	SOWK1103 SOWK1105 SOWK2104 SOWK2105 SOWK3103
	Duty 5 Practise in ways that demonstrate empathy, authority, and professional confidence, and enable people to fully participate in discussions and decision making.	K1 K3 K4 K7 K9 K1 1 K12 K18 S5 S7 S9 S10 S14 S18 S26 S34 S37 S 38 S39 B1 B2 B5	SOWK1103 SOWK2104 SOWK2105 SOWK3103
	Duty 6 Work directly with individuals and their families through the professional use of self, using interpersonal skills to develop relationships based on openness and transparency	K3 K4 K7 K8 K9 K1 1 K12 K22 K23 S5 S7 S12 S18 S38 S39 B1 B2 B3 B5	SOWK1103 SOWK2104 SOWK3103

	Duty 7 Actively listen to understand people, using a range of appropriate communication methods to build relationships.	K3 K4 K5 K7 K8 K9 K11 K12 K13 K15 K16 K18 K22 K23 S5 S7 S11 S12 S18 S33 S35 S36 S37 S38 S39 B1 B3 B5	SOWK1103 SOWK2104 SOWK2105 SOWK3103
3.Be accountable for the quality of my practice and the decisions I make	Duty 8 Manage situations of potentially conflicting or competing values, and, with guidance, recognise, reflect on, and work with integrity with ethical dilemmas.	K6 K9 K14 K15 K16 K17 K18 K22 K23 S1 S15 S18 S28 S3 5 S37 S38 B1 B3 B5	SOWK1103 SOWK1106 SOWK2101 SOWK2102 SOWK2104 SOWK2105 SOWK3103 SOWK3104
	Duty 9 Be accountable for quality practice and decisions made whilst working within legal and ethical frameworks, using professional authority and judgement appropriately and respectfully.	K1 K2 K6 K10 K14 K16 K18 K19 K20 K21 K23 S1 S2 S4 S12 S13 S14 S16 S24 S25 S 27 S45 S48 B5	SOWK1102 SOWK1103 SOWK1105 SOWK2101 SOWK2102 SOWK2103 SOWK2104 SOWK2105
	Duty 10 Select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service users.	K10 K12 K14 K16 K22 K23 S9 S11 S13 S25 S2 6 B2 B5	SOWK1101 SOWK1104 SOWK1105 SOWK2101 SOWK2102 SOWK2104 SOWK2105 SOWK3103 SOWK3104
	Duty 11 Apply knowledge and skills to address the social care needs of individuals and their families commonly arising from physical and mental ill health, disability, substance misuse, abuse, or neglect, to enhance quality of life and wellbeing.	K4 K8 K10 K12 K14 K16 K20 K22 K23 S11 S13 S14 S25 S 29 S49 S50 B2 B3 B5	SOWK1101 SOWK1104 SOWK1105 SOWK2103 SOWK2104 SOWK2105 SOWK3102 SOWK3103 SOWK3104
	Duty 12 Recognise the risk indicators of different forms of abuse and neglect and their impact on individuals, their families or their support networks and prioritise the protection of children and adults in vulnerable situations.	K6 K13 K14 K21 K22 K23 K25 S8 S11 S15 S29 S3 6 B3 B5	SOWK1101 SWOK1102 SOWK1103 SOWK1104 SOWK2101 SOWK2102 SOWK2104 SOWK2105 SOWK3103 SOWK3104
	Duty 13 Work with relevant colleagues and agencies to support people experiencing difficult situations, to gather information and make timely	K4 K15 K16 K17 K18 K22 K23 K25 S8 S11 S12 S26 S4 0 S41 B5	SOWK1101 SOWK1102 SOWK1103 SOWK1104 SOWK2101

	decisions when positive change is not evident.		SOWK2102 SOWK2104 SOWK2105 SOWK3103 SOWK3104
	Duty 14 Maintain accurate and timely records and reports in accordance with applicable legislation, protocols, and guidelines, to support professional judgement and organisational responsibilities	K2 K6 K17 K21 K22 K23 K24 K25 S4 S42 S43 B5	SOWK1103 SOWK1106 SOWK2104 SOWK2105 SOWK3103 SOWK3105
	Duty 15 Recognise professional limitations and how and when to seek advice from a range of sources including named supervisors, senior social workers, and other professionals. Make effective use of opportunities to discuss, reflect upon and test multiple hypotheses.	K1 K4 K9 K15 K17 K18 K21 S2 S4 S16 S19 S20 S21 S26 S27 S31 S 36 S40 B5	SOWK1106 SOWK2104 SOWK2105 SOWK3103 SOWK3104 SOWK3105
4 Maintain my continuing professional development	Duty 16 Maintain and record professional development and knowledge of social work practice. Use supervision and feedback to inform and critically reflect on practice and values, and the impact they have on practice.	K16 K17 K19 K21 K24 K25 S3 S17 S19 S20 S2 1 S23 S24 S44 B4 B5	SOWK1103 SOWK1106 SOWK2104 SOWK3113 SOWK3104 SOWK3105
5. Act safely, respectfully and with professional integrity	Duty 17 Confidently fulfil statutory responsibilities, work within regulatory and organisational remit and contribute to its development.	K1 K6 K13 K17 K18 K20 K21 K22 K23 S2 S4 S17 S22 S24 S27 S32 S43 S45 B5	SOWK1103 SOWK1106 SOWK2101 SOWK2102 SOWK2104 SOWK3103 SOWK3105
	Duty 18 Social workers must use technology, social media or other forms of electronic communication lawfully, ethically, and in a way that does not bring the profession into disrepute and ensure their skills in this area are maintained and used to improve practice	K2 K17 K20 K21 K24 K25 K26 S1 S4 S22 S30 S31 S42 S46 S47 S48 S 49 S50 B5	SOWK1103 SOWK1106 SOWK2104 SOWK2105 SOWK3103 SOWK3105
6.Promote ethical practice and report concerns	Duty 19 Act safely, respectfully and with professional integrity, promote ethical practice and report concerns.	K1 K3 K6 K9 K13 K15 K18 K19 K20 K2 S1 S4 S16 S17 S22 S27 S28 S30 S3 2 S48 B5	SOWK1101 SOWK1102 SOWK1103 SOWK1105 SOWK1106 SOWK2104 SOWK2105 SOWK3103 SOWK3105

K1 K3
S1 S4
B5

Annexe 2 Delivery pattern for the apprenticeship				
Module code	Module title	Method	Module Hours	Included in Off-the-job calculation (OTJ)
Year one (120 credits) All modules mandatory				
SOWK1105	Ethics, Values and Anti-oppressive Practice (15 credits)	In class teaching – 36 hours Taught content, group work activity, assessments, independent/ directed study.	150	36
SOWK1102	Foundations of Law and Policy (15 credits)	In class teaching – 36 hours Taught content, group work activity, assessments, independent/ directed study.	150	36
SOWK1103	Skills development (30 credits)	In class teaching – 24 hours Asynchronous – 48 hours Taught content, online learning, group work activity, e-portfolio, shadowing experience, simulated skills assessment, written assessments, independent/ directed study.	300	72
SOWK1106	Professional development 1: resilience and self-care for practice (15 credits)	In class teaching – 24 hours Asynchronous – 12 hours Taught content, group work activity, reflective assessment and patchwork assessment completion, simulated supervision, independent / directed study.	150	36
SOWK1104	Theories of Life course development (30 credits)	In class teaching – 48 hours Asynchronous – 24 hours Taught content, group work activity, online learning, assessment, independent/ directed learning.	300	72
SOWK1101	Context of professional practice (15 credits)	In class teaching – 24 hours Asynchronous – 12 hours	150	36

		Taught content, groupwork, assessments, independent/ directed study.		
Across semesters	10 independent study days	Independent study x 10days = 70 hours		70
End of year one – off the job hours				358

Module code	Module title	Method	Module Hours	Included in Off-the-job calculation (OTJ)
Year two (120 credits)				
SOWK2102	Law, policy, and safeguarding with children and families (15 credits)	In class teaching – 36 hours Taught content, group work activity, assessments, independent/ directed study.	150	36
SOWK2101	Law, Policy, and safeguarding with adults (15 credits)	In class teaching – 36 hours Taught content, group work activity, assessments, independent/ directed study.	150	36
SOWK2103	Understanding research in social work (15 credits)	In class teaching – 34 hours Synchronous – 2 hours Taught content, group work activity, assessments, independent/ directed study.	150	36
SOWK2105	Professional Development 2 assessment and intervention (30 credits)	In class teaching – 72 hours Taught content, online activities, group work activity, assessments, independent/ directed study.	300	72
SOWK2104	Practice 1 (45 credits)	In practice x 70 days - 490 hours In class teaching 18 hours Synchronous teaching – 6 hours	574	514

		Supernumerary practice learning & Practice educator report, reflective assessments, e-portfolio, independent/ directed study.		
Across semesters	10 independent study days	Independent study x 10 days = 70 hours		70
End of year two – off the job hours				764

Module code	Module title	Method	Module Hours	Included in Off-the-job (OTJ)
Year three (120 credits) Mandatory				
SOWK3102	Dissertation / project (30 credits)	In class teaching – 18 hours Supervision – 4 hours. Taught content, online activities, supervisor support, independent/ directed learning.	300	22
SOWK3103	Practice 2 – Integrated EPA (60 credits)	In practice x 100 days = 700 hours Supernumerary practice learning & Practice educator report, reflective assessments, e-portfolio, independent/ directed study.	794	700
SOWK3104	Contemporary practice (15 credits)	In class teaching – 30 hours Synchronous – 2 hours Taught content, online activities, group work activity, assessments, independent/ directed study.	150	32
SOWK3105	Professional development 3 working in organisations (15 credits)	In class teaching – 36 hours Taught content, online activities, group work activity, assessments, independent/ directed study.	150	36
Across semesters	12 independent study days	Independent study x 12 = 84		84
Year three ‘off the job’ hours				880 hours
Expected total ‘off the job hours’ at the EPA Gateway				2002 hours

Module code	Module title	Method	Module Hours	Included in Off-the-job (OTJ)
Additional 0-credited modules with no off the job hours allocated				
SOWK3106 (Mandatory)	End Point Assessment Module (non-credit bearing)	EPA gateway requirements, not additional apprentice learning	0	0

Annexe 3: Breakdown of hours allocated to aspects of the apprenticeship:

Year of course	In workplace - On the Job.	In University - Off the job learning.	In Practice Placement – Work based learning. <i>(included as off the job hours)</i>	Total
Year 1	32 weeks x 4 days 13 weeks x 5 days <i>(193 days in the workplace)</i>	32 weeks x 1 day 10 weeks x 1 study day <i>(32 days attending UW + 10 days study day)</i>	N/A	235 days
Year 2	22.5 weeks x 4 days <i>(90 days in the workplace)</i>	32 weeks x 1 day 10 weeks X 1 study day <i>(32 days attending UW + 10 days study day)</i>	<i>Placement 1</i> 17.5 weeks x 4 days <i>(70 days in placement)</i>	202 days
Year 3	14 weeks x 4 days 2 weeks x 5 days <i>(66 days in the workplace)</i>	21 weeks x 1 day 18 weeks X 1 study day <i>(21 days attending UW + 18 days study day)</i>	<i>Placement 2</i> 25 weeks x 4 days <i>(100 days in placement)</i>	205 days

Annexe 3: Process for Managing Social Worker Degree Apprenticeship Fully Integrated End Point Assessment:

At least one week prior to pre-board, apprentice completes, submits and successfully achieves all requirements for the BA (Hons) Social Work programme

Pre-board (consisting of a chairperson, internal examiners and placement support team (PLAST)) reviews each apprentice individually to ensure the accurate presentation of apprentice grades and evidence for achievement of EPA Gateway requirements: completed all required modules (taking into account any Recognition of prior learning (RPL) of the BA (Hons) Social Work Degree including 170 days of practice learning.

Social Work Apprenticeships Administrator contacts employers and apprentices to request they complete and return a 'Readiness for Completion' Gateway Declaration form, confirming the apprentice has consistently demonstrated that they meet the Knowledge, Skills and Behaviours (KSBs) of the occupational standard.

Subject Module Exam Board (Gateway) (consisting of a chairperson, internal and external examiners, HoD for Apprenticeships and CPD, Director of Apprenticeships and Employer Engagement (or nominee), PIAST and Registry Secretary) confirms that the apprentice meets all gateway requirements:

- The Subject Module Exam Board (Gateway) will formally review and record that each apprentice has achieved all gateway requirements as detailed in the gateway module (SOWK3206):
 - Achievement of level 2 Maths and English
 - Successful completion of all required modules, taking into account any RPL, of the BA (Hons) Social Work programme
 - Confirmation of a minimum of 170 days supernumerary practice learning hours, which took place within the apprentices normal working hours
 - Confirmation of completion of minimum of 30 days of skills training.
 - Completion of Practice Assessment Document, signed off by the practice and academic assessor
 - Employer and University confirmation that the apprentice has consistently demonstrated that they meet the KSBs of the occupational standard .
 - Completed the minimum duration for an apprenticeship (one year)

Award Board (EPA) (consisting of a chairperson, internal and external examiners, HoD for Apprenticeships and CPD, Director of Apprenticeships and Employer Engagement (or nominee), PIAST and Registry Secretary) confirms that the apprentice meets all Award requirements and has met the educational outcomes required to register with Social Work England.

Pass list sent by Registry to PLAST confirming all apprentices who have completed the Award and EPA and are eligible to register with Social Work England (SWE) as Registered social workers

Registry claim ESFA apprenticeship certificates via the EPA hub

Apprentices required to undertake reassessments: Further subject Module Exam Board (Gateway) and Award Board (EPA) will take place as detailed above.

For apprentices unable to meet the gateway requirements for reassessment, the course lead and employer will work with the apprentice to identify an individual plan to meet the Gateway and EPA requirements.