Module Details

Module Title	Academic Skills Development for Apprentices
Module Code	SOW4014-B
Academic Year	2023/4
Credits	20
School	School of Social Sciences
FHEQ Level	FHEQ Level 4

Contact Hours

Type	Hours
Supervised time in studio/workshop	24
Work based learning	28
Directed Study	139

Availability

Occurrence	Location / Period
BDA	University of Bradford / Semester 1

Module Aims

* To support apprentices to develop their academic skills and their transition to Higher Education.
* To support their progression to self-directed learning through the development of academic and professional skills necessary for successful undergraduate study and future employment.
* To explore British Values and the Prevent Agenda linked to Safeguarding.

This module is contributing to the development of the apprenticeship standards and professional body standards as can be seen by the linking of the module learning outcomes to the relevant apprenticeship, BASW and SWE standards.

Outline Syllabus
An introduction to academic skills appropriate for the integrated degree apprenticeship. Including, information gathering, referencing and citation, structuring an argument, essay writing, presentation skills, understanding and using feedback, group working, reflecting learning, target setting, personal planning (including time management), and how to access and make use of, higher education learning resources (including an introduction to the virtual learning environment; VLE). Apprentices will explore British Values, the Prevent Agenda, and Safeguarding. In addition, apprentices will be supported to manage the transition from a work-based setting into university life and culture. To support this, apprentices will be encouraged to explore the importance of study-work-life balance and emotional resilience within the context of an integrated degree apprenticeship with both on-the-job and off-the-job training.

Learning Outcomes	
Outcome Number	Description
LO1	Understand course and University related learning resources and possess the skills to successfully navigate and use these resources.
LO2	Demonstrate an awareness and understanding of the theoretical context to learner development and be able to apply this understanding to personal development.
LO3	Be able to locate, select, and use appropriate information and source material relevant to study purpose.
LO4	Refer to sources using in-text citation and full reference according to the Harvard Referencing System.
LO5	Recognise individual strengths as learners and use capacity for critical reflection within different settings.
LO6	Communicate effectively in written form and utilise experience of oral communication in small groups.

OVERVIEW AND METHODS##
This module complements the Introduction to the Social Work Apprenticeship and Readiness for Social Work Practice modules, by supporting apprentices with the transition from work to their integrated degree apprenticeship. Apprentices will be expected and supported to take their learning experiences (off-the-job training) and translate these into a work-based setting (on-the-job training).

This module makes use of several formative (non-assessed) assessments and specialist academic skills workshops to develop the academic confidence and skills of apprentices. The following methods have been designed specifically to encourage the apprentices to develop and reflect on their previous and current work experience.

Two-weekly seminars will enable apprentices to discuss and explore the key topics (academic skills) covered within the module, with a specific emphasis on linking learning to the Knowledge, Skills, and Behaviour Apprenticeship Standards.

Apprentices will also be supported with pastoral tutorials (with their Pastoral and Academic Tutor) to support them with their transition to university life. Additionally, apprentices will be offered support from learners via the Peer Mentoring scheme to further support apprentices with their studies.

At this initial stage of the apprenticeship programme, this module, complements the Introduction to the Social Work Apprenticeship and Readiness for Social Work Practice modules, in developing the apprentice academic thinking, reflecting, and presentation skills.

LEARNING AND TEACHING STRATEGY##
It is essential to note that our overall approach to teaching and learning throughout all modules on the apprenticeship programme has at its core, a collaborative and inclusive approach to learning and teaching where apprentices are given the opportunity to shape and lead on the learning within the module. However, at this initial stage in the apprentices' learning journey we accept and acknowledge that they will need additional focused help and support to understand and develop this approach. This will be explored in the classroom and in the apprentice seminars (see below).

Apprentices will be expected to undertake a wide range of personal reading from sources provided on Canvas, and through library-based research. Guided reading and research tasks are key component of our learning and teaching strategy.

The learning outcomes for this module are designed to introduce apprentices to a range of topics and themes primarily concerned with the development of academic written skills.

The taught content of the module will be directed study and there will be formative, task-centred based activities. Alongside this, the apprentice will be required to complete an academic integrity workshop, which tests the learner's ability to understand academic written requirements at this level.

During the workshops, apprentices will work in small groups which will encourage them to develop a self-directed approach to their education.

Sensitive topics are publicised within the scheme of work and are made available to apprentices in advance. This enables apprentices to prepare and seek tutorial support prior to the session. Tutors will use personal tutorial time to discuss the appropriateness of making peer disclosures in relevant and safe settings.

ASSESSMENT STRATEGY##
This module has been specifically created to support apprentices to develop their academic skills and knowledge of the University learning resources. This is achieved through a series of formative assessments. These assessments are designed to develop the apprentices' skills to enable them to successfully complete the summative assessment at the end of the first semester, and build skills for subsequent modules, as a spiral curriculum leading to the End Point Assessment.

The first formative assessment enables apprentices to appreciate and understand good academic practice and provides an opportunity for the apprentice to explore the Virtual Learning Environment (Learning Outcomes: 3,4).

The second formative assessment builds on the apprentice's confidence in terms of using the VLE and requires

the learner to upload a written reflective blog that details their understanding of the available academic resources (Learning Outcomes: 1, 6).

The third formative assessment supports apprentices to develop their presentational skills and further build confidence with the VLE by uploading a video blog that identifies the role of academic skills in social work practice linked to the relevant professional body and apprenticeship standards (Learning Outcome: 2, 5).

The fourth formative assessment requires apprentices to work in small groups to create an assignment checklist and ?hints and tips' poster resource (Learning Outcomes: 3, 6).

The final formative assessment, carried out in small groups or pairs, further develops the apprentice's skills by supporting them to grade and provide feedback on two exemplar ?model' assignment scripts (of varying quality) with the support an accompanying rubric (Learning Outcomes: 4, 5).

The summative assessment comprises of two components. The first component requires apprentices to interview each other on their understanding the Apprenticeship Standards, whilst also considering British Values, The Prevent Agenda, and Safeguarding (Learning Outcomes: 1, 2, 3).

The second component is an individual assessment that invites apprentices to explore British Values and The Prevent Agenda, linked to Safeguarding, and to present this as either a written piece or a recorded verbal presentation (Learning Outcomes: 4, 5, 6).

These assessments begin the preparation of apprentices for the End Point Assessment.

##OUTCOMES##
Outcomes of this module for apprentices who complete it are mapped to the following external reference points for knowledge, skills and behaviours:
* British Association of Social Workers Professional Capabilities Framework: PCFP1, PCFP2, PCFP3, PCFP4, PCFP5, PCFP6, PCFP7, PCFP8, PCFP9, Code of Ethics HR1
* Social Worker Integrated Degree Apprenticeship Standard: K1, K3, K5, K7, K8, S3, S6, S9, S10, S14, S17, S19, S22, S23, S25, S31, S33, S35, S36, S39, S40, S41, S43, S44, B1, B5
* Social Work England Professional Standards: SWE1, SWE2, SWE5, SWE6

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Presentation	Verbal (10 minutes) or written (1000 words) summary exploring British values, the Prevent duty and safeguarding	50%
Summative	Presentation	Small group/peer interview regarding knowledge/skills/behaviours linked to learning. SUPP: Indiv. reflection (1500words)	50%
Formative	Computerised examination	Academic integrity workshop (3 hours) on the Canvas virtual learning environment	N/A
Formative	Coursework - Portfolio/e-portfolio	Web log (500 words) on learning and academic resources uploaded to the e-Portfolio learning environment (PebblePad)	N/A
Formative	Computerised examination	Audio-visual log (tandards	N/A
Formative	Presentation	Group poster presentation: create an Assignment Checklist	N/A
Formative	Self and Peer Assessment	Small group exercise: Mark and provide feedback on exemplar assignments using the provided rubric	N/A

Reading List
To access the reading list for this module, please visit https://bradford.rl.talis.com/index.html