

Module Details	
Module Title	Introduction to the Social Work Apprenticeship
Module Code	SOW4013-B
Academic Year	2022/3
Credits	20
School	School of Social Sciences
FHEQ Level	FHEQ Level 4

Contact Hours	
Type	Hours
Seminars	3
Supervised time in studio/workshop	24
Tutorials	6
Work based learning	28
Directed Study	139

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1

Module Aims
<p>This module introduces you to:</p> <ul style="list-style-type: none"> * the learning, teaching, assessment, and support strategy of your Social Work Degree Apprenticeship and the Apprenticeship Standards for Social Work (Knowledge, Skills, Behaviours). * the contemporary, social, political, and historical context of social work practice. * the Social Work England (SWE) Professional Standards, the British Association of Social Workers (BASW) Code of Ethics (CoE), and the BASW Professional Capabilities Framework (PCF) in terms of preparing apprentices for their first placement experience. <p>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.</p>

Outline Syllabus

- * An introduction to the integrated degree social work apprenticeship.
- ** This will include exploration of the Apprenticeship Standards (Knowledge, Skills, Behaviours), and the overall learning, teaching, and assessment strategy.
- * An exploration of the contemporary, social, political, and historical context of social work.
- ** This will include contemporary issues and practice related to human rights, welfare, childcare, mental distress, disability, work with older people, and local and national resources and services.
- * An examination of the professional body standards and statutory codes, frameworks, and guidance that social work operates within.
- * An introduction the social work practice cycle, including:
 - ** assessment planning,
 - ** intervention, and evaluation;
 - ** recording,
 - ** administrative and IT skills;
 - ** reflective practice
 - ** and the role of supervision and decision-making frameworks.

Learning Outcomes

Outcome Number	Description
LO1	Demonstrate knowledge of the role of the social worker and locate contemporary social work within both historical and comparative perspectives. [ST0510 - SWB5, SPCE1, SPCE2, KPPD1, KPPD4, KPPD8, KSPPS4.] [BASW PCF - PCFP1, PCFP2, PCFP3, PCFP5, PCFRJEW1, PCFK1.] [SWE PS - SWE1, SWE2, SWE3, SWE6.]
LO2	Demonstrate knowledge of the range and appropriateness of social work interventions, resources, and organisational systems in contemporary social work. [ST0510 - SWB2, SWB3, SWB5, SPCE4, SPCE5, SPCE6, V2, EDMA3, EDMA5, PPD2, PPD7, PPD9, PPD10, PPD11, SPPS5, C4, WO2, WO3, WO4, KPPD6, KWO1, KWO2.] [BASW PCF - PCFP1, PCFP2, PCFVE2, PCFDE1, PCFDE2, PCFCO1, PCFRJEW1, PCFK1.]
LO3	Demonstrate knowledge of social work Standards, legislation, theoretical frameworks, and guidance relevant to social work practice. [ST0510 - SWB2, SWB5, SPCE1, SPCE4, SPCE6, V2, EDMA3, EDMA5, PPD2, KPVE1, KPVE2, KPPD7, KPPD8.] [BASW PCF - PCFP1, PCFP2, PCF5, PCFK1, PCFDE2, PCFCO1.] [SWE PS - SWE1, SWE2, SWE3, SWE4.]
LO4	Understand and recognise the important of self-reflection and the use of self in practice. [ST0510 - SWB4, SPCE1, SPCE3, SPCE5, SPEC6, V2, V4, PPD7, RR3.] [BASW PCF - PCFP5, PCFVE1, PCFRJEW1, PCFK1, PCFCFA1.] [BASW Code of Ethics - CoEHRI.]
LO5	Demonstrate an understanding of emotional resilience and the use of supervision in social work. [ST0510 - PPD3, PPD4, PPD5, PPD6, SPPS5, SPPS6, KPPD4, KPPD5.] [BASW PCF - PCFP1, PCFP3, PCFP4, PCFVE1, PCFK1, PCFCRA1.]

Learning, Teaching and Assessment Strategy

##MODULE OVERVIEW##

Apprentices come to this programme with social care work experience. This module will seek to identify and build upon their previous work experience and encourage the apprentices to reflect on the Apprenticeship Standards, Social Work England Standards, and the social work professional capabilities framework. 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 covered within the module, with a specific emphasis on linking learning to the Knowledge, Skills, and Behaviour Apprenticeship Standards.

At this initial stage of the apprenticeship programme, this module, complements the Readiness for Social Work Practice module, in developing the apprentice academic thinking, reflecting, and presentation skills. This will be addressed through the learning, teaching and assessment strategies.

##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.

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 the apprenticeship programme, the social work profession, and the regulatory standards. As such, a flipped learning strategy will be utilized for this module. This approach involves apprentices carrying out guided learning (both as individuals and within small groups) the week prior to the class-based workshops during which the material will be explored through group discussion facilitated by the module tutor. The workshops will be supported by guest speakers. 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##

Apprentices will be supported to develop their assessment skills 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 work collaboratively in small groups to produce a poster presentation (Learning Outcomes: 1, 2, 3).

This will help develop apprentices creative thinking and confidence in groupwork. The second formative assessment builds on this groupwork and develops verbal communication and presentation skills (Learning Outcome: 3). Apprentices will be supported to provide peer-feedback on this formative exercise (this is in itself an important skill ? the delivery of constructive feedback in a respectful manner).

The final formative assessment further develops these skills and introduces apprentices to individual presentation and a gentle introduction to questioning through a viva (Learning Outcomes: 4, 5).

The summative assessment (Learning Outcomes: 1 to 5) is an individual assessment to create a piece of art linked to how apprentices understand professional social work. This piece of art can take many forms and we will help you decide what this might look like. It is a holistic form of assessment to help you pull together all the different strands of your apprenticeship journey that is commencing.

This will be presented at a panel consisting of academic and local authority employer colleagues and be

following by a short viva. This assessment provides a wide latitude and scope for individualised approaches to meet the learning outcomes, in line with the principles of Universal Design for Learning. Apprentices will be introduced the panel members (local authority colleagues, and academics) throughout the module.

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, PCFRJEW1, PCFK1, PCFVE1, PCFVE2, PCFDE1, PCFDE2, PCFCO1, PCF5, PCFCFA1, PCFCRA1.

* Social Worker Integrated Degree Apprenticeship Standard: SWB5, SPCE1, SPCE2, KPPD1, KPPD4, KPPD8, KSPPS4, SWB2, SWB3, SPCE4, SPCE5, SPCE6, V2, EDMA3, EDMA5, PPD2, PPD7, KPVE1, KPVE2, KPPD5, KPPD7, PPD3, PPD4, PPD5, PPD6, PPD9, PPD10, PPD11, SPPS5, SPPS6, C4, WO2, WO3, WO4, KPPD6, KWO1, KWO2, SWB4, SPCE3, SPEC6, V4, RR3.

* Social Work England Professional Standards: SWE1, SWE2, SWE3, SWE4, SWE6.

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Examination - oral/viva voce	Create artwork linked to how you understand professional social work. Present (20 minutes viva voce) to a panel.	100%
Formative	Presentation	Group poster presentation: BASW Professional Capabilities Framework and Code of Ethics	N/A
Formative	Presentation	Group presentation (15 minutes) to peers: Social Work England standards	N/A
Formative	Classroom test	Individual presentation to panel (10 minutes, mock viva voce exam): Apprenticeship standard requirements	N/A

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

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.