



WARWICK

BA (Hons) Social Work Degree Apprenticeship Apprentice Handbook

September 2026

Table of Contents

Section 1 - Welcome	5
Welcome from the Director of Social Work	5
Welcome to your degree apprenticeship at the University of Warwick.	6
Introduction to the University of Warwick	6
Purpose of the Degree Apprentice Handbook	6
Section 2 – Key features of a Degree Apprenticeship	7
What is a Degree Apprenticeship?	7
Key features of a Degree Apprenticeship	7
Apprenticeship Standard	7
The job (or “On the Job” learning)	7
The programme	8
Off-the-job training	8
Work-based, on-the-job learning	8
Autonomous skills development study	8
Plan of Training	8
Functional Skills in English and Mathematics	8
Learning Hub and Professional Portfolio	9
Assessment	9
Gateway	10
End Point Assessment	10
Progress Review Meetings	10
Your Virtual Learning Environment (VLE)	11
Our shared commitment	11
Apprenticeship Agreement and Training Plan	11
Quality assurance	11
Section 3 - The role of the University	12
Overview	12
MyWarwick	13
Enrolment	13
University induction	13
Communication	13
Apprentice support	13
Section 4 - The role of the Employer	14
Workplace induction	14
The role of the Line Manager	14
The role of the Mentor or Practice Supervisor	15
Practice Supervisor	15
The role of the Practice Educator	15
On your placements	16
Placement Periods	17
Section 5 - Your role as an apprentice	17
Overview	17
Professional Portfolio and Learning Journal	18
Feedback	19
Section 6 - Academic Regulations	19
Examinations	19
Submission of assessments	20
Late submission and extensions	20

Late submission penalties	20
Plagiarism and good academic conduct	20
Presentation of work	21
Temporary withdrawals/break-in-learning and extensions	21
Section 7 – General information	21
Registration	21
Attendance, engagement and monitoring procedures	22
Policy on Recording Lectures	22
Data Protection and GDPR	23
Change in circumstances	23
Certification on completion of study	23
Professional accreditation	24
Complaints and appeals	24
Academic appeals	24
Apprenticeship helpline	24
Staff Student Liaison Committee	25
Student Union	25
Section 8 – Services and support	26
Library	26
Student Opportunity	26
IT Services	27
Language Centre	27
Director of Student Experience and Progression	27
Wellbeing Support Services	27
Wellbeing Support	27
Disability Services	28
Health Centre	28
Chaplaincy	29
Students' Union	29
Students' Union Advice Centre	29
Campus Security	29
Children's Services	30
Information Centre	30
Section 9 – Values, Safeguarding, & Prevent	30
Warwick community values and expectations	30
Ethical communication and Professionalism	31
Safeguarding	32
Prevent	32
Prevent at Warwick	32
Safeguarding and Prevent within CLL	33
Health and Safety	33
Section 10 - Your Degree Apprenticeship	34
Introduction to the Centre for Lifelong Learning	34
Research in CLL	35
Course Team Contacts	35
Contact details	38
Additional Costs	39
Timetable	39
Overview of your Degree Apprenticeship programme	39
How does the Social Work Degree Apprenticeship Work?	40

The Employer Nomination Form	41
The Practice Learning Agreement	41
The Social Worker (degree) Apprenticeship Standard	41
The Process of Work Based Learning	41
Contrasting Experience	42
Skills days	43
Sources of Evidence of your Progress	44
Course Regulations	44
Progression Requirements	44
Sub Qualifications and Exit Awards	44
Opportunities to Resit Assessments	45
Fitness to Practise	46
For Registered Apprentices	47
Group Outcomes for Registered Apprentices	48
University Fitness to Practise Committee	48
Committee Outcomes	48
Examination and Assessment	48
Degree Apprenticeship Assessment Models	48
Assessment Schedule	49
Submission of Assessments	49
Board of Examiners	51
Marking Criteria and 20 Point Marking Scale	51
Assignment Feedback	53
Proofreading Policy	53
Academic Integrity	55
Artificial Intelligence (AI)	55
Plagiarism	55
Artificial Intelligence and Plagiarism Policy and Procedure	56
Investigating Committee of the Senate	57
Impact on Assessment Feedback	57
Mitigating Circumstances	58
Table 1. Award Structure, Module, and Summative Assessment Overview	60
Section 11 - Appendices	62
Appendix One: Consent Declaration Form	62
Appendix Two: Practice Learning Agreement	63
Appendix Three: Four-Way Progress Review Form	72
Appendix Four: Reflective Learning Log	83
Appendix Five: Direct Observation Form	85
Appendix Six: Record of Placement Learning	95
Appendix Seven: Assessed Preparation for Direct Practice	98
Appendix Eight: Annual Declaration of Suitability for Social Work	100
Appendix Nine: Action Plan Form	109

Section 1 - Welcome

Welcome from the Director of Social Work

My colleagues and I would like to welcome you to social work at Warwick! We hope that your time with us is enjoyable and productive. The aim of the Course Handbook is to provide you with as much of the information as possible that you will need over the course of your studies. Whenever you have a course query, the first place you should look is this Handbook.

The Social Work Group sits within the Centre for Lifelong Learning, which is part of SELCS, and we have a long and established history of social work being taught at Warwick. We are continuing to build on our legacy of national and international excellence in delivering social work education and research.

The staff team wants your time at the University of Warwick to be as rewarding as possible. We aim to make the learning experience interesting and stimulating and to prepare you well for the rewards and challenges of social work practice. The team will work hard to support you in your studies but there is also an expectation that you take responsibility for managing your own workload, being punctual, attending lectures and participating constructively with staff, fellow apprentices and supervising colleagues in the workplace.

There is little doubt that you are entering social work at a very challenging time for the profession. Many people are coping with high levels of endemic poverty within our society coupled with cost of living rises, the marginalisation of those living with disabilities, ill health, loneliness, social exclusion, racism and continuing aftermath of the pandemic. The resources to support people in need seemingly reducing, high-caseloads and public sector provision shrinking. There are also emerging challenges that will impact society and require social work to respond. Climate change and conflicts across the world displacing millions of people as they seek safety and refuge in more developed nations of the world. Despite these challenges social work continues to make a valued contribution to protecting vulnerable people and enabling children, families and adults to maximise life chances and opportunities. Social workers combine with other caring professions to retain the ethos of public service and to demonstrate compassion and humanity to people at challenging times in their lives.

We hope that during your time on the course you will be encouraged, passionate and excited about social work and the wider social context in which people live. We hope that you will be open to new learning and that you will develop the necessary resilience to cope with the challenges that social work education and training presents. By the end of the degree, we want you to have further developed sound intellectual knowledge and practice skills, personal and social awareness, insight and integrity. Finally, we hope that you will leave University better informed and determined to make a positive difference in whatever field of social work you join, serving people in need with integrity, compassion, equality and humanity.

We look forward to working with you and wish you every success with your professional development and studies.

Dr Alan Dolan
Associate Professor and Director Social Work
September 2026

Welcome to your degree apprenticeship at the University of Warwick.

The introduction of degree apprenticeships has provided an opportunity for employers to work closely with universities to develop high-quality programmes that meet key skills needs and further develop talent within their organisations.

At the University of Warwick, we have developed our apprenticeships with our industry partners, using work-based learning, work-based practice and robust employment-focused academic design and delivery, to equip you with the knowledge, skills and behaviours to enable you to succeed in your chosen profession.

We understand the challenges of balancing work with study, so in addition to your academic tutors, you will have a dedicated University Apprenticeship Tutor to support you throughout the duration of your apprenticeship programme. You will have regular Progress Review Meetings, between you, the University and your line manager (the employer), to ensure that you receive continuous support and feedback on your progress and performance whilst on your apprenticeship journey.

This handbook has been created to provide you with important information and guidance on a broad range of topics, from teaching and work-based learning practices to the academic regulations of the University. You should refer to this handbook often during your apprenticeship and we hope that this will help you settle quickly into life as a University of Warwick degree apprentice.

Introduction to the University of Warwick

The University of Warwick, situated in Coventry, was established in 1965 and has since become one of the most successful universities in the UK, highly rated for both research and teaching quality. We have links with local, national, and international private and public sector organisations, aiding in increasing our reputation for being at the forefront of university-business collaboration.

We have 34 academic departments across three faculties: Arts, Science, Engineering and Medicine, and Social Sciences, with over 20,000 students and 1200 apprentices. Our campus offers you access to industry relevant, contemporary facilities, and you will be part of an ambitious, diverse and high-achieving student body. Further information about the University can be found at <https://warwick.ac.uk/>.

Purpose of the Degree Apprentice Handbook

The purpose of this handbook is to outline your relationship with the University, and the rights and the services to which you are entitled, whilst enrolled with us. It is an extension of the Training Plan and Apprenticeship Agreement, providing further detail on respective roles and responsibilities, as well as programme specific information. The Apprentice Handbook will provide you with useful information about:

- ▶ What is contained within a degree apprenticeship.
- ▶ The University's responsibilities to you in your degree apprenticeship.
- ▶ Your employer's role in supporting you during your degree apprenticeship.
- ▶ What we expect of you, your responsibilities and commitment to the degree apprenticeship.
- ▶ Your programme of study, the different stages, and milestones that you will be required to meet.

- ▶ Your degree apprenticeship assessment and (End Point) Assessment Plan.
- ▶ What is meant by work-based, skills development and off-the-job training.
- ▶ Your access to and use of the University Library, Virtual Learning Environment (VLE) and electronic portfolio system, Aptem.
- ▶ University guidance and support services available to you.
- ▶ Communication with the University.
- ▶ Academic regulations that apply to your degree apprenticeship.
- ▶ Providing programme feedback.
- ▶ Complaints procedures and academic appeals.
- ▶ Programme information relating to your degree apprenticeship and staff contact details.

Section 2 – Key features of a Degree Apprenticeship

What is a Degree Apprenticeship?

Co-designed by employers, universities and people with lived experience, degree apprenticeships ensure that you successfully achieve the required knowledge, skills and behaviours set out in the appropriate Apprenticeship Standard developed specifically for your profession.

Our degree apprenticeship programmes are designed to enable you to thrive in the workplace. You'll be a full-time employee, learning skills on-the-job for most of your time, and for the remaining time you'll have access to all the opportunities that a Top 10 UK Russell Group university can offer.

We are committed to excellence and innovation in our pedagogy, and work with academic colleagues and experienced professionals to ensure that each apprenticeship is informed both by contemporary teaching methods and current practice.

Key features of a Degree Apprenticeship

Apprenticeship Standard

Apprenticeship standards are developed by groups of employers (known as Trailblazers) for a specific job role and are approved by the Institute for Apprenticeships and Technical Education (IfATE). Apprenticeship standards fully define the required outcomes in terms of knowledge, skills and behaviours for the apprentice to achieve occupational competence, for example:

- ▶ **Knowledge** - the information, technical detail, and 'know-how' that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more generic.
- ▶ **Skills** - the practical application of knowledge needed to successfully undertake the duties. They are learnt through on- and/or off-the-job training or experience.
- ▶ **Behaviours** - mindsets, attitudes or approaches needed for competence. Whilst these can be innate or instinctive, they can also be learnt. Behaviours tend to be very transferable. They may be more similar across occupations than knowledge and skills. For example, team worker, adaptable and professional.¹

The job (or "On the Job" learning)

Degree apprentices will normally be employed for a minimum of 30 hours a week. You must have a Contract of Employment that will cover the full duration of the apprenticeship programme, including scope to accommodate any additional time you may need to successfully complete your End Point Assessment

(EPA). A significant amount of your apprenticeship learning will take place whilst you are working in your role, this is called “on the job” learning.

The programme

You will experience an intellectually stimulating degree programme, developed and delivered with the active involvement of an employer or group of employers based on the Apprenticeship Standard. Using a range of on- and off-the-job training methods, you will develop not only the knowledge and technical skills required to perform the job role, but also the transferable and behavioural skills that have been set out in the Knowledge, Skills and Behaviours of the Apprenticeship Standard.

Off-the-job training

Academic learning fits around work commitments through an agreed off-the-job programme of study for a minimum of 6 hours per week on average. The learning undertaken must be outside of your usual day-to-day working environment and during normal working hours. This can include training delivered at your usual place of work but must not be part of your normal working duties. Off-the-job training must be directly relevant to the Apprenticeship Standard and can include the following:

- ▶ the teaching of theory (e.g., lectures, seminars, tutorial support, role play, simulation exercises, online learning or manufacturer training)
- ▶ practical training (e.g., shadowing, mentoring, industry visits and attendance at competitions or conferences)

The minimum 6 hours average is measured over the duration of your apprenticeship, as opposed to an academic or calendar year.

Work-based, on-the-job learning

In a degree apprenticeship the work-based learning elements, also termed as “on-the-job” learning, is central to the award. The curriculum has been designed and developed to ensure work-based learning and assessment is fully integrated into the overall programme. This will enable you to apply, reinforce and demonstrate the knowledge, skills and behaviours set out in the Apprenticeship Standard and reflect on and review individual learning experiences working with others on real-life challenges.

Autonomous skills development study

University study requires you to take responsibility for your own learning as an independent higher education student. Apprentices need to use their initiative and make decisions about what to focus on and how much time to study independently outside of timetabled teaching and work-based learning.

Your Programme Overview (see below) sets out notional guided autonomous skills development hours for each module that you will be studying at the University. But remember, this type of study includes learning you may undertake to support your development, including training you may undertake or choose to participate in as professional development, such as part of the university’s Warwick 12 Core Skills offer.

Plan of Training

You will have an individual Training Plan (TP) that sets out how you will meet the requirements of your apprenticeship. It will cover taught content, assessments, confirmation of any prior learning, English and Mathematics Functional Skills training requirements or any additional learning support requirements, and Progress Review meeting dates. The document is updated throughout your apprenticeship to reflect any changes, so everyone involved in your training has a clear breakdown of your training commitments. At your Progress Reviews, you may need to have your Training Plan available to discuss any changes required for updating.

Functional Skills in English and Mathematics

Each Apprenticeship Standard will have minimum requirements for English and Mathematics that must be met to successfully complete the apprenticeship. Apprentices working towards these qualifications as part of their apprenticeship must be released from the workplace during work hours if required to undertake this training and assessment, **in addition to** the minimum off-the-job training requirement. If you need to complete English and/or Mathematics requirements, this will be indicated on your Training Plan. If you need to achieve a Level 2 English and/or Maths qualification whilst on programme, you will be set up with our approved subcontractor for functional skills training and assessment, unless otherwise agreed. You must complete the relevant qualification(s) within the first nine months of starting your apprenticeship unless an alternative timeline is agreed with the University. Please note exceptions to the standard timeline of 9 months will be assessed on a case-by-case basis.

Learning Hub and Professional Portfolio

Each apprentice must compile a portfolio of evidence to demonstrate competence in the knowledge, skills and behaviours required for successful completion of the apprenticeship.

Assessment

Each module has formative and summative assessments, the details of which are outlined in the Programme Overview below and your module guide.

Formative assessments

Formative assessments will be a combination of naturally occurring, 'real life' workplace activities (e.g., project work) and specific tasks designed to reinforce aspects of the degree apprenticeship. The methods of formative assessment will allow for the generation of evidence that is sufficient to make judgements on the achievement of the relevant knowledge, skills and behaviours specified in the Apprenticeship Standard.

Formative assessments help monitor your progress. They do not carry a mark that contributes to the classification of the degree but provide you with ongoing feedback to support your professional development. They also provide evidence to discuss your progress at Progress Review meetings. You should use the feedback from formative assessment opportunities to help develop your understanding and raise questions you may wish to ask your academic or apprenticeship tutor, to ensure you are clear about what you need to do to improve. Remember that feedback can come from many different sources, it does not have to be solely academic feedback, to support your apprenticeship. As you progress on your apprenticeship, try to reflect on the range of feedback you receive and how it will help you learn and develop.

Summative assessments

Summative assessments are used to evaluate learning, skills acquisition and academic achievements that have taken place during the module, building upon your application of the knowledge, skills and behaviours gained in the workplace.

The summative assessments are designed to determine progress and achievement, measured against the module learning outcomes and will inform goals set within your Training Plan or Independent Learning Record. Summative assessments will carry university credit, which means it will typically contribute to the accrual of credit towards your degree. This means final marks must be ratified by a University Examinations Board, though your department may share the provisional mark with you for information. At each Progress Review, it is important you talk through any formal grades received and reflect on how this understanding will aid in progressing positively on your apprenticeship.

Integrated assessment

You may find some of your assessments are integrated across more than one module. This is to give you an opportunity to bring together a range of learning outcomes from different modules to address, for example, a complex problem or case study.

Gateway

At the end of the on-programme phase of the apprenticeship, your employer must be satisfied that you are ready to proceed to the EPA (Finalist EPA Exam-Board). This means you must have achieved:

- ▶ the degree as specified in the Apprenticeship Standard and Assessment Plan
- ▶ the appropriate level of English and Mathematics and any digital skills requirements
- ▶ any other components specified in the Apprenticeship Standard and Assessment Plan

This includes the **Social Work England requirements** to have completed 200 days of placement and 30 skills days. Further details relating to this are below.

You are completing an integrated degree apprenticeship

You must complete 360 credits from your degree before your Gateway Review to progress to EPA (Exam Board).

End Point Assessment

The purpose of the EPA is to make sure that you have met the requirements of the appropriate Apprenticeship Standard and are fully competent in your chosen occupation. The EPA is taken at the end of your apprenticeship training when your employer is satisfied that you have met the Gateway criteria.

The EPA is carried out by an independent End Point Assessment Organisation (EPAO) and in accordance with the Assessment Plan of the ST0510 Apprenticeship Standard <https://www.instituteforapprenticeships.org/media/6337/st0510-social-worker-statutory-integrated-epa-level-6-ap-for-publication-26082022.pdf> . This will ensure that all apprentices following the same standard, are assessed consistently.

A degree certificate is awarded on successful completion of the degree and the apprenticeship certificate after the EPA is successfully completed.

Progress Review Meetings

You will have four progress reviews per year of study with your University Apprenticeship Tutor, Practice Educator, and your Line Manager, the first meeting will be within 30 days of you beginning your programme. Each meeting identifies planned actions to manage your progression through the apprenticeship programme. It will ensure that you can discuss your Training Plan (TP), reflect on what you have learnt so far and agree any changes to your development plan. You will be asked to discuss how you are gathering evidence for your Professional Portfolio and how you are reflecting upon your learning in your Learning Journal (both on and off the job) and you will be expected to update your Skills Radar prior to each review meeting. This ensures that review of your progress is holistic and that the targets agreed are challenging and ensure you have support in place to stretch your learning whilst on your apprenticeship and make the most of your apprenticeship experience. You will have the opportunity to discuss progress with your academic studies. This will be recorded and evidenced throughout the course of the apprenticeship to ensure the knowledge acquired throughout the programme of study is applied to support the development of the appropriate skills and behaviours in the workplace. Furthermore, you will receive feedback from your Practice Educator and employer (e.g., line manager) regarding aspects of the programme that relate to workplace activities. It cannot be stressed enough how important the Progress Review meetings are in your

programme. Any changes to your employment, role or within your programme can be discussed and evidenced sufficiently and uploaded onto your Aptem portfolio.

Your Virtual Learning Environment (VLE)

Your degree apprenticeship provides a VLE, Moodle, which is a web platform specifically designed to support the delivery of teaching and learning materials online. Each module has a Virtual Learning Environment page that will normally have the following features:

- ▶ an introduction to the module and its learning outcomes, learning and teaching strategies and assessment plan
- ▶ learning resources, such as revision notes and lecture presentations or lecture capture
- ▶ closed online forums for discussions with other apprentices, which may include group formative assessments, and a resource for sharing ideas and best practice
- ▶ a news forum for announcements about the modules teaching and assessment
- ▶ reading lists that link to the library's electronic resources
- ▶ access to e-books that have been selected to support the module
- ▶ information on coursework, submission deadlines etc.
- ▶ a function to submit assessed coursework, see grades and receive feedback

Our shared commitment

The degree apprenticeship is a progress relationship that builds upon:

- ▶ a commitment from the University to provide high-quality teaching and assessment, alongside support, advice and guidance.
- ▶ a commitment from your employer to offer you an employment contract of sufficient duration to enable you to complete your training and End Point Assessment to secure your longer-term future.
- ▶ a commitment from you, as an apprentice, to be motivated to learn and engage, and to work diligently to complete your apprenticeship.

Apprenticeship Agreement and Training Plan

Before you sign the Apprenticeship Agreement and Training Plan, we will have confirmed your eligibility to join the apprenticeship and agreed any relevant prior learning.

The **Apprenticeship Agreement** outlines the key dates of the apprenticeship and confirms the duration and off-the-job training hours.

The **Training Plan** sets out the roles and responsibilities of the University, your employer and you, as an apprentice. It will contain the Plan of Training, Progress Review dates, any prior learning, English and Mathematics Functional Skills training and any learning support requirements.

Quality assurance

The Office for Students (OfS) regulates universities and all other higher education providers. Apprenticeship Standards are approved and regulated by the Institute for Apprenticeships and Technical Education, who work with a number of government bodies including the OfS to support apprenticeship qualifications. This partnership is called the Quality Alliance. The University is an autonomous institution which means it has Degree Awarding Powers to award degrees and as an approved apprenticeship provider must ensure the

overall quality of its apprenticeships, working with employers who are responsible for the quality of the on-the-job learning, the EPA, and your apprentice employment contract.

The quality assurance of apprenticeship training is the responsibility of Ofsted. Ofsted do not assess the academic quality of the degree qualification, which is the responsibility of the Office for Students. This means Ofsted will carry out inspections of university and employer apprenticeship provision, which will assess the quality of your training experience. You may be contacted by Ofsted to provide feedback on your learning experience.

There are several important processes in place to ensure that the Degree Apprenticeship programme continues to provide high-quality teaching and learning experiences for students. This includes:

- Student Staff Liaison Committee meetings (termly) – an opportunity for us to gather apprentices feedback (see below).
- National Student Survey (annually) – an opportunity for us to gather student feedback from students in their final year of the programme.
- QAA Standards (ongoing) – this provides the subject benchmark statements for academic standards.
- External Examination (annually) – an individual from another University examines the Degree (including teaching materials, online resources, student assessment and tutor feedback etc.)
- Module evaluations (ongoing) – to be completed by students in the last taught session of each module.
- Moderation – each module is allocated a moderator (who is not the module leader) who moderates a sample of assessments to ensure a standardised approach across modules and tutors.

Section 3 - The role of the University

Overview

The role of the University in your apprenticeship can be summarised as follows:

- ▶ Facilitate enrolment onto the degree apprenticeship.
- ▶ Provide University induction onto the apprenticeship programme.
- ▶ develop a detailed Plan of Training to support your progress through the apprenticeship.
- ▶ Ensure all modules are mapped to the knowledge, skills and behaviours outlined in the Apprenticeship Standard.
- ▶ Support you with tools to enable the collection of evidence to support EPA.
- ▶ Provide access to university systems for both learning and support.
- ▶ Delivery of teaching and learning modules.
- ▶ In conjunction with your Line Manager, work in partnership to ensure you spend a minimum 6 hours of your time undertaking off-the-job training and the remainder of time on the job.
- ▶ Manage ongoing assessments throughout the programme.
- ▶ Review your progress on a quarterly basis through Progress Review Meetings with you, your Line Manager and the University Apprenticeship Tutor

- ▶ Ensure all 'on-programme' qualifications, such as the degree and minimum English and Mathematics requirements (if required), are completed prior to the Gateway
- ▶ Support your Line Manager and Practice Educator, as needed, in making the decision for you to progress through the Gateway
- ▶ Co-ordinate the EPA with your employer.
- ▶ Claim the apprenticeship certificate on your behalf.
- ▶ Monitor and review quality assurance of the degree apprenticeship programme.

For more information on the University's role in the delivery of teaching, learning and assessment, see Section 10.

MyWarwick

MyWarwick: <http://warwick.ac.uk/students> and the MyWarwick App which accompanies it, is a dedicated space for students, developed as a result of student feedback, in which students can access key links and contact information; detailed travel information; links to support services, careers information and advice; and regular news updates and announcements. The app, which can be downloaded onto mobiles and tablets and customised to the student's needs and preferences. It can be used to check email and create alerts.

Enrolment

All new apprentices are required to enrol onto their programme of study. An email will be sent to you prior to the programme start date outlining the online process which verifies your personal details and confirms your programme of study. Enrolment must be completed for you to commence your studies with us. You are also required to re-enrol at the start of each new year of study.

Further information can be found at

<https://warwick.ac.uk/services/academicoffice/ourservices/enrolment/>.

University induction

University induction will take place before any off-the-job training is undertaken. At Induction, you will get the opportunity to learn more about the structure of your programme, meet with your academic tutors and University Apprenticeship Tutor, familiarise yourself with the University campus and facilities, and collect your University ID card. If your induction is online your ID card will be given to you during your first face-to-face teaching on campus.

Communication

The preferred means of communication with apprentices on the programme is via email. You will be issued a University of Warwick email address **and information relating to your degree apprenticeship programme will only be communicated to you using this email address**. Please ensure that you check your Warwick email account daily or set up a function to forward any messages to a preferred email account.

Information on how to set up your email and guidance on email etiquette can be found here: [How to access your email](#)

Apprentice support

As well as your academic tutors, apprentices are allocated a dedicated University Apprenticeship Tutor to support your personal, educational and professional development. Tutorial support encompasses University-based work and assessed practice learning and is focused on the integration of the workplace and

University-based components of the course, the acquisition of knowledge, skills and behaviours and their demonstration through work-based practice.

You will have regular contact with your tutors, face-to-face and online, through group seminars and individual tutorials. When undertaking assessed, on-the-job learning, the University Apprenticeship Tutor is your main link with the University.

Although you will not spend large amounts of time on the University campus, you are fully entitled to the support and wellbeing services we offer to traditional students. The services offered are diverse to meet the many and varied needs of the University community and include skills development, mental health and wellbeing, disability and counselling. The University recognises that you are first and foremost an employee of your organisation; therefore, we ask that in the first instance, your initial contact for any support needs is with your Line Manager.

For more information on the University's support services, see Section 8.

Section 4 - The role of the Employer

Workplace induction

If you are new to your organisation, you will undertake a workplace induction. This will cover the following:

- ▶ confirmation of Contract of Employment, including Terms and Conditions and Job Specification
- ▶ company policies and procedures, including Health and Safety, Equality and Diversity and Safeguarding
- ▶ employer's role and responsibilities
- ▶ your role and responsibilities
- ▶ tour of the workplace
- ▶ introduction to the people you will work with, including your Line Manager, Mentor or Practice Supervisor, as appropriate

The role of the Line Manager

Your Line Manager will play a critical role in the success of your apprenticeship and will be your first point of contact on a day-to-day basis, as well as the key contact for the University Apprenticeship Tutor. The key responsibilities of your Line Manager can be summarised as follows:

- ▶ directing your day-to-day work
- ▶ providing you with feedback on your progress
- ▶ ensuring you attend any off-the-job training required to achieve the apprenticeship in accordance with the 20% minimum requirement
- ▶ actively engaging in the Progress Review Meetings
- ▶ support you with any work-based assessment activity, such as relevant projects, real world opportunities, practitioner practice sessions, development of your Learning Journal and Professional Portfolio
- ▶ provide mentoring as part of the on-the-job learning and liaising with any other key personnel e.g., Mentor or Practice Supervisor
- ▶ making the decision whether to progress you to EPA
- ▶ liaising with the University
- ▶ ensuring you have access to Aptem and Moodle in the workplace
- ▶ reporting any absence or prolonged sickness during the apprenticeship
- ▶ raising any concerns regarding your progress with the employer / University, as appropriate

The role of your Line Manager in the Progress Review Meetings can be summarised as:

- ▶ feedback on how you are progressing in the workplace, including any feedback from Mentors or Practice Supervisors
- ▶ advise the University of any concerns regarding your progress; included here is the expectation that the implementation of a 'performance plan' in the workplace will be discussed with the University and will usually result in a joint Action Plan
- ▶ be able to discuss specific aspects of your Learning Journal and Professional Portfolio or work-based projects, as appropriate
- ▶ advise on relevant workplace training and assessment opportunities that may arise
- ▶ provide feedback on any aspects of the apprenticeship that relate to workplace activities, for example:
 - what can they **start** doing to improve their work performance?
 - what can they **stop** doing that will improve their work performance?
 - what can they **continue** doing to be more effective within the workplace?

The role of the Mentor or Practice Supervisor

Mentor

Mentoring is increasingly recognised for its value in supporting apprentices in the workplace. This may be undertaken by your Line Manager, or your employer may make the decision that the role is best filled by a Mentor or Practice Supervisor. Their role can be summarised as:

- ▶ passing on knowledge and skills gained from experience
- ▶ support the apprentice's personal development and career planning
- ▶ provide guidance, encouragement and constructive comments
- ▶ be a sounding board for elements of their work-based or University-led training and development

Practice Supervisor

In some instances, it is a requirement of the apprenticeship programme that Practice Supervisors support specific aspects of work-based learning. The role of the Practice Supervisor can be summarised as:

- ▶ to offer learning opportunities
- ▶ provide expertise within their practice areas
- ▶ responsible for supervising apprentices and facilitating their learning in complementary / contrasting practice learning opportunities, ensuring that the apprentice practices within the employer's local policies and guidelines
- ▶ responsible for feeding back on your attendance, performance and achievements to your Line Manager

The role of the Practice Educator

The Practice Educator (PE), in conjunction with the apprentice's line manager and university tutor, is expected to:

- ▶ be responsible for evaluating the apprentice's performance and achievements against the objectives and the programme requirements, and giving feedback to the line manager and University Tutor;
- ▶ be familiar with all the assessment requirements of the programme;
- ▶ Work alongside the Line Manager and apprentice, to construct the Practice Learning Agreement and make any amendments as necessary;

- ▶ Have expertise within their practice areas and, with the line manager, can identify practice opportunities that allow the apprentice to meet their learning objectives;
- ▶ Provide monthly supervision and practice teaching that will include focused discussion of cases/methods of intervention/theory to practice links/evidence from reflective learning log/anti-oppressive practice/review of apprentice's evidence and progress;
- ▶ Complete the direct observations of practice required for summative assessment;
- ▶ Participate in the Apprentices' quarterly four-way review meetings with the apprentice, Line Manager and University Apprenticeship Tutor;
- ▶ Ensure the timely completion of the four-way review form and other necessary documentation for the apprentices' e-portfolio;
- ▶ Work alongside the Line Manager to advise on workplace training and learning opportunities that may be available and relevant to the apprentice's progression;
- ▶ Relay any concerns about apprentice's conduct, performance or progress to the line manager and University Apprenticeship Tutor;
- ▶ Make a recommendation (in collaboration with your University Apprenticeship Tutor and line manager) on the work-based learning demonstrated by the apprentice, along with any need for an action plan, action-planning outcomes and suitability to continue;
- ▶ Relay immediately any concerns about Fitness to Practise to the line manager and University Apprenticeship Tutor;
- ▶ Ensure that apprentices' practice is within the organisations local policies and guidelines;
- ▶ Attend line manager and Practice Educator Workshops facilitated by the University to support your apprentices;
- ▶ Plan for placement periods with the apprentice's line manager.

In your Four-Way Progress Reviews both your line manager and Practice Educator will:

- ▶ Share with the University Apprenticeship Tutor how you are progressing in the workplace via the Four-Way Review Form. This includes any feedback from colleagues and service users;
- ▶ Advise the University of any concerns regarding your progress, including the implementation of a work-based 'performance plan', which will usually result in a joint Action Plan
- ▶ Discuss specific aspects of your evidence collection or work-based activities, as appropriate;
- ▶ Provide advice regarding workplace training and assessment opportunities that may be available and relevant to your apprenticeship;
- ▶ Make any amendments necessary to your Practice Learning Agreement, including Action Planning when necessary;
- ▶ Ensure completion of the necessary documentation for your e-portfolio;
- ▶ Plan for placement periods.

On your placements

During your placement period (see also the placement handbooks) your practice educator is responsible for formal supervision and coordination of the placement. The Practice Educator is responsible for:

- ▶ Providing an appropriate level of support, considering the challenging nature of the work and the individual needs of the Apprentice.
- ▶ Drawing up / reviewing the Practice Learning Agreement and identifying appropriate learning opportunities throughout the duration of the placement.
- ▶ Informing the Apprentice of any required vaccinations the Apprentice may need to have prior to the commencement of the placement.
- ▶ Providing a range of appropriate learning opportunities for the Apprentice; for supervision, teaching, support, advice, and guidance.
- ▶ Taking a holistic approach to the assessment of Apprentices. The Practice Educator will need to seek evidence of the integration of skills, theory, ethics, values, and practice. It is essential, for example,

that Apprentices are required to demonstrate that they not only know about a range of social work methods and theoretical approaches, but that they can select and make skilled use of them in practice.

- ▶ In assessing Apprentices, Practice Educators should capture the views of service users, colleagues, and other relevant professionals to help them form their eventual recommendation.
- ▶ Ensuring that the requisite number of direct observations of practice takes place and that they complete the required paperwork.
- ▶ Practice Educators' contributions are central to review meetings. At the end of the placement, the educator will confirm the Apprentice has met the requirements of the placement by signing the review form and uploading to Aptem.
- ▶ Notifying the academic tutor if/when Apprentices are experiencing difficulties. Should a Practice Educator have serious concerns about an Apprentice (that may lead to termination of an Apprentice's involvement in the Social Work Programme) they need to raise these concerns immediately, follow procedures and provide information to assist in decision making.
- ▶ Determining if you have passed / failed the placement period. In reaching that decision practice educators will regularly review the daily reflective learning log that the apprentice has completed and reach a decision as to whether the placement has been passed or failed at the final review meeting in accordance with the knowledge, skills and behaviours that have been demonstrated.

Placement Periods

- ▶ **Year One**
CE1F5 - Skills A - The Professional Social Worker
Associated with 30-day placement (commencing week beginning 4th January 2027)
Skills days
- ▶ **Year Two**
CE297- Skills B - The Interpersonal Social Worker
Associated with 70-day placement (commencing week beginning 4th January 2027)
Skills days
- ▶ **Year Three**
CE357 - Key Issues in Professional Social Work
Associated with 30-day contrasting placement (commencing week beginning 28th September 2026)
- ▶ CE356 - Readiness for Professional Social Work Practice
Associated with 70-day placement (commencing week beginning 4th January 2027)

Section 5 - Your role as an apprentice

Overview

Throughout your apprenticeship it is expected that you will:

- ▶ Work towards achieving the qualification(s) stated in your Apprenticeship Agreement;
- ▶ Actively undertake a Plan of Training, that has been agreed with you, your employer and the University;
- ▶ Identify with your Line Manager opportunities to carry out work-based projects that align to your off-the-job learning to enable you to collect the necessary evidence for your Learning Journal and Professional Portfolio;
- ▶ Attend all off-the-job training required;
- ▶ With your Line Manager and Practice Educator work towards achieving the knowledge, skills and behaviours specified in your Apprenticeship Standard;
- ▶ Complete all assessments, formative and summative, in a timely manner;

- ▶ Collect evidence to support your progression using Aptem;
- ▶ Attend meetings (either face-to-face or online) with your University Apprenticeship Tutor;
- ▶ Actively participate in Progress Review Meetings with your Line Manager, Practice Educator, and your University Apprenticeship Tutor;
- ▶ Demonstrate 200 days of placement;
- ▶ Complete 30 days of skills development.

Professional Portfolio and Learning Journal

At the end of the apprenticeship, you will need to have collated a **Professional Portfolio** to evidence the knowledge, skills and behaviours that you have acquired and their application within the workplace. It will demonstrate your best work, achievements and capabilities and where you have exceeded the requirements of the role. Your portfolio will allow you to demonstrate how you have applied the knowledge, skills and behaviours set out in the Social Worker Apprenticeship Standard Apprenticeship Standard in a work environment to achieve real work objectives.

Your portfolio of evidence is not prescribed. It can contain a combination of summative and formative assessments, together with demonstrations of skills and behaviours that you have evidenced over the period of your degree apprenticeship. You will also be required to keep a **Reflective Log** and **Skills Radar**, mapped to the Social Worker Apprenticeship Standard, to track and reflect on your progress.

Evidence of your portfolio may be in the form of:

Degree assessment examples

- ▶ Assignments
- ▶ Reports
- ▶ Observations
- ▶ Vivas
- ▶ Work-based projects
- ▶ Posters
- ▶ Placement evidence

Work-based learning examples *(these will be a combination of naturally occurring workplace activities and specific formative tasks set to reinforce aspects of the degree apprenticeship standard)*

- ▶ Continual Professional Development (CPD) log
- ▶ Reports
- ▶ Observation of practice-by Practice Educator (3 Observations per year)
- ▶ Direct feedback from service users
- ▶ Feedback from colleagues and other professionals
- ▶ Written records and reports
- ▶ Supervision sessions
- ▶ Practical exercises
- ▶ Projects
- ▶ Minutes
- ▶ Appraisals against performance objectives
- ▶ development plans
- ▶ Records of observation of performance and professional discussions
- ▶ Personal reflective log
- ▶ Feedback on behaviours via contact with others
- ▶ Emails
- ▶ Peer review

- ▶ Placement completion evidence (200 days)
- ▶ Skills days

Your University Apprenticeship Tutor and Line Manager and Practice Educator will assist in the development of your portfolio to ensure that it is complete and that it covers the totality of the standard.

Electronic portfolio

Your e-portfolio, Aptem, will enable you to create a safe and secure environment to collect evidence in support of your degree apprenticeship. You must record feedback from your Progress Review meetings and save a wide range of supporting documents that evidence your progression in your degree apprenticeship.

Confidentiality

During your workplace learning, you may gather sensitive information. It is essential, that all identifying features of service users including names, addresses and dates of birth, are **not included** in your portfolio or written work. Third parties should also be anonymised. If you use pseudonyms instead of real names, a statement making this clear should be included.

It is essential that written consent is obtained for all work undertaken, either using the relevant form where applicable in your agency or using Appendix One: Consent Declaration Form. Please ensure that these are kept on the client file, and NOT sent to the university.

Feedback

The University of Warwick pays close attention to the quality of teaching and learning through ongoing review and monitoring and feedback from staff, apprentices and employers to find further ways to improve and enhance your degree apprenticeship.

You will have the opportunity to provide feedback on your experience of studying during your apprenticeship in a number of ways:

- ▶ Real time feedback;
- ▶ Progress Review Meetings with your Line Manager, Practice Educator and University Apprenticeship Tutor;
- ▶ Module questionnaires, completed at the end of each module;
- ▶ The University Staff Student Liaison Committee;
- ▶ Annual programme satisfaction survey;
- ▶ National Student Satisfaction Survey/Postgraduate Taught Experience Survey outcomes

Section 6 - Academic Regulations

The regulation for governing undergraduate apprenticeships is Reg. 43 Governing Undergraduate Degree Apprenticeships and is available at <https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg43>

Examinations

The University provides detailed information about the examination process including alternative exam arrangements, your conduct in an exam, mitigating circumstances, plagiarism and re-sits. Please take the time to understand the examination process by visiting

<https://warwick.ac.uk/services/academicoffice/examinations> & [Reg. 10 Examination Regulations](#)

Submission of assessments

All summative assessments must be submitted as directed by your Module Tutor, normally via Moodle, as a Word file. Please remember to include your University ID number, date and title of the work. Although it should not normally be necessary, if you have difficulty submitting your work, please email a copy to the Director of Social Work a.dolan@warwick.ac.uk and this will be investigated.

Late submission and extensions

If you are unable to complete an assignment due to unforeseen circumstances, you must contact Dr Alan Dolan: a.dolan@warwick.ac.uk immediately and fill out an Assignment Extension Request Form, which can be found on Tabula prior to the assignment deadline. Requests made after the submission date will not normally be considered.

Applications must be made to the Director of Social work, but it is courtesy to also inform the Module Leader who set the piece of work and your University Apprenticeship Tutor. Applications for an extension should be supported by evidence (such as a medical note) and should specify the length of the extension requested. In the case of extension applications with no evidence submitted, it is highly unlikely that the request will be authorised.

Computing or printing difficulties or high workload in your employment will not be accepted as a valid reason for late submission, **therefore you are advised to finish work well before the deadline.**

There are two main types of extension: a self-certified extension for up to 5 days or a specific extension for longer, which will need evidence to support your request. Here is the link for the policy and application process: [Reasonable Adjustments, Extension Requests and Mitigating Circumstances](#)

Late submission penalties

Where no extension has been granted, late submission of work will result in a reduced mark ([Reg. 36 Student Registration, Attendance and Progress](#)). Regulation 36. Student Registration, Attendance and Progress section 36.3(2)(a) stipulates that 5 percentage points per working day for undergraduate and postgraduate students should be imposed for the late submission of work where no formal extension had been granted. "Marks" mean marks on a percentage scale. A late piece of work that would have scored 65% had it been handed in on time would be awarded 60 if it were one day late, 55 if two days late etc. A day is counted as a 24-hour period counting from the original published deadline. Penalties accrue only on working days (not on weekends, public holidays and University closure days).

Plagiarism and good academic conduct

Since November 2005, the Academic Quality and Standards Committee has been responsible for policy around the prevention and detection of plagiarism in Degree Apprentices' work. Please take the time to understand what can be construed as plagiarism by reading Regulation 11. Procedure to be Adopted in the Event of Suspected Cheating in a University Test [Reg. 11 Academic Integrity \(from 4 Oct 2021\)](#)

For more detailed information relating to your programme of study refer to section 10 (see section on plagiarism below).

Presentation of work

You should keep to within +/-10% of the required word limit. If the assignment word limit falls outside of these parameters, then we would normally apply a marks reduction penalty commensurate with the extent the work is under of over the stipulated word count allowance.

Work should be typed, 1.5-line spacing, margins at 2.5 – 3cm with top and bottom about the same. Ensure paragraphs are clearly differentiated. One paragraph per page is too long and paragraphs containing 1 or 2 sentences are too short. Aim for approximately 3 paragraphs per page. Each page must be clearly numbered, and you are advised to check that all pages including the reference list are present prior to submission.

Temporary withdrawals/break-in-learning and extensions

If you are enrolled on a programme of study but are unable to attend University for a significant period (usually four consecutive weeks), you may be required to temporarily withdraw from your programme of study for up to a year.

A temporary withdrawal, which for an apprenticeship is known as a break-in-learning, is an approved period, when an apprentice is not completing any off-the-job training. An apprentice on a break-in-learning still attends their workplace but they cannot complete any off-the-job training or assessment towards their apprenticeship programme for the entire duration of the break.

All requests for temporary withdrawal must be made via your employer to the Director of Social Work as soon as it becomes apparent that you will be / are unable to continue with your academic work. This is then discussed and determined by the Director of Social Work. Your case for temporary withdrawal should be supported by evidence indicating why this is necessary e.g., medical certificate or maternity leave.

The reasons for a break-in-learning can include but are not limited to:

- ▶ medical treatment or health issues
- ▶ parental leave (this is applicable for maternity, adoption and shared parental leave)
- ▶ leave for other personal reasons (non-exhaustive list)

If your temporary withdrawal is granted on medical grounds, you will be asked to provide the University with adequate medical certification of your fitness to return to your course of study six weeks before you are due to restart. This will be forwarded confidentially for approval of certification by the University's Occupational Health Physician.

Please note that degree apprentices should have good grounds for requesting temporary withdrawal and extensions, and that the University does not generally grant more than two extensions to an apprentice's period of enrolment.

Section 7 – General information

Registration

As part of your online enrolment at the University, you will be asked to upload a recent photograph, and a unique University identity number (ID) will be created. This will be your ID throughout your time at Warwick

and will trigger the creation of your University ID card. Your ID card will be available at your University Induction or your first day on campus. Your University ID card entitles you to free access the University's Library and IT facilities, and Sports Centre at an additional cost, for the duration of your programme of study, excluding any periods of temporary withdrawal.

Replacement ID cards are issued at Swallow House Reception (0830 – 1630 Monday to Friday) and at the Student Information Centre (Ground Floor Senate House) between 0800 – 2000 Monday to Friday and 1000 – 1800 at the weekends and bank holidays. Identity verification from one of the below must be shown before they can print your card.

- Passport (Original or copy, this can be a picture of it on your phone)
- Driving licence
- Bank Card / Banking App

There is no charge to replace lost or stolen University ID cards.

Attendance, engagement and monitoring procedures

Full attendance at all teaching and group / individual tutorial sessions is vital to ensure that you develop the knowledge, skills and behaviours necessary for your degree apprenticeship. Attendance at all taught sessions is part of the University's Regulation 36. Student Registration, Attendance and Progress. The full regulation is available at [Reg. 36 Student Registration, Attendance and Progress](#).

All departments are required by the University to track and monitor apprentice attendance and engagement on campus through an attendance register for each teaching session. This enables the University to identify apprentices who are not engaging with their studies and to work with them to address any issues that may be impacting on their ability to learn.

It is your responsibility to sign the attendance register where required at each session. This cannot be completed retrospectively, and subsequent challenges will not be accepted. Whatever the reason for you not being present at a teaching session, it is not acceptable for another apprentice to sign the register on your behalf. An apprentice who signs on behalf of another apprentice or asks another apprentice to sign the register on their behalf, may be dealt with under the University's disciplinary regulations.

All absences must be for genuine and unavoidable reasons only. If you are absent from university, you must email the Module Lead prior to the session so that your absence can be recorded and checked for genuine mitigating reasons. **Your Line Manager and University Tutor must be copied into the email.**

As part of the Progress Review Meetings between you, your Line Manager, Practice Educator, and your University Apprenticeship Tutor, attendance will be a standing item on the agenda. Any concerns with regards to your attendance or engagement with the programme will be discussed at the meeting.

Policy on Recording Lectures

We expect all apprentices to participate fully in the learning opportunities offered by the Degree Apprenticeship. As part of this, attendance at teaching is mandatory and we also believe that notetaking during teaching sessions is itself a valuable skill.

It is important that you respect your lecturer or tutor's work and their right to manage the manner in which it is distributed. Lectures and learning materials, including recordings and transcripts of teaching content that are produced as part of your course, are the intellectual property of the University and the staff who develop them and who deliver teaching through a variety of methods.

The recording of an online or face-to-face teaching session is not generally permitted and requires the express permission of the member of staff before the session begins; you will need to explain the reason for

wishing to record the teaching element of session. You are not permitted to record group discussions or interactions between apprentices and teaching staff. Any transcripts produced or recordings that are made must not be distributed in any format (including through posting the recording or a transcription on the internet or any other forum). The information may only be used in support of your own learning with the express permission of the member of staff. Any offences under the Policy may be dealt with under the University's Disciplinary Regulations.

The University recognises that recording can form a reasonable adjustment for disabled students under the Equality Act 2010. If you wish to record teaching sessions to make the information more accessible to you due to a disability or learning difference, please contact Wellbeing Support Services. Even if Wellbeing Support Services have notified your department that recording teaching sessions will support your learning, you should still seek the permission of the member of staff before the teaching begins, and you are not permitted to record group discussions or interactions between apprentices and teaching staff. Recordings or transcripts must not be distributed in any format.

Data Protection and GDPR

On 25th May 2018, the General Data Protection Regulation (GDPR) replaced the previous Data Protection Act (DPA). The regulations seek to better protect individuals' rights around privacy and personal data in view of the rapid changes in technology that have occurred since the DPA was enacted in 1998. Our Data Protection Policy is available at <https://warwick.ac.uk/services/idc/dataprotection/>.

The data that you provide for your admission, and enrolment record, enables the University to keep in touch with you throughout your academic career and to ensure that you are issued with the correct certificate upon successful completion of your apprenticeship programme. For these reasons, please inform the University of any changes to your name or address by emailing CLLSocialWork@warwick.ac.uk

As part of the Application and Eligibility Form, you have also agreed what data can be shared with your employer.

Change in circumstances

Any changes to your employment circumstances must be discussed with your Line Manager who will then notify the University, this includes when an apprentice is placed on a work-based 'performance plan'.

Should the situation arise, any apprentice at risk of redundancy or who is made redundant, will be provided with support from the University to help find a new employer.

Certification on completion of study

Degree apprenticeship Level 6 certification

An apprenticeship certificate is the formal recognition that you have successfully completed your degree apprenticeship. Once you have passed your EPA, the University will claim your certificate for you, with your permission, from the ESFA, who issues certificates on behalf of the Secretary of State for Education.

When you successfully complete your degree, you will be eligible to receive a certificate and transcript from the University of Warwick. Your degree certificate will bear the University name, crest, title and classification (where relevant) of your award. It will be signed by the University's Vice-Chancellor and Registrar. You will also have access to your transcript electronically in the form of a Higher Education Achievement Report (HEAR). This is a valid electronic document which can be securely shared with third parties ([HEAR and Transcripts](#)).

Professional accreditation

On the decision by the Board of Examiners that an apprentice has successfully completed all assessments on the programme (including the End Point Assessment), an apprentice will be eligible to apply for registration as a Social Worker in England with Social Work England, the statutory regulator for Social Work <https://www.socialworkengland.org.uk/>

Complaints and appeals

University and OIA complaints procedure

The University is committed to providing a high-quality service and actively encourages feedback on all aspects of the teaching and learning experience and any other services provided. We want you to be able to let us know when things are going well or there is something that you particularly like, but also if there is a problem that you don't feel you can resolve yourself. As part of this, we have a student feedback and complaints resolution pathway and actively encourage feedback on all aspects of the student experience. However, there may be occasions when the level of service received falls short of that which might reasonably be expected and either you or your employer are entitled to raise a complaint using the University's Complaints Procedure at [Feedback and Complaints - University of Warwick](#).

In the first instance, you or your employer should raise the complaint in writing with the person responsible for the action which has given rise to the complaint. If this does not lead to a satisfactory outcome you should raise the complaint with either your University Apprenticeship Tutor; however, if this does not lead to a satisfactory outcome, you should pursue the complaint through the three-stage resolution process as outlined in the Complaints Procedure.

Complaints, if unresolved by the University, can be escalated to the Office of the Independent Adjudicators. You must check the guidance on the scope of your complaint to the Office of the Independent Adjudicators at <https://www.oiahe.org.uk/students/>.

Academic appeals

Where a final-year Board of Examiners awards a particular degree classification (including a Pass degree), or decides not to award you a qualification (with no further right of resit), you may appeal against the Board's decision within ten days of its publication or notification to a preliminary review panel, on the grounds that:

1. You are in possession of evidence relevant to your examination performance which was not available to the Board of Examiners when its decision was reached, and you can provide good reason for not having made the Board of Examiners aware of this evidence *or*
2. There appear to have been procedural irregularities in the conduct of the examination process *or*
3. There appears to be evidence of prejudice or bias on the part of one or more of the examiners.

You may only make representations on the grounds set out above and may not use this procedure to dispute the academic judgement of a Board of Examiners. Appeals will not be considered where the preliminary review panel considers that the evidence provided by you does not constitute grounds for appeal. Please see [Reg. 42 Governing Academic Appeals](#)

Apprenticeship helpline

If you have any questions or concerns about any aspect of your apprenticeship you can contact the National Apprenticeship Service helpline on 0800 015 0600 (8am to 10pm, seven days a week). You can also contact them by email at nationalhelpdesk@findapprenticeship.service.gov.uk or visit <https://www.gov.uk/apply-apprenticeship> for further information.

Staff Student Liaison Committee

All apprentices enrolled on Warwick programmes will have the opportunity to be involved in a Staff Student Liaison Committee (SSLC). SSLCs are important to the University and Student Union because they provide a unique forum for staff and apprentices to discuss issues, new ideas and solve problems relating to your programme, department, or the University in general. Discussions that arise will vary from year to year, but the following broad themes should be addressed at least once each year:

- ▶ Curriculum and teaching
- ▶ Assessment and examination
- ▶ Library
- ▶ Computing and e-learning
- ▶ Skills development
- ▶ Support and guidance

Your SSLC is not the appropriate forum for raising personal grievances or complaints that involve specific named members of staff or other degree apprentices. Discussions of matters of this nature can be highly subjective and emotive and require alternative channels of communication. Problems that concern another individual should be directed in the first instance to your University Apprenticeship Tutor, the Students' Union Advice Centre or the Students' Union Education Officer. Further information about SSLCs and the SSLC Handbook can be found at <https://warwick.ac.uk/sslc>.

Student Union

The Students' Union Advice Centre provides free, independent, non-judgmental, impartial, and confidential advice to Warwick students. It offers the service to all Students' Union members irrespective of race, gender, sexual orientation, age, disability, or religious belief. The Advice Centre acts on behalf of and in the interests of our clients independently of the University and other agencies.

Some of the main areas of advice provided by the Advice Centre are: **Academic advice:** Appeals, complaints, change of course and problems, temporary or permanent withdrawal, any University Committee proceedings (continuation of registration, cheating or plagiarism, fitness to practice, fitness to attend, fees and other monies owed to the University); **Housing advice:** Campus accommodation, university and private housing, landlord and tenant disputes, tenants' rights, repairs, and deposits; **Disciplinary advice:** If you are involved in any incident that is investigated under the Disciplinary Regulations, contact the Advice Centre to get advice as early on in the process as possible; **Personal advice:** Health, sexuality, harassment; **Consumer advice:** Faulty goods, utility bills, mobile phone, and computer problems; **Employment advice:** Tax and national insurance, non-payment of wages, terms and conditions of employment.

This is not an exhaustive list of what the Advice Centre does, so if you are unsure where to get help or advice contact them and they will either be able to help you or signpost you to someone who can help you.

The Students Union: <https://www.warwicksu.com/>, and its Advice Centre, is located very centrally on the main campus. Check out this link for more information: <https://www.warwicksu.com/help-support/>

Section 8 – Services and support

Library

The University Library: <https://warwick.ac.uk/services/library/> is central to your study alongside your course. Its physical and on-line resources are VERY extensive and MUST be the first place you try, rather than the internet such as Google Scholar.

Key features:

- The Library is located in the centre of the campus, with extensive study spaces, learning resources and much more. The IT Help Desk is based here, too. In addition, there is a café there serving a wide range of food throughout the day.
- Its on-line catalogue search is the main gateway to an incredible range of electronic resources, including e-books, journals, articles and so on. Tutors and library staff, including our Academic Librarian (see below) can help you to make the best of this resource
- Each module will have a reading list (a Talis reading list) with links to e-books, journals and articles, as well as websites. Tutors and library staff will have done the hard work for you in compiling these lists and so use them first!

You can access the Library website for both general information <https://warwick.ac.uk/services/library/> and subject specific information <https://warwick.ac.uk/services/library/subjects/>. Regular news and updates can be found via the Library's homepage, Facebook page (@WarwickUniLibrary) and Instagram account (@uniofwarwick).

The library offers a range of study resources: [Online courses - University of Warwick Library](#) and we have a designated Academic Support Librarian (ASL) – Christine Bradford. You can contact her on C.Bradford@warwick.ac.uk. Chris can provide appropriate advice about library services, as well as:

- ▶ general information about accessing and using the Library, Learning Grids, and Modern Records Centre
- ▶ information sources for your subject
- ▶ developing information and research skills

The University Library manages a wide variety of study spaces to suit all your different learning needs and from which skills enhancement and community engagement programmes are run. Further information can be found at <https://warwick.ac.uk/services/library/using/libspaces/>.

Student Opportunity

Our Student Opportunity Team offers a wide range of resources to help you achieve your full potential. They can help you with academic writing, study and research, as well as a variety of other academic skills [Student Opportunity: Skills](#).

The team can provide advice and guidance over the phone, via email and if you're on campus you can visit their helpdesk. You can also book an appointment for 1:1 advice provided either face-to-face or online, and they have a range of online resources that you can access off campus too. Further information can be found here: [Self-help resources](#) | [Wellbeing & Student Support](#)

IT Services

When you enrol you will be sent information to set up an IT account. Your IT account will allow you to access PCs anywhere on campus (computers in WMG can also be accessed using the computer code found on a label on the front of the machine e.g., IMT001 and the password 'wmgwmg').

Information on setting up an account, accessing the network when you are either on or off campus, printing and training is available at [Information and Digital Group at Warwick](#). The use of IT Services facilities is part of the University's Regulation 31. The use of University Computing Facilities. The full regulation is available at <https://warwick.ac.uk/services/gov/calendar/section2/regulations/computing>.

For any technical issues using the facilities or systems, please contact IT Services at helpdesk@warwick.ac.uk or on 02476 573 737.

Language Centre

The Language Centre supports the University's commitment to increase the provision of foreign language learning opportunities for students across the University. Whether you are interested in developing existing language skills or are starting from beginner level the Language Centre offers a wide range of modules, facilities, and resources to support students. Further information can be found at <http://warwick.ac.uk/languagecentre>.

Director of Student Experience and Progression

Directors of Student Experience and Progression (DSEPs) are responsible for working with students to enhance the student experience. Roles vary in each department but usually include development of personal tutoring, a focus on building a learning community, supporting student learning using technology and developing department policies and practice to improve student experience. They work closely with the departments Student Staff Liaison Committees and are always keen to hear students' views and feedback. Talk to your DSEP if you have any ideas about how you would like to improve your apprenticeship programme or department, build a community between students and staff, or enhance student support. Your Director for Student Experience and Progression is Dr John Gough, and you can contact them at John.Gough@warwick.ac.uk

Wellbeing Support Services

Your wellbeing is hugely important to us. We want to ensure you to feel safe, supported and valued within our campus community, and although you may not spend large amounts of time on the University campus, you are fully entitled to the support and wellbeing services we offer.

We can provide you with both practical and emotional support and have a wide range of online self-help resources, run online wellbeing masterclasses, and can offer email counselling as an option if you're not on campus.

The University recognises that you are first and foremost an employee of your organisation and therefore, we ask that in the first instance, your initial contact for any support needs is with your Line Manager.

Wellbeing Support

The Wellbeing Support Team provides advice, information and support to facilitate academic work and participation in university life. Their main aims are to promote mental health and wellbeing for all students, identify support needs, discuss strategies for managing mental health difficulties, provide short-term or ongoing support, and, if needed, access to other services within the University and local mental health services.

Students should contact the Wellbeing Support Team if they are struggling to manage a mental health difficulty, if they, or other people, have become concerned about their mental health recently, or if they would like to discuss strategies which may help them to cope with university life.

As well as working institutionally to promote positive wellbeing, there is also an opportunity for students to attend wellbeing groups or to meet with a wellbeing advisor if they have concerns about their wellbeing or would like to make changes to their lifestyles to improve their wellbeing, e.g., healthy lifestyle, work life balance, managing stress, relationships with others, etc.

Wellbeing and Support Services can be contacted at studentsupport@warwick.ac.uk or on 02476 575 570. Further information can be found at [Wellbeing & Student Support | The University of Warwick](#).

Disability Services

Disability Services encourage students to declare any disability or learning difference so that they can discuss support requirements to enable reasonable adjustments to be made for the duration of their studies.

Disability Services offer advice, guidance and support to students with specific learning differences, hearing and visual impairments, physical disabilities and mobility difficulties, social communication difficulties, unseen medical conditions, and any other disability that is likely to have an impact on their studies and life at University. The services provided are tailored to the individual and aimed at enabling students to successfully complete their studies and have a positive experience of university life. If required, the Disability Services team will share an 'adjustment report' with the Director of Student Experience and Progression, who will ensure that the report is distributed to the Director of Social Work.

Disability Services are located on the ground floor of Senate House and can be contacted at disability@warwick.ac.uk or on 02476 575 570. Further information can be found at [Wellbeing & Student Support | The University of Warwick](#).

It is strongly recommended that you also meet your University Tutor to discuss the specifics of your needs, particularly in relation to your course.

You can also access the library services' link <https://warwick.ac.uk/services/library/> as the staff there are keen to help students with disabilities and learning needs.

Health Centre

Students' resident on campus and within the catchment area should register with the University Health Centre. Students must be registered to use the Health Centre, although the Centre may be able to assist non-registered people in emergencies.

The Health Centre provides primary health care GP services to registered patients; two medical practices with both male and female doctors; nurse practitioners and Practice Nurses; sexual health clinics; travel clinics and immunisation facilities; and physiotherapy sessions. Students should visit the Health Centre if they require a consultation with a doctor or nurse, an emergency appointment, emergency contraception, vaccinations or advice on vaccinations and sickness certification.

The University Health Centre is located on Health Centre Road on central campus and can be contacted on 02475 263 418. For further information please visit <https://www.uwhc.org.uk/>.

Chaplaincy

The Chaplaincy is the focus of spiritual life on campus and provides a meeting place where students of all faiths and none can come and find a safe, supportive space. It is a focal point for different faith groups and student societies and has a chapel, three kitchens, meeting rooms and an Islamic prayer hall making the Chaplaincy an inclusive, spiritual and social space that welcomes the whole University community. Students can visit the Chaplaincy with personal concerns, including stress, debt, relationships, loneliness, vocational issues, theological issues, and enquiries about using the Chaplaincy for religious and social functions.

The Chaplaincy is located by the Arts Centre on central campus and can be contacted at chaplaincy@warwick.ac.uk or on 02476 523 519. Further information can be found at <https://warwick.ac.uk/services/chaplaincy/>.

Students' Union

As an apprentice you will automatically become a member of the Students' Union (SU). Run by student for students, the SU provides advice and guidance on all aspects of university life, as well as organising events and activities for the student community. Further information can be found at <https://www.warwicksu.com/>.

Students' Union Advice Centre

The SU Advice Centre is provided free to all students and is confidential, impartial and non-judgmental offering advice and support on a whole range of issues. They are also independent of the University.

The SU Advice Centre is staffed by professional advisors and who are able to give practical advice or signposting on most enquiries, which tend to fall into the following categories:

- ▶ Personal issues
- ▶ Housing advice
- ▶ Course-related problems
- ▶ Finances
- ▶ Complaints and disciplinary proceedings with the University

The SU Advice Centre is located on the top floor of the Student's Union, central campus and can be contacted at advice@warwicksu.com or on 02476 572 824. Further information can be found at <https://www.warwicksu.com/help-support/>.

Campus Security

The University Security Teamwork 24 hours a day to support the University's aim to ensure there is a safe, secure and friendly environment for students, staff and visitors. As well as maintaining the safety and security of our campus, the team also work within the following areas:

- ▶ responding to all incidents and emergencies on campus, in an emergency (fire, police, ambulance) call 02476 522 222
- ▶ personal safety and security with guidance on staying safe and protecting your belongings both on and off campus, for general enquiries call 02476 522 083
- ▶ parking on campus with details of where to park and parking charges, for parking enquiries call 02476 5222 206/9
- ▶ access control to building and facilities on campus

Further information can be found at <https://warwick.ac.uk/services/campus-security/>.

Children's Services

Children's Services is a collective service incorporating all childcare and holiday schemes run on campus. It includes the university nurseries and the Holiday Camps for the Easter and summer holidays.

The Nursery is located on Lakeside and can be contacted at nurseryenquiries@warwick.ac.uk or on 02476 523 389. Further information can be found at <https://warwick.ac.uk/services/childrensservices/>.

Information Centre

The University Information Centre is the one-stop hub for a range of administrative and support services and is open 7 days a week to help you access whatever you might need, day or night. If you are unsure who you can talk to, you can always contact Information Centre for initial information: [Student Information Centre](#).

Section 9 – Values, Safeguarding, & Prevent

Warwick community values and expectations

At Warwick, we value our diverse and international community, the pursuit and dissemination of knowledge and research with real impact. We nurture intellectual challenge and rational, rigorous debate. We want to support our students and each other to become critical thinkers and collaborative, yet independent learners – individuals with a global and sustainable outlook, who are able to make an active and positive contribution to society. At the same time, we are committed to working towards a supportive, accessible and inclusive environment within which all members of our community can successfully learn, work, live and socialise. We uphold the importance not only of freedom of thought and expression, but also the significance of academic and personal integrity, equality and diversity, and mutual respect and consideration for the rights, safety and dignity of all.

We place great importance on the responsible behaviour of both our students and staff at Warwick. It is important for you to have an idea of Warwick's core values and an understanding of the primary expectations of student members of the Warwick community.

Our Principles set out our expectations of how we behave as a University community, both as individuals and as an institution.

All students at Warwick are required to complete the university's "Student Conduct: What you need to know" course, which is designed to support a respectful, inclusive, and safe community for everyone. The online course introduces the key principles of dignity, respect and shared values that guide behaviour and interactions across our university. It includes practical guidance, reflective activities, and resources to help you understand your role in fostering a welcoming environment. The course also focuses on key issues of consent, relationships, and freedom of speech.

The University has invested in training for students regarding key behaviour and consent issues for a number of years (in-person and online). The Office for Students has published a new [condition of registration for higher education providers "E6"](#), which introduces requirements for universities to protect students from harassment and sexual misconduct. The new condition introduces a new set of requirements affecting all students, academic and academic-related staff, and their institutions. One of those requirements is that we must ensure that we inform our students about our policies so that students understand them. Mandatory training for all students is one of the ways we are achieving this: [Student Conduct: What you need to know Moodle course](#).

These principles represent our expectations of how we behave as a University Community, both as individuals and as an institution. They also inform our approach to taking appropriate action when these expectations are not met. Further information can be found at [Our values | University of Warwick](#).

We are committed to Equality, Diversity and Inclusion by maintaining an inclusive environment where all can contribute and reach their full potential <https://warwick.ac.uk/equalops/>.

The University Strategy is our vision for how the University of Warwick might be in 2030: how we will be excellent in everything we do and how our excellence will be channelled into a renewed purpose and impact <https://warwick.ac.uk/strategy/>.

The University Calendar is the main 'rule book' and includes ordinances and regulations which you need to be aware of, including examinations, cheating, use of computing facilities and behaviour <https://warwick.ac.uk/calendar/>.

Student Rights and Responsibilities: [Student Rights and Responsibilities](#), provides a quick and easy link to university regulations, policies, and guidelines that govern what you as an apprentice can expect from the University, and what you would need to be aware of and adhere to as a registered apprentice.

All apprentices complete the Student Conduct Training on Moodle at the start of the course: [Student Conduct: What you need to know Moodle course](#).

Apprentices on the Degree Apprenticeship should also adhere to Social Work England's (SWE) Professional Standards for social workers: [Professional standards - Social Work England](#), and the British Association of Social Workers' (BASW) Code of Ethics: [Code of Ethics | BASW](#).

Ethical communication and Professionalism

Ethical communication and professionalism of apprentices and staff is a core part of the approach on this programme. It is essential that all communication is respectful, whether that takes place face-to-face, online or via email or telephone. For all queries relating to specific modules, please contact the Module Leader via email in the first instance.

The Module Leader is directly responsible for the module, its contents, delivery plan, assessment and marking. They are therefore your first 'port of call' should you have any module-related questions. In addition to communication with the module tutor, it is also essential that apprentices take a professional approach to conduct when attending taught sessions, both face-to-face and online.

On the Degree Apprenticeship, we demonstrate ethical practice and professionalism by:

- Interacting with kindness and respect
- Talking thoughtfully – challenging ideas, not people
- Understanding that everyone's contribution is valuable part of being an apprentice at Warwick and means that you always adhere to the Dignity at Warwick Policy: [Dignity Principles Policy](#).

As a member of our community, if you experience behaviour that is not in-line with the Dignity at Warwick Policy you can use the Report + Support service: [Report + Support - Report + Support - University of Warwick](#).

All the University's Ethical Conduct Policies can be found at this link: [Ethical Conduct Policies](#)

The use of social media and online communication tools can also bring additional risks, including potential legal, ethical, and reputational issues. These could cause significant harm to individuals, groups, and our community, as well as the University and its ability to provide a safe and supportive work and learning environment. The [Online and Social Media Communications Policy | Digital Engagement Team](#) applies to all use of social media and online communications tools, including when staff and apprentices are communicating in a personal or a professional capacity. It aims to set out expectations for how our community will behave online, how the University will support them, and how the University will take action if inappropriate activity is shared with them.

Safeguarding

We recognise that as a University and apprenticeship provider, we have a fundamental responsibility to provide an environment in which individuals of all ages, whether staff, student or visitor, may work, learn and develop in a safe environment. This responsibility includes an ethical and moral duty to safeguard children and Adults at Risk at any time when they are engaging with our staff, students, volunteers and contractors in University-led activities, whether on or off of our campus. This core value is at the heart of our interaction with our wider community and acknowledges that in all our interactions with children and Adults at Risk, their welfare is of paramount importance. During your induction period, you will be required to complete the Warwick Values, Safeguarding and Prevent online training, to ensure you are fully conversant with the requirement for you and others.

The University Safeguarding Policy applies to staff and apprentices engaging in University-led activity whether on the University campus or elsewhere including the workplace and covers our interaction with children and Adults at Risk who are current students, prospective students or who are otherwise participating in University related activities. Further information can be found at [Safeguarding Policy | Wellbeing and Student Support](#)

The University has a **Designated Safeguarding Lead** (DSL), Andy Smith, who is also the Director of Wellbeing and Safeguarding. The DSL has overall responsibility for the safeguarding of our students and apprentices. They decide on the appropriate action required when either an apprentice seeks help, or a member of staff or employer raises a concern regarding an apprentice.

The DSL works in conjunction with the **Single Point of Contact for Prevent** and relevant external agencies, to ensure adequate arrangements are in place to identify, assess and support any apprentice where a concern is raised, or who is suffering from, or at risk of, any potential harm.

Prevent

As part of the Government's strategy to reduce terrorism in the UK, the Counter-Terrorism and Security Act 2015 introduced a range of measures with the aim of countering the threat of radicalisation and the risk of people being drawn into terrorism. Public bodies, including Higher Education Institutions (HEIs), are now subject to the statutory Prevent Duty. This means that we, along with other universities, are required by law to demonstrate that we have arrangements in place and pay due regard to the need to safeguard people in our community from being drawn into terrorism.

Prevent at Warwick

We are committed to ensuring a balance between the obligations of the Prevent Duty and our wider obligations to Freedom of Speech, Academic Freedom and Equality. Further information can be found at <https://warwick.ac.uk/services/wss/prevent/>. The University's **Single Point of Contact for Prevent** is Ben Pithouse, Director of Operations and Community Wellbeing.

Ofsted will expect to see **British values** integrated into the curriculum and training so that apprentices are able to identify where British values are relevant to their work and everyday lives. Individual learners may be asked during inspections how British values relate to their studies or training.

All apprentices complete Prevent Training at the start of the Degree Apprenticeship.

Safeguarding and Prevent within CLL

CLL recognises that it has a statutory duty and responsibility to safeguard and promote the safety and welfare of students deemed 'vulnerable'. These duties and responsibilities are defined in a wide range of legislation, including the Mental Capacity Act (2005), Equality Act 2010, the Counter Terrorism and Security Bill with particular relevance to the Prevent Duty, plus other relevant legislation. The publication of the Safeguarding Vulnerable Groups Act (2006) amended in the Protection of Freedoms Act 2012, introduced a Disclosure and Barring Service (DBS) checks for staff and others who have defined levels of contact with children, young people and 'at risk' adults. Furthermore, many of our students work, or will be employed in professions working with children, young people and vulnerable adults and we have a shared responsibility in Safeguarding and Prevent.

The Centre for Lifelong Learning has a Safeguarding and Prevent Policy; [CLL Safeguarding and Prevent Policy](#) to demonstrate its aim, responsibilities and procedures for Safeguarding and Prevent.

Our approach is underpinned by the University of Warwick's:

- [Safeguarding Policy | Wellbeing and Student Support](#).
- [Child Protection Policy | Wellbeing and Student Support](#)
- [The Prevent Duty | The University of Warwick](#)

For any concerns relating to Safeguarding or Prevent the CLL Designated Safeguarding Lead should be your first point of contact

- Dr Nalita James, Head of Department – Designated Safeguarding Lead - Nalita.james@warwick.ac.uk

Central University Safeguarding Lead

- safeguarding@warwick.ac.uk

For immediate advice and support out of hours, please contact the Community Safety team on 02476 522083, noting that if any individual child or adult is perceived to be at serious risk of immediate harm off campus, the relevant emergency service should be contacted

Health and Safety

The University's Health and Safety Policy outlines in broad terms the University's Statement of Intent, Organisation for Health and Safety and arrangements for the management of Health and Safety as required by specific University Regulations and Ordinance.

- ▶ Health and Safety Policy <https://warwick.ac.uk/services/healthsafetywellbeing/guidance/handspolicy>
- ▶ Regulations <https://warwick.ac.uk/services/gov/calendar/section2/regulations/safety>
- ▶ Ordinance <https://warwick.ac.uk/services/gov/calendar/section2/ordinances>

This Policy is supported by further topic specific Policy, Arrangements and Guidance available via the University's Health, Safety and Wellbeing web-pages
<https://warwick.ac.uk/services/healthsafetywellbeing/guidance/>.

Section 10 - Your Degree Apprenticeship

Introduction to the Centre for Lifelong Learning

The BA (Hons) Social Work sits within the Centre for Lifelong Learning (CLL), which is part of the School of Education, Learning and Communication Sciences (SELCS). For over 25 years CLL has offered a range of academic and professional opportunities to adult and returning learners and has maintained a strong commitment to student support and widening participation. The activities of CLL have developed over time, and it has a substantial academic portfolio and a continuing role in creating new provision in partnership with other agencies. Professional and inter-professional development programmes and postgraduate programmes are an important part of our provision.

Address: Centre for Lifelong Learning, Westwood Campus, University of Warwick, Coventry, CV4 8UW

Reception is located on the ground floor of the CLL building – open from 9am to 4pm

General reception number: +44 (0)24 7652 4617 (including any emergency calls – though check out the contact details for the Campus Security Team for emergencies)

Student Administration team +44 (0)24 7652 4922

Social Work email: CLLSocialWork@warwick.ac.uk

Head of School: Dr Nalita James: Nalita.James@warwick.ac.uk

Director of Student Experience and Progression: John Gough: John.gough@warwick.ac.uk

The Director for Student Experience and Progression, can provide and signpost students to study support resources to help you to develop your academic skills. These include, study support resources and links on CLL Moodle's page here: <https://warwick.ac.uk/study/cll/currentstudents/learningspace/> and the Library's website also has extensive study resources here: <https://warwick.ac.uk/services/library/students/library-online-courses/>

Senior Tutor: Dr Anil Awesti: a.k.awesti@warwick.ac.uk

The Senior Tutor offers more involved support to students who have more complex needs and issues and therefore need more involved and continuing support. They are also particularly concerned with students whose attendance and engagement are causing concern; and will work to ensure that the student gets back on track or decides on another option, e.g., temporarily withdrawal. In addition, they liaise closely with central student support services, such as disability services and wellbeing services.

We work closely with other University departments, and with external partners in the public, independent and voluntary sectors, as well as with professional, statutory, and regulatory bodies. This handbook is supplemented by information found on the CLL website <http://www2.warwick.ac.uk/study/cll/currentstudents/learningspace/> where you can find out more about our work and student body.

We hope that you enjoy your time on the course and that it is the beginning of a longer-term educational relationship when you move into your professional social work career.

Research in CLL

CLL supports a vibrant research environment. Several staff are directly involved in research, and we continue to build research capacity in the areas of mental health, child protection social work, gender violence, masculinity and fathering, social work with adults and social work education. Research is also undertaken in relation to adult education, lifelong learning, and social inclusion. Several PhD students are affiliated with CLL and there are close working relationships with other departments in the Faculty of Social Sciences, Warwick Medical School and the ESRC Doctoral Training Centre. Research-informed teaching is a central tenet of all programmes delivered by CLL, including this programme.

Course Team Contacts

You will meet several people when you are on the BA (Hons) Social Work Degree Apprenticeship. This includes members of our Social Work Teaching Group, as well as several of our experienced teams of sessional teachers, practitioners, and tutors. There is also a broader network of CLL's student support team [Student Support team](#). We also regularly involve people with 'lived experience' of social work services in our programme delivery.

The social work staff group is made up of the core teaching staff who also act as Module Leads and University Tutors. All apprentices are assigned a personal tutor when they start their studies: please link for more information [Info for students - Dean of Students Office - Warwick](#). Your University Tutor will attend all Four-Way Review meetings to monitor progress and can also provide academic advice, support, and offer feedback. They can also signpost you for support and development opportunities for your academic skills. As part of the Four-Way Review process you will meet with your University Tutor at four times during each academic year but can also book meetings outside of these meetings.

You will be assigned a University Tutor at the start of each academic year. Members of the teaching team are contactable via telephone and email, though email is preferred, and will respond to you usually within 24 to 48 hours:

Name & Position	Biography & Contact Details
Dr Alan Dolan Associate Professor and Course Director	Alan is an Associate Professor and Course Director for the Degree Apprenticeship. He has worked and taught at the University of Warwick for over 25 years, first within Warwick Medical School, then as Course Director for the MA Social Work programme and has been involved in the Degree Apprenticeship in Social Work since its conception in 2019. His research interests tend to focus on inequalities in health and men, masculinity, and health. He is also interested in the intersections between masculine and fathering identities and was awarded a grant from the ESRC to examine men's experiences of infertility and infertility treatment. Alan contributes to the teaching for several modules across the programme and is Module Lead for Evidence Informed Practice, which is taken at the start of Year 3.

	Tel: 02476 573850 Email: alan.dolan@warwick.ac.uk
Jim McGeoghegan Assistant Professor and Professional Lead	Jim is an Assistant Professor and Professional Lead for the Degree Apprenticeship. He has been teaching within the social work team in Warwick since 2015. He achieved a MA in Social Work at the University of Warwick in 2008 when he qualified as a Social Worker and is currently registered as a Social Worker with Social Work England. Whilst employed as a Social Worker at Warwickshire County Council, Jim achieved several Post Qualifying Academic awards in social work from the University of Warwick and Practice Educator awards from Coventry University in 2011 and 2013. He achieved the teaching award APTE whilst at Warwick University and he has been a Fellow of the Higher Education Academy (FHEA) since April 2019. Jim contributes to the teaching for several modules across the programme and is Module Lead for Work-Based Learning which is the first module in Year 1 and Co-Module Lead for Readiness for Practice which is the final module in Year 3. Tel: 02476 573953 Email: J.mcgeoghegan.1@warwick.ac.uk
Tim Coleman: Assistant Professor	Tim is an Assistant Professor and a previous graduate from the MA programme at the University of Warwick. After qualifying as a social worker in 2009, Tim went on to be employed by Warwickshire County Council specialising in supporting unaccompanied asylum-seeking children. As well as holding an MA with Distinction in Social Work, Tim has a Post-Graduate Certificate with Distinction in Advanced Social Work Practice from Coventry University and is an experienced Practice Educator. Leaving front-line practice to join the teaching group here at the University in 2019, Tim is a registered social worker with Social Work England and is passionate about equipping students to use theoretical perspectives to inform their practice. Tim contributes to the teaching for several modules across the programme and is Module Lead for the Skills A module and Co-Module Lead for the Skills B module. Tel: 02476 5751318 Email: timothy.coleman@warwick.ac.uk
Tammie Copley Assistant Professor	Tammie is an Assistant Professor and registered Social Worker who joined the Social Work team after 18 years working at Leicester City Council. Tammie spent 12 years working in the Youth Justice service and completed her MA in Social Work at Leicester University during that period, qualifying as a Social Worker in 2011. She went on to complete her Practice Educator Qualification and this cemented her passion for supporting the learning and development of trainee social workers. Tammie joined the Learning and Development team as a Senior Practice Educator in 2018 and spent 6 years supporting apprentices on the degree apprenticeship at Warwick. She has a keen

	interest in reflective practice, emotional resilience, exploring the professional identity of social work and supporting students to explore the links between theory and practice. Tammie contributes to the teaching for several modules across the programme and is Module Lead for the Introduction to Social Work Module, and Co-Module Leader for the Safeguarding module. Tel: 024 76 5 72992 Email: Tammie.Copley@warwick.ac.uk
Alicja Kabat-Pastwa Teaching Fellow	Alicja is a Teaching Fellow and joined the CLL Social Work Team in February 2023. She studied social work at Kazimierz Wielki University in Bydgoszcz, in Poland, and Diaconia Polytechnic in Piekasäkä, in Finland as a part of the Socrates-Erasmus Scholarship. She completed the Consolidation module in Social Work Practice at Bournemouth University and achieved a Post Qualifying Award in Social Work with Children, Young People, Their Families, and Carers from the University of Birmingham. Alicja has worked with unaccompanied minors at the Unaccompanied Asylum-Seeking Children Team in Solihull and disabled children in Derbyshire. She is registered with Social Work England. Before starting her academic role, she was a Restorative Practice Lead at Coventry City Council where she worked on embedding relational and restorative approaches among practitioners, children, foster carers, and families. Alicja contributes to the teaching for several modules across the programme and is Co-Module Lead for the Diversity, Skills B, and Key Issues modules. Tel: 024 76 5 73283 Email: Alicja.Kabat-Pastwa@warwick.ac.uk
Debora Stewart Assistant Professor	Debora is a Teaching Fellow, and her social work career has been in adults' services since she qualified in 2009, including hospital social work, community learning disabilities team, and with older adults. Prior to joining the social work team at Warwick, Debora was a Consultant Social Worker for the West Midlands Social Work Teaching Partnership, working with others to improve and maintain high quality social work teaching and practice in the region. She is a Practice Educator and loves working with students and supporting learning and development. Debora has a particular interest in safeguarding adults and co-production and is registered with Social Work England. Debora contributes to the teaching for several modules across the programme and is Co-Module Lead for the Law A and Law B modules. Tel: 024 76 1 51724 Email: Debora.Stewart@warwick.ac.uk
Faye Tomlinson Assistant Professor	Faye is an Assistant Professor and joined the University of Warwick in 2019 at the start of the Degree Apprenticeship. Prior to that, she was a social worker with 14 years' experience within Children's Social Work Services and remains registered with SWE. She is experienced at working in front line child protection; fostering and disability teams

	and is a qualified Practice Educator keen to continue enabling students with high quality learning opportunities. During her time in the CLL Social Work Team, Faye has developed co-productive working relationships with our experts by experience, ensuring active participation is central to the programme. Faye contributes to the teaching for several modules across the programme and is Module Lead for the Experts by Experience module. Tel: 02476 574148 Email: faye.tomlinson@warwick.ac.uk
Rebecca Walton Assistant Professor	Becky is an Assistant Professor and joined the Social Work Apprenticeship team at Warwick in November 2024. Prior to this she had been a Lecturer in Practice at Middlesex University. Becky has 13 years' experience working as a social worker in adult social care settings. She has worked in mental health settings including older adults, early intervention in psychosis services, and community mental health teams. She is a Practice Educator and a qualified Approved Mental Health Professional (AMHP). Becky is currently a registered social worker with Social Work England. Her main specialism is in mental health social work and teaching focused on The Mental Health Act (1983), The Mental Capacity Act (2005), The Care Act (2014), trauma informed practice, and different models of mental disorder. Becky also has teaching interests in psychodynamic theory, spirituality in social work, and ecological social work. Becky contributes to the teaching for several modules across the programme and is Module Lead for the Human Life Course Development module and Co-Module Leader for the Law A and Law B modules. Tel: 024 76 5 74279 Email: Rebecca.Walton@warwick.ac.uk

Senior Tutor for the Degree Apprenticeship: Dr Alan Dolan Tel: (0)2476 573850 a.dolan@warwick.ac.uk

Student Administration Coordinators Tel: 02476 524922 CLLSupport@warwick.ac.uk

Contact details

University address and campus maps

University of Warwick

Coventry

CV4 7AL, UK

Tel: +44 (0)24 7652 3523

You will be provided with information regarding the teaching rooms and finding your way around campus prior to Induction and starting on the course. In addition, the interactive Campus Map can be found here: [Campus Maps](#), which allows you to find specific rooms and floor plans as does the MyWarwickApp (see above).

Additional Costs

- Car Parking: If you are attending a class by car at the university you will have to pay car parking fees Monday-Friday between 8am-6pm.
- Printing costs: Course resources are generally provided electronically, therefore if you wish to have a hard copy there will be a charge if printing is carried out on a university printer.

Timetable

As we deliver teaching to several cohorts on different specified dates, individualised timetables specific to your cohort will be sent to you separately by email.

Overview of your Degree Apprenticeship programme

This Degree Apprenticeship has been designed to ensure that apprentices successfully complete a course that incorporates the practice skills, academic knowledge, values, and behaviours outlined in the Social Work (degree) Apprenticeship Standard. Degree Apprentices will be employed for a minimum of 30 hours a week. Academic learning fits around your work commitments through an agreed off-the-job course of study. You will split your time between academic and work-based learning, and will be employed throughout, gaining a degree from the University while earning a wage, and getting on-the-job experience in social work.

The programme has been approved by Social Work England and meets all professional and regulatory requirements, including:

- Social Work England Education and Training Standards
- The Quality Assurance Agency Benchmark Statement for Social Work
- The Knowledge and Skills Statements from the Chief Social Workers.

This means that successful completion of the programme entitles you to apply for entry to the professional Register of Social Workers held by Social Work England.

The modules for the programme can be found at <https://courses.warwick.ac.uk/> here you will find the module aims, hours, learning outcomes and assessments. Here is an overview of the programme by year. All modules are core modules; there are no optional modules.

Code	Title	Level	Year	Credits
CE1E2	Introduction to Social Work	4	1	15
CE1E3	Work-Based Learning for Qualifying Social Work	4	1	15
CE1E4	Learning from Experts by Experience	4	1	15
CE1F5	Skills A - The Professional Social Worker Associated with 30 placement days) Pass/Fail	4	1	15

CE1E6	Social Diversity and Social Work	4	1	30
CE1E7	Social Work Law A	4	1	30
CE284	Human Life-Course Development	5	2	30
CE285	Key Issues in Safeguarding of Children and Vulnerable Adults	5	2	30
CE297	Skills B - The Interpersonal Social Worker Associated with 70 placement days Pass/Fail	5	2	30
CE287	Social Work Law B	5	2	30
CE341	Evidence-informed Practice	6	3	30
CE357	Key Issues in Professional Social Work Associated with 30 day contrasting experience Pass/Fail	6	3	30
CE356	Readiness for Professional Social Work Practice Associated with 70 placement days Pass/Fail	6	3	60

Required Academic Credits by Year

Year	Number of Credits	Level	Weighting
Year One:	120	4	0%
Year Two:	120	5	50%
Year Three:	120	6	50%

How does the Social Work Degree Apprenticeship Work?

The degree apprenticeship is based on:

- ▶ Commitment from your employer to employ you to completion of your training and End Point Assessment and securing your longer-term future.
- ▶ Commitment and motivation from you as an apprentice to learn and work diligently to complete your apprenticeship.
- ▶ Practice opportunities to meet work-based learning objectives with the support of your line manager and a Practice Educator (including placement periods, contrasting experience placement).
- ▶ High quality *off-the-job* training and support, advice and guidance delivered by the University for application in work-based practice learning.
- ▶ Initial assessment of any recognised prior learning and job role that can be mapped against the standard.
- ▶ Your apprentice commitment statement, which has been agreed by your employer, you and the University, which sets out details of the training provided and each of our roles and responsibilities.

The Employer Nomination Form

The Employer Nomination Form was completed prior to stage two of the admissions process. Your employer confirmed that you have met the eligibility criteria and are ready and fit to practise as an apprentice social worker. They have agreed to release you for 20% of your normal working hours for *off-the-job* learning, and that your appointed Practice Educator will structure your learning opportunities to meet all the apprenticeship standards and professional requirements, in collaboration with your line manager. Your line manager and Practice Educator will attend and contribute to Four-Way Progress Reviews over the duration of the apprenticeship and organise for you to have 30 days of contrasting experience in Year 3 of the course. Your Practice Educator (minimum of PEPS stage 1, working towards PEPS 2 or preferably PEPS stage two qualified and a registered Social Worker in England) will be provided by your local authority (or university depending upon the agreement) to: provide a minimum of monthly supervision; complete summative direct observations of practice; and every quarter will engage in Four-Way Progress Reviews of practice learning with you, your line manager and University Apprenticeship Tutor.

The Practice Learning Agreement

Each apprentice will have a Practice Learning Agreement that is discussed and agreed with their Practice Educator and line manager normally in first four weeks of the programme and reviewed prior to each placement period. This will then be confirmed by the University Apprenticeship Tutor, and outlines the apprentice's learning objectives for *on-the-job learning*, as mapped against all the practice-based requirements of the course. This will form the basis for the allocation of work in the practice setting and forms the basis for discussion in Four-Way Progress Reviews

The Social Worker (degree) Apprenticeship Standard

The Social Worker (degree) Apprenticeship Standard has been issued by Skills England and comprises the knowledge, skills and behaviors.

The standards can be found in full via this link: [Social worker \(integrated degree\) / Skills England](#)

All the detailed requirements relating to how the standards are evidenced in *on-* and *off-the-job* learning are detailed in later sections of this Handbook.

The Process of Work Based Learning

Apprentices for most of their time will be within their on-the-job role within their work-based learning setting. There are discrete placement periods in each year amounting to 200 days. This is to meet Social Work England Education and Training Standards.

2.1 Ensure that students spend at least 200 days (including up to 30 skills days) gaining different experiences and learning in practice settings.

Each student will have:

- placements in at least two practice settings providing contrasting experiences; and
- a minimum of one placement taking place within a statutory setting, providing experience of sufficient numbers of statutory social work tasks involving high risk decision making and legal interventions.

These placement periods will be set by the university, in consultation with employer partners. Placement days will be aligned to modules:

- **Year One**
CE1F5 - Skills A - The Professional Social Worker
30-day placement
- **Year Two**
CE297 - Skills B - The Interpersonal Social Worker
70-day placement
- **Year Three**
CE357 - Key Issues in Professional Social Work
30-day contrasting placement – different setting

CE356 - Readiness for Professional Social Work Practice
70-day placement

As an apprentice social worker, this is a period of learning throughout your degree which you are supported and advised in order to: develop and exercise your professional judgement within a legal, policy and organisational framework; build relationships with a variety of individuals and communities, as well as with a wide range of other professionals and agencies; demonstrate your skills in assessment, planning, implementation and evaluation in increasingly complex situations; evidence your ability to critically reflect and make decisions within a clear professional code of ethics; and integrate anti-oppressive perspectives and the views of service users throughout your practice.

Contrasting Experience

Whilst the BA (Hons) Social Work Apprenticeship leads to a generic award, there is a regulatory Social Work England requirement that apprentices have practice experience which contrasts with the experience provided within their main job role (i.e., where you will spend most of your apprenticeship). This opportunity to undertake **direct work with service users with significantly different needs and interests** is intended to enhance your confidence, particularly in exercising the transferability of your existing skills, for example, assessment skills. It will also benefit employers, since apprentices will gain a broader experience of social work practice undertaken in their employing agency, or within an interagency context.

A period of 30 working days will be spent undertaking contrasting work in Year 3 of the programme. The degree and nature of contrast recommended for an individual apprentice will form an inherent part of the Four-Way Progress Review process during Year 2 of the course. It will, therefore, directly involve the apprentice, line manager, Practice Educator and University Apprenticeship Tutor. Where an employing agency is supporting apprentices in both adult settings and children and families' settings, arrangements for contrast may be straightforwardly met by exchanging apprentices for the period of 30 days. In other circumstances, contrast could be provided by an apprentice undertaking work in a substantially different aspect of the work within their own service, for example an apprentice working in a leaving care setting might undertake the assessment of foster carers. Similarly, an apprentice undertaking working with older adults could gain contrasting experience in a hospital setting or mental health day care setting. Once in the contrasting work setting, the support and assessment of work-based learning will be the same as when in the main setting. The line manager for the contrasting experience will work with the apprentice, Practice

Educator, and University Apprenticeship Tutor to identify learning objectives and to review progress. It is the responsibility of the employer to identify a contrasting learning experience.

Skills days

The requirement to meet the skills days will be met through defined days with CE1F5 - Skills A & CE297 - Skills B above, and the skills activities work that is undertaken on-the-job as part of demonstrating skills as part of the KSBs. This will be recorded on the Four-Way Review Form and aggregated across the three years of the degree to capture the 30-day requirement.

A clear process is in place to optimise your work-based learning. As set out earlier, all apprentices have a University Apprenticeship Tutor, a line manager and a Practice Educator, each of whom will contribute to your learning and development.

At the beginning of the apprenticeship	A Practice Learning Agreement with objectives that align with all the apprenticeship and professional requirements and are consistent with the work setting.
Ongoing	Your line manager will continue to identify and allocate pieces of work to you, but with consideration to the learning objectives outlined in your Practice Learning Agreement
Monthly	Meetings with your Practice Educator to relate case-based discussion to: ▶ Research and knowledge base (theory to practice links) ▶ Legal and policy framework ▶ Methods of interventions ▶ Reflective learning log ▶ Service users' perspectives ▶ Anti-oppressive practice ▶ Oversight of progress on Aptem ▶ Your Practice Educator will also undertake observations of your practice (minimum of three over the year).
Quarterly	Four-Way Progress Reviews that: ▶ Map and evaluate the extent to which learning objectives and professional requirements are being met ▶ Discuss placement planning, implementation and review.
Annually	Consider whether any amendments to the ILP are needed. At the final Four-Way Progress Review at the end of Year 1 and Year 2 of the programme (with your line manager, Practice Educator and University Apprenticeship Tutor) make a recommendation about whether the apprentice has made sufficient progress to move to the next year of the BA (Hons) Social Work Apprenticeship, taking into consideration placement progression pass / fail.

Sources of Evidence of your Progress

There are many sources of evidence that you will be able to draw on during your *on-the-job* work-based learning. These include (*but are not limited to*):

- ▶ Referrals, case records, assessment reports and critical chronologies.
- ▶ Observations of your practice by your practice educator.
- ▶ Direct feedback from service users.
- ▶ Feedback from colleagues and other professionals.
- ▶ Specific aspects of supervision sessions (please note that full supervision records are not required as these constitute the content of discussion some of which may be confidential or sensitive).
- ▶ Practical exercises, for example tutor directed learning
- ▶ Minutes of meetings.
- ▶ Development plans.
- ▶ Reflective Learning Logs.
- ▶ Contribution to teamwork that is evidenced through line manager's report.
- ▶ Contribution to the development of others.
- ▶ Peer reviews.

Course Regulations

This section sets out all the assessment and examination requirements for the BA (Hons) Social Work Apprenticeship. These are designed to ensure that you can demonstrate evidence of all the various learning outcomes and requirements of the course (in line with the Social Worker (degree) Apprenticeship Standard), which is incorporated into Aptem, your Practice Learning Agreement and Four-Way Progress Review documentation.

Progression Requirements

All modules within the year of study must be passed to progress to the next year of study (as well as reaching a satisfactory standard in practice-based learning i.e., on-the-job as assessment during the final Four-Way Review meeting of the year by your Practice Educator, line manager and University Tutor). Apprentices must pass all summative assessments in each module at the 40% pass mark.

Before progressing to the End Point Assessment, apprentices must pass the Gateway requirements, details of which can be found later in the Handbook.

Sub Qualifications and Exit Awards

If you wish to exit the degree early and have taken 120 credits, successfully completing modules equating to 90 credits at Level 4, the Centre will recommend you be awarded a ***Certificate in Higher Education***.

If you wish to exit the degree early and have successfully completed modules equating to 240 credits, successfully completing modules equating to 120 credits at Level 4 and 120 credits at Level 5, the Centre will recommend you be awarded a ***Diploma in Higher Education***.

Apprentices who do not pass the End Point Assessment will be eligible for consideration for a ***BA in Applied Social Studies***.

Important Note: All the above qualifications and exit awards **do not confer eligibility to register** as a social worker with Social Work England (please see: [Exit Awards - Education Policy and Quality Team](#)).

Opportunities to Resit Assessments

Progression from one year (Level) to the next on the course is dependent on passing all the summative assessments for the year, reaching a satisfactory standard in work-based (*on-the-job*) practice learning **and passing the relevant placements**. Where a summative assessment does not reach the required standard, then the Board of Examiners will usually offer an apprentice one opportunity to re-take or resubmit the piece of work. Where written assignments are concerned, this will involve re-writing the assignment to the original title or framework. Where an apprentice is not reaching a satisfactory standard in their work-based learning, an Action Plan will be formulated by the line manager, Practice Educator, and University Tutor with objectives and timescale attached. In circumstances where a piece of work is failed on resubmission or where an Action Plan does not enable an apprentice to reach a satisfactory standard, the Board of Examiners may decide that an apprentice should withdraw from the Course and any exit award that the apprentice may be entitled to will be awarded.

Gateway to End Point Assessment (EPA)

The Gateway process, embodied in the EPA Gateway Plan [Social worker \(integrated degree\) / Skills England](#), confirms through your portfolio of evidence that you have met the pre-requisites for the Social Worker (degree) Apprenticeship Standard and have attained 360 academic credits before moving on to EPA. On completion of the 360 credits for your degree apprenticeship, your employer will meet with your University Apprenticeship Tutor to confirm to the EPAO (an independent assessment process for the EPA) for the standard that:

- The minimum level two qualifications in English and mathematics (if required) have been met.
- Your portfolio has been collated and includes evidence of regular reviews of performance between the apprentice and line manager; feedback from your Practice Educator, line manager, peers; and a continued (reflective) learning log.
- It is the employer's decision whether or not you are ready to progress to the EPA, after discussion with your line manager, Practice Educator and University Apprenticeship Tutor in a Four-Way Progress Review meeting.

It is also at this progression point that apprentices will need to demonstrate that they have successfully completed and passed 200 days of placement and undertaken 30 skills days.

Your University Apprenticeship Tutor and Practice Educator will assist in the development of your collective portfolio of evidence in Aptem to ensure that it is complete and that it covers every aspect of the standard. It is important to note that you will have been compiling your evidence throughout the degree and that your ILP and Four-Way Progress Reviews have considered both the Gateway and End Point Assessment, so that you will already be well prepared when you meet them.

A range of methods will be used to assess your performance throughout your degree apprenticeship. Each method allows for the generation of reliable evidence which is sufficient to make judgments about your level and application in practice of knowledge and understanding, values, skills and behaviours and occupational competences. Your portfolio of evidence can contain a combination of learning from teaching, summative assessments, and formative assessments, together with demonstration of knowledge, skills, and behaviours that you have collected and verified over the previous years of the degree apprenticeship. It is required that you keep Reflective Learning Logs and entries should be made in such a way that you create your own progress report.

There are two particularly significant points in the process of your work-based learning, in which you, your line manager, Practice Educator and University Apprenticeship Tutor will review progress.

The Gateway

Your Gateway portfolio will demonstrate your best work, achievements and capabilities and can highlight where you have exceeded the requirements of the role. The contents of your portfolio will be explicitly mapped against the Social Worker (degree) Apprenticeship Standard at: [Social worker \(integrated degree\) / Skills England](#)

To progress through the EPA gateway, it needs to be demonstrated that:

- ▶ 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 (if required) at Level 2.
- ▶ Achieved all required modules from: BA/BSc (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 understands 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.

The End Point Assessment (EPA)

All apprentices are subject to an EPA, which is a synoptic assessment of the knowledge, values, skills and behaviours demonstrated throughout the apprenticeship. This ensures that you have met the requirements of the Social Worker (degree) Apprenticeship Standard and are fully competent and are eligible to apply for professional registration with Social Work England. The EPA for the Social Work degree is undertaken by the Exam board.

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.

Fitness to Practise

Like all professional training programmes, the course and the University must ensure that apprentices maintain standards of conduct and their fitness to practise, not just at the point of entry, but throughout their period of registration as an apprentice social worker. Education providers must have procedures to deal with any concerns about an apprentice's conduct on a programme and to work in partnership with employers to deal effectively with concerns about an apprentice's conduct that arise whilst they are learning *on-* and/or *off-the-job*. The Social Work England Guidance on Conduct and Ethics and the QAA subject benchmark statement describe the standards of professional conduct that apprentices are required to demonstrate, including personal suitability for and commitment to social work values, and qualities such as respectfulness, honesty, persistence, and the ability to help people face difficult situations. Evidence of clear thinking, sound and fair judgement, sensitivity and tolerance are also required, together with the ability to establish and maintain confidentiality and appropriate personal and professional boundaries.

For Registered Apprentices

Apprentices have a responsibility throughout their period on the BA (Hons) Social Work Apprenticeship to maintain their suitability for professional practice by adhering to Social Work England Professional Standards. They are also responsible for informing course staff of any changes to their health or personal circumstances that may have an impact upon their suitability (this includes newly diagnosed health conditions along with cautions, reprimands or convictions, or involvement in child protection or disciplinary proceedings). An annual declaration uploaded to Aptem must be completed each year.

The consideration of service user safety will be always paramount. There may be circumstances that do not present a risk to service users but still bring into question an apprentice's fitness to study and practise as a social worker in training. Concerns about registered apprentices' health, disciplinary and conduct may come from a number of sources, which may include but is not limited to:

- ▶ Members of the social work teaching team or university staff.
- ▶ Employers and other staff who work in an employment setting.
- ▶ Occupational health physicians.
- ▶ Fellow apprentices – the circumstances by which this information comes to light should be carefully examined as malicious or vexatious allegations, including where false representations have knowingly been provided, will be treated under University Regulation 23 on student disciplinary offences ([Reg. 23 Student Disciplinary Offences](#)).
- ▶ The police.
- ▶ Self-referral.
- ▶ Members of the public.
- ▶ Anonymous complaints, through a separate raising concerns policy or through the media.

In the first instance, **where the employer has an established Fitness to Practise process**, any concerns should be referred to the employer. Appropriate discussions will take place between the employer and the Director of Social Work, in line with the employer process. The Director of Social Work and/or the Professional Lead for the Degree Apprenticeship will also form part of the employer Fitness to Practise process.

In circumstances where the employer is the first agency to become aware of potential concerns about FTP, it is their responsibility to notify the University Apprenticeship Tutor at the earliest opportunity, and to implement their own agency procedures. It is then the responsibility of the employer to share the outcome as determined by the local authority, including the involvement of the Local Authority Designated Officer (LADO), and in line with GDPR.

In those instances **where the employer does not have an established Fitness to Practise process**, concerns should be referred to the Director of Social Work who will request written details from the person referring the concerns. The Director, together with the Professional Lead for the Degree Apprenticeship, will evaluate the information received and, if it is considered that the concerns fall outside of the assessment criteria, will hold a preliminary interview with the apprentice at the earliest opportunity to ascertain whether there are sufficient grounds to refer the apprentice to the Wellbeing and Professionalism Group within the Centre for Lifelong Learning.

The Group may use or request such information as necessary to arrive at a determination, which may include but is not limited to:

- The appointment of an Investigating Officer.
- Medical reports.
- Referral documents/emails.
- A reflective statement from the apprentice.
- An informed reference.

Group Outcomes for Registered Apprentices

The determinations of the Group will normally include:

- A. Where it is determined that the threshold of apprentice fitness to practise has not been reached, the case will be signed off as no further action but may include recommendations, for example, meet and maintain a dialogue with tutors or to seek support from the University's Wellbeing Support Services.
- B. Where it is determined that the threshold of apprentice fitness to practise may have been reached, the Group will refer the matter to the Committee and:
 - a. May appoint an Investigating Officer.
 - b. May request further information such as medical reports.
 - c. The apprentice will be invited to meet with the Director of Social Work and Professional Lead for the apprenticeship where the reasons for the Group's determination and the Committee process will be explained. The meeting will not be to revisit the discussions that the Group had or to justify the determination.

The outcome will be communicated in writing to the registered apprentice within ten University working days and include a statement of the reasons for the Group's determination(s).

The outcomes, along with any related information, will be retained and may be considered if the apprentice is referred to the Group in the future.

University Fitness to Practise Committee

The Committee is subject to University Regulation 34 Determination of Fitness to Practise. Where issues relate to other University Regulations but have fitness to practise dimensions, they will also be considered under this Regulation. All regulatory procedures will operate independently from each other, but information or outcomes may be shared between relevant committees.

Committee Outcomes

The determinations available to the Committee are detailed in Regulation 34 Determination of Fitness to Practise, which can be located via the link below:

<https://warwick.ac.uk/services/gov/calendar/section2/regulations/fitnesstopractise/>

Examination and Assessment

The University provides detailed information about the examination process. Please visit <https://warwick.ac.uk/services/academicoffice/examinations> for more information. General information, your conduct in an exam, mitigating circumstances and plagiarism can be found here. Please ensure you give yourself time to understand the examination processes.

Degree Apprenticeship Assessment Models

During the programme, you will undertake a summative assessment for each module, the details for which are contained in the individual module guides. Please note that only summative assessments contribute to the final mark for a module. During each module, the Module Leader will brief apprentices on the assessment requirements, providing an opportunity for you to ask any questions that you may have.

Assessment Schedule

The programme involves defined summative assessments that are completed during each of the three years of the programme. These assessments are varied, and will be a mixture of assignments, case studies, presentations, and examinations. These assessments are set out in the module guides which will give details of each of the assessment tasks, and each module lead will give a briefing to apprentices. Tutorial and peer group discussion will support the process of preparation for your assessments. You will have feedback on a detailed plan provided by your University Apprenticeship Tutor. You will receive detailed written feedback on each of your summative assessments prepared by a first marker, moderated by another member of staff, and be given a percentage mark or Pass/Fail grade. Your work-based learning is described in Section 4, and the process of Four-Way Progress Reviews provides continuous assessment and feedback. At the end of each of the first two years of the programme, there will be an overall review of progress during the year and a recommendation in relation to progression to the next year. All assessments are incorporated listed in the module summaries further on in this document.

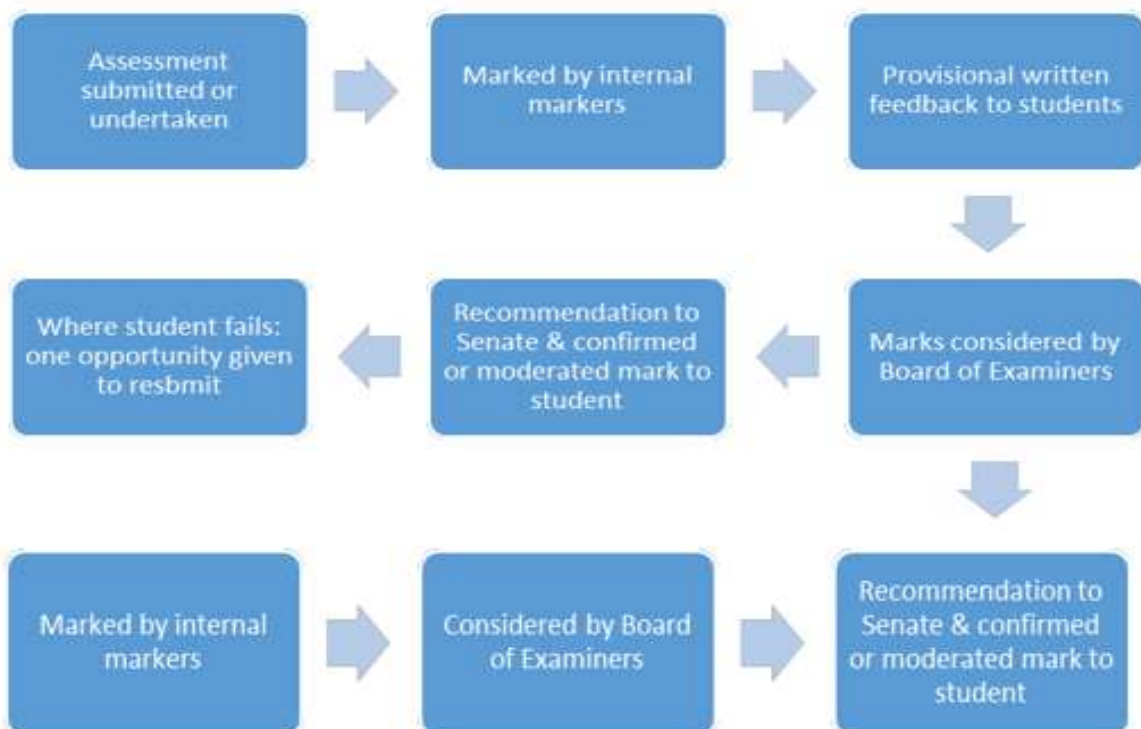
Submission of Assessments

All summative assessments must be undertaken and submitted as directed by the relevant module leader and as described in the module guide. For written assignments, this will be by uploading to Tabula, a web platform designed for the submission of work for examination. Submission dates for each piece of work are published on Tabula and module leads are notified if submissions are late or missed. All assessed work will be due by 12.00 noon on the day of submission. You are strongly advised to back up your work electronically e.g., on a USB or external drive, at all stages. Extensions requested on the grounds of losing work on computers are unlikely to be granted.

Markers' comments are also returned to apprentices via Tabula. Tabula also manages the application of plagiarism screening software, and potential use of AI, providing markers with a detailed report (plagiarism is discussed in detail later in this section).

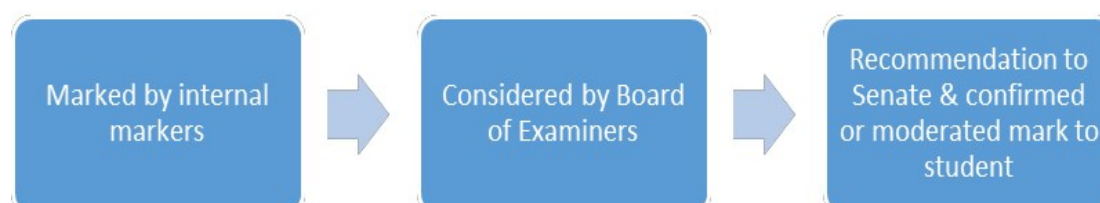
Remember not to include your name but your University ID number, date and title of the work, usually on the first page of the assignment. Although it should not normally be necessary, if you have difficulty submitting your work via Tabula, please email a to the resource account so that a member of the Student Administration Team can process your assignment.

There are several stages in the process of assessment and examination. Summative assessments are marked as set out below and all marks will be subject to formal examination by the Board of Examiners.



Board of Examiners

- ▶ All module marks go through the Board of Examiners. The assessment requirements are embodied in the University's Assessment and Examining Conventions ([Assessment Conventions - Education Policy and Quality Team](#)) a full copy of which is held by the Secretary to the Board of Examiners and is available on the Centre for Lifelong Learning website.



- ▶ The final decision about all pieces of submitted summative assessment work rests with the Board of Examiners.
- ▶ External Examiners review all failed pieces of work and a selection of work from each grading band for each module.
- ▶ The Board of Examiners make the arrangements for resubmissions.
- ▶ The Board of Examiners makes recommendations for progression, exit awards and final awards.

For quality assurance purposes, an internal moderator will review the range of marks for each module assessment to enable consideration of the overall standard and to permit comparison of the marking standards applied by different markers and for different elements of assessment. A moderation report will be made available to the Board of Examiners.

Marking Criteria and 20 Point Marking Scale

The assessment schedule against which apprentices are examined incorporates the following elements:

1. Demonstrating achievement at the relevant career stage of the Professional Capabilities framework (PCF) for Social Workers.
2. Integrating social work values and demonstrating adherence to the SWE Guidance on Conduct and Ethics and the Standards of Proficiency.
3. Acquiring and applying knowledge.
4. Reflecting upon and critical analysis of their practice, and transfer of knowledge, skills and values in practice.

General criteria for the assessment of work at undergraduate level have been established across the University, and these provide a useful reminder of various aspects of written work that are being evaluated through the examining process.

All undergraduate modules are marked using one overall system, which runs from 0-100. Marks fall into different classes of performance:

70- 100	First Class
60-69	Second Class, Upper Division (also referred to as "Upper Second" or "2.1")
50-59	Second Class, Lower Division (also referred to as "Lower Second" or "2.2")
40-49	Third Class
0-39	Fail

All written summative assessments and projects are anonymously marked in percentage terms by an internal marker and graded according to the following 20 point marking scale:

Class	Scale	Mark	Descriptor
First	Excellent 1 st	100	Work of original and exceptional quality, which in the examiners' judgement merits special recognition by the award of the highest possible mark.
		94	Exceptional work of the highest quality, demonstrating excellent knowledge and understanding, analysis, organisation, accuracy, relevance, presentation and appropriate skills. At final-year level: work may achieve or be close to publishable standard.
	High 1 st	88	Very high-quality work, demonstrating excellent knowledge and understanding, analysis, organisation, accuracy, relevance, presentation and appropriate skills. Work which may extend existing debates or interpretations.
	Upper Mid-1 st	82	
	Lower Mid-1 st	78	
	Low 1 st	74	
Upper Second	High 2.1	68	High-quality work demonstrating good knowledge and understanding, analysis, organisation, accuracy, relevance, presentation and appropriate skills.
	Mid 2.1	65	
	Low 2.1	62	
Lower Second	High 2.2	58	Competent work, demonstrating reasonable knowledge and understanding, some analysis, organisation, accuracy, relevance, presentation and appropriate skills.
	Mid 2.2	55	
	Low 2.2	52	
Third	High 3 rd	48	Work of limited quality, demonstrating some relevant knowledge and understanding.
	Mid-3 rd	45	
	Low 3 rd	42	
Fail	High Fail (sub-Honours)	38	Work does not meet standards required for the appropriate stage of an Honours degree. Evidence of study demonstrates some knowledge and some basic understanding of relevant concepts and techniques, but subject to significant omissions and errors.
	Fail	32	Work is significantly below the standard required for the appropriate stage of an Honours degree. Some evidence of study and some knowledge and evidence of understanding but subject to very serious omissions and errors.
		25	Poor quality work well below the standards required for the appropriate stage of an Honours degree.
	Low Fail	12	
Zero	Zero	0	Work of no merit OR Absent, work not submitted, penalty in some misconduct cases.

Assignment Feedback

It is essential that, before planning and drafting each new assignment, you reflect on advice given to you by module tutors in earlier assignments to help you progress academically. If you are ever unsure of the meaning of assignment feedback, you should always contact the relevant tutor for clarification.

Feedback is via more general comments on Tabula. Feedback on Tabula is designed to provide apprentices with areas of strength and areas for development that cover the following:

- Positive features of the assignment.
- Ways in which the assignment brief might have been addressed by the apprentice more effectively.
- Generic advice designed to help apprentices improve their future academic work.

All assignments are marked according to specific assessment criteria. Tutor advice is objectively analytical and, therefore, it will not be written in an informal or anecdotal manner. If apprentices are unsure of any aspect of feedback or do not understand why a mark has been awarded, they may ask the tutor to explain further.

Assignments are anonymously marked as the marking process is intended to be commonly and fairly applied to all apprentices rather than based on markers' individual preferences or personal knowledge of apprentices. Apprentices should read the feedback and in-script comments carefully. They should then, ideally, note targets for improvement straight away and include these in their next assignment.

Some assignments are seen by External Examiners, whose responsibility is to ensure that assessment is carried out fairly and in accordance with the regulations. Other Quality Assurance Inspectors also expect to see a sample of assignments as part of their inspections of courses.

Proofreading Policy

The University aims to support its students in developing the skills and knowledge to be able to succeed in their chosen discipline. It offers disciplinary- and university-level skills training and briefings regarding effective writing and referencing. In addition, as an apprentice you will have access to further support through module and seminar tutors, project supervisors, and other specialist staff. You are strongly encouraged to take advantage of these services and individuals in order to produce high-quality pieces of work to be submitted for assessment.

The University understands that, while producing a high-quality piece of work for assessment, you may wish to receive input from a third party prior to submission. As examples, proofreading might be undertaken by peers, flat mates, family members, dissertation/thesis supervisors and professional, proofreading companies. This policy sets out what the University considers to be appropriate regarding proofreading and what checks should be in place when proofreading is undertaken.

1.Expectation of pieces of work submitted for assessment

The University expects that any piece of work submitted for assessment, whether credit-bearing or not, is your own work. Any assistance provided by a third party to proofread should not compromise this expectation or the authenticity of that piece of work. Regulation 11: Procedure to be Adopted in the Event of Suspected Cheating in a University Test defines "cheating" as "...an attempt to benefit oneself or another, by deceit or fraud."

If you submit a piece of work where proofreaders have acted in a way that compromises the authenticity of that work and have therefore acted outside the limitations set out in this policy, it will be investigated further under

Regulation 11. It is your responsibility to inform the proofreader of the University's proofreading policy and to check your own piece of work prior to submission to ensure that it is in line with university policy and expectations.

2. Acceptable practices by proofreaders

It is important to note that if you choose to engage with a proofreader the University considers this exercise to be part of the learning experience. Third-party proofreaders are not expected to actively amend existing, or create new, content in draft work; instead, they should support you by identifying errors and/or making suggestions relating to – but not creating – content. The University considers the role of the proofreader is more akin to that of a mentor rather than a content producer or editor of the work.

The University considers it acceptable for proofreaders to identify, but not make corrections to:

- ▶ Common typographical, spelling or punctuation errors
- ▶ Formatting and layout errors and inconsistencies such as page numbers, line spacing, font size, headers and footers
- ▶ Grammatical and syntactical errors and anomalies
- ▶ Lexical repetition or omissions
- ▶ Sections of text where the meaning is ambiguous
- ▶ Minor formatting errors in referencing (for consistency and order)
- ▶ Errors in the labelling of diagrams, charts and figures.

The University does not consider it acceptable practice for proofreaders to amend existing content – whether through addition or reduction and it prohibits proofreaders from:

- ▶ Rewriting content where meaning is ambiguous.
- ▶ Adding to existing content.
- ▶ Altering argument or logic where faulty.
- ▶ Re-arranging or re-ordering sentences to enhance structure or argument.
- ▶ Implementing or altering a referencing system or adding references.
- ▶ Checking or correcting facts, data calculations, formulae or equations.
- ▶ Translating text drafted by students, noting that this does not prohibit translation of source material as long as it is properly referenced.

3. Exceptions

In some disciplines and for particular pieces of assessment it may not be appropriate for any proofreading to take place e.g., where correct grammar is part of the assessment criteria. The Module Tutor will inform you if it is inappropriate for work to be reviewed in advance of you undertaking the assessment.

In addition, the University considers there to be a small number of exceptions in regard to the expectations set out in this Policy. These are detailed below:

- ▶ *Disabilities:* Disabled students whose disability means that they may need proofreading support that would exceed the limitations set out in this policy should liaise with their personal tutor and the Student Support department. Regardless of the form in which further support is provided, the content of the work submitted for assessment should be exclusively the students.
- ▶ *Collaborative Assignments:* The University acknowledges that a number of departments and modules require students to work closely to produce a collaborative piece of work for assessment. The content for these assignments will necessitate a process of drafting and re-drafting of content by a number of different members of the team. This process is a key part of the learning experience. In these cases, students may

actively edit content of other students within the Group although it is expected that, collectively, the group is bound by the expectations set out in this policy in respect to engaging with further third parties. This exception only applies to those pieces of work that are explicitly assessed as part of a group exercise. No form of collusion should take place regarding standard individual pieces of work and when detected, such cases may be subject to referral under the Plagiarism and Cheating Policy.

Academic Integrity

The University has developed a new academic integrity framework, [Academic Integrity Framework](#), including an updated regulation academic integrity ([Reg. 11 Academic Integrity \(from 4 Oct 2021\)](#)) as well as procedures, guidance and resources. Guidance on this regulation can be viewed here: [Guidance on Regulation 11](#). During Induction and the Work-Based Learning module you will be given guidance on good academic writing style, correct referencing techniques and the consequences of academic misconduct. You can also access resources via the following links: [IntroReferencing | Moodle@Warwick](#); [Avoiding Plagiarism | Moodle@Warwick](#); [Self-Reflection Toolkit](#).

Artificial Intelligence (AI)

Generative Artificial Intelligence Tools (GAITs) such as ChatGPT, Bing AI, Google Bard, and Microsoft CoPilot, are trained to generate a human-like response from pre-existing large data sets. These may include data from websites, journals, textbooks and so on. These forms of AI create content which is different to other AI tools such as those included with Word which check and correct spelling and grammar.

The use of generative artificial intelligence tools (GAITs) is not permitted on the Degree Apprenticeship and must not be used in relation to assignments, Reflective Logs, Direct Observations, or any other means by which you demonstrate your progression. This form of artificial intelligence is a form of plagiarism, considered in the same way as presenting a document written by a third party or essay mill as one's own, and is regarded as cheating:

- the deliberate and detailed presentation of concepts generated via artificial intelligence or similar as one's own.

This use of AI on the Degree Apprenticeship is a serious offence and if proven leads to actions under the University Regulation 11B, 'Procedure to be Adopted in the Event of Suspected Cheating' and could constitute a breach of Regulation 23 ([Reg. 23 Student Disciplinary Offences](#)) which governs student disciplinary offences – see also ([Reg. 11 Academic Integrity \(from 4 Oct 2021\)](#)).

Basic forms of AI, such as spell-checkers, grammar-checkers and so on, are accepted, but it is your responsibility to check with your University Tutor if you are unsure as to what forms are permitted.

Plagiarism

Plagiarism is regarded as cheating and refers to an apprentice taking and using someone else's thoughts and ideas and presenting them as their own (please see [Avoiding Plagiarism | Moodle@Warwick](#)). Plagiarism is a serious offence and if proven leads to actions under the University Regulation 11B, 'Procedure to be Adopted in the Event of Suspected Cheating' and could constitute a breach of Regulation 23 which governs student disciplinary offences ([Reg. 23 Student Disciplinary Offences](#)) ([Reg. 11 Academic Integrity \(from 4 Oct 2021\)](#)).

Plagiarism can take several different forms:

Plagiarism	Plagiarism is the reproduction, and presentation as one's own, of the words or ideas of another. Examples include verbatim copying of another individual/institution's work without acknowledgement. Close paraphrasing of another's work by simply changing a few words or altering the order of presentation, without acknowledgement. Unacknowledged quotation of phrases from another's work. The deliberate and detailed presentation of another's concept as one's own.
Self-Plagiarism	Self-plagiarism is repeating one's own, earlier work, without acknowledgment. You may not copy work that you have already presented for a summative essay or dissertation in another piece of work.
Contract Cheating	Where an apprentice is found to have submitted work for assessment that is procured through a third party, with or without a payment being made, this would be considered "Contract Cheating" and is a form of plagiarism. You may not purchase or ask another person to complete an essay or sit an exam in your place. Always acknowledge any third-party assistance (beyond that of your tutor), for example with proof reading or providing references.
Collusion	Collusion is the collaboration by an apprentice with another person in producing a piece of work submitted for assessment, where that piece of work is presented as being solely the work of the apprentice. If you allow another apprentice to copy some or all your work, even if you consider this is helping them, you may be considered to have cheated alongside the apprentice who copied the work. Whilst the Centre encourages apprentices to work together and read each other's essays, all work submitted must be your own.

You should always identify sources for specific information and, where appropriate, the ideas used in assessed essays. It is bad academic practice to fail to do so, just as it would be for an author writing a book or learned article. Poor, sloppy or negligent academic practice may not result in the initiation of the Centre's Plagiarism Procedure, but will result in one of the following three poor academic practice outcomes:

- ▶ The award of a lower mark which reflects the academic worth of the work.
- ▶ Required resubmission of the same assignment with correct referencing. The resubmission will be marked normally with or without a cap.
- ▶ Required submission of a different assignment. The submission will be marked normally with or without a cap.

Judgements about poor academic practice are academic judgements against which there is no appeal.

Artificial Intelligence and Plagiarism Policy and Procedure

- ▶ If the marker suspects cheating the assignment will be sent to the Examination Lead to review. If the Examination Lead deems the assignment to be poor academic practice, they and the marker will decide which of the three poor academic practice outcomes outlined above is most appropriate.
- ▶ If the Examination Lead suspects that AI/plagiarism/cheating may have taken place you will be invited to meet with the Academic Conduct Panel, accompanied by your Personal Tutor.
- ▶ ACP can ask apprentices to demonstrate their understanding of knowledge, theories, concepts, etc., where the panel is not convinced that the work is the apprentices' own.
- ▶ Academic judgement will be used to decide whether the case is not proven; poor academic practice; or plagiarism.

- ▶ If, on review of the assessment, the Academic Conduct Panel considers there is evidence of poor academic practice, or that plagiarism/cheating has occurred, the Panel will ask you to make a statement.
- ▶ The possible outcomes of the Academic Conduct Panel are as follows:

Not proven. The investigation considers the piece of work is neither poor practice nor has AI been used or plagiarism found and therefore the work is marked in the usual way.

Poor academic practice. The investigation concludes the work has not used AI and is not plagiarised but is a case of poor academic practice. The assignment will be returned to the Examination Lead who will decide on which of the three poor academic practice outcomes is most appropriate.

Plagiarism. The work is considered to have used AI and/or is plagiarised. The case will be submitted to the Director of the Centre for Lifelong Learning who will decide on which of the penalties below should be imposed:

- i. A reduction in mark (with or without the opportunity to resubmit or undertake a further assessment). The mark may be reduced up to the zero limit.
- ii. Re-submission of the original work with revised referencing, for a capped mark.
- iii. Re-submission of a new piece of work for a reduced or capped mark.
- iv. Referral to the Investigating Committee of the Senate.

Once informed of the outcome of the meeting you may choose either:

- i. **To accept the penalty** as a final decision, in which case the decision will be reported to the Board of Examiners at the end of the academic year; or
- ii. **To appeal against the decision** by requesting, within ten days of being informed, that the matter is considered by an Investigating Committee.

Investigating Committee of the Senate

Plagiarism cases will usually be referred to the Investigating Committee of the Senate, a University level committee, if they meet one or more of the following:

- ▶ Second offences of cheating.
- ▶ Allegations of a serious nature, e.g., the apprentice is suspected of having used work from another apprentice or accessed work from a commercial internet site or an agency writing company.
- ▶ Where the penalty imposed would potentially result in the apprentice being ineligible to qualify for the award for which they are registered.
- ▶ Where there are multiple allegations of cheating, against the same apprentice which if proven would result in the apprentice being ineligible to qualify for the award for which they are registered.
- ▶ Where the case is complex, for example involving allegations of collusion against two or more apprentices.

Impact on Assessment Feedback

If a member of staff suspects a case of AI use and/or plagiarism whilst marking, the rest of the cohort will receive their feedback within the normal timescale and those under investigation will be informed about why their work will not be returned at the same time. If, after investigation, the work is found not to have used AI and/or be plagiarised, the work will be marked and returned within 20 University working days of the end of the investigation.

It should be noted that formative assessments will also be checked for AI use and plagiarism and, if detected, advice will be provided on how to avoid cheating in the future. A record of the case will be kept on file and may be used in future investigations.

If you are unsure what constitutes AI use or plagiarism or poor academic practice, please discuss with your module tutor or personal tutor at the earliest opportunity.

Further details governing plagiarism, as well as details on the University Investigation Committee of Senate, may be found in the University Calendar (Regulation 11) at: [Reg. 11 Academic Integrity \(from 4 Oct 2021\)](#)

Further details governing student disciplinary offences may be found in the University Calendar (Regulation 23) at: [Reg. 23 Student Disciplinary Offences](#).

Further advice and guidance on how to avoid plagiarism can be accessed here: [Plagiarism Advice](#).

Mitigating Circumstances

The mitigating circumstances policy and associated self-certification and deferral policies are applicable to degree apprentices. Please see:

https://warwick.ac.uk/quality/categories/examinations/policies/u_mitigatingcircumstances/, and https://warwick.ac.uk/study/cll/currentstudents/learningspace/student_handbook/mitcircs_extensionrequests/

Mitigating Circumstances are unforeseen events or circumstances which have a significant negative impact on your ability to successfully complete, or study effectively in preparation for, summative assessment tasks such as essays, written or oral examinations, assessed presentations or assessed laboratory work. If you want any such events or circumstances to be considered by the relevant Board of Examiners, you are required to claim formally for the assessments in the mitigating circumstances portal by the relevant deadline. Mitigating circumstances claims usually require independent written evidence to be accepted and guidance on possible types of evidence is available from the mitigating circumstances policy pages.

Please note that while it is acknowledged that cultural attitudes to the disclosure of personal information may vary, students are expected to fully disclose all matters they wish to have taken into consideration by the Board of Examiners.

Outcomes of Mitigating Circumstances

Mitigating Circumstances can never result in the changing of marks for individual modules or assessments.

The possible outcomes of mitigating circumstances are listed in section 7 of the mitigating circumstances policy. However, you should be aware that some of the listed outcomes may not be possible outcomes for you due to requirements for your degree apprenticeship.

- It may not be possible to waive assessment if it is linked to EPA elements of the apprenticeship.
- It may not be possible to award a higher degree than would be merited by the marks returned if the apprenticeship standards require a certain number of credits to be achieved by gateway / before EPA.
- It may not be possible to permit progression the next stage of study if there are credit requirements for your apprenticeship.
- Deferral of all assessments in an examination period may not be possible if you would not be able to progress to the next year of study.
- It is not possible to repeat a year in full as a first or final attempt.

You may be able to take a Break from Learning if you are experiencing circumstances that affect your ability to engage with your apprenticeship. You should consult with your employer and tutor.

Specific Extension Requests

Each module or assessment should provide information about where specific assessment requests should be submitted.

Deadlines for claims

- Specific extension requests must be submitted by the deadline for the assessment.

- Circumstances affecting performance in coursework should be submitted within 20 university working days of the assessment deadline or scheduled event, or the departmental deadline for consideration by examination boards if earlier.
- Circumstances affecting performance in examinations should be submitted within the deadlines specified by the home department for the examination period in which the examination was scheduled.
- Contact a.dolan@warwick.ac.uk for claim deadlines.

Contacts

If you have sensitive evidence that you do not wish to attach to your claim, you can indicate this in the claim. You are responsible for contacting a member of staff who can view your evidence in confidence and sign off on the system that it has been viewed.

If you have sensitive evidence the nominated contacts for your course are Alan Dolan a.dolan@warwick.ac.uk

If none of the nominated contacts are suitable, you should contact your University Tutor about the criteria that would make you feel more comfortable disclosing your evidence e.g., a specified gender or someone who is not involved in teaching on your course.

Additional Information

We advise that you familiarise yourself with the following University Regulations:

Regulation 8. Regulations for First Degrees: http://warwick.ac.uk/regulations/reg8to8_5_1/ and http://warwick.ac.uk/regulations/reg8from8_6/ This regulation sets out at the highest level, requirements for progression and award for undergraduate students. For students starting bachelors or Integrated Masters Degrees from the 2021/22 academic year onward, decisions about progression from one stage of the course to the next, and decisions about the final award or classification are set out in the [Rules for Award](#) 2021-22 and [Appendix A: Degree Classifications](#) (2021-22). These detail calculations used to determine your final classification and the minimum credit requirements by level of study for an award to be made.

For the award of a Bachelors degree a student must meet specific credit requirements achieving a minimum 270 credits (or CATS) across the degree course including a minimum of 90 credits at FHEQ level 6. Full details can be viewed in Appendix A of the [Rules for Award](#) here: [Appendix A: Degree Classifications](#). The Course Specification details additional requirements with regard to required core modules and PSRB requirements that must be met in addition to this.

Regulation 12. Absence for Medical Reasons from a University Examination for First Degrees: <http://warwick.ac.uk/regulation12>

Rules for Award ([Rules for Award 2025-26](#)): The Rules for Award set out the principles under which Boards of Examiners are authorised to recommend awards on behalf of the Senate and the general requirements for each type of undergraduate and postgraduate award. They also explain the University's progression requirements and classification system. Requirements specific to undergraduate, integrated master's and postgraduate taught awards are detailed in the individual sections of the Rules for Award. (N.B. All entry year versions of Rules for Award were reworded for the 25/26 academic year to make the requirements clearer and easier to find. The rewording does not change the principles and is intended to be non-detrimental. However, the original wording is available to view and any student who believes that they have been negatively impacted by the change should contact their home department).

Table 1. Award Structure, Module, and Summative Assessment Overview

Academic Level	Degree Title						Academic Qualification
BA (Hons) Social Work Degree Apprenticeship							
120 CREDITS							
Level 4	CE1E2 Introduction to Social Work	CE1E3 Work-Based Learning for Qualifying Social Work	CE1E4 Learning from Experts by Experience	CE1F5 Skills A - The Professional Social Worker	CE1E6 Social Diversity and Social Work	CE1E7 Social Work Law A	Certificate of Higher Education
	15 credits	15 credits	15 credits	15 credits	30 credits	30 credits	
	Summative assessment	Summative assessment	Summative assessment	Summative assessment	Summative assessment	Summative assessment	
	Essay	Essay	Viva Examination	Essay Associated with 30 placement days.	Essay	Essay	
120 CREDITS							
Level 5	CE284 Human Life-Course Development		CE285 Key Issues in Safeguarding of Children and Vulnerable Adults		CE297 Skills B - The Interpersonal Social Worker	CE287 Social Work Law B	Diploma of Higher Education
	30 credits		30 credits		30 credits	30 credits	
	Summative assessment Essay		Summative assessment Essay		Summative assessment Essay	Summative assessment Essay	

			Associated with 70 placement days.		
120 CREDITS					
Level 6	CE341 Evidence-informed Practice	CE357-30 Key Issues in Professional Social Work	CE356-60 Readiness for Professional Social Work Practice		BA (Honours) Degree
	30 credits	30 credits	60 credits		
	Summative assessment	Summative assessment	Summative assessment		
	Project	Presentation Essay	Scenario Exercise Critical Case Study Case Study Presentation		
		Associated with 30-day Contrasting Experience Placement.	Associated with 70 placement days		
End Point Assessment					
The End Point Assessment confirms that the apprentice has met the requirements set out in the Apprenticeship Standard and is ready to join the profession with full occupational competence.					
For an integrated degree apprenticeship, the university will act as the End Point Assessment Organisation (EPAO). The EPA for the apprenticeship coincides with the completion of the degree programme. The Degree apprenticeship standard specifies that the approved assessment plan is integral to the degree outcome.					
Professional Recognition					
Registration with Social Work England					

Section 11 - Appendices

Appendix One: Consent Declaration Form

CONSENT DECLARATION FORM

I confirm that all submitted work, and all work contained in Aptem has been thoroughly **anonymised** and ethical consideration was given to all evidence collected.

I confirm that I have gained consent to use any personal information within my portfolio of evidence.

Apprentice Name:

PE name:

Signed:

Signed:

Date:

Date:

Appendix Two: Practice Learning Agreement

The Practice Learning Agreement (PLA) outlines the objectives for on-the-job (workplace) learning agreed between the Apprentice, line manager and Practice Educator and confirmed by the University Apprenticeship Tutor. It forms part of the Individual Learning Plan (ILP) and will be the basis of each of the Four-Way Progress Reviews held each year of the course. The process for completion of the agreement is as follows:

- I. Discussions about the content of the PLA will begin after the Commitment Statement has been signed.
- II. This should be led by the Practice Educator, in conjunction with the Apprentice and their line manager.
- III. The PLA should usually be completed within the first two to four weeks of the practice element of the course.
- IV. Once completed, the PLA will be sent to the University Apprenticeship Tutor for confirmation that the learning objectives are consistent with the requirements of the course. The Apprentice will then upload the PLA to Aptem.
- V. The University Apprenticeship Tutor will be responsible for following up any PLAs not completed within the first two to four weeks.
- VI. The PLA is accessible on Aptem to the Apprentice, their line manager, Practice Educator, and University Apprenticeship Tutor and will form the starting point for supervision and Four-Way Progress Review meetings.

Apprentice, line manager, Practice Educator and Training Provider details:

Apprentice:	
Name:	
Contact details:	
Contracted hours per week:	
Line Manager:	
Name:	
Address:	
Contact details:	

Practice Educator:	
Name:	
Address:	
Contact details:	

Training Provider:	
Name:	University of Warwick – Centre for Lifelong Learning
Address:	Westwood Campus Coventry CV4 7AL
University Apprenticeship Tutor (name, job title)	
Contact details:	

Please give a summary of the agency context, the nature of the work undertaken in the setting and learning opportunities available.

Other relevant learning, skills training & work experience.

--

Apprentice Self-Assessment Form:

Assessment undertaken	Review
Please check that the apprentice has completed a detailed Skills Radar on Aptem which provides baseline information and will enable the apprentice to score, track and reflect on progress towards meeting the knowledge, skills and behaviours (KSBs) in the Apprenticeship Standard. This will be updated at each Four-Way Review.	

Practice learning objectives:

Areas of Work	
With reference to the Apprentice's previous experience and development needs, please detail below the learning objectives for on-the-job training in relation to the Apprentice Areas of Work for this specific learner. Social worker (integrated degree) / Skills England	
Duty 1 Promote the rights, strengths and wellbeing of people families and communities to ensure their voice and expertise is heard and acknowledged. K1 K3 K5 K6 K7 K8 K9 K13 K20 K22 K23 K24 K27 K28 S3 S5 S6 S7 S8 S41 B2 B5	
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 K13 K15 K17 K18 K19 K23 K24 K25 K26 K27 S1 S2 S5 S6 S7 S8 S10 S15 S17 S18 S28 B1 B4 B5	
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 K13 K24 K26 K27 K29 S1 S3 S5 S6 S7 S8 S16 B1 B2 B3 B5	
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 K24 K26 K27 S9 S10 S13 S19 S27 S34 S38 S39 B1 B2 B5	
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 K11 K12 K18 K24 K26 K27 K28 S5 S7 S9 S10 S13 S15 S19 S27 S34 S37 S38 S39 B1 B2 B3 B5	
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 K11 K12 K22 K23 K24 K25 K26 K27 K28 S5 S7 S12 S13 S19 S34 S35 S38 S39 B1 B2 B3 B5	
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 K24 K25 K27 K28 S5 S7 S11 S12 S13 S15 S19 S24 S33 S34 S35 S37 S38 S39 B1 B3 B5	
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 K24 K27 S1 S16 S19 S29 S35 S36 S37 S38 S39 B1 B3 B5	
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 K24 K29 K30 K31 S1 S2 S4 S13 S14 S15 S16 S17S25 S26 S28 S45 S48 B4 B5	
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 K24 K26 K27 K29 K30 K31 S9 S11 S13 S14 S25 S26 S27 S28 B2 B3 B5	
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 K24 K26 K28 K29 S11 S13 S14 S15 S21 S24 S26 S30 S49 S50 B2 B3 B5	
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 K24 K25 K26 K29 K30 S8 S11 S16 S24 S29 S36 S43 B3 B5	
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. K4 K15 K16 K17 K18 K22 K23 K24 K28 K29 K30 S8 S11 S12 S13 S27 S40 S41 B1 B5	

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 K26 K29 K30 K31 K34 K35 S4 S42 S43 S45 S46 S47 S48 S50 B5	
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 K24 K28 K30 K31 S2 S4 S17 S20 S21 S22 S27 S28 S31 S36 S40 B4 B5	
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 K29 K30 K31 K33 S3 S18 S20 S21 S22 S24 S25 S26 S44 B4 B5	
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 K29 K30 K31 K34 K35	

S2 S4 S17 S18 S23 S25 S28 S31 S32 S42 S43 S45 B5	
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 K31 K32 K33 K34 K35 S1 S4 S23 S31 S42 S43 S45 S46 S47 S48 S49 S50 B4 B5	
Duty 19 Act safely, respectfully and with professional integrity, promote ethical practice and report concerns. K1 K3 K6 K9 K13 K15 K18 K19K20 K21 K23 K24 K28 K29 K30 K34 S1 S4 S17 S18 S21 S22 S23 S28 S29 S30 S31 S32 S48 B5	

Summary:

This Practice Learning Agreement outlines a programme of learning agreed between the Apprentice, line manager, Practice Educator and the Training Provider, which will result in the Apprentice meeting the requirements at Gateway to progress to End Point Assessment. The PLA will be reviewed at least once a year during the Annual Review but can be reviewed more frequently if any of the parties agree that this would be beneficial to the Apprentice.

Signatures:

We hereby confirm that we have read, understood, and agree with the contents of the PLA.

Apprentice:

Name:

Signature:

Date:

Line Manager:

Name:

Signature

Date:

Practice Educator:

Name:

Signature:

Date:

University Apprenticeship Tutor:

Name:

Signature:

Date:

Appendix Three: Four-Way Progress Review Form

Social Work Degree Apprenticeship: Four-Way Review				
The Four-Way Review MUST take place at least quarterly, and involve the apprentice, apprenticeship tutor, line manager and practice-educator (with appropriate nominated replacements where necessary). The form should be completed in advance by the Apprentice and Practice Educator and signed at the review. Please ensure that the review takes place in the context of, and with a copy of the Social Work (degree) Apprenticeship Standard, accessible at Social worker (integrated degree) / Skills England.				
Date:		Purpose	Progress Review ☐	Gateway ☐
Placement: Tick if meeting during placement:	Year 1 – 30 days ☐ Year 2 – 70 days ☐ Year 3 – 30 days (CE) ☐ Year 3 – 70 days ☐ Not placement ☐	If meeting held within a placement period: On track ☐ Concerns ☐ Comments relating to placement:		
Attendees:	Apprentice:			
	Employer:			
	Practice Educator:			
	University Apprenticeship Tutor:			
	Review date and stage (e.g. Year 1, 2nd review):			

Summary of Progress:

- Current learning objectives
- Direct observation

Summary of evidence towards the achievement of standards and requirements that have been demonstrated over the review period:

Please note, if it is felt that a knowledge, skill or behaviour is not being achieved, there must be a clear explanation as to whether this is due to an issue of competence, or a lack of learning opportunity. In either case, an action plan should be created to ensure that any problems are satisfactorily resolved. If at the point of Gateway any area has not been achieved, the apprentice cannot move to the End Point Assessment until all the requirements have been verified as met in the overall mapping document.

N.B. 'On Track' signals that the apprentice is providing evidence of competence in relation to the KSBs for that Duty that is commensurate with their stage of learning on the programme.

**Apprentice Standard
Areas of Work****Knowledge, Skills
and Behaviours:**

Please indicate whether the apprentice is 'On Track' in terms of providing evidence of competence in relation to the KSBs for the Duty, commensurate with their stage of learning on the programme, or if there are 'Concerns' with the progress of the apprentice, which should be clearly explained in your comments.

Comments: *Please comment on the progress of the apprentice in relation to the KSBs linked to this Duty. Evidence of competence should be assessed in terms of the point the apprentice has reached in their learning journey. If there is a concern that a Knowledge, Skill or Behaviour, linked to this Duty, is not being achieved, there must be a clear explanation of whether this is due to an issue of competence, or a lack of learning opportunity, and an Action Plan should be considered in these cases.*

		Link to Knowledge, Skills and Behaviours for each Duty Social worker (integrated degree) / Skills England
Duty 1 Promote the rights, strengths and wellbeing of people families and communities to ensure their voice and expertise is heard and acknowledged. K1 K3 K5 K6 K7 K8 K9 K13 K20 K22 K23 K24 K27 K28 S3 S5 S6 S7 S8 S41 B2 B5	On track ☐ Concerns ☐	
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 K13 K15 K17 K18 K19 K23 K24 K25 K26 K27 S1 S2 S5 S6 S7 S8 S10 S15 S17 S18 S28 B1 B4 B5	On track ☐ Concerns ☐	
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 K13 K24 K26 K27 K29	On track ☐ Concerns ☐	

S1 S3 S5 S6 S7 S8 S16 B1 B2 B3 B5		
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 K24 K26 K27 S9 S10 S13 S19 S27 S34 S38 S39 B1 B2 B5	On track ☐ Concerns ☐	
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 K11 K12 K18 K24 K26 K27 K28 S5 S7 S9 S10 S13 S15 S19 S27 S3 4 S37 S38 S39 B1 B2 B3 B5	On track ☐ Concerns ☐	
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 K11 K12 K22 K23 K24 K25 K26 K27 K28	On track ☐ Concerns ☐	

S5 S7 S12 S13 S19 S34 S35 S38 S39 B1 B2 B3 B5		
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 K24 K25 K 27 K28 S5 S7 S11 S12 S13 S15 S19 S24 S33 S34 S35 S37 S38 S39 B1 B3 B5	On track ☐ Concerns ☐	
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 K24 K27 S1 S16 S19 S29 S35 S36 S37 S38 S39 B1 B3 B5	On track ☐ Concerns ☐	
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 K 20 K21 K23 K24 K29 K30 K31	On track ☐ Concerns ☐	

S1 S2 S4 S13 S14 S15 S16 S17S2 5 S26 S28 S45 S48 B4 B5		
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 K24 K26 K27 K29 K30 K31 S9 S11 S13 S14 S25 S26 S27 S28 B2 B3 B5	On track ☐ Concerns ☐	
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 K24 K26 K28 K29 S11 S13 S14 S15 S21 S24 S26 S3 0 S49 S50 B2 B3 B5	On track ☐ Concerns ☐	
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	On track ☐ Concerns ☐	

protection of children and adults in vulnerable situations. K6 K13 K14 K21 K22 K23 K24 K25 K26 K29 K30 S8 S11 S16 S24 S29 S36 S43 B3 B5		
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. K4 K15 K16 K17 K18 K22 K23 K24 K28 K29 K30 S8 S11 S12 S13 S27 S40 S41 B1 B5	On track ☐ Concerns ☐	
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 K26 K29 K30 K31 K34 K35 S4 S42 S43 S45 S46 S47 S48 S50 B5	On track ☐ Concerns ☐	
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,	On track ☐ Concerns ☐	

reflect upon and test multiple hypotheses. K1 K4 K9 K15 K17 K18 K21 K24 K28 K30 K31 S2 S4 S17 S20 S21 S22 S27 S28 S31 S36 S40 B4 B5		
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 K29 K30 K31 K33 S3 S18 S20 S21 S22 S24 S25 S26 S44 B4 B5	On track ☐ Concerns ☐	
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 K29 K30 K31 K34 K35 S2 S4 S17 S18 S23 S25 S28 S31 S32 S42 S43 S45 B5	On track ☐ Concerns ☐	
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	On track ☐ Concerns ☐	

in this area are maintained and used to improve practice. K2 K17 K20 K21 K24 K31 K32 K33 K34 K35 S1 S4 S23 S31 S42 S43 S45 S46 S47 S48 S49 S50 B4 B5		
Duty 19 Act safely, respectfully and with professional integrity, promote ethical practice and report concerns. K1 K3 K6 K9 K13 K15 K18 K19K20 K21 K23 K24 K28 K29 K30 K34 S1 S4 S17 S18 S21 S22 S23 S28 S29 S30 S31 S32 S48 B5	On track ☐ Concerns ☐	
Skills Hours / Days		
Number of hours of skills development achieved since last 4-way review: <i>4.5 skills days (34 hours) across the three years need to be made up from on-the-job activities.</i> <i>(1 day = 8 hours)</i>		
Total Aggregation of hours to date: (to be completed at the end of each academic year)		
Details of what was undertaken:		

Overall progress in work-based (<i>on-the-job</i>) learning	RECOMMENDATION
---	----------------

1. Progress is considered **satisfactory** at this stage of the BA (Hons) Social Work ☐
2. If the review is the final one of the year, in relation to work based learning, progression to the next academic year of the BA (Hons) Social Work is recommended ☐
3. Progress is considered **unsatisfactory** at this stage, and an Action Plan is attached ☐

Please identify key learning objectives and outcomes for the next three months in relation to the areas of work and behaviors (KSB's) above, with consideration of KSB's which need strengthening or evidencing.

Please indicate if any major modifications are needed in relation to the Practice Learning Agreement in order to ensure adequate practice learning opportunities.

Comments from Apprentice:

Comments from Line Manager:

Comments from Practice Educator:

Comments from the University Apprenticeship Tutor are located within the Progress Review on Aptem:

Signatures

Signed:

(Apprentice)

Date:

Signed:

(Line Manager)

Date:

Signed:

(Practice Educator)

Date:

Signed:

(University Tutor)

Date:

Date of Next Progress Review:

Appendix Four: Reflective Learning Log

Critical Reflection Learning Log

This is to be completed once per month and prior to your scheduled monthly supervision session with your Practice Educator. Please reflect and account on your off-the-job learning during the preceding month, as applied in the workplace. This log should be uploaded to Aptem once it has been discussed at your monthly PE supervision session and the final section is completed. This log can be shared with your line manager, Practice Educator or University Tutor. The overarching objective of the log is to support the application of knowledge, values and skills within your workplace practice learning and to provide a framework for recording your own evaluation of your learning.

It also provides a way for apprentices to reflect on their progress over time, and it can feed into your discussions in your Four-Way Progress Reviews and your overall portfolio of evidence (all boxes must be completed).

Learning Log

Dates of off-the-job learning the log covers	
Module name and topic(s) being reflected upon.	
Date reflection log written.	
Please provide three key headlines/ areas of learning that you gained during the past month in applying academic learning to the workplace practice: 1) 2) 3) Additional apprentice comments and reflections:	
How did you specifically apply your academic learning in the workplace?	

What has been the most challenging element of your implementation of this work into practice?

What have you learnt from your PE supervision discussion on this reflective log?

To be completed and uploaded to Aptem following your monthly Practice Educator supervision session.

Appendix Five: Direct Observation Form

BA (Hons) Social Work Degree Apprenticeship - Direct Observation Guidance

Direct observations of the Apprentice's practice are required throughout the three years in the work-based learning environments as follows:

- Year one – **Three** observations of practice
- Year two – **Three** observations of practice
- Year three – **Three** observations of practice

All direct observations, throughout the three years, are required to be undertaken by a level 2 Practice Educator. Please note that the requirements above are regarded as a **minimum** and you may feel that additional observations are required either to fully assess your apprentice and/or support their professional development.

At least one observation should be of direct practice and should reflect the range of work undertaken in the work-based learning environment. Other suitable observations could include the Apprentice interviewing carers or family members or contributing to meetings. Observation of telephone activities is not normally acceptable, unless this forms a substantial area of practice in the setting and can demonstrate the Apprentice's skills of communication, engagement, exploration of issues, support to service user, problem solving etc.

These direct observations should be undertaken at different stages, over the three years – ideally one observation per academic term/quarter, to evidence progress of the Apprentice. The final observation, in year three, should not take place too near to the Gateway in case it needs to be repeated.

The Practice Educator should provide the Apprentice with verbal feedback as soon as possible after the observation. The Direct Observation Form is in two parts:

Part 1: Completed by the Apprentice **for each** planned direct observation of practice taking place and sent to the Practice Educator within one week of observation. To be assessed by the practice educator, and implications discussed at each four-way review.

Part 2: Completed by the Practice Educator for each direct observation of practice

Part 3: Completed by the Apprentice following the observation and feedback

All parts must be completed **before** any further direct observations take place. The completed Observation Forms are part of the evidence of an Apprentice's performance and must be included in the Aptem e-portfolio.

Part 1: To be completed by the Apprentice

Date of observation:

Has expressed consent been gained from all service users/carers involved in the observation using the relevant form where applicable in your agency (please ensure that these are within the agency information-sharing form and kept on client file, NOT sent to the university).

Tick as appropriate (this is the only confirmation the university requires):

Yes	No
-----	----

If 'No', please confirm clearly below the reason for this:

Please give a summary of the context of the observation, including the presenting issues for the service user and family, the purpose of the intervention, and what you hope to achieve.

Part 2: To be completed by the Practice Educator

Apprentice Name:

Practice Educator Name:

Date of Observation:

Are you satisfied that appropriate consent for the observation has been gained by the apprentice? (Y/N)

Overall Outcome (Pass or Fail):

Please comment on the observation in relation to the Apprenticeship Standard as below:

Social Worker Apprentice Standard – Nine Areas of Work/Behaviours	Has there been sufficient evidence in the observation to demonstrate competence?	Please comment (noting that competence should be assessed in the context of the learning journey of the apprentice):
Duty 1 Promote the rights, strengths and wellbeing of people families and communities to ensure their voice and expertise is heard and acknowledged. K1 K3 K5 K6 K7 K8 K9 K13 K20 K22 K23 K24 K27 K28 S3 S5 S6 S7 S8 S41 B2 B5	Yes / No /NA	
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 K13 K15 K17 K18 K19 K23 K24 K25 K26 K27 S1 S2 S5 S6 S7 S8 S10 S15 S17 S18 S28 B1 B4 B5	Yes / No /NA	
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 K13 K24 K26 K27 K29 S1 S3 S5 S6 S7 S8 S16	Yes / No /NA	

B1 B2 B3 B5		
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 K24 K26 K27 S9 S10 S13 S19 S27 S34 S38 S39 B1 B2 B5	Yes / No /NA	
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 K11 K12 K18 K24 K26 K27 K28 S5 S7 S9 S10 S13 S15 S19 S27 S34 S37 S38 S39 B1 B2 B3 B5	Yes / No /NA	
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 K11 K12 K22 K23 K24 K25 K26 K27 K28 S5 S7 S12 S13 S19 S34 S35 S38 S39	Yes / No /NA	

B1 B2 B3 B5		
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 K24 K25 K27 K28 S5 S7 S11 S12 S13 S15 S19 S24 S33 S34 S35 S37 S38 S39 B1 B3 B5	Yes / No /NA	
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 K24 K27 S1 S16 S19 S29 S35 S36 S37 S38 S39 B1 B3 B5	Yes / No /NA	
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 K24 K29 K30 K31 S1 S2 S4 S13 S14 S15 S16 S17 S25 S26 S28 S45 S48	Yes / No /NA	

B4 B5		
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 K24 K26 K27 K29 K30 K31 S9 S11 S13 S14 S25 S26 S27 S28 B2 B3 B5	Yes / No /NA	
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 K24 K26 K28 K29 S11 S13 S14 S15 S21 S24 S26 S30 S49 S50 B2 B3 B5	Yes / No /NA	
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 K24 K25 K26 K29 K30	Yes / No /NA	

S8 S11 S16 S24 S29 S36 S43 B3 B5		
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. K4 K15 K16 K17 K18 K22 K23 K24 K28 K29 K30 S8 S11 S12 S13 S27 S40 S41 B1 B5	Yes / No /NA	
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 K26 K29 K30 K31 K34 K35 S4 S42 S43 S45 S46 S47 S48 S50 B5	Yes / No /NA	
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,	Yes / No /NA	

reflect upon and test multiple hypotheses. K1 K4 K9 K15 K17 K18 K21 K24 K28 K30 K31 S2 S4 S17 S20 S21 S22 S27 S28 S31 S36 S40 B4 B5		
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 K29 K30 K31 K33 S3 S18 S20 S21 S22 S24 S25 S26 S44 B4 B5	Yes / No /NA	
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 K29 K30 K31 K34 K35 S2 S4 S17 S18 S23 S25 S28 S31 S32 S42 S43 S45 B5	Yes / No /NA	
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	Yes / No /NA	

profession into disrepute and ensure their skills in this area are maintained and used to improve practice. K2 K17 K20 K21 K24 K31 K32 K33 K34 K35 S1 S4 S23 S31 S42 S43 S45 S46 S47 S48 S49 S50 B4 B5		
Duty 19 Act safely, respectfully and with professional integrity, promote ethical practice and report concerns. K1 K3 K6 K9 K13 K15 K18 K19 K20 K21 K23 K24 K28 K29 K30 K34 S1 S4 S17 S18 S21 S22 S23 S28 S29 S30 S31 S32 S48 B5	Yes / No /NA	

Practice Educator feedback on areas for development

--

Person with Lived Experience of Social Work (PLESW) views, and how these were gathered.

--

--

Apprentice to complete following observation and receiving feedback from P.E and person/people with lived experience.

Please provide three key headlines of learning which you gained from the observation and feedback:

1)

2)

3)

Appendix Six: Record of Placement Learning

Apprentice Name:

Employer:

Location of placement:

Placement period:

Year 1 – 30 Days ☐

Year 2 – 70 Days ☐

Year 3 – 30 Days (Contrasting Experience) ☐

Year 3 – 70 Days ☐

(Please tick)

N.B. Apprentices are expected to update their Record of Placement Learning in a timely manner, either on a daily or weekly basis, and it should be made available to your Practice Educator when requested.

Learning Objectives for this Placement Period

Practice Educator to complete, in discussion with the Apprentice, Line Manager and University Tutor. The learning objectives must meet the relevant Placement Expectations for this placement (see DASW Handbook) and be uploaded to Aptem by the Apprentice.

Apprentice's Log of Placement Learning:

Placement Day	Date and times i.e. 17/10/2023 09:00 – 17:00	Work undertaken / Reflections. i.e. tasks undertaken, what you have learnt (linked to the KSB duties)
1		

2		
3		
4		
5		
6		
7		

Add more rows as required

To confirm that the apprentice has completed the correct number of placement days, and demonstrated sufficient learning; the following sections must be completed, signed and dated. Once completed, the apprentice must upload the document to Aptem.

Section 1- Placement Decision (Practice Educator to Complete and Sign)

☐ PASS: I confirm that the apprentice has completed [] days of placement and has met the required expectations for the placement period. I have checked that the daily log has been completed with sufficient evidence of learning.

Or

☐ FAIL: The apprentice needs further evidence of learning to meet the placement requirements, which is detailed on an action plan.

Practice Educator:

Name:

Signature:

Date:

Section 2 - Line Manager to Sign

I confirm that the apprentice has completed [] days of placement.

Line Manager:

Name:

Signature:

Date:

Section 3- Academic Tutor to sign

I confirm that the apprentice has completed [] days of placement.

Academic Tutor:

Name:

Signature:

Date

Appendix Seven: Assessed Preparation for Direct Practice

Apprentice Name:

Employer:

Apprentices are required to undertake at least 200 days (including up to 30 skills days) gaining different experiences and learning in practice settings. Prior to this '....students [must] undergo assessed preparation for direct practice to make sure they are safe to carry out practice learning in a service delivery setting' (Standard 2.5 Social Work England Educational Standards).

It is important to ensure the safety of people with lived experience of social work who meet apprentices during placements. People's safety must not be put at risk by apprentices' performance, health or conduct. It is also important to ensure that apprentices are aware of how they should communicate and interact with people with lived experience of social work before their placement commences.

As part of the apprentices' enrolment onto the apprenticeship programme employers will have undertaken a DBS check to which the apprentice, employer partner and university are privy to. If the DBS check reveals additional/new information about the apprentice, their suitability to continue the course must be considered in accordance with standard 5.3 (see education and training standards guidance for further information).

For an apprentice to demonstrate assessed preparation for direct practice, they must demonstrate that they can meet the behaviour statements contained within the Social Worker Institute for Apprenticeships and technical Education Standards [Social worker \(integrated degree\) / Skills England](#) as set out below:

- **B1:** Communicate openly, honestly, and accurately listen to people and apply professional curiosity to evaluate and assess what information they need to gather, to provide quality advice, support, or care.
- **B2:** Treat people with compassion, dignity and respect and work together to empower positive change.
- **B3:** Adapt approach according to the situation and context.
- **B4:** Commit to continuous learning within social work, with curiosity and critical reflection.

To confirm that apprentice is ready for direct work as a social work apprentice on placement the following sections must be completed, signed and dated.

Section 1 - Line Manager to Sign

I confirm that the apprentice has a satisfactory DBS check, and has demonstrated the behaviour statements as set out above, based upon my usual observations and supervision of their work.

Line Manager:

Name:

Signature:

Date:

Section 2- Practice Educator to Sign

As the apprentice's Practice Educator, I confirm that **the direct observation form has been completed** and the behaviour statements as outlined above have been demonstrated.

Practice Educator:

Name:

Signature:

Date:

Section 3- Academic Tutor to sign

I confirm that the placement days can be commenced (as both Section1 & 2 have been completed) and that I have not observed anything in the apprentice's conduct that would undermine the determination that the apprentice can begin placement days.

Academic Tutor:

Name:

Signature:

Date:

Placement days cannot be started until this form is full completed, signed and dated.

Appendix Eight: Annual Declaration of Suitability for Social Work

Introduction

Social Work England (SWE) requires that the programme:

1.4 Ensure that the admissions processes assess the suitability of applicants, including in relation to their conduct, health and character.

5.3 Ensure that there is a thorough and effective process for ensuring the ongoing suitability of students' conduct, character and health.

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

This means that students who are being admitted to the social work programme have undertaken:

a) enhanced checks by the Disclosure and Barring Service (DBS, formerly the Criminal Records Bureau) and its successors or, where appropriate, equivalent bodies; and

b) a health check, usually by means of a self-declaration, but with an additional statement from a GP or consultant where necessary.

In addition to these statutory requirements, universities may seek other relevant information to help them make a well-informed judgement about a student's suitability to enter into - and remain on - social work training.

While the University is making a prospective judgement as to your suitability to train as a social worker on this programme, Social Work England (SWE) ultimately makes the decision whether you are suitable to register as a social worker.

As a programme we need to ensure that there is a thorough and effective process for ensuring the ongoing suitability of students' conduct, character and health who remain on the programme.

Successful completion of the degree programme means that you will be 'eligible to apply' for registration with SWE (a requirement to identify and practice as a social worker) but does not guarantee registration.

Information provided by you

All information you provide on this form will be considered with reference to and in line with the University of Warwick's 'Fitness to study', 'Fitness to practice' and 'Applicant Criminal Convictions Declaration Procedure' policies and the SWE guidance 'Professional Standards'.

How we use the information

We wish to preserve entry to a wide range of people from diverse backgrounds, and we do not automatically exclude students who have a criminal or disciplinary record, or have previously experienced poor health, or have had lived experience of social work. We recognise that in many instances there is no simple criterion of suitability and, thus, each case will be assessed individually.

The information that you provide will be treated as confidential within the organisational boundaries of the Degree Apprenticeship in Social Work programme but may be shared with SWE, or other relevant bodies, for the purpose of deciding suitability for registration. All information passed to SWE will be stored in compliance with the Data Protection Act 2018, which also provides the statutory right of access to personal information. Information relating to sections 1 and 2 of this declaration may be

shared with relevant staff in the Undergraduate Admissions Team in accordance with the University's 'Applicant Criminal Convictions Declaration Procedure'.

Requests for further information

If your Declaration is thought to require further consideration, we will contact you. Please note, if you refuse to provide additional relevant information or otherwise assist in this process, this may impact upon your ability to remain on the course.

Failure to disclose relevant information and changes in circumstances

Failure to disclose relevant information which is subsequently discovered could lead to a suitability investigation and your exclusion from training.

Any changes to the information provided on this form relating to convictions, health or circumstances that may affect your suitability to train as a social worker at the University of Warwick must be declared immediately. The University may have to withdraw an offer of a place or ask you to defer your entry to the programme whilst specified requirements are met. In this case, you may be required to undertake another interview to confirm/judge your suitability to commence the course.

Disclosure and Barring Service (DBS)

You have been required to complete the DBS application process before you were registered as an apprentice at the University.

Please read and complete the following sections carefully. If you are unsure how to proceed or have any queries, contact your University Tutor or Course Director who will advise you.

Criminal convictions and legal records

Social work is exempted from certain provisions of the Rehabilitation of Offenders Act 1974. This means that information about all previous convictions (spent or otherwise), cautions (whether verbal or written), warnings, reprimands or bind-over orders must be provided. A conviction will not automatically debar you from study however we may need to seek further information about the circumstances in order to make an informed and considered judgement. In this instance you will be invited to make further representations in writing and invited to discuss your application directly with your University Tutor or the Course Director.

Please tick yes or no for each of the following questions:

Have you ever been convicted of any offence by any court?	☐	Yes	☐	No
Have you ever been cautioned?	☐	Yes	☐	No
Have you ever been reprimanded?	☐	Yes	☐	No
Have you ever been bound over?	☐	Yes	☐	No
Have you ever received a final warning?	☐	Yes	☐	No
Do you have any prosecutions pending?	☐	Yes	☐	No
Have you ever been disqualified from working with children by an order under the Criminal Justice and Court Services Act (2000)?	☐	Yes	☐	No

If you have answered 'yes' to any of these questions, please give full details (date, court, offence, sentence, outcome, charge, etc):

Self-Declaration

This annual self-declaration will be reviewed each year after completion. You are required to undertake an annual declaration at the beginning of each academic year. In year 1 no applicant will be permitted to fully register for the Degree Apprenticeship in Social Work programme unless the application process for the Disclosure has been completed. Applicants will be allowed to register temporarily pending a satisfactory Disclosure but if any information comes to light as a result of this the University reserves the right to terminate the registration and require the student to withdraw from social work training/qualification.

Disciplinary record, unprofessional conduct, and notifiable listings

Social service agencies and members of the public who receive services are entitled to expect the highest standards of reliability and integrity from social workers, so it is imperative that the qualifying award is held only by those whose personal and professional conduct merits this trust. The Degree Apprenticeship Social Work programme requires that you make a declaration in this regard.

Please answer the following questions carefully. If you answer 'YES' to any of the questions, you will be contacted by your University Tutor or Course Director who may seek further information about your circumstances and may make other relevant inquiries to colleges and former employers to enable an informed decision to be made. At this stage, you can make further representations in writing, and you may be invited to discuss your declaration directly with your University Tutor or the Course Director.

Please tick yes or no for each of the following questions:

Are you currently the subject of any disciplinary investigation?	☐	Yes	☐	No
Have you ever had a disciplinary finding against you?	☐	Yes	☐	No
Have you ever had your employment terminated for unprofessional behaviour or misconduct?	☐	Yes	☐	No
Have you ever been suspended or disqualified from any professional training programme?	☐	Yes	☐	No
Have you ever been suspended or deregistered for professional misconduct by any other professional register?	☐	Yes	☐	No
Have you ever been listed upon the Protection of Vulnerable Adults (POVA) register/the ISA Vulnerable Adult List, the Protection of Children	☐	Yes	☐	No

Act list (POCA), or Section 142 of the Education Act (2000) (formerly List 99)?				
Have you previously enrolled upon a social work training programme?	☐	Yes	☐	No
If you have answered 'yes' to any of these questions, please give full details (outcome, date, employer, course, college, reason for non-completion, etc):				
Personal health and circumstance				
Social work is a demanding and sometimes stressful occupation and successful completion of the Degree Apprenticeship Social Work programme requires full participation at university and upon practice learning placements. Furthermore, the practice of social work is often undertaken with people who are vulnerable, at risk, or whose capacity to manage their own affairs is temporarily or permanently impaired. Accordingly, the programme seeks to ensure that all students are capable of enduring the stresses and strains of training and do not present any threat to the safety of service users or to themselves. Please also note that in the event of health problems arising during the course, the programme will, within its rules and regulations, respond sympathetically and try to ensure that a student is able to complete in due course. However, chronic poor physical or mental health may make it difficult or impossible for you to complete the course and may also place clients at risk.				
We also need to know whether you have been subject to any statutory order under the Mental Health Act 1983, have had children in your personal care placed upon a child protection register, subject to a child protection plan or placed in care, or have lived in a household where children have been registered or placed in care. These circumstances do not automatically debar you from entry to the programme, but we need to make an informed judgement about what risks, if any, they may pose for you and for other people. This information may also have a bearing upon the range of practice placements available to you.				

If you answer 'YES' to any of the questions, you may be contacted by your University Tutor or Course Director who will seek further information about your circumstances and may make other inquiries to enable an informed decision to be made about your declaration. At this stage, you can make further representations in writing, and you may be invited to discuss your declaration directly with your University Tutor or the Course Director. In the case of medical conditions, with your consent, further information may be sought from your doctor or a medical consultant. We may also seek advice from our own medical and occupational health officers. Please note that you are not required to make a declaration about health problems that do not impinge upon your capacity to study or practice, or that in the normal course of your social work duties, would not present a risk to others.

Please tick yes or no for each of the following questions:

Have you been unable to attend work or college for more than five consecutive working days at any time within the last three years?	☐	Yes	☐	No
Do you have any serious communicable disease?	☐	Yes	☐	No
Do you have any medical condition which may cause seizures?	☐	Yes	☐	No
Do you have any physical or mental health condition that in the normal course of your social work duties might present a direct risk to other people, or which might affect your judgement or performance in a way that poses risk to others?	☐	Yes	☐	No
Do you have any condition, or are you receiving treatment or medication, which may result in short-term memory loss or lapses in memory?	☐	Yes	☐	No
Do you have any history of substance dependence?	☐	Yes	☐	No
Have any child/ren in your care, or the household in which you live/d, been placed upon a child protection register, subject to a child protection plan or placed in care?	☐	Yes	☐	No
Do you, anyone you live with or any of your family members, have involvement - or have had involvement in the past - with social services?	☐	Yes	☐	No
Have you had any serious mental ill health, or been the subject of an order under the Mental Health Act (or its equivalent outside of England and Wales)?	☐	Yes	☐	No
If you have answered 'yes' to any of these questions, please give full details (number of days absent, date, employer, course, college, statutory order, registration, place, medical condition, etc):				

Disability
Disability need not be a barrier to training and qualification and in accordance with the provisions of the Equality Act 2010 and the SWE 'Guidance in the assessment of social work students' the university will make 'all reasonable adjustments' to meet your personal requirements. Please note that for the purposes of this declaration you do not need to make any statement about your disability; if you feel that any disability may impact on your ability to become a qualified and registered social worker, please feel free to discuss this in confidence with your University Tutor or Course Director. The University believes that you should have a choice about when, and whether, you wish to declare a disability. If you do wish to discuss what adjustments might be required, we will meet with you to discuss your requirements and will formally record what adjustments and arrangements will be made. The needs of students with disabilities will be prioritised in the allocation of practice learning placements. If you have any further enquiries or concerns in regard to disability, please contact your University Tutor or Course Director directly.
Your Declaration

By completing and electronically signing this 'Declaration for Suitability for Social Work' you are confirming that:

I understand that the information that I have provided will be checked against my Enhanced Disclosure and Barring Service or equivalent bodies, and that my signature affirms that this is full and accurate declaration.

I understand that if I refuse to provide additional relevant information or otherwise assist in this suitability process that an offer of a place on the programme may be withdrawn.

I also understand that failure to disclose relevant information is regarded as a serious matter and that if it is discovered after I have been accepted upon the programme, it could result in a suitability investigation which may lead to exclusion from social work training/qualification.

I give my agreement for the programme to obtain a health report from my GP, consultant, or other relevant person, if necessary.

I will seek medical guidance on any new or existing worsening health condition that occurs during the course, including during practice placements.

I agree that the information that I give may be used to assess my suitability for social work training and that, subject to the principles outlined in the Data Protection Act (1998) and the provisions of the Care Standards Act (2000), it may be shared with Social Work England (SWE) and other relevant bodies.

Signature:

Date:

Appendix Nine: Action Plan Form

Where an Action Plan has been deemed necessary within the Four-Way Progress Review meeting, or when triggered on an urgent basis, please use this pro-forma to ensure that all issues and plans are framed within the Social Worker (degree) Apprenticeship Standard (standard can be found at:

[Social worker \(integrated degree\) / Skills England](#)

Name of Apprentice					
Name of Practice Educator					
Name of Line Manager					
Name of University Apprenticeship Tutor					
Others involved in the Support and Assessment of the Apprentice					
Others present at this Action Plan Meeting					
Date of Action Plan Meeting					
Date of Review Meeting (if applicable)					
Please outline each concern identified (including the specific details and context)	Please state which Apprenticeship Duty this concern relates to.	Agreed Actions (what needs to be put in place to support the Apprentice to achieve the required standard?)	Who is responsible for carrying out this action?	What will be the evidence that the required improvement has been achieved?	Timescale within which the required improvement should be made

Please highlight any strengths the apprentice has which they can build on to support development.

Please use this section to record any further comments or note any differences of opinion, and sign to agree to the plan (please append any documents should this be considered necessary):

ACTION PLAN REVIEW (if applicable)		
		Details of discussion

Line Manager comments on Action Plan

Signed:

University Apprenticeship Tutor comments on Action Plan

Signed:

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.