

# Ma Social Work Apprenticeship Programme Handbook



UNIVERSITY OF  
**WINCHESTER**



## **Welcome to the Ma Social Work (Apprenticeship) Programme Handbook**

Welcome to the University of Winchester. The Social Work programme team congratulate you on your successful enrolment and are happy to have you with us. This is a 2 year programme and on completion you will be eligible to register with Social Work England (SWE) as a 'Newly Qualified Social Workers' (NQSW) and begin your 'Assessed Year in Employment'(ASYE).

The Ma Social Work (Apprenticeship) is one of a number of professional programmes offered by the Faculty of Health and Wellbeing at The University of Winchester. The Faculty prides itself on the high quality of the programmes it offers, at under and postgraduate levels, to a range of professionals working within the education, health and social care sectors.

This handbook provides you with useful information about your course. The first part will give you an idea of what life will be like as an apprentice social worker and the second part adds more detail to this and includes information for your manager. Finally there is information on and links to University policies.

This handbook should be kept for reference throughout your programme (unless superseded by a later document).

### **Where to find out more**

**The University's intranet** is a resource of information about all aspects of the University relevant to staff and students. It can be reached through the external website by clicking on the 'Login' link at [www.winchester.ac.uk](http://www.winchester.ac.uk). If you are accessing the intranet from outside

the University then you will need to log on using the username and password supplied to you as an applicant.

**Canvas** is your virtual learning environment, and contains information about your programme and taught modules. Access Canvas via the intranet and set your contact preferences via the 'account' settings. Please check Canvas regularly. You can find out more at [www.winchester.ac.uk/canvasforstudents](http://www.winchester.ac.uk/canvasforstudents).

**The University's external website** holds all the Regulations, Policies and Guidelines relevant to the public as well as staff and students.

<http://www.winchester.ac.uk/Freedomofinformation/Publicdocuments/Pages/Documents.aspx>.



**The Ma Social Work (apprenticeship) is a partnership between the University of Winchester and the following local authorities:**

**Hampshire County Council**

**Isle of Wight Council**

**West Berkshire Council**

**Portsmouth City Council**

**Southampton City Council**

**Wokingham Council**

**As well as other non-statutory organisation**

### **Terminology**

The apprentice is a student at the University, an employee of an organisation and an apprentice undertaking work-based learning. For this programme the individual will be known as a Social Work Apprentice (SWA).

**This is a live document and subject to change**

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## Programme Outline

This is an integrated Master's Degree level apprenticeship, which incorporates academic and workplace learning. The programme is full time over 2 years.

Throughout the programme apprentices are expected to spend 20% of their working hours in Off the Job Training (OtJ). Much of this time will be spent at university but the rest will be a combination of study days and other activities outside of your usual working role. All activities are planned to enhance your professional skills and knowledge.

You should expect to attend university approximately one day each fortnight. Most SWAs chose to take their study day the same day on the alternate weeks too, but this can be varied and agreed with your manager. An average university day is 9-5pm, much of this will include formal teaching input, but there will also be opportunities for group or independent tasks, study time and planned breaks. University facilities will be available to you as a student throughout the 2 years (eg: library, student services, leisure facilities, etc.).

Timetables with exact details of times, rooms and staff are available online. In your first year these are usually available in September, the week before teaching begins via the timetabling link on My Record (as long as you have fully registered and enrolled). The following year they will be available after you have re-enrolled for the next academic year (usually early August). The formal teaching input generally follows the University semester times. During Christmas, Easter and summer academic holidays formal teaching does not take place but the SWA is still expected to complete independent learning and so still receives time Off the Job to complete this.

The University teaches professional and theoretical knowledge and supports apprentices to integrate this learning into practice. It also supports apprentices to identify and build on their professional skills and knowledge and facilitates the assessment of these as they develop. A variety of lectures, seminars and tutorials are used. SWAs are encouraged to take an active part in sessions as their existing knowledge is highly valuable and supports group discussions and activities.



The first year of the MA at university include modules on Risk, Law and Reflective Practice, as well as a Practice Experience based module, either within your own service or a different one, for a period of 70 days.

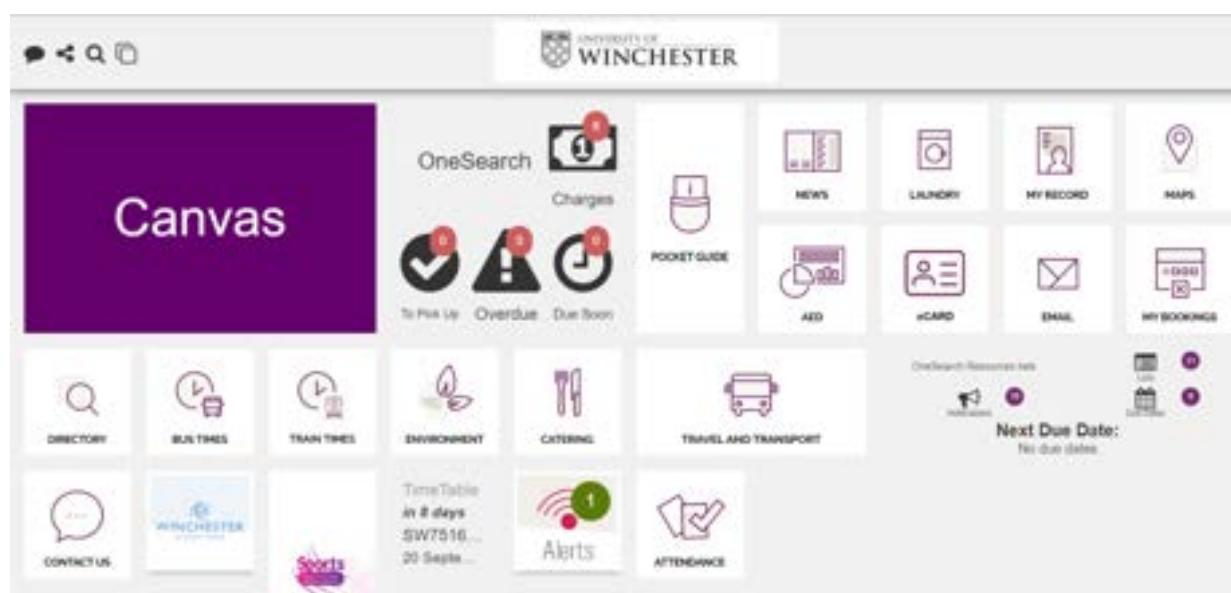
The final year includes a 100 days' practice experience, in a different setting to the first experience. Modules at university cover Applied Practice Issues, Legal Decision Making and Research Literacy.



## Assessment Schedule

You will be assessed throughout your programme with a variety of task: written essays; case studies; presentations; evidence portfolios; observations of practice and feedback from service users and professionals. SWAs will be required to pass all the summative assessments on the programme in order to achieve the MA Social Work (Apprenticeship). For Master's students the pass mark for academic work is 50%. In accordance with the University of Winchester's academic regulations, SWAs will have the opportunity of a second attempt at summative assessments if they do not achieve a pass on their first submission. The programme requires apprentices to successfully pass the first year of study before progressing to the next.

All information on the assignments including expectations, deadlines, marking criteria, submission methods etc will be explained by module leaders and written information provided on Canvas.



During the apprenticeship you will remain in your normal work role, apart from when you are undertaking the two Practice Experiences (one of these may be in your usual work team but the role needs to be adapted to meet your learning needs as a SWA).

## Work-based Learning

The work activities that you undertake on a day-to-day basis as an apprentice will provide an invaluable source of knowledge, information and learning that you can draw on to help you meet the requirements of your degree apprenticeship programme. This programme is different to other social work degrees but still leads to the same professional qualification and eligibility to register as a social worker.

When you are in work you will be supported by your manager. Your manager will help you identify aspects of your day-to-day work that can help you meet the requirements of your degree apprenticeship programme. They, or a delegated supervisor, will also discuss the on-going development of your knowledge, skills, professional behaviours and values in regular one-to-one reflective supervision and comment on your learning journey.

All apprenticeships delivered in England require that 20% of your learning be 'off the job' and this means that, as an apprentice, your employer must allocate 20% of your working hours for learning. However, 'off-the-job' does not necessarily mean that this learning has to take place away from the workplace, it just means that the time associated with the 20% must be focused on the learning required to complete your apprenticeship and not work related tasks. The time should not be spent completing your usual work tasks but can be spent on other tasks or activities such as shadowing other teams or workers, workplace training (outside of that you would usually be offered), or researching work-related concepts and issues.

Because this degree apprenticeship programme is designed to draw on your day-to-day work as a key source for your learning it enables an integrated approach to both on-the-job and off-the-job learning that makes for a more effective and coherent learning experience. Further, many of the programme modules you undertake require you to think about different ways of doing things in practice, ways to make your professional practice more effective and successful.

A key part of being a professional is to continually think about and try to improve your own professional practice and to help others to do so as well. We have designed the programme to enable you to become the kind of social work professional that can help transform your organisation by raising professional standards. You will be asked to reflect on your organisation and systems and question where necessary. Enjoy your time with us, it will be challenging and demanding but also enjoyable and transformative.

## **Practice Experiences (placements)**

It is a requirement of all professional Social Work programmes in England that students complete at least 170 days in professional practice and that in this setting their professional skills and knowledge are developed and assessed. As employees already working in Social Care you will have a good amount of skill and knowledge already. However you still need to evidence that you have spent this amount of time targeting the skills and knowledge specific to Social Work. You may do some of this in your usual workplace but will need a contrasting experience as well. For these 170 days (split into two different placements of 70 and 100 days each) you will be supported by your Work-based supervisor and a Practice Educator (this could be the same person).

**Practice educators** are qualified social workers with additional training, qualified to provide support, guidance, and oversight to social work students during their practice placements. They help students understand the theory they have learned in the classroom and apply this in a practical setting.

The Practice Experiences are supported by university modules that outline the learning and evidence required. They will be allocated to you by your employer and support you to meet the outcomes of your practice experience.



## Tripartite Reviews

It is an essential part of all apprenticeships to have regular progress reviews that involve all 3 parties (Apprentice, Employer, University). They must happen at least 4 times a year (approx. every 12 weeks) and the agenda and notes are recorded on Aptem and signed by all parties.

**Aptem** is the online system that captures your initial plan, progress on the programme, your time 'Off the Job' and regular reviews. You, your manager and university staff can access and add to the system when appropriate. Full guidance and support will be provided for using this.

The meetings are important in supporting apprentices and employers successfully through to completion of the apprenticeship. When conducted well, these meetings give apprentices the chance to reflect upon and take stock of their learning, assess what progress they have made, what skills, knowledge and experience they have gained and what still needs to be developed.

Making sure employers are involved and engaged in the discussion helps the programme team to manage the learning process well. For example, planning workplace learning opportunities at the right time or stage of the learning journey. Crucially, the review discussion should lead to a new set of goals and actions, so the apprentice and employer are clear on the next steps of the your personal journey.

Tripartite meetings are a mandatory part of all apprenticeships and run all year round for the full two years.

## The Skills Coach

The apprentice is also supported by a skills coach who will organise and oversee their tripartite meetings in the first year of the Ma. In the final year the Tutor will fulfil this role.

## Practice Experience (placement) Review Meetings

Particular to Social Work, when on placement (Practice Experience), you will also have 3 meetings relating to this area. These meetings are specifically regarding the placement opportunities and progress and will involve the Practice Educator. In the final year it is usually possible to coordinate Placement meetings and Tripartite Reviews so only one extended meeting is necessary.

<i>Progress in Modules: marks and application to practice</i>
<i>New Learning Opportunities at work</i>
<i>Overview of KSBs</i>
<i>Discussion of Diagnostic results from Maths and English</i>
<i>Any Barriers to Progress: Referral to other Services Required?</i>
<i>Feedback from Line Manager and Apprentice</i>
<i>Progress in meeting 20% Off-the-Job training:</i>
 <i>Global Learning Programme</i>
<i>Curriculum aims: To provide learners with opportunities to develop their understanding and application in the workplace – relating specifically to:</i>
<ul style="list-style-type: none"> <li>• <i>Safeguarding</i></li> <li>• <i>Prevent</i></li> <li>• <i>Fundamental British values</i></li> <li>• <i>Well-being</i></li> <li>• <i>Career guidance</i></li> </ul>

## **The programme was validated and regulated by Social Work England.**

The Professional Standards set out what a social worker in England should know, understand and be able to do on completion of their social work training. On successful completion of the programme SWAs can register with SWE allowing them to practice under the protected title of Social Worker.

### [Education & training - Social Work England](#)

## **General Programme Purpose**

The programme seeks to ensure that, on completion, you possess the knowledge, skills and values to respond effectively, efficiently and professionally to the full range of human situations which you are likely to meet as a newly qualified social worker in practice.

On successful completion of the programme you will be a practitioner who is:

- Committed to the values and principles of social work, and to the provision of high quality services
- Knowledgeable of contemporary social work practice in different settings and organisations
- A critical, reflective and proactive thinker who possesses skill in the integration of appropriate theory into relevant social work practice
- Able to identify and work with the inherent strengths of individuals, families, groups and communities, with whom you engage
- Able to integrate knowledge (of yourself, others, contexts, organisations etc.), practice skills, and professional values
- Able to use administrative, financial and information technology systems efficiently and effectively
- Committed to service user/carers participation in the provision and development of your social work services; and able to respond flexibly to resultant tensions and ambiguities
- Confident and competent to practice in interdisciplinary, inter-professional and multi-agency contexts
- A Self-aware and reflexive practitioner, who makes purposeful use of yourself in your practice
- Able to acknowledge the need to contextualize your professional activity in relation to the local, national and international contexts
- Flexible and creative in your work with people
- Confident in your sense of professional identity as a social worker

The University of Winchester Social Work department has very successful partnerships with practitioners, service users and carers who are involved in co-production in aspects of the programme.

## Programme Aims and Learning Outcomes

Although the programme is underpinned by learning in the work place the final award is an academic Master's degree and therefore, must meet academic standards as well as professional standards. The academic standards demand a level of intellectual rigor to satisfy that the apprentice has met the required standard to either progress into the next level or receive the Master's degree award.

### *The aims of the Programme are to:*

- a) Educate and train generic social workers to reach a standard of eligibility to register with the regulator as a social worker;
- b) Prepare individuals to achieve readiness to enter the profession as a 'Newly Qualified Social Worker' and begin their 'Assessed and Supported Year in Employment (ASYE)';
- c) Train social workers to be highly skilled to meet the standards as reflective practitioners and be ready to practice effectively and safely;
- d) Develop individual critical understanding of problem formulation and solution skills; and
- e) Develop an individual's critical analysis of issues of diversity and values.

Completion of an approved degree in social work which appears on the list of Social Work England approved courses will provide eligibility to apply to the Social Work England. You can refer to these standards via the following link:-

### Knowledge, Skills and Behaviours

The programme engages SWA's in a variety of educational activities and assessed tasks. SWA's will take responsibility for their own learning but be supported by their employer and the university to do so.

## **Work Based Learning – the key to successful learning in practice.**

Work Based Learning (WBL) is an overarching concept that underpins the entire apprenticeship programme where working and placements are only one part of a larger whole. Based on encouraging reflective practice, apprentices move beyond what they know to constructing new knowledge and skills to the application of these in real situations. As active learners they apply new knowledge and skills in real word contexts reinforcing the potential for transformative personal and organisational change.

WBL must foster an open culture of enquiry and curiosity between the learner and manager to ensure adequate support whilst maintaining academic validity. Rather than the traditional approach of teaching in the educational establishment, the manager has a combined role of supervisor and teacher using a range of approaches that are carefully selected to fit the workload of the service and learning objectives of the SWA. Although the manager is in control of the learning environment the SWA maintains responsible for their own learning. A trusted partnership creates a learning culture between both. This relationship is based on critical and respectful challenge, openness and enquiry and agreed planning for critical reflection within the workload.

To fully understand the concept of work-based learning, the manager and SWA might like to consider following questions and statements as part of their initial reflective supervision.

- What works best for me?
- How it can be transferred to different situations and contexts?
- How can I inform and challenge traditional assumptions.
- Can I give permission to make mistakes as a learning, rather than a performance opportunity?
- Can the manager see themselves as open to learning too and full engagement in the process?

The workplace needs to become a learning environment should consider the following qualities and capabilities to enhance learning in work:

- Effective leadership and co-ordination;
- Emotional and physical space to learn;
- A team surrounding the SWA prepared to support and assist;
- Clear communication between all;
- Fair, reflective and evaluative feedback;
- Empathetic and patient relationships;
- Clear and achievable learning outcomes; and
- Clear targets, deadlines, actions and boundaries.

Figure 1 Bringing learning to the work place





## Manager guidance

There is a higher degree of employer involvement in the recruitment, teaching, assessment and evaluation of the programme. The local authorities in the partnership have committed themselves to providing appropriate work-based learning and providing appropriate support. The SWA's remain as employees, alongside their identity as learners at university.

Traditional social work programmes require an apprentice to attend university for lectures, tutorials and other activities blended with placements where theory to practice is integrated. The apprenticeship degree is very different. Although the SWA attends university for formal lectures etc. the main opportunity for learning takes place in the work environment where the SWA learns the craft of social work by 'actively doing,' observation of others, preparation of tasks coupled with ongoing reflective supervision.

The manager plays a central role in ensuring how the SWA learns. There are a number of challenges to be addressed. The manager is responsible for the SWA's workload. Also the pressures on public agencies are significant and a balance has to be reached in allocating work to ensure the SWA has sufficient new experiences that provide learning opportunities whilst managing the day-to-day pressures of meeting work demand. The programme cannot be prescriptive in what this will look like as each agency will have different needs and as is each apprentice's ability and resilience to manage workload demands. The manager has to ensure there is a 20% workload relief in the allocation of work tasks to allow the SWA to meet the requirements of the 20% OtJ. For most SWAs working fulltime this will mean reducing time in work to 4-days a week. In circumstances where the SWA works part-time or shift work, different arrangements will need to be agreed, but always ensuring a reduction of 20% of working time and duties to allow the SWA adequate time to complete learning for the apprenticeship. This is a condition of all national apprenticeships.

It is good to set up a series of regular supervision. Starting from their initial Skills, Behaviours and Knowledge audit (Skills Radar on Aptem) the apprentice will identify material to provide the basis of their individual learning objectives and action plan. This maps areas that may need to be the focus of work opportunities and supervision. It may be that a workplace supervisor fulfils this role but as a manager you should have some oversight of their needs and ensure they are fully supported to achieve.

Expectations of the SWA will often change from meeting work based priorities to embracing learning objectives. As a SWA the opportunity to learn as you practice means there must also be space to make mistakes and learn from this. This is where reflective supervision is important. SWAs will be given new experiences to help enhance their learning opportunities. The manager may allocate different work that provides learning opportunities suitable to their stage of development. The SWA may take up learning opportunities, challenges or visits to other services to aid their learning. Study days have been timetabled to facilitate this but flexibility can be used to allow the right opportunities to be accessed.

Finally, the focus of the manager is to allocate work tasks, provide structured teaching as they develop together mutual respect for joint development. This means the manager must be open to challenge as well as challenging the SWA. By doing so they both uphold the principle of open and

honest feedback. The manager may delegate some of these responsibilities to another member of the team who is suitably qualified and able.

When the SWA is completing their Practice Experience days (placement) the role of the manager may vary in the day-to-day, particularly if they are in a different setting, but even when remaining in the same team there will be different expectations on the SWA and manager.

## **Responsibilities**

### **Responsibilities of the manager**

- To provide regular feedback on performance and learning to the apprentice in formal and informal settings
- To provide regular feedback to the Personal tutor on the apprentice's progress including meeting and or written reports as required
- To provide regular work supervision
- To provide regular reflective supervision
- Monitor apprentice's learning as required by the learning agreement
- Attend and contribute to tripartite review meetings and sign resulting notes
- Contribute to feedback on apprentices progress, future learning objectives and support
- Assess the apprentice's ability to take on new tasks providing opportunities to extend and enhance learning
- Allocate appropriate work tasks and activities that act as core material for learning
- Monitor and record absences
- Liaise with other colleagues and managers in supporting and facilitating opportunities for further learning
- Meet as and when required by the university for purposes of education and assessment of the apprentice
- Attend workshops to support Work-base supervisors (normally no more than two a year)
- Engage in our e-learning platform (Canvas) to monitor and participate in the apprentice's academic progress. Moreover to utilise learning in the university with its integration in the work environment. This is best achieved through reflective supervision.
- Monitor and provide regular feedback to the university and local authority apprenticeship lead on the apprentice's attendance learning, etc.
- Act as a sounding board to the apprentice to help them share anxieties, challenges and opportunities
- Reallocate a 20% reduction in workload relief for the SW apprentice.

### **Responsibilities of the Social Work Apprentice**

- Always act with integrity, professionalism and honesty;
- Attend all lectures, meetings and university organised seminars;
- Utilise study days to their maximum, engaging in learning to complete self and directed tasks and assessment requirements;
- Attend 2 contrasting Practice Experiences within your Local Authority
- Attend reflective supervision as required by your manager and practice educator;
- Attend tutorials as required by your tutor;

- Commit to the work-load demands of the programme in learning as you work;
- Provide open and honest feedback on your learning to your Manager/Work-based supervisor, Practice Educator and Tutor;
- Commit to all assessment deadlines and seek support and/or an academic extension if this is likely not to be possible (see University policy)
- Declare anything to your manager and tutor (in or outside work) that may bring into question your suitability to train as a social worker; and
- Inform your tutor and manager at any time if for any reason you are either getting behind with your work or are finding it hard to cope with the programme so that they can support you to find a solution.

### **Responsibilities of the tutor**

- Oversee the academic progress of the SWA;
- Provide tutorials as and when required;
- Provide open and critical feedback to the SWA as and when required and necessary to support the apprentice and aid progression;
- Be available to support the SWA with academic or personal concerns.
- Liaise with the manager and when necessary practice educator to assess progress;
- To support the SWA when issues or problems emerge requiring specialist or specific help and advice;
- Attend the Programme Board if required to deputise for the programme leader; and
- Facilitate meetings between the local authority and whoever else is necessary to address issues, problems or questions relevant to the SWA.

## **Support Available:**

As a student at the University of Winchester you are entitled to access all the support services available to all students, as well as those already available at your workplace.

### **Academic and Pastoral Support:**

The University provides the following support:

Counsellors; Chaplaincy; Careers Service; Job Shop; Equal Opportunities Officer; Disabled student support; Induction and Pre-Entry Academic Skills Programme; general Academic Skills Programme; Library Skills and Academic Skills Programmes; Welfare Advice; Bursaries; Financial Advice; Canvas, IT support; Student Exchanges.

Most of these can be accessed via the University Intranet but your lecturer or tutor can help direct you to the appropriate service too.

### **The Faculty, Department and Programme provide the following support:**

Tutorials; Assignment Feedback; Programme Leadership;

### **Personal Tutoring**

Apprentices are allocated a 'Personal Academic Tutor' early in their apprenticeship. This is a member of teaching staff assigned to you individually to support you with academic and pastoral needs. Wherever possible the tutor will remain with you for both years of the programme. SWAs can meet with their personal tutor at the University or they can access tutorial support via email, telephone or online meetings.

In addition to the general departmental tutoring role, specific tutorial support for SWAs includes:

- a) Support during the 70 and 100 day work based learning modules. At least 3 meetings during each placement with SWA, Employer representative and Tutor.
- b) Monitoring of individual placement learning agreements (as required)
- c) Attendance at 12 week tripartite reviews with the apprentice and their line manager (unless Skills Coach fulfilling this role). These meetings can occur more often if required to support the apprentice's progress.
- d) Liaising with the SWA's Practice Educator/Work Based Supervisor and placement regarding any requirements and discussing progress against placement assessments and the Knowledge, Skills and Behaviours Statements.

### **Student Support and Success**

Student Support and Success offer a wide range of services to support you during your time at the University. The Student Advice team is available to offer advice, guidance and information on any matter whether it be personal, financial, career, course related, study support, pastoral or

you may just need someone to share a problem with. They offer support for disabled students, counselling, dyslexia support, health advice, financial advice and support, and student advice including information on childcare services.

### [Student Support and Success | Winchester](#)

The **Academic Success** team is part of the Student Support and Success Service. They can help you develop the skills you need to fulfil your potential in your studies. They offer workshops, resources and one-to-one appointments to help with a range of academic skills such as organisation, research, referencing and critical writing.

The Academic Success team comprise generalist advisers as well as tutors able to offer specialist support for students with a Specific Learning Difference (SpLD), Autistic Spectrum Condition or those for whom English is an additional language. They also run two student mentor schemes.

## Creating a Positive Safeguarding Culture

### **Winchester University is committed to ensuring that there is a positive Safeguarding Culture**

A safeguarding culture is a set of values, attitudes and behaviours that promote the protection and welfare of all learners, especially those who are vulnerable or at risk of harm. A safeguarding culture means that everyone in the organisation:

- Understands their roles and responsibilities relating to safeguarding
- Knows how to recognise and respond to signs of abuse or neglect
- Feels confident and comfortable raising concerns or issues
- Respects the rights and dignity of all learners
- Provides a safe and supportive learning environment
- Encourages learners to speak up and seek help if needed

**The university has a system in place to encourage reporting any safeguarding or wellbeing concerns and a clear process to deal with these. The reporting mechanism and policy are both available on the intranet.**





## **Equality Statement**

The University of Winchester's Faculty of Health and Wellbeing recognises and welcomes our positive duties under the conditions of the Equality Act 2010. We will continue to work closely with partners, including all settings within which students are placed, to ensure that no member of our staff or student communities experience direct or indirect discrimination because of an association with or perception of their 'protected characteristics': age, disability, gender reassignment, pregnancy or maternity, race, religion or belief (including lack thereof), sex, or sexual orientation. The Faculty acts upon the need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under The Act, both within university learning and teaching environments and in partner settings. The faculty is clear that its third party liability in relation to harassment extends to the valued public sector partners with whom we share the effort to advance equality of opportunity between people with protected characteristics in common and those without. With our partners, we seek to tackle prejudice and foster good relations between people who share a relevant protected characteristic and those who do not. We have due regard, in particular, to the need to remove or minimise disadvantages suffered by people who share a relevant protected characteristic and which are associated with that characteristic; and we continue to encourage those with relevant protected characteristics to participate in the life of the faculty and the university, and in all those aspects of public life where participation of such people is disproportionately low. We celebrate the on-going efforts of all those members of our staff and student communities and our partnership community to build good relations and promote understanding.

## **Confidentiality of Information**

University staff will treat as confidential all information of a private or personal nature about an individual which they learn in the course of their duties and will only communicate this information to other persons or bodies as described below. This information includes home and term-time/contact addresses and telephone numbers which are provided to the institution, for example as part of the process of programme enrolment. Internally confidential information must remain confidential to those members of staff who 'need to know'.

This confidentiality does not apply if disclosure is required by law, or for the purpose of University business, or with the consent of the individual concerned or if related to a safeguarding issue related to placement or suitability to practice.

## **Service User and Carer Involvement**

Service user and carer involvement is a core element of the programme and has been integrated into all our social work programmes for many years. Service users and carers speak very highly about the programme when asked to give feedback in either validations or programme approval events. We work with a number of individuals as well as organisations who provide us with service users. They are involved in particular with our selection, some elements of teaching, assessment and evaluation of the programme.

### Key Contacts at the University

<b>Head of Social Work</b>	<b>Kathleen Butler</b> <a href="mailto:Kathleen.Butler@winchester.ac.uk">Kathleen.Butler@winchester.ac.uk</a>
<b>Apprenticeship Programme Leader</b>	<b>Mike Harling</b> <a href="mailto:Mike.Harling@winchester.ac.uk">Mike.Harling@winchester.ac.uk</a>
<b>BSc and Ma Programme Leader</b>	<b>Leah Cox</b> <a href="mailto:Leah.cox@winchester.ac.uk">Leah.cox@winchester.ac.uk</a>
<b>Senior Lectures</b>	<p><b>Richard Murphy</b> <a href="mailto:Richard.Murphy@winchester.ac.uk">Richard.Murphy@winchester.ac.uk</a> Tel No: 01962 624907</p> <p><b>Samantha Viner</b> <a href="mailto:Samantha.Viner@winchester.ac.uk">Samantha.Viner@winchester.ac.uk</a></p> <p><b>Jackie Chrystal</b> <a href="mailto:Jackie.Chrystal@winchester.ac.uk">Jackie.Chrystal@winchester.ac.uk</a> Tel No: 01962 827285</p> <p><b>Jane Peacock</b> <a href="mailto:Jane.Peacock@winchester.ac.uk">Jane.Peacock@winchester.ac.uk</a> Tel No: 01962 826351</p> <p><b>Caroline Nicolson</b> <a href="mailto:Caroline.Nicolson@winchester.ac.uk">Caroline.Nicolson@winchester.ac.uk</a></p> <p><b>Sue Taplin</b> <a href="mailto:Sue.Taplin@winchester.ac.uk">Sue.Taplin@winchester.ac.uk</a></p>
<b>Apprenticeship Administrator</b>	<a href="mailto:HWBApprentices@winchester.ac.uk">HWBApprentices@winchester.ac.uk</a>
<b>Skills Coaches</b>	<a href="mailto:Ian.Brown@winchester.ac.uk">Ian.Brown@winchester.ac.uk</a> <a href="mailto:Ragnhild.hoff@winchester.ac.uk">Ragnhild.hoff@winchester.ac.uk</a>
<b>Centre for Apprenticeships</b>	<a href="mailto:Apprenticeships@winchester.ac.uk">Apprenticeships@winchester.ac.uk</a>

**You must use your University email for all correspondence with the University**

Although as an SWA you will be mainly in work liaising with your manager it is really important to ensure you fully engage with the University due to the limitations of when you are there.

- As an apprentice studying on a programme leading to a professional award, you are expected to ensure that your communication with University staff members is always conducted in a professional manner, i.e. the correct contact points are used, and, other than in an instance of serious emergency, appointments are scheduled and kept, written communication is appropriately phrased and email is used appropriately. Please check the Canvas home page at regular intervals.
- Queries relating to the overall management, delivery and review of the Ma Social Work (Apprenticeship) programme should, in the first instance, be directed to the Programme Leader.
- Issues relating to specific modules, e.g. content, teaching activities, assessment tasks/procedures etc. should, in the first instance, be raised with the module leader.

Notices concerning the Social Work (Apprenticeship) are shared by:

- Announcements via Canvas pages
- Through your University email

It is often important for us to contact you, so please:

- Make sure you notify the Programme Administrator[s] of any change of name, address, telephone number and update the central University records via 'My Record' on the intranet.
- Check your university email, Canvas and the programme notice board on a regular basis

## **Attendance / Absence Procedures**

The Ma Social Work (Apprenticeship) programme is a professional training programme that demands a high level of commitment and full attendance.

SWAs are expected to log their attendance at university taught sessions via the AED ([Academic Engagement Dashboard](#)). This can be accessed via the mobile app (or at [www.winchester.ac.uk/mobile](http://www.winchester.ac.uk/mobile)), where you will be asked to 'Check In'. This will automatically sync with your timetable to confirm attendance. If you are struggling to 'Check In' via AED please speak to the tutor taking your session to ask for support. Or, if it is a repeated issue linked to the app or IT then contact our ServiceDesk team for assistance. They can be contacted here: [Service Desk facility](#), or by emailing [ServiceDesk@winchester.ac.uk](mailto:ServiceDesk@winchester.ac.uk) or phoning 01962 827 306. You can also visit them in the Martial Rose Library for in-person support. You MUST contact Service Desk to resolve the issue before your next session. You should regularly check your attendance record in the AED. If you notice a mistake on your AED, please notify the tutor leading your session and ask if they can update this for you. Please be aware that this can only be updated within 48 hours of the original session in the AED.

Apprentices are expected to attend all taught sessions unless prevented from doing so for valid reasons as full attendance is a requisite for the qualification. Significant absences will affect a SWAs academic and professional progress. However, as fulltime employees we recognise that there will be periods of leave that you have planned and that may impact attendance. Provided these are not significant, you report your absence and you access the shared learning resources independently it should not impact on your qualification. Similarly, illness and personal emergencies cannot be avoided at times and the same applies where possible. If you need to take significant amounts of time away from university then speak to your tutor who can support you to find the best way to mitigate this.

- **Please use the Absence Reporting Tool to inform the university if you will be missing a session.** Use the [Social Work Apprenticeship Absence Report](#). *Please note you must be logged into your University of Winchester account to access this form.* This will inform the module leader for the module missed and your PAT. They might reach out to confirm if you need any support.
- **Please inform your workplace using your usual absence reporting procedures such as informing your line manager and workforce development team.**

Learning material and recordings will be available to SWAs to catch up with missed work but you can also contact the lecturer to support in accessing and understanding this if needed. It is SWAs responsibility to catch up with work missed.

SWAs must attend their work-based learning as required by their employer and report absences following their local procedures. Where a SWA is absent from work their line-manager will monitor absence and provide details to the University who are required to monitor attendance as part of its contractual compliance requirements. No part of the Social Work Apprenticeship programme is optional unless clearly stated.

### **Social Networking Sites**

It is vital when discussing University work, or work in work based learning modules, that Canvas is used. Whilst we would not want to restrict the use of social networking sites, SWA need to be aware of their professional responsibilities. Social Work students should exercise extreme caution in connection with internet sites and avoid inappropriate communication with individuals under 18 or others with whom they may be in a position of trust. They should also avoid discussing aspects of the programme and be mindful of issues of confidentiality at all times.

SWAs are held to be in a position of trust and an abuse of that position (non-monitored internet communication between a Social Worker and Service User/Carer could be viewed as such) can be grounds for dismissal. Under no circumstances should a SWA share their personal email address or access to their/families Facebook page/other social networking sites. This policy will be compliant with most local authority partners. All breaches will be shared between the university and employer.

## **Procedures relating to the termination of involvement in the programme following concerns about Fitness to Practise.**

As a registered profession Social Workers, and registered student social workers, must adhere to a set of standards and values. If there is any concern that anyone is falling short of these or there is cause for concern regarding their suitability then a Fitness to Practise procedure must be followed.

See University Fitness to Practise policy [HWB Fitness to Practise Policy](#)

## **Disclosure and Barring Service (DBS) Clearance and other Disclosures**

The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children and adults. It replaces the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA). The employer will ensure each individual apprentice has the appropriate DBS for their role as a social work apprentice. This means verifying the type of DBS required, applying and managing the process including payments. Employers confirm that satisfactory DBS are in place for each apprentice, to the University of Winchester, through the admissions process. These checks do not eliminate the apprentice's on-going responsibility to notify their employer and the University as soon as possible of any changes to their circumstances that may bring in to question their suitability to train as a social worker. .

Apprentices who work with children or vulnerable adults are legally required to demonstrate a satisfactory 'Enhanced DBS clearance' in either children, adults or both prior to their employment in social care (guidance at

<https://www.gov.uk/government/publications/dbs-workforce-guidance>

Apprentices are employed by local authorities and will therefore have already gained a satisfactory 'Enhanced DBS' clearance to work with vulnerable children, adults or both prior to starting work. Therefore a new DBS check is not required during the selection process. A DBS remains current and up to date unless their job role in social care changes, e.g. moving from adults to children where a new DBS is required, save where the original clearance is made for both adults and children. See local authority (LA) guidance on statutory for Hampshire CC policy:

<https://www.hants.gov.uk/jobs/jobapplication/preemploymentchecks/ebulkcustomers>

During the initial onboarding process applicants will be required by the LA to make an additional declaration about their suitability to practice. Each declaration is independently assessed and on a case by case basis a determination is made of the candidate's suitability by the relevant partners. The following is indicative but not exhaustive of some of the information that may be declared:

- Up to date criminal records including cautions (including motoring offences);
- Outstanding criminal investigation, e.g. not charged but on Bail following further investigation;
- Employment disciplinary record, e.g. outcome of disciplinary or investigation pending;
- Personal involvement in Children's or Adult services;
- Complaints against the candidate that may or may not have led to further action; and:
- Anything else that the candidate is not sure of should be declared.



In the second year the apprentice undertakes a contrasting practice experience. It is normal for social care workers to be cleared through the DBS process to work with vulnerable children, adults or both. The LA will determine whether a new DBS is required at that stage and manage the process for securing their clearance.

## **Assessment**

Assessment serves a number of purposes including the provision of feedback to apprentices on their learning and provision of information to help apprentices improve their performance. It is an integral part of the learning and teaching process and will provide an effective and appropriate measure of the achievement by apprentices of intended learning outcomes

The course is built upon a progressive foundation with intensive skills and confidence building focus and therefore includes a number of formative assessments to help the student take on more complex summative assessment tasks.

Summative assessments, which will be formally marked, provide a measure of the extent to which learning outcomes of the programme of study have been achieved.

The programme adopts a mixed approach to assessment that is progressive. Many of assessments in the early modules are formative, so that apprentices will receive feedback that ensures they are able to meet the requirements of formative assessment. Formative assessment will take different forms such as peer feedback, self-evaluation and group assessment. This approach ensures that modules help 'scaffold' apprentices learning. Assessments used to support different learning styles include:

- Written assignments (essays, reports, critical analysis etc.)
- Portfolios
- Presentations
- Exam
- Practical skills assessment
- Learning log

Each module assessment has been designed to test individual's knowledge of that subject. Modules are designed around academic level learning outcomes. As the programme progresses the apprentice will be tested they have achieved a satisfactory standard in all assessment to progress to the next level as shown.

## **End Point Assessment/Sign Off**

When an apprentice has achieved 180 credits in their last year a meeting will be held with them, their work based supervisor and their tutor to 'sign off' their progress and confirm that all parts of the course have been satisfactorily completed and that the apprentice has also evidenced 20% Off the Job Training via the completion of their Off The Job Logs . Following this meeting the Progress

and Award Board will be informed so that the apprentice can graduate from the programme. The University is an approved provider of assessors for apprenticeships.

### **Assessment Schedule of Dates**

Details of assessment submission and return dates will be available on Canvas and within module guides.

### **Submission of Coursework assignments**

See module handbooks for submission details.

Each item of assessed work must be handed in by its due date as indicated in the module handbook.

The mark is provisional but is useful to you as an indication of how you have performed. Marks are confirmed at the Progress Board held at the end of each academic year. Following the Progress Board a transcript of your module results will be sent to you along with the decision of the Examination Board on your eligibility to continue with the programme.

Unless advised otherwise you should submit an electronic version via Canvas, no hard copies of assignments are required.

### **Plagiarism**

Plagiarism is the use without acknowledgement of the work or words of others: this includes copying materials from books or articles without identifying it as quotation, and using the work of other students or apprentices. Experience suggests that most instances of plagiarism are probably caused by lack of awareness, particularly when learners are new to the expectations and protocols of higher education. Please ask if you are at all unsure.

When it is thought that plagiarism has occurred, the tutor concerned will ask for the work to be moderated. If the matter is confirmed the University Policy for Plagiarism will be invoked.

A Student's Guide to Plagiarism, Collusion and Poor Academic Practice, is available on the University of Winchester intranet.

See Academic Misconduct Policy for Taught Programmes for more details

<http://www.winchester.ac.uk/Freedomofinformation/Publicdocuments/Pages/Documents.aspx>

### **Authorised Extension**

Extensions will only be issued in exceptional circumstances. SWAs who wish to apply for extensions for their coursework must do so using the approved concessions/extenuating

circumstances form and submit it with written concessionary evidence of mitigating circumstances, supported by a disinterested person of demonstrable professional standing in relation to the type of evidence (for example a medical doctor). Extensions will not be granted for situations arising from computer failure.

Extenuating Circumstance Policy and Guidance leaflet for students and Form are available on the programme homepage on Canvas.

Where work is submitted to the date stated in the concession it will be treated as a first attempt. Work submitted late without agreed extenuating circumstances can be granted a maximum of 50% (see Common Academic Regulations on Canvas for details) provided it is submitted within one week of the original submission date.

### **Notes on Prevention of Problems**

If you foresee or encounter difficulties of any kind which make it hard to maintain coursework schedules, you should consult your Personal Tutor, Module Leader or the Programme Leader so that appropriate help can be given or arrangements made to prevent the problem getting out of hand. There will likely be more options of support beforehand than after a deadline (but both are possible depending on circumstances). Some apprentices worry that they will be judged as not capable if they ask for help: on the contrary, please remember that we are here to support you in your studies, and tutors are pleased to offer support and advice. You can also approach Student Services for support.

If you have any concern about the marking of individual assignments or the operation of coursework assessment procedures you should first of all consult the tutor directly concerned. In cases of real difficulty or unresolved discussion you may always speak in confidence to the Programme Leader.

### **Marking and moderation**

There are clear marking criteria for all assessments that relate to the University level descriptors for students' assessed work.

There are assessment guidelines which the programme and apprentices must adhere to which can be found on the Assessment Regulations Policy.

[Policies and Procedures - University of Winchester](#)

### **Level Descriptors for Assessed Work**

To ensure consistency and quality assurance, SWA's written work will be marked against the criteria below. In addition, assessment for each module will be outlined in the module handbook with a set of criteria specific to the particular assignment.

[RAQ-Assessment-Regulations-2024-5-July-2024.pdf](#)

## STATEMENT OF LEVEL: 7 (based on sector frameworks and benchmarks)

At this level and in this context, students should be able to apply research and critical perspectives to professional situations, both practical and theoretical, and to be able to use a range of techniques and research methods applicable to their professional activities. They will demonstrate systematic understanding, advanced conceptual grasp, acute awareness of problems. They are able to critically evaluate information, data and methodologies and propose new approaches/positions and/or offer insights into current topics/issues, including those at forefront of disciplinary enquiry.

## GRADING DESCRIPTOR LEVEL 7 (wording in boxes A-F is to give examples of standards and evidence and should be used as a guide)

Assessment Criteria	A* PD Excellent (80%+) to Exceptional (90%+)	A PD 70-79 Very Good	B PM 60-69 Good	C P 50-59 Satisfactory	F 40-49 Below Level 7 Threshold	F 30-39 Unsatisfactory	F <sup>h</sup> 1-29 Poor
Advanced Research and Enquiry	Engagement with an exceptionally wide range of relevant resources e.g. literature which exceeds expectations. Outstanding ability to critique and evaluate/investigate using a range of techniques while demonstrating acute awareness of limitations or contradictions in data. For empirical studies: The process for data analysis is rigorous, transparent and creative. The findings are powerfully presented with a focused discussion with novel use of theoretical frameworks and published research. Compelling conclusions drawn from sophisticated analysis of the data, make a new contribution to the knowledge base of the discipline with the power to challenge and transform it.	Engagement with a significant range of relevant resources e.g. literature. Robust ability to compare and evaluate/investigate using a range of techniques. The work demonstrates awareness of, and insightful response to, limitations or contradictions in data. For empirical studies: The process for data analysis is transparent and rigorous. The findings are robustly presented with a focused discussion of their relationship to existing research with substantial use of theory and published research. Compelling conclusions are drawn directly from rigorous analysis of the data. Coherent and engaging lines of argument lead to insightful and important implications.	Engagement with a wide range of relevant resources, e.g. literature. Consistently demonstrates the ability to compare and evaluate/investigate using a range of techniques. The work demonstrates awareness of and responds to limitations or contradictions in data. For empirical studies: The data is thoroughly analysed and findings are well presented and critically explored, in relation to key theory and published research. Perceptive conclusions drawn directly from careful analysis of the data are firmly and comprehensively articulated. Implications are clearly identified and analysed.	Engagement with a wide range of relevant resources, e.g. a range of relevant literature. Consistently demonstrates the ability to critique and evaluate/investigate using appropriate techniques. Limitations or contradictions in data are noted. For empirical studies: The data is appropriately analysed and findings are clearly presented and discussed in relation to some key theory and published research. Appropriate conclusions drawn directly from analysis of the data and are firmly articulated. Some implications are discussed.	Insufficient engagement with relevant resources, e.g. literature falling below the level 7 threshold. Limited evidence of the ability to critique and evaluate/investigate using appropriate techniques. Limitations or contradictions in data are not adequately discussed. For empirical studies: The data tends to have been summarised, displayed or described rather than analysed, with little discussion in relation to key theory and published research. Limited conclusions are drawn, which lack clear links to the data. Limited implications are outlined.	Very limited engagement with relevant resources, e.g. literature, a. inadequate evidence of the ability to critique and evaluate/investigate materials using appropriate techniques. Limitations or contradictions in data are identified but not discussed. For empirical studies: Limited data is presented. There is little evidence of analysis of the data with little discussion in relation to key theory / published research. In the conclusions there is very little evidence of links to the data collected. There is little evidence that the investigation will have impact.	Very limited engagement with resources, e.g. literature. No evidence of the ability to critique and evaluate/investigate using appropriate techniques. Limitations or contradictions in data are not recognised. For empirical studies: Limited data is presented. There is little evidence of analysis of the data with no discussion in relation to key theory / published research. In the conclusions there is no evidence of links to the data collected. There is no evidence that the investigation will have impact.
Academic Skills	Fulfilment of assessment brief has exceeded all expectations with regard to requirements, structure, content, style, argument, conventions.	Fulfilment of assessment brief with regard to academic skills is of a high calibre.	Fulfilment of assessment brief has seen all relevant academic skills well applied.	Fulfilment of assessment brief has seen all relevant academic skills are satisfactorily applied.	Fulfilment of assessment brief has fallen below the Level 7 threshold in terms of evidence of all relevant academic skills.	Significant errors in academic skills.	Little to no evidence of ability to employ relevant academic skills.

In taught modules, the minimum mark that an apprentice must achieve in each element of assessment in order to pass is 50%.

### **What happens if you fail an assignment?**

If you fail an assignment you will be offered support to have a second attempt. You should always read the feedback carefully and ensure that you act on advice given before the second attempt. Apprentices who have failed an assignment are strongly advised to take advantage of tutorial support. Wherever possible, apprentices should meet with the first marker. Apprentices should prepare for these tutorials by:

- Reading through the notes on the cover sheet and any annotations on the script;
- Determining the aspect of the work that caused it to fail;
- Undertaking any recommended additional reading;

As all modules are compulsory this programme may allow exceptional third attempts. Please note all assessments need to be passed in each module on this programme.

### **Second attempts at failed work**

The second attempt should be submitted together with the original assignment with a front sheet attached by the date notified. The second attempt will be capped at the pass mark of 40%.

Where there are exceptional circumstances (e.g. serious illness, bereavement) which impacts on more than one piece of assessed work please contact your personal tutor or the Programme Leader as soon as possible for appropriate support and advice. Apprentices are entitled to only one second attempt for one placement (either year 2 or 3) during their programme of study.

Please refer to the Academic Regulations for Taught Programmes for further details.

### **Progression and confirmation of results by Progress and Award Boards**

Progression between modules is normally automatic. The University does however reserve the right to deny progression if you have not made a bona fide attempt to submit work by set deadlines, to attend examination(s) without valid cause or to satisfy specific attendance requirements. The academic standing of all SWAs is checked at the end of the programme to ensure that any SWA who is considered to be in difficulty can be appropriately counselled as to their best course of action to remedy the situation.

### **Progression and Exit Awards**

Apprentices will be required to take all modules and pass all summative assessments on the programme in order to achieve the Ma Social Work (Apprenticeship) award. No part of the Social Work (Apprenticeship) programme is optional. In accordance with the University of Winchester's academic regulations, apprentices will have the opportunity to redeem summative assessments if they do not achieve a pass on their first submission. The programme requires apprentices to successfully pass modules each year in order to progress to the next level.



For the taught element of the programme there is an expectation that apprentices will attend all sessions, as these support both academic and professional development. Significant absences will affect an apprentice's ability to undertake their duty of care to service users. Every absence is notified and recorded by the programme administrator and certification of illness required for extended absence. Full attendance is encouraged. Where an apprentice is absent for three consecutive teaching sessions in a module, administrators will request that they contact the module leader to discuss any problems they are facing which is affecting attendance. If absences continue the tutor will arrange to meet with the apprentice to discuss this further. Apprentices are reminded of the links between academic attendance and achievement and that attendance is requested in references for employment and post graduate study. Apprentices and their employers will also be advised that if their attendance drops to below 50% (and concessions are not in place) they will only have access to support for assignments in taught sessions.

### **Award**

Apprentice' eligibility for award will be determined by the Progress and Award Board following completion of the Programme.

The University reserves the right to deny apprentices permission to continue on a Programme if they:

- a) Have not made a bona fide attempt to submit work by set deadlines
- b) Fail to attend an examination or practical assessment without valid cause
- c) Fail to satisfy specific attendance requirements for their Programme
- d) Fail to meet specified requirements set by an Exam Board

Any apprentice required to withdraw under any of the above will have the normal rights of appeal in accordance with the University of Winchester's Academic Appeals Regulations.

### **Interrupting study and applications to repeat study**

Apprentices who are unable to continue their Programme may apply to interrupt and resume study the following year where they are supported by their employer. Apprentices who have failed a module may also apply to repeat a year.

### **Exit Awards**

If 60 credits achieved a Postgraduate Certificate may be awarded.

If 120 credits achieved a Postgraduate Diploma may be awarded

None of the above exit awards confer eligibility to apply to Social Work England Register in Social Work.

**Guidelines for students wishing to make audio recording of lectures:**

Please refer to the University's Accessible and Inclusive Learning Policy

<https://unimailwinchester.ac.sharepoint.com/sites/intranet/publishing-documentstore/Published/Accessible%20and%20Inclusive%20Learning%20Policy.pdf>

**The Martial Rose Library**

<https://unimailwinchester.ac.sharepoint.com/sites/intranet#/start/campuslife/library>

**ICT Resources**

<https://unimailwinchester.ac.sharepoint.com/sites/intranet#/start/teams-and-services/it-services>

**PG Wells: University Book shop**

<https://unimailwinchester.ac.sharepoint.com/sites/intranet#/start/campuslife/bookshop>

## Maintaining Quality and Recognising the Apprentice Voice

### Regular Monitoring and Evaluation Systems

There are a range of feedback mechanisms in place for programme monitoring and evaluation. Views of apprentices and other stakeholders (placement providers, practice educators, service users and carers) are considered throughout the programme. Key mechanisms and opportunities for monitoring and evaluation are listed below. The views of apprentices regarding both the academic and practice elements of the programme are considered at the different opportunities as listed below.

### SWA Representation

Two representatives from the apprentice cohort for each level of study are elected by their peers at the beginning of each academic year. These **Student Academic Representatives (StARs)** play a vital role in making sure that the student voice is heard and acted upon, and can make real change happen not only within programmes, but across the University of Winchester as a whole, as well.

Representatives of each level of study join SSLC meetings to feedback on behalf of their cohort and influence and improve, the programme and Apprentice experience where possible. The meetings are convened at times when the majority of apprentices are available and times and details are published well in advance.

In all committee meetings with apprentice representation, they are treated as full and equal members of the committee, with voting rights identical to other members. Apprentice Representatives on SSLC (or other bodies representing constituencies of apprentices studying in common) are expected to feed back to the apprentices they represent (for instance, via email, participation in programme newsletters, participation in end of module Review meetings, via Canvas, etc.)

Apprentice representatives are invited to participate in Working Parties or other informal groups set up by committees to conduct business where appropriate (for instance, in preparation for Re-approval of Programmes.)

### Quality assurance and enhancement at Module Level

SWAs are encouraged to provide feedback to module tutors throughout the module. Feedback is presented for discussion at the Staff Student (Apprentice) Liaison Committee (SSLC) Meetings which are held three times a year. The response identifies good practice and proposes remedies for any points of concern. The response is made available to apprentices at the next session of the module or teaching slot and details are listed on the Social Work Apprenticeship Programme Canvas page.

### Quality assurance and enhancement of Practice Experiences.

Feedback from SWAs and Practice Educators is encouraged during and following Practice Experiences. This can form part of the regular review meetings and/or be discussed informally or individually as needed. The University will work closely with employers to ensure feedback is taken constructively to ensure Practice Experiences offer the best learning experience for SWAs.

### **Quality assurance and enhancement at Programme Level.**

The Staff Student Liaison Committee evaluates the success of the programme, paying particular attention to apprentice feedback and SWA representatives. Minutes from these meetings and the External Examiners report will inform the Annual Programme Evaluation which is submitted for approval to the Faculty Academic Development Committee. In addition, the Programme monitors quality in both academic work and placements in accordance with the SWE and BASW standards, QAA code of practice for placements and the sector's guidance on workplace learning. Changes or amendments made as a result of these meetings are recorded in minutes which are available to apprentices on Canvas. Key issues are highlighted to apprentices in a number of ways; email, posting on module or Programme Canvas pages or verbal feedback by apprentice representatives, tutors, Programme leads or Head of Social Work.

### **Quality assurance and enhancement at Department Level**

The Programme Evaluation is submitted to the Department for discussion and to develop future department objectives.

### **Quality assurance and enhancement at Faculty Level**

The Programme Evaluation is submitted to the Faculty Academic Development Committee which has oversight of learning development in the Faculty, including via the Collaborative Enhancement of Teaching and Peer Observation of Teaching.

### **Quality assurance and enhancement at University Level**

The quality of the programme is monitored by an External Examiner appointed by the University's Senate. The External Examiner's Report is distributed to the Vice-chancellor, Senior Pro-Vice-Chancellor, Director of Quality Management, and to the Faculty Dean and Faculty Head of Quality. A summary of all external examiner reports is received at Senate Academic Standards Committee. Academic Standards Committee conducts an annual audit of Faculties.

### **Quality assurance and enhancement for Staff**

The quality of learning and teaching is supported by the *Learning and Teaching Development Unit* at the University which monitors and enhances the standard of teaching and offers training to staff in innovative and inclusive methods of teaching and assessment. Staff are regularly observed and reviewed and Staff Development opportunities readily available.

### **Indicators of Quality and Standards**

- External Examiner Report
- Annual Monitoring Process (AP&E)

- Apprentice Feedback, including the University Apprentice Satisfaction Survey and the National Apprentice Survey (NSS)
- Programme Re-validation
- QAA Institutional Audit
- SWE Approval and Annual Monitoring
- Apprentice outcomes
- Partner Programme Board

### **External Examiners**

External examiners play a key role in providing independent scrutiny of the programme and ensuring that appropriate standards are met. The key duties of external examiners are to ensure that justice is done to the individual apprentice and that the standard of the award is maintained.

In order to achieve this, the external examiners must:

- Compare the performance of the apprentices with that of their peers on comparable courses elsewhere;
- Have access to assessed work for moderation;
- Be competent to assess apprentice knowledge, understanding and skills at the relevant academic level or in relevant professional skills;
- Have expertise relevant to the element of the programme which they are examining;
- Attend examiners' meetings and examination boards;
- Produce an annual report on the programme which includes points for action;
- Receive evidence of action in response to issues raised in the annual report;
- Be properly briefed on their role and the structure and rationale of the programme.

External examiners for this Programme must be appropriately experienced and qualified in Social Work and (unless other arrangements are agreed with the Social Work England) be from the relevant part of the Social Work England Register in Social Work.

The current External Examiner for the Programme is (to be confirmed once validation is confirmed).

Please note, though that it is not appropriate for you to make direct contact with the External Examiners, so if you have any issues you would like to raise, please contact the Programme Leader in the first instance.

### **Local Authority Apprenticeship Leads**

Each local authority will have a lead person responsible for the overall contractual compliance of the programme. In addition a nominated person responsible for the operational aspect of the programme.

Local authority representative responsibilities are

- Manage selection of candidates eligible to be considered for a place

- Liaise between the recruited apprentice and their line-manager to become work-based supervisor to ensure suitability and support
- Attend Partners' Board and provide on-going feedback on areas of strengths and achievements, areas that need improving and any other strategic or operational issues.
- Monitor attendance data
- Respond to issues of apprentice non-compliance to the programme
- Respond and support apprentices in their work-based learning.
- Liaise with mentors, Practice educators and tutors
- Liaise with apprentice and WBS to ensure their focus work-based learning is relevant and appropriate to their stage of learning development.

## **Partner Board**

The governance of the programme is managed by a programme board. This structure is to ensure that the programme continues to meet the standards it has been approved against. Because this is a new programme we envisage close monitoring of the programme. The board is likely to meet every six weeks for the first year and is made up of university and partner representatives. Under the contractual arrangements for apprenticeships the programme Leader is obliged to collate and report a range of data to a university wide programme board. Minutes of the partners' board will be sent to the Programme Board. The Partner Board is an opportunity to hold the programme to account but also develop and grow. We see this as a positive structure for learning. The following are the terms of reference.

## **Partners' Board Terms of Reference**

### **1.0 Purpose**

- 1.1 The function of this board is to ensure the quality delivery of the programme. It will achieve this by holding to account the Programme Leader and all other partners involved in its delivery against the aims of the programme.
- 1.2 It will take responsibility for analysing regular reports, making key strategic and operational decisions in line with the Institute for Apprenticeships reporting requirements to local authorities. This is to ensure the levy that is paid to the university is in accordance with the IfA rules.
- 1.3 This board will also make regular reports to the University's Apprenticeship Programme Board and each of the local authority apprenticeship lead.

### **2.0 Membership**

- 2.1 Each member of a partner local authority will ensure at least one representative or delegate attends each board meeting.
- 2.2 A work based supervisor (manager) representative.
- 2.3 The Programme Leader (or delegate) will attend each meeting and at least one member of teaching staff.
- 2.4 Two apprentice representatives.
- 2.3 In the first instance Hampshire County Council will chair the first meeting and thereafter decide a regular chair. The role of chair can be delegated to another member.

- 2.4 A note taker will be required. This will be decided at the first meeting.
- 2.5 Quoracy – The meeting will be quorate where at least 50% of university members and 50% representatives from main partner (Hampshire) is in attendance.
- 2.6 To assist the board other members will be recruited although are not part of the quorate, e.g. service users and carers, apprentices, etc.
- 2.7 From time to time other specialist members may be required such as Practice Educators or specialist teachers for specific agenda items.

### **3.0 Timing**

- 3.1 The Programme Board will normally meet every 8 weeks. However during the first year this will be more frequent as and when decided. As this is a new programme it is expected closer monitoring and support will be required.

### **4.0 Other responsibilities**

- 4.1 The chair will provide an agenda to be distributed in advance to ensure all members can contribute
- 4.2 The agenda will have standing items to be agreed.
- 4.3 During the first meeting dates for the year will be agreed.
- 4.4 All members will prepare in advance to ensure efficient use of time during the meeting.
- 4.5 The board will receive reports from each member and the university

### **5.0 Misc**

- 5.1 These Terms of reference can be changed with agreement from the board.

## The Regulatory & Policy Framework

The programme conforms fully with the University's Academic Regulations for Taught Programmes except for the two exemptions below and listed in the programme specification as approved by Academic Standards Committee.

1. The practice experiences (level 5 and 6 placements of 70 and 100 days) as part of meeting professional requirements fall outside the normal 12 week semester teaching.
2. The academic regulations allow for an Aegrotat Award in exceptional circumstances, however where this happens this will not entitle the award holder the approved qualification of BSc (Hons) Social Work and eligibility to enter the (SWE) Social Work Register. They will be eligible for a BSc (Hons) Social Care Studies award.
3. Apprentices shall only be permitted a second attempt at a placement, subject to evidence that a repeated experience would not be detrimental to service users or the organisation in which they would be placed, and that an action plan, addressing areas requiring attention, has been completed satisfactorily and agreed with a tutor. Apprentices are entitled to only one second attempt for one placement (either year 2 or 3) during their programme of study.

## Complaints Process and Appeals Policy

The University provides for apprentice complaints and appeals in its Regulations and Procedures:

The University of Winchester's Academic Appeals Regulations for apprentices outlines the process for appeals against the decision of an examination board.

### [Policies and Procedures - University of Winchester](#)

The Complaints Policy and the University's Equal Opportunities Policy also outline processes for appeal.

It is important to recall that these rights to grievance under the Board of Governors rules exist within the wider customer care philosophy. Each of the formal mechanisms represents a fallback position when matters have reached a stage when informal measures have been exhausted.