Sheffield Hallam University

BA (Hons) Social Work Practice Course Handbook Academic Year: 2022/3

CONTENTS

1.   WELCOME TO YOUR APPRENTICESHIP!

Welcome to the BA (Hons) Social Work Practice Apprenticeship at Sheffield Hallam University. Well done on securing your place with us. We look forward to getting to know you and working with you on your learning journey. Now that you have embarked upon academice life in Sheffield, this apprenticeship guide is designed to help you settle quickly into university life and to understand some essential aspects of being a social work apprentice

This handbook refers to information that is available on shuspace, which is your default homepage when you open any browser on a University PC. You will be issued with a login account at the time of enrolment.

Shuspace is the personalised online environment. It's your route to all of the information and services that the University provides for all students, including:
• Access to systems you login to, like email, your online learning modules (Blackboard), My Student Record and timetables.
• Support services and resources to help with your academic work, like the Library Catalogue, LitSearch, reading lists and help with your information skills.
• A news service and general information on topics like Hallam Union, finance, accommodation, sport and campus guides.
• Information and news items from your College, like contacts, course handbooks and placement information.
• Additional items that you can select and add to the interface to suit the way you want to work, like news feeds, a personal calendar, PC availability display, dictionary etc.

Social work is a challenging and varied profession; during your apprenticeship you will be taught by staff who are from a wide range of professional backgrounds (such as Children and Families, Fostering and Adoption, Mental Health, Learning Disability, Older people, in settings such as community teams, hospital, schools, residential units, outreach services) and staff have teaching or lecturing qualifications too. Additionally, other experts such as professionals, service users and carers will contribute to your learning.

During your time at SHU, there is a wider team of people who have key roles in supporting different aspects of your apprenticeship experience. This handbook will

• Explain our principles of learning, teaching and assessment
• Explain the structure of the course
• Describe key people and their roles and responsibilities
• Describe the expectations we have of apprentice social workers.

Dr Lee Pollard Course Leader

2. KEY PEOPLE, THEIR ROLES AND RESPONSIBILITIES

Programme management is undertaken by a team of academic and administrative staff who have specific responsibility for key elements of the process. The roles of these key individuals are specified below:

Academic Delivery Manager

- The post holder is required to ensure that strategic developments influence the operational design and delivery of all pre-registration programmes in the Social Work Department, ensuring the quality, consistency and equity of the apprentice and staff experience. In order to ensure this the post holder facilitates a number of meetings as follow:
- Curriculum partnership group with external partners
- Regular meetings with programme leaders
- Regular meetings with other teams which impact on the apprentice experience.

Programme (Course) Leader

- The role of the Course leader is to manage the programme; the role requires liaison with the course administrator, the administration team and members of the programme management team, the Departmental Placement team, Module Leaders, Academic Advisors and placement tutors, the Academic Delivery Manager and other members of the academic delivery team to ensure the smooth running of the programme. The Programme/Course Leader is responsible for quality assurance and quality reports for the course.

Year Tutors

A member of the academic team acts as Year tutor for each level of the programme. The role of the Year Tutor is to:
- Be responsible for updating and maintaining year specific handbooks and Organisational Blackboard sites for each year group
- Provide induction to new and returning apprentices
- Provide support, deal with issues of non-attendance, monitor performance during the year, and communicate with apprentices and key members of the course team via informal and formal mechanisms, acting on any areas of concern that arise
- Oversee allocation of Academic Advisors, and coordinate the activities of those advisors
- Feed into the annual quality processes.

Academic Advisor (AA)

- Each apprentice will be assigned an AA whose role is to support his or her personal and professional development until completion of the course. Scheduled individual and group sessions will occur throughout the course, which will also facilitate peer support; however additional individual support will be available to apprentices who are not coping effectively with the demands of the course. The AA will ensure that the

apprentices are engaging with the academic and professional requirements of the course, and support the apprentice in applying theory to the professional role and encourage reflection. Apprentices will be required to meet with their AA following each practice placement, to review completion of the practice assessment document and monitor progress of portfolio development as part Professional & Personal Development planning (PPDP).

- The AA will also where appropriate coordinate the three-way meetings with the apprentice and the workplace mentor reviewing progress and support KSB throughout the programme duration.

Student Support Officer

The role of the student support officer is to:

- Act as 'first point of contact' for apprentices, to provide pastoral support, advice and guidance in relation to this programme, and where necessary to refer apprentices to other sources of advice
- Support apprentices with all aspects of their study on the programme, with particular emphasis on supporting those who may struggle with aspects of university life on a professional programme, identify those apprentices and monitor the effectiveness (or otherwise) of supportive mechanisms
- Work closely with academic staff and other relevant colleagues in order to enhance the apprentice experience
- Receive and collate information from colleagues across the University to inform the system for monitoring apprentice progression
- Receive and collate information from placement tutors and colleagues in practice relating to concerns about apprentices' placement progression, or problematic apprentice behaviour to inform the apprentice monitoring system
- Highlight apprentices who are a cause for concern (via the apprentice monitoring system) and establish and implement action plans.

Professional Issues Team

- The Professional Issues Team is responsible for ensuring that all social work apprentices complete the necessary professional requirements during their programme as outlined by the regulatory body Social Work England(SWE). These requirements include Disclosure and Barring Service checks and monitoring, full immunisations and health / medical screening.
- Where an apprentice's professional behaviour, attitude or fitness to practise is in question, the Professional Issues Team is responsible for investigating the concerns, along with the relevant programme staff.

Support for Apprentices on Placement

Whilst on placement apprentices are supported by an appropriately trained, experienced Practice Educator who may be on–site or off–site. The Practice Educator will provide regular supervision to the apprentice, in conjunction with an on-site practice supervisor based in the workplace where necessary. In addition, a University Placement tutor will provide oversight of the practice learning arrangements through conducting a Practice Learning Agreement meeting, and a Review of Practice meeting at the placement site.

Key Contact Information

Name/Dept/Role	Telephone	Fax/Email/Web	Venue
Health, Wellbeing and Life Sciences College Office	0114 225 5564	hwbenquiries@shu.ac.uk	Robert Winston Building
Course Leader Lee Pollard	0114 225 5652	L.Pollard@shu.ac.uk	Robert Winston Building

Further Individual Academic Staff Contact Information can be found via shuspace using the search facility.

Within the wider SHU structures there are several other key sources of support:

Apprentices with disabilities

Some apprentices have a disability that affects their ability to learn; such as dyslexia. If you are in this category it is essential that you let your Student Support Officer know. They will be able to put you in touch with the Disability Support Team who will offer advice on how the University can help. Further information can be obtained via shuspace.

IT support

Information and technology support for apprentices is provided in two distinct categories. These are 'specialist' and 'open access' facilities. Specialist facilities are housed within the College of Health, Wellbeing and Life Sciences and machines in these facilities contain software which has specific applications for students studying related degrees.

Full details of all the services that are available can be gained from the Learning and IT Services pages on shuspace.

Medical Centres

You may need to see a doctor or seek medical advice. The University runs a comprehensive medical service and the key information regarding this service can be found on shuspace.

Security

The University has its own security department and if you are in halls of residence you will be aware of their role in assuring the safety of yourself and your possessions. There is a security office on each campus.

Career development

- Across the whole of your course, you will be provided with excellent support from academics and the University's careers employability support services to think about your career choices; and prepare for that first job interview and future career planning. Through your placements, you will gain real life experience of what it is like to work in a variety of practice settings. We also arrange nursing Careers Fairs for you to talk to employers and find out about job opportunities both locally and nationally.

Student Reps

The University, in conjunction with Hallam Union, operates a Student Representative system. The Student Rep system has been developed to give every student at Hallam the means to voice their opinion on the quality of their student experience. It is also a key tool for the University to seek your views to help determine the future direction of your course and the University. The Student Rep system is made up of Course Reps and College Reps.

Course Reps

Each academic year, students have the opportunity to elect one or more Course Representatives for each year of their course. Course Reps gather feedback from their fellow students and take this forward to enhance the course experience. For more information on Course Reps and how to apply, click here.

College Reps

The next step up from Course Reps, College Reps can represent the student view higher up in the University to enhance the wider SHU experience. College Reps can participate in University and Students' Union committees. For more information on College Reps and how to apply, click here.

3. PROGRAMME AND COURSE STRUCTURE

*The following section describes what learners should know and be able to do upon completion of the BA **(Hons) Social Work Practice Award***

Knowledge and Understanding	Upon completion of the course an apprentice should be able to identify, explain and critically evaluate: • The principles and practice of professionalism and interprofessional collaboration in a local and/or global context. • The theories and principles underpinning the effective use and development of evidence in practice. • Relevant theoretical, policy and legal perspectives around the integration of services and practice and their impact on collaborative practice and individuals accessing services. • Uncertainty, moral dilemmas and defendable decision making in social work practice, in the context of the SWE Guidance on Conduct and Ethics for Students (2012a) and the values of social justice as espoused in the IFSW/IASSW International Code of Ethics.
Intellectual Skills	Upon completion of the course an apprentice should be able to: • Make and justify ethically sound professional judgements in the context of collaboration applying these to a range of complex situations. • Consider a range of appropriate theory and evidence to support sustainable arguments and draw reasoned conclusions. • Critically evaluate learning from a variety of local and global settings/sources. • Critically reflect upon situations and devise an appropriate course of action enhancing your personal and professional development. • Critically appraise contemporary evidence and its application to practice in a local and/or global context • Undertake a self-selected project critically applied to practice. • Be critically self-reflective about the use of self in all professional processes while taking account of ethics, legislation, research and theories, in order to create strategies for resilience and for personal/professional development.
Subject-specific and/or Professional/Practical Skills	Upon completion of the programme an apprentice should be able to: • Critically evaluate integrative practice considering its potential to promote positive outcomes for people in diverse communities and the organisations we work with. • Critically appraise your own and others' interprofessional practice and evaluate how this has contributed to your personal and professional development

	- Practice sensitively and safely in meeting the needs of diverse people and cultures - Engage in self-directed learning that promotes personal and professional life long development - Consider the impact of contemporary policy and social drivers upon individuals, communities and global agendas and the development of the profession - Competently assess, plan, implement and evaluate programmes of intervention to promote dignity, Health, Wellbeing and Life Sciences, and individual and community empowerment, across the life span and across social work practice. - Practice in an anti-discriminatory and anti-oppressive manner, and promote social justice and economic wellbeing for individuals, families, groups and communities.
Transferable/Key Skills	**Upon completion of the programme an apprentice should be able to:** - Communicate effectively with individuals and groups through a variety of media - Use appropriate skills in the interpretation of evidence in the context of your studies - Self-manage time and resources when working independently and as a member of a group - Apply problem solving skills and shared decision making skills to address academic and practice issues - Demonstrate the transferrable skills and attributes required in a contemporary employment setting including adaptability, autonomy, enterprising and reflective practice - Analyse your personal contributions to working collaboratively and relate this to underpinning theories of effective interprofessional collaboration and team-working - Recognise, articulate and utilise the transferrable skills and attributes required in a contemporary employment setting including, resilience, confidence, creativity adaptability and autonomy - Recognise the implications for practice of the fast-changing, complex organisational contexts of social work, and demonstrate accountability as an effective team member representing social work in interprofessional contexts. - The detailed skills, knowledge and behaviours of a Social Worker that underpin this aspiration, are outlined in the standard – end point assessment.

4.   COURSE DESCRIPTION

Aims and Indicative Content of Course

- *To enable apprentices to meet the academic and work based requirements in order to qualify and register as a SWE registered social worker.*

- *To enable apprentices to develop a comprehensive knowledge and awareness of; the roles and values of social work, social justice and economic wellbeing, combating oppression and valuing diversity such that they can apply them in practice.*

- *To provide a coherent programme of study that will enable the apprentice to meet the QAA Subject Benchmark Statements (2016) by being critically reflective, integrating knowledge, skills and values, in order to become competent, evidenced based practitioners, capable of practicing within the legal and ethical boundaries of their profession.*

- *To promote apprentices' awareness, and their capacity for self-reflection concerning their fitness to practice and their continued professional development, in order to respond critically and professionally to changing law and policy in an inter-professional context.*

- *To introduce apprentices to the key principles and practice of effective leadership to enhance service improvement.*

- *Provide apprentices with a range of academic, professional and transferable skills, which contribute to personal, intellectual and career development, enhancing apprentices' employability.*

Teaching, Learning, Assessment and Feedback Strategies

Teaching and Learning

This section describes more fully the overall approach to learning, teaching and assessment. The programme is built on a sound understanding of the professional and academic requirements for social work awards at this level. The emphasis is on apprentice centred learning designed to develop autonomous and reflective professional practitioners, with the underpinning critical thinking skills required for the complex and challenging arena of social work practice. A vibrant, challenging and supportive learning environment has been designed to facilitate apprentice capacity to demonstrate achievement of the programme aims and learning outcomes. This approach will ensure you have strong roots in social work but are also able to understand how other professionals contribute to the person's journey through services.

You will experience a blended approach to learning and teaching both on campus and in practice placements including:

➢ Tutor-facilitated, face to face sessions
➢ Lectures
➢ Specialist Visiting Lecturers
➢ Tutorials academic advisers
➢ Learning through reflection on practice
➢ Reflection on your Professional portfolio
➢ Projects and Group work
➢ Presentations
➢ E-tivities
➢ Directed learning
➢ Independent learning
➢ Skills rehearsal through simulation and workshops
➢ Technology enhanced learning

Reflexivity and critical reflection are key to the creation of meaningful, relevant and stimulating learning for learners. Complementary to these principles is our commitment to the principles of a social constructivist perspective on adult learning.

We recognise that learners will enter the programme with a range of study experiences and skills, and we will commence with induction and tutor led sessions to support self-assessment of study skills, and to signpost apprentices to a range of resources to support the development of core study skills. Approaches to teaching and assessment mirror how you will work in practice

Assessment and Feedback

The Assessment and Feedback Strategy within the College outlines the assessment and moderation guidance to be followed within the Department and provides examples of ensuring quality of feedback and planning. This is achieved by a focus on the following four themes:-

Theme 1: to be forward-thinking in the design of the programme in supporting lifelong learning, and anticipating and responding to changes in demand and need, providing vibrant and challenging learning opportunities.

Theme 2: to promote a distinctive course identity that embodies the integration of professional and academic excellence in social work.

Theme 3: to be apprentice focussed and inclusive in the design, delivery and quality assurance processes of the programme.

Theme 4: to provide a programme that delivers an integrated professional development framework that improves practice and promotes employability

Work based learning

It is a regulatory requirement that to obtain a professional social work qualification, 200 days' work base learning must be undertaken and passed as set out by SWE. Work-based Learning is a core element of this programme and consist of the following:

- Various skills development sessions (Level 4,5 & 6)
- 100 days first placement (Level 5 Semester 1)
- 100 days final placement and includes EPA (Level 6 Semester 2)

Practice learning modules will have dedicated teaching hours, prior to the commencement of, and during placement, and at the end of practice learning opportunities. It is intended that this new mode of delivery will ensure that what is learned in the classroom is transferred to the practice environment, and that academic consideration of the PCF is adequately supported with dedicated learning and teaching processes and appropriate assessments of knowledge within the practice learning modules.

* Apprentices will have different practice experiences in the first placement and will undertake the final placement within the current work setting. They will be provided with the learning opportunities to prepare them for statutory interventions.

- **Fitness to commence direct practice**

There is a clear requirement that apprentices be assessed as safe to undertake practice learning both in terms of meeting the Readiness for Practice Level of the PCF (BASW 2016).

- **Support for Practice Learning**

Apprentices would be supported during their work base learning experiences in the following ways:

> - Allocation of a suitably qualified Practice Educator (PE)
> - Where the PE is based offsite, a trained work-based supervisor is also allocated
> - Allocation of a named member of academic staff to act as placement tutor
> - Learning agreement processes that check learning expectations including your supervision provision of work opportunities, building of evidence against the practice standards of the PCF and explaining key aspects of the procedures
> - Midpoint review meeting conducted by the placement tutor which could also act as a 3-way meeting
> - A full separate practice learning handbook, regulations handbook and supporting website is available for you.

- **Assessment of work base learning**

> - You are assessed against the relevant level of the PCF through the building of evidence in a number of ways (such as direct observations, supervision discussions, reflective journal submissions, feedback from service users and colleagues, your own written work, a summative report produced by the PE).
> - The practice educator recommends a pass /refers judgement for the apprentices practice, based on their capability over the whole of the full time placement. This is judged against the relevant level of the PCF (TCSW 2016)

which is essentially a holistic assessment, not a competence based approach. It is therefore not possible for an apprentice to pass some parts and not others; the whole must be passed, and if it is not, then the whole placement module must be repeated.

When you fulfil the entry requirements you have demonstrated that you have the qualifications and capacity, in terms of academic abilities, personal qualities and professional experience that will enable you to successfully complete the given activities in the programme. The LTA strategy is the university's commitment to provide relevant academic and practice learning opportunities to enable you to meet the required standards. To this end both academic and professional skills are introduced from the very beginning of the course, and throughout, in order to prepare you for practice in any service you join on qualification. Your responsibility is to use all the resources provided by the university to promote learning effectively.

Educationally, the programme adopts principles of adult learning, which means that over the course of the programme you will learn how to take responsibility for your own learning and will demonstrate how you do this in both the university and practice. To achieve this level of responsibility the programme will emphasise apprentice centred learning to assist you to develop as autonomous and reflective professional practitioners, with the underpinning critical thinking skills required within the complex and challenging arena of social work practice. A vibrant, challenging and supportive learning environment has been designed to facilitate your ability to demonstrate achievement of the programme aims and learning outcomes.

Key aspects of the learning and teaching strategy are outlined below, including tutor led and tutor directed, and apprentice directed learning:

- Tutor led learning will be utilised to deliver key underpinning knowledge in relation to contemporary developments in law, policy, theory and research. However, this will be combined with tutor directed learning, such as reading, research and group activities, to ensure that learning is embedded. Tutor led learning will utilise a range of multi-media resources to enhance your learning experience, CIT and employability skills, and will provide you with some flexibility in your study routine. You will demonstrate your developing skills in independent learning – apprentice led learning – through your use of electronic sources and through formal sharing of your learning with your apprentice peers.

The approach to Assessment and Feedback within the Programme

The apprenticeship approach to assessment and feedback at each level is outlined in Section 1 and also summarised in the course structure (Appendix).

Progression is shown through the incremental development of increasingly critical thinking skills at levels 4, 5 and 6. These skills will be stimulated by the use of active and interactive learning methods taken from real life experiences of service users, carers and practitioners.

By the end of the programme, the apprentice will exhibit 'Graduate-ness' by demonstrating that they are:

> - encourage learning and continuous professional development;
> - open to new ideas, knowledgeable, observant, and resourceful;
> - innovative and creative and are flexible in thinking and practice;
> - analytical, assertive and persistent in finding solutions;
> - capable of understanding the discipline of caring, focusing on best outcomes.

End-point assessment methodologies have been selected on the basis that they will provide a high level of validity of the relevant knowledge, skills and behaviours.

End-point assessment will be synoptic and will assess skills, knowledge and behaviours in an integrated way. It will take place at the end of the apprenticeship and the final assessment decision will be made independently of the both the employer and the learning provider.

Academic performance: Academic performance is reviewed at Departmental Assessment Boards at various points throughout the year. Apprentices who are referred (i.e. don't achieve the required mark) will have one opportunity to re-submit in line with the University Assessment Regulations. The outcomes of the re-assessment process will be considered at the next Departmental Assessment Board. The dates of the assessment boards will be made available to apprentices at the start of the academic year.

5.   SUMMARY OF THE COURSE AND INFORMATION ON COURSE STRUCTURE, INCLUDING DISTINCTIVE FEATURES

Level 4.
Apprentices join us from diverse backgrounds and the first year supports your transition into university level study.   The semester 1 module "Personal and Professional Development" is key in establishing principles of reflective practice and professionalism. The module "Professional Social Work Practice for Community Wellbeing" will consider factors that impact upon Health, Wellbeing and Life Sciences and you will review policy drivers that support collaborative practice. The module "Preparing for Social Work Practice" draws together learning across the nine domains of the PCF and explores deeper social work focused learning on ethics and anti-oppressive practice. This learning is complemented by skills sessions that build on practical and professional social work skills. Other key components of social work knowledge are delivered by the two level 4 modules "Social Work Theory, Ethics and Values across the Life course" and "Applied Social Work Law, Policy and Practice".

Level 5.
Throughout level 5 you are expected to take increasing levels of responsibility for your own and others' learning, which reflects our philosophy of producing graduates who are skilled lifelong learners. The module "Evidence and Decision making in Social Work Practice" tackles the fundamentals of, using research and evidence to inform decisions. Two modules ("Social Work with Children and Families" and "Social Work with Adults") ensure that there is an in-depth examination of legal and ethical dimensions of practice across the cycle of assessment, planning, intervention and review. This period consolidates learning from the first half of the course and prepares you for higher levels of complexity and autonomy expected at level 6.

The 100 day "Social work Practice Experience one" occurs in Semester 1 and is assessed against the End of First Placement level of the PCF. Alongside your placement one experience in Semester two , you will also undertake the "Social Work Assessments and Interventions module" Learning uses a problem-based approach and real life-like case scenarios will help you to understand the realities of multi-agency social work.

Level 6.
Successful completion of level 4 and 5 will trigger the 240 gateway to enable you to enter the final year of the course and begin to undertake the end point assessment. This final year has less modules, fewer classroom hours and more autonomous guided learning. You will also undertake the "Applied Professional Leadership" and "The Advancing Social Work Practice, national and international perspective" modules. The final 100 day placement is assessed against the "End of Final Placement" level of the PCF. Alongside this, the module "Working with Complexity in Professional Practice" complements the placement and develops understanding of the complexity of inter-professional working. This is also the first stage of the end point assessment. This module also allows you to focus on themes of particular interest that, where possible, aligned with your employment

interests. These final areas of learning support preparations for your post qualifying career.

Table one: COURSE STRUCTURE TABLE, INCORPORATING ModuleS AND ASSESSMENT MAP

FOR EACH LEVEL / STAGE OF AWARD

AWARD TITLE AND MODES		B.A. (Hons) Social Work Practice						

Module Code (if existing module)	Module Title	Level	Credits	Module Designation: Core or Elective	Year or Semester of Delivery	Assessment Tasks for Module	Assessment Type (EX/CW/PR)	Task Weightings
	Personal and Professional Development for Social Work Practice	4	20	Core	1	Reflective Written Assignment - case study application	CW	100%
	Professional Social Work Practice for Community Wellbeing	4	20	Core	2	Individual presentation	CW	100%
	Preparation for Social Work Practice	4	40	Core	1/2	E-portfolio: critical reflective written assignment and include action plan	CW	100%
	Social Work Theory Ethics and Values Across the life Course	4	20	Core	2	Written assignment based upon a work based scenario	CW	100%
	Applied Social Work Law, Policy and Practice	4	20	Core	1	Open-book examination of 3 hours in length.	Exam	100%
	Social Work with Children and Families	5	20	Core	1	Viva presentation	CW	100%
	Social Work with Adults	5	20	Core	2	Examination (open book)	EX	100%
	Evidence and Decision Making in Social Work Practice	5	20	Core	1	An in depth analysis of the decision making process using either a given case study or an agreed scenario form the practice placement.	CW	100%
	Social Work Assessments and Interventions	5	20	Core	2	Reflective Case Study	CW	100%

	Social Work Practice Experience One	5	40	Core	2 and 1	Production of a practice based portfolio	PR	Pass / Fail
						Reflective appraisal of an area of practice experience	CW	100%
	Applied Professional Leadership	6	20	Core	1	Viva / individual presentation on a service improvement from first social work practice learning	PR	100%
	Advancing Social Work Practice, National and International Perspectives	6	40	Core	2 and1	Literature based assignment	CW	100%
	Working with complexity in professional practice	6	20	Core	2 / 3	Case Study (EPA part One)	CW	100%
	Social Work Practice Experience Two Placement	6	40	Core	2 / 3	End point assessment		Task 1 50% Task 2 50%
						Task 1: Scenario End point assessment	PR	
						Production of a practice based portfolio	CW	Pass / Fail

TABLE TWO: COURSE TIMETABLE   B A (Hons) Social Work Practice - Level 4 (2021/22)

Academic week		8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53
Date		Sept			Oct				Nov				Dec				Jan 2019				Feb				Mar						April			May				June				July				
Personal and Professional Development for Social Work Practice	20																Christmas		a													Easter		Progression Board													
Applied Social Work Law	20																	a																													
Preparation for Social Work Practice	40																						a																								
Social Work Theory Ethics and Values Across the life Course	20																									a																					
Professional Social Work Practice for Community Wellbeing	20																								a																						
Social work Practice Placement 1(level5)																																																

Assessments						
	Personal and Professional Development for Social Work Practice	Applied Social Work Law		Preparing for Social Work Practice -			Social Work Theory Ethics and Values Across the life Course		Professional Social Work Practice for Community Wellbeing	
Jan	-Written Assignment	Feb	Law exam	Mar	E portfolio	Critical reflective assignment	April	Written Assignment	April	Presentation

B A (Hons) Social Work Practice - Level 5 (2022/23)

Academic week	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53
Date		Sept		Oct				Nov			Dec						Jan 2020			Feb			Mar							April				May			June						July			
Social Work Assessments and Interventions (20)															Christmas																a	Easter		Progression Board to level 6												
Evidence and Decision Making in Social Work Practice (20)															Christmas			a														Easter		Progression Board to level 6												
Working with adults (20)															Christmas															a		Easter		Progression Board to level 6												
Working with children and families (20)															Christmas			a														Easter		Progression Board to level 6												
Social work Practice Placement 1 (40)										a					Christmas																	Easter		Progression Board to level 6												
Advancing Social Work Practice															Christmas																	Easter		Progression Board to level 6												
Applied Professional Leadership															Christmas																	Easter		Progression Board to level 6												

Social Work Assessments		Evidence and Decision making		Working with Adults		Working with Children		Social work Practice Placement One	
April	Reflective case study based on WBL experience	Dec	Written Assignment	April	Exam	Jan	viva	Dec	e-portfolio Reflective appraisal of an area of practice experience

B A (Hons) Social Work Practice - Level 6 (2023/4

Academic week		8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
Date		Sept			Oct				Nov				Dec		Jan 21				Feb				March					April			May				June			July				
Advancing Social Work Practice	40							a								Christmas													Easter													
Applied Professional Leadership	20	a																																								
Working with Complexity in professional practice (One EPA)	20																																	Gateway			EPA				
Social work Practice placement 2 (Two EPA)	40																																	Gateway			EPA				

Assessment Schedule							
Advancing Social Work Practice		Applied Professional Leadership		Working with complexity in professional practice		Social work practice placement 2	
Oct	Literature review	Oct	Viva	March	Case Study (EPA Part one)	July	pass/fail portfolio	EPA task 1	EPA task 2

6.   APPRENTICE CONDUCT

You are enrolled upon a course that is regulated by SWE, and the end goal of the course is that upon successful completion, you will be eligible to apply to register with SWE as a registered Social Worker. This also means you will be expected to abide by their Codes of Conduct, Performance and Ethics, at the point of registration. In order to prepare for that, you are therefore expected to conduct yourself in accordance with the SWE Guidance on Conduct and Ethics for Students.

You should be aware that your conduct matters, not just on practice learning opportunities, but in class, on-line and outside of your studies. In certain very serious circumstances, your conduct can affect your ability to continue your studies, or to complete the award, or to enter the SWE register upon graduation.

We expect you to treat your fellow apprentices, students, and SHU staff with respect, and to work together collaboratively to enhance everyone's learning and enjoyment of the course. At the beginning of the year we will work with the whole group to establish agreed principles or ground-rules for when we are working together. These include matters such as

- punctuality
- mutual respect
- confidentiality
- finding ways to have constructive debates

CRB requirements

SWE require the BA (Hons) Social Work Practice programme to undertake enhanced CRB checking for all apprentices where they may work with children and vulnerable adults. In such circumstances the University requires that students be checked by the Criminal Records Bureau (CRB) in order that both the student and participants are protected. This policy is in line with that of the professional bodies which oversee the organisations that are employers of students within the BA (Hons) Social Work Practice programme. CRB checks will normally take place during the first week of the new academic year. IF anything happens which means that your CRB changes, you MUST inform us.

Attendance requirements

You are expected to all attend timetabled sessions. Where there are genuine reasons why you cannot get to a timetabled session on an academic module, then you are expected to notify the relevant module leader and the student support officer. On placements, you will be advised of the method of reporting. Attendance records are kept and where you miss placement days these must be made up. Where you miss essential teaching on academic modules, you will be given further study activities to compensate for the missed learning.

Confidentiality

As an apprentice in the College of Health, Wellbeing and Life Sciences you are required to reflect on your practice based experience for some of your written assignments.

In order to do this you need to recount a certain amount of information about situations you have been in and people you have worked with. We have very strict rules about confidentiality in our written work. You are required to remove any organisational names, any reference to specific locality so that the specific practice area cannot be traced. If you are reflecting on people, service users or professionals you have worked with you are again required to completely anonymise the content so that no names are used and there is no information which may make the person identifiable. This can mean that you have to change details but it usually also means that you leave out any distinctive information about an individual which might make them recognisable to someone else.

Breaching confidentiality or ethics requirements is a form of academic misconduct. Serious and/or repeated breaches come within the remit of the Academic Conduct Panel (ACP). When considering a case, the ACP will follow the procedures outlined in the Cheating Regulations.

In instances where you can you should gain informed consent prior to using a clients' information, even when you anonymise this. When this occurs on placement normally the placement setting has procedures in place. If this occurs in relation to an academic module please remind the module leader to give clarification around the procedures that have to be followed.

Staff/Apprentice Communication

How the University communicates with you

The best way of keeping in contact is to develop the habit of reading your personal SHU e-mail on a regular basis. It is also important to view your Organisation Site and Module sites on Blackboard frequently. Resit coursework, examination timetables and induction information will be available via shuspace.

Information about apprentices address and contact numbers are maintained as part of a students 'My Student Record'. This is accessed directly from shuspace. Please note that it is **your responsibility** to keep this record up to date with changes of address, telephone numbers or personal email addresses.

How You communicate with the University

The administrative team are based in the undergraduate office on level 4 of the Robert Winston Building. This is where you hand in and collect assignments and book appointments with Student Support Officers and academic staff. The Administration team can help you with a wide range of issues and will point you in the right direction if they are unable to help.

The College Office it is open 08:45am to 5:15pm Monday to Thursday and 08:45am - 4:45pm on Friday. You can contact the College office on **0114 225 5564**.

Student Support Officers

Student Support Officers are available to help with a wide range of academic and personal issues, including extensions for work and Extenuating Circumstances applications. More information about Student Support can be found in section 6 of this guide.

Academic Staff

You may contact staff by email. A list of staff email addresses is available via shuspace.

Staff set aside times when they are free to see students, but if you would like to make an appointment outside these times, please contact the College office.

Level Committees, Route Reviews, College Forum and Board Representation

Twice a year student representatives meet staff in a Course Committee. Each route has two student representatives that sit on the committee Students who are route representatives are provided with training for the role by the students union. Further information can be found via shuspace.

Student complaints procedure

As noted in the previous section students have representatives who may bring students concerns to the attention of programme management staff at level committees. Occasionally an individual student will have a complaint and in such circumstances the programme management team will attempt to resolve the issue as quickly as possible.

Most concerns and complaints from students can be managed to everybody's satisfaction through the informal processes described above. If, however, you do not feel that your complaint has been handled to your satisfaction then you should consult the University's complaints procedure which is available via shuspace.

Assessment

Included within each module, there will be a range of activities that are designed to support you in assignment preparation. This could include classroom sessions,

Handing in Coursework

You will be given the hand in dates for each piece of work during the first few weeks of the semester. Normally you will be requested to submit your work ONLINE through Grade Centre **by 3.30pm** on the specified date. We will show you how to do this. You need to understand that deadlines must not be missed unless there is a serious emergency that affects you. IT failure is not an acceptable reason, so make sure you allow yourself plenty of time to sort out your submission. Some larger pieces of work which require signatures (such as your practice learning documentation) need to be handed in by hand to the HelpDesk in Robert Winston building. Each module leader will explain the submission process that applies.

If work is handed in on the deadline date but after 3.30pm, it will be recorded that the work was late and it may not be marked.

All work handed in after the deadline date will receive a mark of zero. This may result in failure in the overall module concerned, and re-registration on the module

Receiving Feedback

The procedure for receiving feedback is available via shuspace.

Referrals, Deferrals and Registration

Detailed information on referrals/deferrals and re-registration is available via shuspace.

Exceptional Extensions

If you wish to request additional time for assessed work due to exceptional circumstances you should contact your Student Support Officer. Further details on exceptional extensions can be obtained via shuspace.

Extenuating Circumstances

If you feel that your performance in an examination or coursework has been affected by extenuating circumstances then you should complete an extenuating circumstances form (EC1). Full details on this process and forms are available via shuspace.

Cheating and Plagiarism

The penalties for cheating are severe. University regulations concerning cheating and plagiarism are to be found on shuspace. **Please read these before you undertake any assignments.**

Scholarship and Study Skills

For full information about scholarship and study skills, including how to write an essay, how to reference correctly, please go to the 'Support and Information' pages in shuspace.

7.   APPENDIX (i-iii)

COLLEGE OF HEALTH, WELLBEING AND LIFE SCIENCES
                    CF 1

SOCIAL WORK SKILLS DEVELOPMENT SESSIONS (SIMULATION) CONSENT GUIDANCE

STUDENT CONSENT FORM FOR USING EVIDENCE-BASED MATERIAL

Please read and sign this form at the commencement of each level of study.

➢   I confirm that I have read and understood the College's "Policy on Consent and Confidentiality"

➢   I agree to ensure the anonymity of

•   service users
•   the workplace and organisations accessed during placements/sessions

➢   I agree to seek written consent and agreement from service users for which information will be used in an assessment

➢   I understand that any breach of confidentiality will be recorded in my personal file and may lead to serious consequences as detailed in the consent and confidentiality policy

➢   I give consent for my work to be used in future for teaching, moderation or feedback and it will be anonymised where possible (it includes videos of OSCEs)

➢   I agree to only use service user information for the purpose for which it was given, unless the information raises concern about a situation where the service user may be at risk

I have read and understood the above and declare that I am willing and able to take part in professional skills development in the BA (Hons) Social Work Practice programme

Signature of student	Date
Student name	
Student number	
Year of study	
Witness countersignature	Date
Post held	

Normally students confirm their ongoing compliance regarding consent by completing a new form each year. In accordance with the Data Protection Act this confidential form will be stored in the student's personal file, which is kept in a secure place.

COLLEGE OF HEALTH, WELLBEING AND LIFE SCIENCES
        CF 2

Information for students on practical skills sessions

Please read this information carefully. At or soon after enrolment, you will be asked to sign a form confirming that you agree to take part in professional skills development for you course on the terms set out below and will comply with the College's "Policy on Consent and Confidentiality"

DEFINITIONS

1.   In the following information:

      "**practitioner**" means a student practitioner undertaking procedures and working in compliance with relevant professional conduct requirements.

      "**model**" means acting as a model service user in a teaching situation permitting practitioners to practise on them for training purposes.

      "**session**" means any professional skills teaching session or clinical practice placement in which the student is performing clinical skills or procedures.

PARTICIPATION IN PROFESSIONAL SKILLS TRAINING

2.   As part of your course you are required to participate in teaching sessions and clinical placements in a variety of settings to learn and develop professional skills. You are normally required to participate as both a model and a practitioner. As a model you may be asked for relevant details of your medical history or to undergo tests performed by a practitioner. It will be your responsibility to decide whether you are fit to join in the sessions. If you have any relevant medical conditions, disability, allergies, pregnancy or any relevant moral, cultural or religious beliefs which may limit your ability or willingness to participate as a model or a practitioner then you should discuss these with your course leader as soon as possible either on enrolment or, for temporary impediments, with the session supervisor as soon as they arise.

3.   If your participation is likely to be limited by long term medical conditions or disability, the University will consider reasonable adjustments. It is more likely that adjustments can be planned and implemented where you have discussed this in advance with relevant staff.

4.   When preparing to participate in a session, it is important to dress appropriately and be aware that some clothing may need to be removed during the session. As a practitioner, it is essential that dignity and respect is maintained throughout.

5.   Physical contact may be required during these sessions; this will only be as appropriate to the demonstration and learning being undertaken. In certain circumstances theatrical make up might be applied to facilitate 'life-like' simulation, this must be removed at the end of a session.

PROFESSIONAL STANDARDS

6.   As a practitioner, you will be required to carry out procedures in a professional, respectful, and safe manner.

7.   At all times it is essential that you take all reasonable steps to deal with the risks of infection. As you are introduced to new procedures/techniques you will be expected to gain understanding the potential hazards, risks, precautions and contraindications of each practical skill and practice accordingly.

8.   You are required to comply with the College Policy on Consent and Confidentiality.

9.   You are required to comply with the instructions given by clinical mentors and/or the staff who are supervising the session. As you progress through the course you will be expected to achieve competence in your professional practice, taking greater responsibility for your own practice.

10.   Professional standards require you to ensure that you do not discriminate against services users (or models) on the basis of age, gender, sexual orientation, religion or beliefs, race, ethnic background, lifestyle or social or economic status.

11.   It is important that you are not under the influence of any intoxicating substance when attending a session as this may hamper your judgment and ability to perform safely and appropriately and contravenes professional standards.

CONFIDENTIALITY

12.   During teaching situations and placements, you are likely to have access to the confidential personal data of patients and models. You are required to maintain the confidentiality of the personal information to which they have access in accordance with the College Policy on Consent and Confidentiality.

13.   When you are a model, your personal information may be revealed and witnessed by those present at the session. You can expect findings to be discussed, used as illustrations or shared within your group, as necessary for learning. Where matters of medical concern arise during a session, if appropriate, a practitioner may suggest referral to a GP for further investigation.

14.   It may be required that a record of the session is kept to be used in future for teaching, moderation or feedback. If this is necessary, the record will be made anonymous as far as possible so that the information does not refer to you. The University will use and store your

personal data in accordance with the University Data Protection Policy and the Data Protection Act 1998.

CONSENT

15.   You are expected to give your consent to participate in sessions at enrolment. The teaching on the course relies on students consenting to act as models. If you have a genuine reason for not wishing to participate as a model in a particular session or in general then you need to discuss this with your course leader as soon as possible. You may withdraw that consent at any time in writing to the course leader.   It is essential that you notify the teaching staff if there is a change in your health status e.g. pregnancy, fracture, other medical condition during your course of study which may affect your ability to participate. This will be handled in confidence.

16.   If you are working with patients or service users it is essential that you make them aware that you are a student prior to any intervention and ensure that they consent to proceed on this basis complying with the Policy on Consent and Confidentiality.

17.   If any activity you undertake leads to a breach of a service user's or model's consent or Confidentiality this will be recorded in your student file and may lead to serious consequences.

COLLEGE OF HEALTH, WELLBEING AND LIFE SCIENCES

STUDENT CONSENT FORM FOR PRACTICAL SESSIONS

Please read and sign this form at the commencement of each level of study.

> ➢ I confirm that I have read and understood the **College Policy on Consent and Confidentiality** and **Information for students on practical skills sessions**

> ➢ I agree to participate in practical sessions as a practitioner behaving in accordance with the **Information for students on practical skills sessions** and the professional standards relevant to my course

> ➢ I agree to participate in practical sessions as a model in accordance with the terms detailed in **Information for students on practical skills sessions.** I will notify teaching staff if there is a change in my health status that affects my participation

> ➢ I give consent for work and/or recordings of the sessions in which I participate to be used in future for teaching, moderation or feedback

> ➢ I understand that if my behaviour in any practical activity leads to a breach of a service user's or model's consent or confidentiality this will be noted on my student record and disciplinary action may be taken against me that could affect my continued enrolment on the course.

> ➢ I understand that I may withdraw my consent at any time in discussion with teaching and mentoring staff

□ I give my consent to participate in practical sessions and agree to do so on the terms outlined above.

□ I **WITHDRAW** my consent to act as a model in practice sessions

Signature of student ……………………………………… Date …………………..
Student name …………………………………… Student number …………………..
Year of study……………………………….
Witness countersignature ………………………………….. Date …………………
Post held ……………………………………………………………………………………

Students complete a new form each year to confirm their continuing consent. All information is used and kept secure in accordance with the Data Protection Act.