

Module Details	
Module Title	Readiness for Direct Social Work Practice (Apprenticeship)
Module Code	SOW4016-B
Academic Year	2022/3
Credits	20
School	School of Social Sciences
FHEQ Level	FHEQ Level 4

Contact Hours	
Type	Hours
Seminars	6
Supervised time in studio/workshop	72
Tutorials	6
Work based learning	48
Directed Study	68

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Academic Year

Module Aims
This module aims to provide apprentices with an understanding of the social work role. People that use services and employer perspectives will run through the module. Apprentices will develop both a theoretical, research based and practical knowledge of current social work practice. Apprentices will be required to demonstrate their readiness for social work practice by the end of the module. This module is contributing to the development of the apprenticeship standards and professional body standards as can be seen by the linking of the module learning outcomes to the relevant apprenticeship, BASW and SWE standards

Outline Syllabus

Themes to include: Working with substance and alcohol misuse, Domestic abuse, Safeguarding, Rights based practice Understanding risk and proactive risk management Direct work with children and adults, Reflective practice, Dementia awareness, Disability, Equality issues, Mental Health Social Work with Children and Families, Looked after children Sexual Abuse.

Learning Outcomes

Outcome Number	Description
LO1	Demonstrate your readiness for direct social work practice as set out in the Professional Capabilities Framework (PCF) for this level.
LO2	Show an understanding of how people that use services experience social work intervention and methods for effective, ethical work in this area.
LO3	Demonstrate an understanding of anti-oppressive practice.
LO4	Understand the sources of knowledge that social workers draw upon in order to make informed, evidence based decisions.
LO5	Recognise the impact of abuse on both adults and children and the social work role in safeguarding.
LO6	Demonstrate self-awareness and an ability to reflect on personal values.

Learning, Teaching and Assessment Strategy

The Professional Capabilities Framework (PCF) is a supporting structure that helps both aspiring and qualified social workers think about the skills, knowledge, and values they use in their practice. The framework lays out what is expected at all stages of a social worker's career, from entry level into training to the most advanced level. There is a range of personal qualities that all social workers require, and an awareness of social context and the impact this can have are essential prerequisites for undertaking training to be a professional social worker.

As a part of the expectation at the point of entry, apprentices are required to undertake 20 skills days at Level Four. These skills days are embedded within the module across semester one and semester two. In addition, apprentices are given the opportunity and are strongly encouraged to attend further optional enrichment sessions which are largely hosted in semester two and beyond including the summer recess.

Capabilities will include developing communication skills, the ability to stay composed, developing a basic knowledge of relevant social work legislation and policies, and an awareness of social issues when thinking about social justice and rights-based practice. Apprentices will be supported to critically explore social work practice through a series of themed workshops. All the sessions are co-delivered by a combination of academic, practitioner/employer and by people that use services. There will also be an opportunity for apprentices to lead some of the sessions when considering the 'enrichment' element to the module in semester two.

The sessions adopt a discussion-based approach to learning therefore the workshops will be interactive. Learning will also be supported by small group activities, directed reading and research activities, as well as themed seminars, and tutorials. The learning strategy will utilise video and case studies and up to date case reviews. Apprentices will be supported to develop their academic writing and reflective assessment skills during the workshops. This will complement the 'introduction to the social work apprenticeship module' and 'the academic skills development for apprentices'.

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

This module introduces you to your electronic portfolio that will travel with you for the duration of the apprenticeship. The portfolio will consist of

- * Your initial learning plan
- * Your skills scan
- * Reflective narratives of work-based learning
- * Your blogs and video blogs

The portfolio will start with readiness for direct practice, apprenticeship route and be developed further in years two and three, primarily in the apprentice work-based practice learning modules one and two. Your portfolio will be utilised as evidence of meeting the requirements for the gateway to the end point assessment.

Summative Assessment consists of three components

- 1) Attendance of the skills days is a pre-requisite to passing the module.
- 2) An individual VIVA which is also linked to attendance of twenty skills days at level four (this will provide an early assessment skills development for the End Point Assessment).
- 3) The development of a portfolio evidencing readiness for direct practice, and the apprenticeship standards (knowledge, skills, and behaviours).

During your first year you will be supported to complete four reflective narratives of work-based learning. These will be reviewed within the 12 weekly tripartite meetings. They will also be included as part of your portfolio. Two of the four pieces will need to form part of your submission for the summative assessment as detailed above.

Formative assessment will be through the apprentices developing three video blogs that are integral to the VIVA at the end of the module.

Apprentices are required to evidence the Professional Capabilities Framework in accordance with British Association of Social Work at the Level Readiness for Direct Practice. How the apprentice meets this requirement in terms of assessed content is flexible and you can utilise a range of methods including but not exclusively, digital storytelling, poetry, posters or written submissions.

Outcomes of this module for apprentices who complete it are mapped to the following external reference points for knowledge, skills and behaviours:

* British Association of Social Workers Professional Capabilities Framework:PCFP1, PCFP2, PCFP3, PCFP4, PCFP5, PCFP6, PCFP7, PCFP8, PCFP9

* Social Worker Integrated Degree Apprenticeship Standard: SWB1, SWB2, SWB3, SWB4, SWB5, SPCE1, SPCE2, SPCE3, SPCE4, SPCE5, SPCE6, V1, V2, V3, V4, EDMA2, EDMA5, PPD2, PPD3, PPD4,PPD6, PPD8, PPD10, PPD11, SPPS5, C1, C2, C3, C4, C5, WO1, WO3, WO4, RR1, RR2, RR3, KPVE1, KPVE2, KPVE3, KPVE4, KPVE5,KV1,KV2, KEDMA1, KEDMA2, KEDMA3, KPPD1, KPPD2, KPPD3, KPPD4, KPPD7, KPPD8, KSPPS1, KSPPS2, KSPPS3, KSPPS4, KC1, KC2, KC3,KC4, KW01, KW02

* Social Work England Professional Standards: SWE1, SWE2, SWE3, SWE4, SWE5, SWE6

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Attendance requirement	Programme level attendance at 20 skills days (Must attend, Pass/Fail)	0%
Summative	Coursework - Portfolio/e-portfolio	E-portfolio including 2 of 4 reflective work-based learning narratives (1000 words each), ILP, skills scan and AV/blogs	50%
Summative	Examination - oral/viva voce	Presentation to panel (10 minutes viva voce) discussing 3 short audiovisual recorded blogs included in portfolio	50%
Formative	Coursework - Artefact	Development of three recorded audio/visual logs / video blogs (up to 5 minutes each)	N/A

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

Please note:

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

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