



Programme Specification

Social Work {Apprenticeship-UWE} [Yeovil]

Version: 2026-27, v2.0, Validated

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Social Work {Apprenticeship-UWE} [Yeovil]

Highest award: BSc (Hons) Social Work

Interim award: BSc Health and Social Care Studies

Interim award: DipHE Health and Social Care Studies

Interim award: CertHE Health and Social Care Studies

Awarding institution: UWE Bristol

Teaching institutions: Yeovil College

Study abroad: Yes

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: CHSS School of Health and Social Wellbeing, College of Health, Science & Society

Professional, statutory or regulatory bodies: Not applicable

Apprenticeship: ST0510 Version 2.0

Modes of delivery: Full-time

Entry requirements: For the current entry requirements see the UWE public website.

For implementation from: 01 September 2026

Programme code: L50T13

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: The BSc (Hons) Social Work (Apprenticeship) is underpinned by a commitment to sustainability and social justice, and recognises the importance of meeting the ambitions for future workforce development, engagement with healthy and sustainable communities, and contributing to the solutions that will meet global challenges. Learners will be exposed to, and engage with, the idea of sustainable development within the social work context. We aim to prepare learners to consider the impact of sustainability on their future professional life. Throughout the programme learners will consider the ways in which the challenges people who use social work services, and the response from services, can be related to the United Nations Sustainable Development Goals. The programme is focused on the importance of social justice. Important social justice issues will be considered through learning about the role and function of social workers in advocating, promoting and protecting the legal and civil rights of marginalised groups in society.

The BSc (Hons) Social Work (Apprenticeship) programme is academically rigorous and stimulating. It will provide learners with knowledge, a critical understanding, and experience of working in partnership with a range of professionals, agencies, and people with lived experience of social work services. It will provide learners with the educational and practice opportunities to ensure they can meet the professional standards required to apply to register as a social worker in the UK.

The programme content, structure and delivery has been designed to support learners to develop from an apprentice learner to newly qualified social worker. The teaching ethos is underpinned by a commitment to promote and uphold social work values and to support learners to demonstrate their professional skills and knowledge. The qualification is underpinned by the university's academic standards and policies, Social Work England's Education and Training Standards (2021), British Association of Social Work's Professional Capabilities Framework (2026) and the Social Worker apprenticeship standard (2022).

At Level 4, the first year, learners will be introduced to several new concepts and

ideas through a range of modules that will enable them to develop their understanding of the social work role, the legal and policy context of social work practice, and theories to explain human behaviour through the life course.

At Level 5, the second year, the focus will be on developing learners' understanding of the social work role within a community context, and they will undertake a 70-day placement with a health and social care organisation. Learners will also further their understanding of the knowledge and skills used in social work practice within adult care, children and family services, and mental health care. They will be focussing on each specific area of practice to make the best use of current research to support their development.

At Level 6, the third year, learners will complete a 100-day practice placement, which will provide them with the necessary experience to understand and demonstrate the skills and knowledge required for the statutory nature of the social work role. Learners will engage with research, by planning and designing their own research proposal under the guidance and support of academic staff. They will explore further the key concepts of values and ethics, whilst also critically exploring social work leadership in a global context.

Over the course of their study, learners will progress from becoming aware of some of the key themes relevant to social work practice, to establishing themselves as a critical social work practitioner. Learners will be able to recognise the value of engaging and promoting the involvement of people with lived experience, and of working in partnership with others. They will have the opportunity to become a newly qualified practitioner aware of the centrality of research to social work interventions, and equipped with the confidence to work in inter-professional and inter-disciplinary settings.

Learners will need to complete the programme in full to achieve the professional qualification and meet all the professional requirements, so all modules are compulsory. They will then be qualified to apply for employment in all areas of social work practice. In total learners will complete 200 practice learning days which will comprise of 170 days in placement and 30 days of skills development, which will be

distributed across the programme.

A wide range of interactive teaching and learning methods such as lectures, seminar groups discussions and simulations are used to provide learners with opportunities to learn in ways that suit them, and to develop their confidence in a supportive and vibrant learner community. Their formative and summative assessments are designed for learners to extend, as well as demonstrate, their learning in relation to skills development, independent research, and the application of knowledge to practice.

Only the target/highest award of BSc (Hons) Social Work, inclusive of apprenticeship requirements, provides eligibility to apply for Social Work England registration (with the exception of Aegrotat awards which are not eligible for admission to the register).

Features of the programme: The BSc (Hons) Social Work (Apprenticeship) is a distinctive programme of study because of its focus on the relevance of sustainability to social work. The programme team have expressed a commitment, along with the wider university, to embed consideration of the relevance of the United Nations (2017) Sustainability Development Goals (UNSDGs) within the degree. Every module will, in part, consider how social work education and practice can be viewed in relation to the world's climate crisis and our roles in making sure we live and work in a sustainable way. We aim to ensure that during their studies learners will examine how social workers can contribute to empowering people to make choices in their lives that will improve their own circumstances and lead to the improvement of society as a whole.

In setting out its defining principles, the QAA Benchmark Statement for Social Work asserts that the study of social work 'involves the integrated study of subject specific knowledge, skills and values and the critical application of research knowledge from the social and human sciences (and closely related domains) to inform understanding and to underpin action reflection and evaluation.' It also states that 'programmes should be designed to help foster this integration of contextual, analytic, explanatory and practical understanding.' These principles have been the starting point for the development of our approaches to teaching, learning and

assessment on the programme.

More specifically, the programme team recognises that contemporary social work practice is challenging and diverse, and likely to become more so. This means that learners will be encouraged to develop a comprehensive understanding of their role and have high levels of self-awareness. To do this, learners will need to recognise the inter-subjective nature of relationships with people with lived experience, with other professionals, and to develop skills in building such relationships. Social work demands of practitioners a considerable degree of conceptual thinking to transfer their knowledge and skills between settings. It is specifically in these areas that the programme is actively committed to facilitating learning. A particular emphasis in the programme's teaching is focused on the learner's ability to integrate psychological and sociological ideas through psychosocial approaches to practice.

The programme is modular, but the modules have been developed to integrate several themes and teaching and learning strategies across the programme. The programme has several other distinctive features that make it an attractive option to study. UWE has provided qualifying social work education for over three decades and has forged strong partnerships with local organisations. This enables the university to provide a wide range of interesting and challenging practice-based opportunities. The staff team are committed to the value of research in social work education and many lecturers are undertaking research as part of their roles. This primary research, along with an appreciation of the body of research knowledge that underpins social work education, enables our programme to be one that is research informed.

The staff team are also enthusiastic about the role of simulated learning in social work education. This too, has been part of social work education at UWE for many years but the recent investment by both the University and Yeovil College in resources, along with the development of technology, has led to a renewed focus. We use virtual reality technologies to support learning, along with physical spaces and resources to enact practice scenarios.

The staff team work collaboratively with a number of practitioners, who are

experienced in their field of practice, to design and deliver module teaching and learning sessions that are engaging and interactive. The role of formative assessment is important as it gives learners the chance to test their knowledge and develop their skills in a safe and supportive environment. This is the core focus of our approach to teaching and learning through all three levels of study.

A group of people with lived experience of social work services work with learners and the social work team. Collectively known as the HUB group, it is facilitated by a member of academic staff, and members have been involved in developing the programme. They are involved in the learner's recruitment, and in their teaching, learning and assessment across a range of modules. Their contributions will be both in person, and through written and audio-visual materials that have been developed for use in the programme. There will be opportunities for learners and members of the HUB group to explore and debate aspects of social work practice, to challenge orthodoxies and offer differing perspectives on service delivery. The programme also works with the School's Public Involvement Partners service to ensure the involvement of people with lived experience in learners' learning. Through this approach, additional resources and contributions from people with lived experience can be identified to support learning.

Educational Aims: The educational aims of the programme are for learners to:

Integrate theory and practice and become socially, politically and self-aware practitioners. Learners will be supported to exercise autonomous professional judgment, power and authority in complex situations and work respectfully in partnership with people with lived experience.

Meet the standards of the social work professional regulatory body – Social Work England - to apply to register as a social worker.

Meet the Knowledge, Skills and Behaviours (KSBs) and assessment plan for the Social Worker apprenticeship standard.

Develop and demonstrate principles of equality and anti-oppressive practice that are

central to the programme's content and educational approach. Learners will have opportunities to explore their own values and become a resilient, confident practitioner with strong professional identity, able to reflect critically on their own practice and professional development.

Actively prepare for and draw on the support of the apprenticeship coordinator, while on placement with the practice learning team, and also through learner community and peer learning opportunities.

To develop their own academic skills through accessing the learning resources, study spaces and support opportunities available from the library.

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Programme Learning Outcomes

- PO1. Critically evaluate the roles and responsibilities of social workers in a range of practice contexts with adults, children, families and communities.
- PO2. Understand and appraise the values and ethical principles of the profession, including Social Work England requirements, and the implications of these for exercising professional authority and responsibility to people with lived experience, carers, families and communities.
- PO3. Synthesise the policies and legal requirements within which social workers practice, and appreciate the implications of these for professional decision making, inter-professional practice, and the promotion of the wellbeing and human rights of people with lived experience.
- PO4. Critically analyse a range of social science theories that contribute to the knowledge base for social work and their relevance for practice that supports sustainable development.
- PO5. Critique the evidence base for social work including research and knowledge gained from practitioners and people with lived experience.
- PO6. Recognise and understand the impact of inequality, and diversity in the context of the social work role, and apply anti-discriminatory and anti-oppressive principles through sustainable social work practice.

- PO7. Build appropriate working relationships with others including people with lived experience and colleagues from a range of professions and agencies and communicate effectively with individuals, groups and communities and with interprofessional networks.
- PO8. Understand and prioritise the importance of sustainability in social work practice, to work with others to address a range of health and social needs.
- PO9. Undertake social work assessment and intervention processes, including statutory safeguarding responsibilities and the management of risk.
- PO10. Recognise the importance of professional leadership and develop an understanding of critically reflective social work practice in a variety of organisations.

Assessment strategy: The programme has the following assessment strategy to enable the learning outcomes to be achieved and demonstrated:

The Professional Capabilities Framework (PCF) provides a framework for the professional development of social workers throughout their careers. It is a framework promoted by the British Association of Social Work and is supported by the regulator, Social Work England. The PCF promotes a holistic assessment of learners' work across their degree programme, to which the capabilities are achieved across nine domains. In relation to pre-qualifying education, it identifies four stages beginning with entry requirements. The remaining three are:

Readiness for Direct Practice

End of First Placement

End of Last Placement/Completion.

Each of these three requirements relates to Levels 4, 5 and 6 of the programme. Assessment of modules in the programme is designed to provide holistic assessment of learners' achievement of the capabilities appropriate to each stage. As such, the range of assessments at each level is intended to assess their integration of the knowledge, skills and values appropriate to the relevant stage of

the PCF. It is this that has informed the determination of pre-requisites for progression to modules at each Level. The assessment of Readiness for Direct Practice is dependent on successful completion of all four modules at Level 4, and this is a pre-requisite for enrolment on Social Work Placement 1. Moreover, the Level 4 (Year 1) module 'Readiness for Social Work Practice' includes an assessment day to bring together the learner's learning across the year. They will participate in a number of activities that will both contribute to their university module assessment, and mark their transition to achieving the PCF readiness for practice requirement.

Beyond this, assessments have been chosen firstly for their relevance to each module's content, and secondly to provide a variety of approaches to assessment across the programme that will promote learners' abilities to present themselves in a range of settings, mediums and formats. Skills in academic writing and presentation are valued as core skills in the practice of social work.

Assessments are designed in relation to the module learning outcomes and the teaching approaches (pedagogy) so that learners are learning and preparing for their assessment throughout the module. Formative assessment is a key part of the modules' design. They give learners an opportunity to demonstrate their developing knowledge and skills through a small-scale assessment activity. Summative assessments do count towards the learner's module mark and in this programme, there is usually only one assessment per module. This may take the form of an essay, a presentation, a case study response, or a different activity that will enable learners to demonstrate the extent to which they have met the learning outcomes.

Peer feedback is introduced from the outset with agreed group principles to create a vibrant and secure learner community. For example, in small group work learners will be clarifying and developing learning, and at the same time practising the communication of that learning in readiness for their assessment.

Student support: A partnership approach to working with learners:

The College works together with all students/learners through a system of learner

representatives who meet programme staff in regular meetings, to promote their voice in the overall running of the programme, and to develop and enhance their experience.

Student representatives are also involved in our Programme Team Meetings and in Learner Voice forums and the college more generally. Learners' feedback is welcome and encouraged. The College recognises the value of their feedback and evaluation, as this contributes to shaping the programme both informally and formally through year meetings and learner consultations.

Having a named Assessor for the duration of the course is an integral part of studying an apprenticeship at Yeovil College and learners will meet with their named Assessor at least four times a year.

The learner's Assessor is there to encourage them to be able to reflect on their progress and to identify where they may need further support. A key role of an Assessor is to codesign action plans to support learners' development. If learners need other support on an administrative or non-academic welfare matter, their Assessor will direct them to other relevant services for example, Student Support Officers.

Over and above this, the programme will promote partnership with learners as a resource for learning through the following strategies:

Induction, group work and a whole programme community approach:

On entering the programme, learners will take part in a comprehensive induction, in which they will have opportunities to meet learners from a variety of different employers or at other levels of the programme, programme staff, people with lived experiences of social work services, and practitioners. Basic principles of group work will be introduced, and ground rules for working together and supporting each other will be developed.

Widening participation:

The programme is supported by the University to promote equality of opportunity,

both in the selection of candidates and in their progression through the degree. We aim to understand the experiences learners from global majority backgrounds may have studying at university and the challenges they may have to face. The staff team are committed to being inclusive in their approach to teaching, learning and support. The overall aim is to ensure equity of opportunity and to reduce any historic awarding gaps that learners from global majority backgrounds might have experienced. The university offers a range of services to support global majority learners during their studies, including promoting a wide range of personal and professional development opportunities.

Learners with a disability, including a specific learning need such as dyslexia and dyspraxia, can access support through the Yeovil College University Centre team. Resources may be provided, such as specialist software, and reasonable adjustments made to the pattern or form of study with the college. Reasonable adjustments to practice learning opportunities can also be facilitated and an access plan drawn up by the learner and the student advisors.

The staff team also takes a wide, inclusive approach to teaching and learning, providing advance materials, recording lectures and encouraging peer learning and development.

Partnership with employers and practitioners:

The programme draws on long standing partnership arrangements with social work and social care employers which will promote the contribution of practitioners to selection, teaching, learning and assessment, and ensure the provision of good quality practice placements for learners.

Skills development:

The programme will provide 30 days of skills development distributed across the three years of study. Those days are very important as they will support learners' skills development and will be linked to a range of activities, including skills workshops supported by both academic staff and current practitioners, and activities including observations, opportunities to shadow practitioners, court skills, assessment workshops, simulation scenarios and other key activities central to

social work practice.

Inter-professional learning and practice:

The advantages and challenges of interprofessional practice is a theme in academic and practice modules across the programme towards supportive and holistic practice with service users and carers. The aim is to ensure that learners will have a good understanding of the wide range of professionals that social workers work with and their approach to professional practice and working with adults, children, families and communities.

Community perspective:

Understanding of the significance of the community context of practice with service users and carers will be developed in practice related modules at all three Levels of the programme.

Research awareness:

Research awareness - how to appraise research and its use for both academic and practice learning, is developed in modules across all levels of the programme. At Level 4 (Year 1) three modules will explore how research is used in relation to mental health and society, children and families, and adults. At Level 5 (Year 2) learners will develop their own research proposal to consider how an area of social work practice could benefit from further inquiry. The extended use of the library and its study resources will support and encourage learners to become research minded in their learning.

Technology Enhanced Learning (TEL):

All modules will be supported by a Virtual Learning Environment. The portfolio work on placement uses a web-based system that will both enable learners to record their work from placement and simultaneously support their digital skills development. Learners will be encouraged to use an electronic reflective diary. This method is designed to prepare learners for keeping an ongoing record of their professional development once they are a qualified practitioner. Individual modules will encourage and support learners to engage with specific eLearning resources relating to their content.

Employability and further study:

As a professional programme, the development of skills for employability is at its heart. All modules contribute to the development of professional capabilities. We will work with the Careers Service to provide opportunities for learners to develop skills in seeking employment, and in exploring opportunities for further study. We work with our local authority partners to promote collaboration as learners progress toward being qualified employed practitioners and undertaking their Assessed and Supported Year in Employment (AYSE).

Part B: Programme Structure

Year 1

Full time students must take 120 credits from the modules in Year 1.

Year 1 Compulsory Modules

Full time students must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UZVYRL-30-1	The Life Course and Social Work 2026-27	30
UZVYRK-15-1	Social Policy, Social Justice and Social Work 2026-27	15
UZVYRJ-30-1	Relationship Based Social Work Practice 2026-27	30
UZVYRH-30-1	Preparation for Social Work Practice 2026-27	30
UZVYRG-15-1	Social Work Law for Practice 2026-27	15

Year 2

Full time students must take 120 credits from the modules in Year 2.

Year 2 Compulsory Modules

Full time students must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UZVYRM-30-2	Young People, Children, Families and Social Work 2027-28	30
UZVYRN-30-2	Mental Health and Social Work 2027-28	30
UZVYRP-30-2	Social Work Practice 1 2027-28	30
UZVYRQ-30-2	Adults and Social Work Practice 2027-28	30

Year 3

Full time students must take 120 credits from the modules in Year 3.

Only the target/highest award of BSc (Hons) Social Work provides eligibility to apply for Social Work England registration (with the exception of Aegrotat awards which are not eligible for admission to the register).

Year 3 Compulsory Modules

Full time students must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UZVYRV-30-3	Social Work Practice 2 2028-29	30
UZVYRU-15-3	Decision-Making, Risk and Complexity 2028-29	15
UZVYRT-30-3	Social Work Research Proposal 2028-29	30
UZVYRS-15-3	Future Social Work Practice 2028-29	15
UZVYRR-30-3	Ethics and Values for Social Work 2028-29	30

Part C: Higher Education Achievement Record (HEAR) Synopsis

Students must complete the programme in full in order to achieve the professional qualification. The modules are closely mapped to the Social Work England Education and Training Standard (2021), the Professional Capabilities Framework Statement (2026), and the QAA Subject Benchmark statements for Social Work

(2019). All students must complete 200 practice learning days, comprising of 170 on placement and 30 days of skills development, in order to pass the programme and meet PSRB requirements.

Part D: External Reference Points and Benchmarks

The programme team have used the following to inform the planning and development of the programme:

Professional Capabilities Framework (2026), British Association of Social Work.

Qualifying Education and Training Standards (2021), Social Work England.

Professional Standards for Social Work (2019), Social Work England.

Social Worker (integrated degree) (2022) Apprenticeship standard

Subject Benchmark Statement for Social Work (2019), Quality Assurance Agency for Higher Education.

Sustainable Development Goals (2017), United Nations

UWE Academic Regulations 2024/25, University of the West of England, Bristol.

UWE Admission Policy (2024), University of the West of England, Bristol.

UWE Enhancement Framework (2020), University of the West of England, Bristol.

UWE Safeguarding Policy (2022), University of the West of England, Bristol.

UWE Strategy 2030, Transforming Futures (2020), University of the West of England, Bristol.

UWE Transforming Futures Health and Wellbeing Strategy (2020), University of the West of England, Bristol.

Part E: Regulations

Approved to University Regulations and Procedures.

Compensation can only be used where it is consistent with ensuring all students/learners that graduate have met the professional standards. Only the target/highest award, inclusive of apprenticeship requirements, provides eligibility to apply for Social Work England registration (with the exception of Aegrotat Awards).