

Apprenticeship Specification

Apprenticeship Summary Information		
1	Apprenticeship Title	SOCIAL WORKER (INTEGRATED DEGREE) (ST0510)
2	BCU Apprenticeship Course Code	
3	Awarding Institution	Birmingham City University, as the training provider, awards the mandatory academic qualification
4	Teaching Institution(s)	Birmingham City University
5	Professional Statutory or Regulatory Body (PSRB) accreditation (if applicable within the Apprenticeship Standard)	Institute for Apprenticeships and Technical Education (IfATE) (ST0510) Social Work England

6	Apprenticeship Course Description
	<p>The PGDip Integrated Degree Apprenticeship is a qualifying route into professional social work practice. Learners can attain the award over 27 Months, whilst remaining employed with one of our partner agencies. Apprentices are released to undertake academic learning at BCU and carry out their practice placements within the remit of their employer.</p> <p>Birmingham City University has over 50 years' experience in training people to become social workers in the super-diverse and cosmopolitan city of Birmingham. If you already have a degree and want to become a professional social worker, successful completion of this generic course will enable you to work with children and adults in a range of social work settings and to apply for registration with the regulator, Social Work England, to obtain the protected title of 'Social Worker'.</p> <p>Academic learning will include a mix of face-to-face lectures, workshops and seminars, complemented by online resources and independent study. In addition to practitioners and academics from other relevant disciplines, your lecturers and tutors include experienced social work academics, current practitioners, and service users and carers who are 'experts by experience'. Each will assist you to develop the knowledge, skills, behaviours, values and professional capabilities you will need for effective social work practice in today's dynamic and complex world.</p> <p>Approximately half the programme involves direct practice experience through defined work-based placements. These are provided by our employer partners in both the first and second year of the Course. Whilst on placement you will be supported by a team including a dedicated and qualified practice educator who will always be a registered social worker. Defined placement days will be considered to be off the job training and learning days so that apprentices are able to be considered as students during these defined periods rather than being solely employees.</p> <p>As a requirement of apprenticeships is to review safeguarding and British values this is integrated into the off the job learning curriculum. The British values cited are:</p> <ul style="list-style-type: none"> • Democracy • The rule of law • Individual liberty • Mutual respect and tolerance (Department of Education 2014)

	<p>As these values are similar to those of social work itself there are ample opportunities within the apprenticeship for these to be evidenced. Apprentices are able to evidence their progress against Safeguarding, prevent and British values through on and off job learning. This should then be discussed at each progress review.</p> <p>Outside of placement at least 20% of the course (equivalent to one day per week or the ifATE standard of an average of six hours per week) will be delivered by Birmingham City University as of-the-job learning. The remaining 80% of the time apprentices will be in a work-based learning environment.</p>
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7	Apprentice Awards		
7a	Apprenticeship Final Award (awarded by End Point Assessment Organisation)	Level	Credits Awarded
	SOCIAL WORKER (INTEGRATED DEGREE) (ST0510)	6	120
7b	Mandatory Awards and Credits Awarded (where applicable)		
	<i>Post Graduate Diploma in Social Work</i>	7	120
7c	University Awards and Credits Awarded (where applicable) ^[OB]		
	<i>Post Graduate Diploma in Social Work</i>	7	120
7d	University Exit Awards and Credits Awarded (where applicable)		
	<u>Exit awards without Professional Qualification</u>		
	<i>Post graduate Diploma in Social Studies*</i>	<i>Level 7</i>	120 ¹
	<i>Postgraduate Certificate in Social Studies*</i>	<i>Level 7</i>	60 ²

*None of the awards titled Social Studies will confer eligibility to apply for registration with the regulator and use the legally protected title "Social Worker".

8	Variation from the University Regulations

9 Delivery Patterns			
Mode(s) of Study	Location(s) of Study	Duration of Study	Code(s)
Apprenticeship	City South	27 months	

10 Entry Requirements	
Home:	<p>Candidates will apply for this apprenticeship through an employer organisation, and their application will be assessed by both the employer and the social work academic team at Birmingham City University.</p> <ul style="list-style-type: none"> • Applicants must have a period of experience as determined by one of our employer partners who is offering them a place. Typically, this will be approximately 2 years • An existing degree with a classification of 2.2 or higher • GCSE Maths and English at Grade C/4 or higher, or equivalent such as Functional Skills Level 2 • Successful applicants will have a contract of employment that covers the duration of the apprenticeship and an apprenticeship agreement with their employer. • Successful DBS and OH Checks.

11 Apprenticeship Aims	
	<p>The apprenticeship aims to develop professionally curious and evidence-informed (including research minded) social workers that are work ready, equipped with the foundational skills required to engage in effective professional social work practice and to uphold the standards and expectations of the profession as determined by the regulator, Social Work England.</p>
	<p>The course aims to provide a combination of work-based, defined placement and academic-based learning that will provide a high-quality learning experience for the apprentice. This will widen participation through inclusivity, giving the learner the confidence to enter the workforce with the knowledge, skills and behaviours required to become a professional and registered Social Worker</p>

12	Apprenticeship Course Learning Outcomes
1	Demonstrate comprehensive and critical knowledge of theories, values, law, policy, research and knowledge from other disciplines necessary for holistic, skilled and person-centred approaches to social work practice.
2	Critically use evidence to make informed and justified decisions, showing initiative, creativity, autonomy, research mindedness and professional curiosity.
3	Apply ethical, anti-oppressive and anti-discriminatory approaches to social work practice, therefore advancing human rights, equality and social justices.
4	Manage risk and uncertainty and complex and conflicting situations by drawing upon critical evaluation and relevant knowledge.
5	Evidence an ability and willingness to work in partnership with other professionals, organisations and people using social work services to achieve positive outcomes.
6	Demonstrate professionalism, accountability, and an ability for critical reflection necessary for social work practice.
7	Develop resilience and demonstrate strong independent study skills evidencing a commitment to continuous professional development
8	Critically appraise the political and cultural context of social work both nationally and globally.
9	Demonstrate professional capabilities and uphold professional social work standards.

13	Level Learning Outcomes
	<p>This is a post-graduate course.</p> <p>All the academic requirements/modules are assessed at academic Level 7. Academic level learning outcomes are as below</p> <p>Upon completion of the PG Certificate students will be able to Evaluate the importance of professionalism in working practice</p> <p>Analyse and appraise key social work theory.</p> <p>Upon completion of the PG Diploma students will be able to Apply and demonstrate professional requirements in social work practice</p> <p>Apply understanding of complex aspects of social work practice and undertake analysis of the evidence base that underpins social work</p> <p>Critically appraise research methods, methodologies and their application to social work practice</p>

	<p>The skills and practice requirements/modules are assessed at levels 4, 5 and 6 as detailed below. Each of these are professional regulatory requirements.</p> <p>For each of the practice requirements/modules the IfATE knowledge, skills and behaviour standards (apprenticeship standards), have been mapped against the BASW Professional Capabilities Framework (PCF) at Readiness for Practice, End of First placement and End of last placement levels as outlined below.</p> <p>Level 4 – Social Work Skills for Practice: set at ‘Readiness for Practice level’ of the PCF https://www.basw.co.uk/professional-development/professional-capabilities-framework-pcf/the-pcf/readiness</p> <p>Level 5 Social Work Professional Placement 1: set at ‘End of First Placement level’ of the PCF https://www.basw.co.uk/professional-development/professional-capabilities-framework-pcf/the-pcf/first-placement</p> <p>Level 6 Social Work Professional Placement 2: set at ‘End of last placement/Completion’ level; of the PCF: https://www.basw.co.uk/professional-development/professional-capabilities-framework-pcf/the-pcf/last-placement</p> <p>In order to complete the professional requirements of the programme (Skills and Practice days), you must successfully complete the Level 4 Social Work Skills for Practice Module in order to continue to the First placement. You must then successfully complete First Placement, in order to be able to continue to the Second Placement.</p>
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14	Apprenticeship Learning, Teaching and Assessment Strategy (including off the job training)
	<p>Off-the-Job Teaching and Learning</p> <p>This Overview aligns itself with Birmingham City University’s Principles of Learning, Teaching and Assessment (LTA) and ‘I Am BCU’ values of: Creating opportunity, thinking differently and Building community.</p> <p>The teaching team comprises qualified and registered social workers and practice educators with a wide range of educational and practice experiences. The team is supported by Experts by Experience, current practitioners and visiting lecturers and colleagues from other disciplines within the University.</p> <p>Each apprentice is allocated a personal tutor who will provide academic and pastoral support - and has access to University resources to support their health and wellbeing including confidential counselling services, careers advice and support, and occupational health services.</p> <p>Academic writing workshops are provided to all students within the programme and in addition reasonable adjustments are provided for students with health conditions or impairments to enable them to progress through their course. To be successful, learners may need a range of approaches and support. As well as physical adjustments, or access to accessibility software, some apprentices may benefit from additional time or personal one-to-one support from their provider, to help them to stay on track</p> <p>An active research group “<i>Social Work Education, Policy and Practice</i>” (SWEPP) undertakes new research and promotes research activity and research mindedness within the department.</p>

Team members are developing research careers through doctoral studies, informing and contributing to the learning and teaching culture within the department, college and faculty. The work of SWEPP closely links with the learning and teaching on the course

The teaching team is also supported by a dedicated 'Placements team' that engages actively with practice partners in the region to ensure preparation for and support of quality student placements offering relevant and current experiences of professional social work practice. This requires the team to appraise, monitor and 'quality assure' placements and also to provide training and support for practice educators. Both teaching and placement teams work closely with the Regional Social Work Teaching Partnership to develop and share best professional and educational practice across the West Midlands.-

University learning is a blend of theoretical and practical applications of the foundational and core concepts of Social Work. Interactive seminars and lectures, observation sessions and role plays will prepare students for practice placements and ultimately professional practice. Within these sessions, you will engage in debates, discussions, peer support and peer learning designed to promote a feeling of community and belonging, both to the University as well as to the profession.

Many lectures are interactive and application of theory to practice occurs not only in practical sessions such as placement and work-based learning but also in these taught sessions. Discussion and debate are used so that collaborative learning between apprentices can be encouraged, and a social learning space created. This is particularly important to enable a cohort who are based in different workplace settings to come together within a shared space to develop a sense of community and peer support.

Practice Skills will be explored and applied in a safe and supportive environment, with both informal, formative and summative feedback provided to encourage critical thinking and reflection. Social Work England requires that all new registrants to the profession have successfully completed two hundred days in practice during their social work training. Thirty of these are through skills days that are made up of shadowing and skills days within the workplace. Skills days are facilitated in a safe and supportive environment within the University and provide you with practical opportunities to develop and practice skills such as communication, critical thinking, reflection, 'assessment' and analysis, and emotional intelligence. Skills days are designated across the two years of the programme and are used creatively to offer varied and challenging experiences for learning, including for example 'Resilience building' days, international exchange events, and theatre productions.

Reflecting changes in social work practice brought about in response to the Covid-19 pandemic, a greater emphasis on technology-assisted learning and teaching and digital literacy has been embedded into the programme. This aligns with specific requirements embedded within the KSB's that form the apprenticeship standard.

This post-graduate course places an emphasis on the academic discipline of Social Work and of Research supporting professional practice. The research module is cross faculty, interdisciplinary and enables you to study alongside students from other disciplines within the faculty who are also undertaking professional training. This reinforces an awareness that qualified social workers mostly work in partnership with others and that they need to understand and respect both their own and others' professional roles responsibilities and contributions.

All teaching and learning within the Social Work course at BCU are mapped against professional requirements described in the 'Professional Capabilities Framework' (PCF), the IfATE

apprenticeship standards for social work, and the Standards of the profession's regulator 'Social Work England'.

The purpose of the strategy is to give you a wide range of learning experiences, and exposure to new ways of learning whilst supporting reflection and development. This range of activities and opportunities encourages you to be an active participant in the learning process and to develop your full potential.

Teaching and Learning Methods

A wide variety of Learning and Teaching approaches are used, as listed below, to support formative learning and to assist you to achieve the learning outcomes in both the theoretical and practice-based elements of the course. The variety of methods used enables a diverse audience of learners to engage with many different learning opportunities, whilst respecting individual learning styles and preferences.

- Whole group lectures (Face to Face and Online)
- e-learning materials and exercises via our online platform 'Moodle'
- Small group workshops and tutorials
- One-to-one and group tutorials
- Shadowing experienced social workers
- Practice observation reports
- Practice supervision
- Targeted and incremental skills development exercises spread throughout each year of the programme
- Case Studies (Face to Face and Online)
- Service user and carer experiential accounts (Face to Face and Online)
- Presentations from qualified social workers
- Presentations from students
- Presentations from Practice Educators
- Presentations from other Professionals in the field of Health and Social Care
- Written and verbal feedback (Formative feedback will be provided Face to Face and Online, with summative feedback mainly provided through electronic mediums)
- Guided study days
- Directed independent study
- Independent and private study
- Reflective exercises
- Peer feedback
- Use of video and DVD material (Face to Face and Online)
- Role plays and simulation
- Debate (Face to Face and Online)
- Student Group work projects (Face to Face and Online)
- Quizzes

Technology Enhanced Teaching and Learning

Off the job learning is supported by use of technology for example, use of BCU's virtual learning environment (VLE), Modular Object-Oriented Dynamic Learning Environment (MOODLE), as well as secure online communication and teaching platforms such as Microsoft Teams to conduct meetings and deliver synchronous and asynchronous teaching. Other technology enhanced learning may include the use of interactive tools such as Turning Point, Padlet, Wikis, specialist software such and on-line discussion forums.

To support learners to manage time effectively the VLE will also adopt a timetable approach that enables learners to have structure whilst still having the opportunity to work through at their own pace

Assessment

Assessments have been designed to be inclusive and varied. Your work will be assessed using a range of methods depending on the module or area of study. There is a recognition of the time constraints that apprentices (in full time employment) might face and how a wide-ranging set of assessments can support this. The range of assessment methods is chosen to not only indicate a level of achievement but to also develop and demonstrate a range of skills transferable to the professional practice environment including; reflection, oral and written communication, confidence and capability in social work delivery and the ability to research, appraise and evaluate evidence. It is anticipated that the development of transferable skills will further enhance your employability on graduation and provide a sound foundation for future continuing professional development.

A wide variety of assessment methods are used throughout the course including:

- Written assignments
- Reflective Discussions
- Practice observations
- Oral examinations
- Individual presentations
- Observed performances in skills sessions.

Assessments are designed to prepare you for practice and to ensure the meeting of the required capabilities and standards for social work; some mirror real world professional tasks.

Assessment workshops and tutorials are available to support your learning, and students with additional support requirements are afforded reasonable adjustments in line with their identified needs. Verbal feedback is provided through formative tasks, and tutorials. Written feedback and feedforward is provided following the assessment of summative work.

Off-the-Job Practice Based Learning

170 defined practice placement days are undertaken within two professional social work practice placements. You are provided with two contrasting placements -70 days (in Year 1) and 100 days (in Year 2) - and are supervised, supported and assessed by qualified Social Work Practice Educators during these defined periods. Practice Educators work alongside colleagues to manage each placement, and to provide professional supervision, space for reflection, and constructive feedback. You are also likely to be supported by on-site Practice Supervisors responsible for providing learning opportunities, line management, guidance and for your general wellbeing while on defined placements. A Practice Tutor from the University oversees placement processes and ensures that learning opportunities meet the KSBs and associated PCF and each students' identified learning needs.

While on placement, you will engage in induction training and in social work practice, managing your own case load and undertaking work as directed under supervision. You will be afforded opportunities to observe and work in partnership with, and alongside, other professionals and service users, aiding your professional development. Stretch tasks and stretch learning beyond your normal off-the-job role will continue over the two defined placement periods aligned to the expectations outlined within the IfATE KSBs and Professional Capabilities Framework (at end of

first placement and end of last placement levels) to ensure that at the end of the course, you are 'work ready' as a social work professional. _

Assessment of Off-the-Job Practice Based Learning

Learning achieved on each defined placement is assessed through the compilation and submission of a portfolio of evidence completed by the student. This involves providing evidence of the achievement of identified knowledge, skill and behaviours. (e.g. through written reflections and critical evaluation of case work, evidence of feedback from others, practice observations and supervision notes). The KSBs are mapped against each level of the PCF to support learners to develop their practice and be assessed at the appropriate level.

It is the student's responsibility to gather and provide relevant evidence, with the support and direction of the Practice Educator and if relevant their on-site Practice Supervisor. The Practice Educator's final report recommends whether the student should be considered to have Passed or Failed the placement and this recommendation is scrutinised by a portfolio assessment panel comprising academics, experienced practice educators and social work practitioners and managers.

Robust processes (overseen by the Head of the Social Work Department) are in place to support students' experiences on placement. These include procedures for the monitoring of placements and managing any concerns that may arise.

On-the-job Learning

One of the unique strengths of this apprenticeship pathway is that as an employee you will have the opportunity – when not undertaking off-the-job learning at University or during defined practice placements - to engage in on-the-job learning whilst carrying out the day-to-day role determined by your employer.

You and your work-based supervisor will be familiar with the IfATE KSBs that are the Standards you are working towards meeting and therefore can ensure an appropriate range of experience to assist you to develop towards further understanding and eventually meeting these apprenticeship standards.

Whilst your off-the-job learning will concentrate on the learning and development needed to formally meet the required KSBs – the advantage of being a member of a relevant work-based team are numerous. For example, you are likely to be able to quickly put into context and practice, academic learning you have gained during University teaching sessions. You will have the opportunity to learn with and from a range of colleagues in the workplace and from your supervisor. You may have opportunity to work with and learn from other peers such as apprentices and students from across a range of professions.

Whilst your on-the-job-learning is not formally assessed – you will be able to use 'relevant' experience, examples and evidence from your on-the-job learning to support some of your academic assignments, your 'readiness for practice' assessment and (if agreed by your practice Educator) in meeting some of the KSBs/PCF within your defined off-the-job professional practice placements.

15	Apprenticeship Course Requirements																																											
15a	<p>Level 7:</p> <p><i>In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="background-color: #ffffcc;">Academic Modules</th> </tr> <tr> <th style="background-color: #ffffcc;">Module Code</th> <th style="background-color: #ffffcc;">Module Name</th> <th style="background-color: #ffffcc;">Credit Value</th> </tr> </thead> <tbody> <tr> <td>TBC</td> <td>Ethical Practice in Social Work</td> <td>20</td> </tr> <tr> <td>TBC</td> <td>Social Policy and law for Social Work</td> <td>20</td> </tr> <tr> <td>TBC</td> <td>Applied theory and methods for social work</td> <td>20</td> </tr> <tr> <td>LBR 7339</td> <td>Research: Methods of Enquiry</td> <td>20</td> </tr> <tr> <td>TBC</td> <td>Safeguarding and the law in social work Practice</td> <td>20</td> </tr> <tr> <td>TBC</td> <td>Social Work Transformative Learning</td> <td>20</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <th colspan="3" style="background-color: #ffffcc;">Professional Requirements: Practice Based Modules</th> </tr> <tr> <td>TBC</td> <td>Social Work Skills for Practice (Level 4)</td> <td>0</td> </tr> <tr> <td>TBC</td> <td>Social Work Professional Placement 1 Level 5)</td> <td>0</td> </tr> <tr> <td>TBC</td> <td>Social Work Professional Placement 2 (Level 6)</td> <td>0</td> </tr> </tbody> </table> <p>The Professional requirements are assessed at different levels and have been aligned to the requirement of the Knowledge, skills and behaviours of the Social Work Apprenticeship standards. The KSB's have then been mapped to the Professional Capabilities Framework at each level.</p> <p><u>Prerequisite:</u></p> <p>Successful completion of Core Skills in Social Work Practice is prerequisite to undertaking the First Placement.</p> <p>Successful completion of the Practice Placement 1 is a prerequisite to undertaking Practice Placement 2.</p> <p>Progression to Gateway: Achieved all required modules from; • Post Graduate Diploma in Social Work approved by Social Work England • Achieved English and mathematics at level 2</p> <p>End Point Assessment Requirements:</p>		Academic Modules			Module Code	Module Name	Credit Value	TBC	Ethical Practice in Social Work	20	TBC	Social Policy and law for Social Work	20	TBC	Applied theory and methods for social work	20	LBR 7339	Research: Methods of Enquiry	20	TBC	Safeguarding and the law in social work Practice	20	TBC	Social Work Transformative Learning	20							Professional Requirements: Practice Based Modules			TBC	Social Work Skills for Practice (Level 4)	0	TBC	Social Work Professional Placement 1 Level 5)	0	TBC	Social Work Professional Placement 2 (Level 6)	0
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Progression to Gateway:

The EPA for this standard is fully integrated with the on-programme qualification and therefore there will be no further assessment of the apprentice during the EPA period. The University assessors on the on-programme qualification demonstrate extensive experience of teaching and assessment in the field of Social Work. As all assessors on the on-programme qualification are all employed as lecturers of BCU, they are recruited and trained to demonstrate their capability on a daily basis through their role and are subject to university staff performance review, staff development and monitoring systems.

There will also be two External Experts for this Apprenticeship, one External Verifier and one External Examiner. The External Verifier will oversee the quality and standards of the apprenticeship and monitor that the Knowledge, Skills and Behaviour (KSB's) described by the assessment plan are met. The External Examiner will oversee the quality and standards of the academic modules which make up the apprenticeship. The External Experts will be required to provide evidence of occupational expertise on appointment, in accordance with the university policy. The External Verifier will also need to demonstrate experience of teaching and assessment of apprentices, as the External Verifier will review evidence of accumulated learning in line with the requirements laid out in the Apprenticeship Standard.

The External Experts will:

- Be a full member of the University Module Assessment Board (MAB) for the Social Work apprenticeship standard and attend board meetings which consider apprentice progression and completion
- Write an annual report, in line with their role requirements, which addresses achievement of KSB of the apprenticeship Standard
- Sample across apprenticeship standard cohorts considering the evidence of accumulated learning, tripartite reviews, Practice Assessment Document (PAD) and gateway requirements

Prior to the Examination Board, the External Experts will each review 10% (or a minimum of 10) of the apprenticeship standard cohort, as defined above, to monitor and ensure apprenticeship progression and completion requirements are met.

The Examination Board process ensures independence of the judgement of academic standards and the standards of apprenticeships end-point assessment. The External Experts will specifically maintain independent oversight of achievement of the requirements of the apprenticeship assessment plan, conduct of the end-point assessments to ensure comparability of standards. Before the Examination Board, the University will securely provide all the relevant documentation, checklists, and evidence to the External Experts for their information and review.

The External Experts for the fully integrated end-point assessment are part of the examination board which has overall responsibility for the final decision on the award of the qualification and confirms that the apprentice has fully met the KSBs.

15b Structure Diagram

All Modules are core modules



Level 6
Level 7

Year 1

SEMESTER ONE	SEMESTER TWO
Ethical Practice in Social Work (20)	
Social Work Skills for Practice (0 – Professional requirement)	Social Work Professional Placement 1 (0 – Professional requirement)
Social Policy and Law for Social Work (20)	
Applied Theory and Methods for Social Work (20)	

Year 2

SEMESTER ONE	SEMESTER TWO
Safeguarding and the Law in Social Work Practice (20)	
Research: Methods of Enquiry (20)	Social Work Professional Placement 2(0 – professional requirement)

Year 3

SEMESTER ONE	SEMESTER TWO
Social Work Transformative Learning (20)	

16	Overall Learner Workload and Balance of Assessment (including off the job training)
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Level 7
Workload Year 1

Activity	Number of Hours
Scheduled Learning- Off the job University Based	17%
Directed Learning/Placement- Off the job	33%
Work Based Learning	50%

Workload Year 2

Activity	Number of Hours
Scheduled Learning- Off the job University Based	9%
Directed Learning/Placement- Off the job	49%
Work Based Learning	42%

Workload Year 3 (this is only for one term)

Activity	Number of Hours
Scheduled Learning- Off the job University Based	18%
Directed Learning/Placement- Off the job	
Work Based Learning	82%

Balance of Assessment- across the apprenticeship

Assessment Mode	Percentage
Coursework	45%
Exam	10%
In-Person	45%

Practice Based Learning (Professional Requirement)

Activity	Number of Hours
Scheduled Learning	138 (8%)
Directed Learning	1239 (80%)
Private Study	186 (12%)
Total Hours	1563