

SOCIAL WORKER DEGREE APPRENTICESHIP

**MANAGER AND MENTOR
INTRODUCTION**

February 2024

AGENDA

- Introduction to Manchester Met Team
- About the Social Worker Degree Apprenticeship
- Skills coaches and review meetings
- Role of the manager and mentor
- Understanding off-the-job
- Introduction to the e-portfolio
- Maths and English
- Summary and questions



THE TEAM

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WELCOME TO MANCHESTER MET

- Over 40,000 students and 5,000 staff
- Started degree apprenticeships in 2015, now one of the largest providers
- More than 2,400 apprentice students from over 550 employers
- Recognised for our approach – Oftsed Outstanding and RateMyApprenticeship Top University 2019-2023
- Winner at AAC Awards 2023 – Care Services Provider of the Year
- 85 Apprentices recognised at awards



WELCOME TO MANCHESTER MET

- A degree apprenticeship is a job with training, just like any other apprenticeship
- Training delivered via combination of university study and work-based learning
- Same qualifying (BA) Social Work Degree – delivered differently
- Protected time to engage with learning
- Delivered since March 2019 – 125 completed
- Over 90% have achieved a 1st / 2:1
- Around 200 currently on programme



JANUARY 2024 COHORT



PROGRAMME OVERVIEW

APPRENTICESHIP STANDARD

Social Worker Degree Apprenticeship standard was co-created by employers, Universities, people with lived experience and professional bodies.

- **Knowledge:** gained through formal learning and applied according to the environment
- **Skills:** acquired and demonstrated through continuous professional development in the workplace
- **Behaviours:** developed and exhibited in the workplace

Overview of the role

Working in partnership with adults, children, carers and families in a range of different settings to support and promote positive change in people's lives in order to improve their wellbeing and independence.

Details of standard

Occupation: Integrated Degree Apprenticeship for Social Worker

Social Work is an exciting and fulfilling international profession. As a Social Worker you will work in partnership with adults, children, carers and families in a range of different settings to support and promote positive change in people's lives in order to improve their wellbeing and independence.

Within the context of relevant Social Work legislation, you will use your professional judgement and build relationships with a variety of individuals and communities, as well as with a wide range of other professionals and agencies. In your role you will assess, plan, implement and evaluate complex situations. This requires an ability to critically reflect and make decisions within a clear professional code of ethics.

As a registered Social Worker, you will engage in protecting individuals from harm, abuse, neglect and exploitation. You will work in a way which is compassionate and which takes account of all aspects of the individual's life - ensuring their voice is central to decision making. You will use your professional expertise to work, assess, plan, implement, evaluate and intervene putting the needs of people first.

Throughout your career, you will be responsible for ensuring your continuing professional development and will be expected to demonstrate leadership whatever your role. All Social Workers must register with the professional regulator and adhere to their professional standards.

Qualifications

APPRENTICESHIP STANDARD

Occupation duties

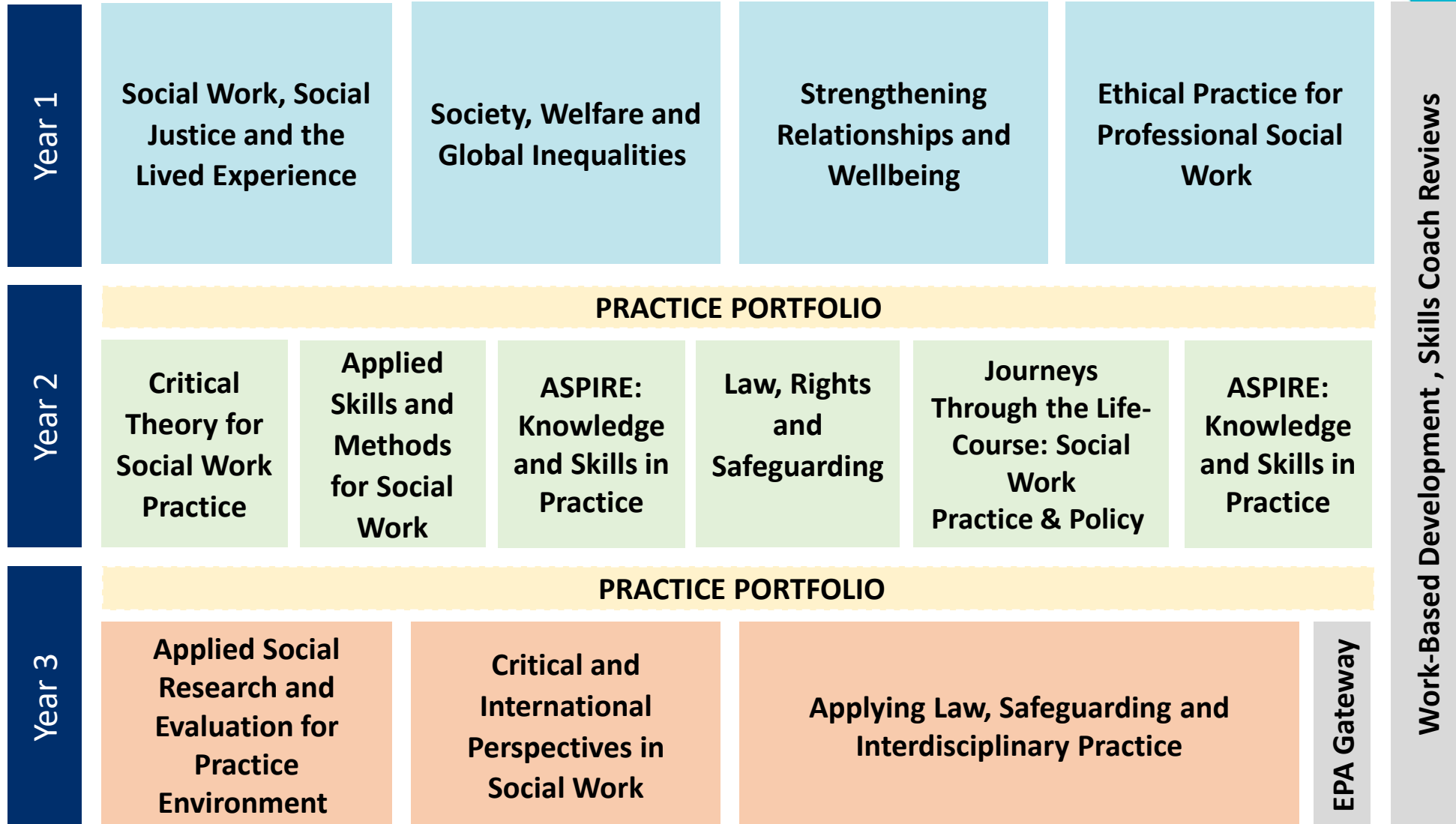
DUTY	KSBS
Duty 1 Promote the rights, strengths and wellbeing of people families and communities to ensure their voice and expertise is heard and acknowledged.	K1 K5 K6 K7 K8 K9 K13 K20 K23 S3 S5 S6 S7 S8 S41 B5
Duty 2 Be an accountable professional acting in the best interests of people that use services, by valuing each person as an individual and promoting their rights, and recognising strengths, and abilities.	K1 K2 K3 K5 K6 K13 K15 K17 K18 K19 K23 K25 S1 S2 S5 S6 S7 S8 S10 S14 S16 S17 S27 B1 B5
Duty 3 Recognise differences across diverse communities and challenge the impact of disadvantage and discrimination on people and their families and communities.	K3 K5 K7 K8 K9 K13 S1 S3 S5 S6 S7 S8 S15 B1 B2 B3 B5

PRACTICALITIES

- Taught by practitioners with children's and adult's social work experience.
- Typically, one day per week delivery with two consecutive days at the start of each unit
- Blended programme
- 5 month Level 4 followed by 12 months for Levels 5 and 6
- Attendance always during working time
- Support of skills coach – a social worker and experienced supporting students in practice



PROGRAMME STRUCTURE



*Assignment 1 – due this Sunday (11th February)

Next submissions
10th March, 21st April, 19th May

YEAR 1

Social Work, Social Justice and Lived Experience

30 credits

An introduction to social work within the context of our understanding of contemporary society and social justice. The unit will also focus on the lived experiences of those who have contact with social workers.

Society, Welfare and Global Inequalities

30 credits

This unit will develop and test for a solid understanding of the historical and contemporary context of social work in relation to Global and British models of welfare; and explore key sociological theories that social worker use to support their analysis of the social experiences of individuals, families and communities.

YEAR 1

Strengthening Relationships and Wellbeing

30 credits

An introduction to the knowledge and skills required in social work to build and sustain effective relationships and interventions with colleagues, service users, carers and interdisciplinary professionals. It will also build on and test understanding of human development, behaviour and interaction; and the principles of holistic wellbeing and resilience.

Ethical Practice for Professional Social Work

30 credits

This unit will support the student to develop knowledge and application of values and ethics relating to defined standards of practice, including knowledge of key philosophies, development of professional skills, awareness of inter-disciplinary contexts and readiness for practice.

ASSESSMENTS AND SUPPORT

- One assessment per unit – mixture of assessments utilising creative approaches
- Assessments are mapped to the standard and are designed to be relevant to workplace
- Only one exam (Law in Year 2)
- Additional support available
 - for academic writing, referencing etc. through our Learning Development team and Library.
 - Wellbeing and mental health
 - Disability and Inclusion services – personal learning plans



POINTS TO BE AWARE OF

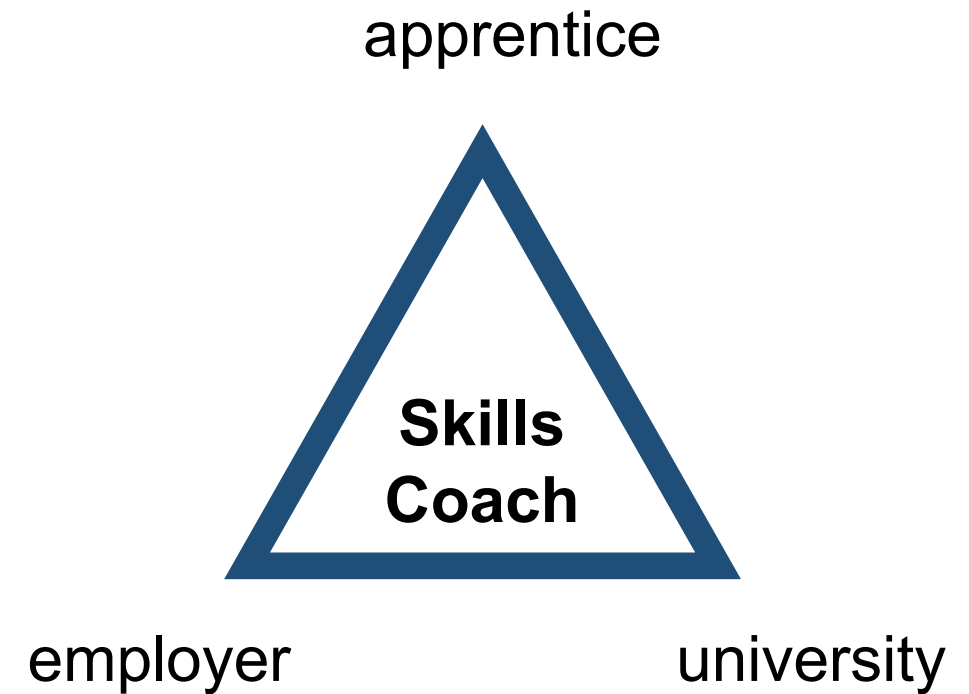
- Employers should ensure apprentices have the right working environment to demonstrate, reinforce and **apply their learning in at least two contrasting settings**
- One setting must have focus on **statutory work**
- Work-based learning does not have to be organised in blocks and should be continuous throughout programme enabling 200 days of practice learning to be evidenced
- Apprentices and mentors complete a portfolio that includes reflections and observations



SKILLS COACHES AND REVIEWS

SKILLS COACH

- Experienced social workers who have extensive experience supporting social work students
- Point of contact for apprentice and line manager
- Pastoral and wellbeing support and guidance
- Support and preparation of the apprenticeship portfolio and to meet end-point assessment requirements
- Reviews with apprentice and their mentor to monitor progress and agree workplace targets
- Group coaching at key points in the course
- CPD sessions for mentors



THE REVIEW

- **University progress** so far (attendance, Moodle, handbooks, grades, etc.)
- What **progress** has been made and documented in **addressing skills gaps** (Induction Action Plan)
- **Driving progress:** Agree **targets** for the ongoing **development of workplace skills** and facilitate future opportunities (e.g. shadowing, training etc.)
- **Impact in the workplace:** Discussion with employer – what difference is the apprenticeship making?
- **Evidence:** Support development of the portfolio towards the EPA
- **Six hours a week** as time off-the-job (OTJ)

THE REVIEW

<u>Attendance</u>	<u>Off The Job</u>	<u>Skills Scan</u>	<u>Assignments</u>	<u>KSB Development</u>
Less than 50% >	100 hours or more to target >	Not completed >	Fail/DNS 2 or more recent assignments >	No evidence of skills development or impact in the workplace >
51% - 60% >	51 -99 hours to target >	Half Complete >	Fail/DNS 1 recent assignment >	Very little evidence of impact in the workplace over time >
61%-70% >	31-50 hours to target >	Completed >	Assignment marks are below target >	Some evidence of impact in the workplace >
71%-80% >	11-30 hours to target >	Completed and gaps identified >	Assignment marks are on target >	Evidence of good skills development and impact in the workplace >
81%-90% >	0-10 hours to target >	Completed and gaps identified, some evidence of working towards extending opportunities >	Assignment marks are above target on occasion >	Evidence of excellent skills development and impact in the workplace >
91%+ >	Above target >	Completed and gaps identified, clear evidence of working towards extending opportunities >	Assignment marks are above target consistently >	Apprentice demonstrates exceptional commitment to completion of programme >

Score: 0	Score: 0	Score: 0	Score: 0	Score: 0
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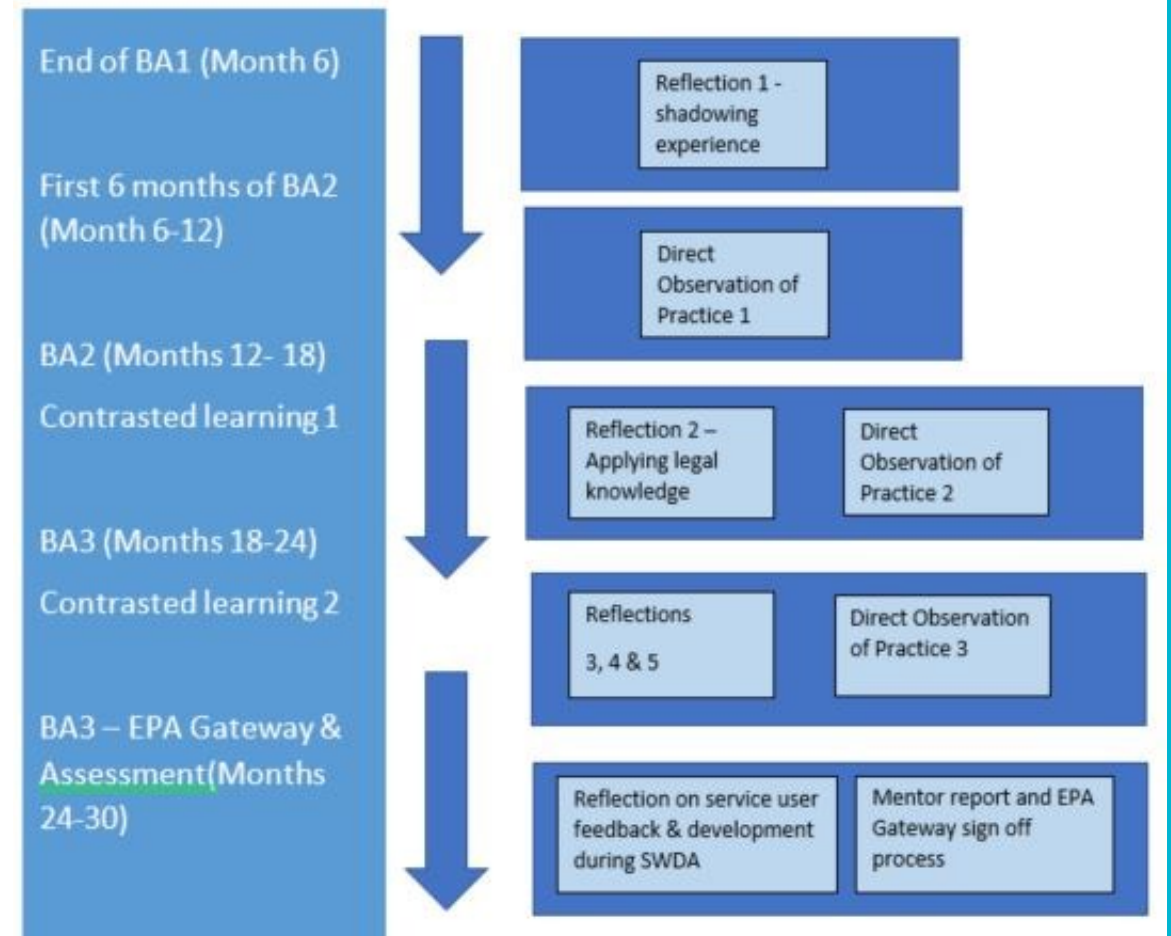
Progress Rating: Below
Score: 0

[Confirm Progress and Copy to Justification](#)

<p>EPA: Pass</p> <p>Mark: 55-59</p> <p>Class: 2:2</p>	Override Target: <input type="text" value="Select"/>	Current Progress: <input type="text" value="Meeting"/>
	Target Justification: <input style="width: 100%; height: 50px;" type="text"/>	Progress Justification: <input style="width: 100%; height: 50px;" type="text"/>

APPRENTICESHIP PORTFOLIO

- Completed throughout the apprenticeship
- Enables you and your apprentice to document development of KSBs
- Resources for evidencing practice
 - Themed Reflections
 - Observation Templates
 - Feedback from People with Lived Experience
- Final mentor report
- Complements university assessments



PLEASE DON'T WAIT TILL
REVIEWS. GET IN TOUCH
AND HELP US TO OFFER
SUPPORT AND MAKE
EARLY INTERVENTIONS.

MANAGER AND MENTOR ROLE

MENTOR ROLE

Mentors will be an experienced social worker who will be able to provide the contextualisation of the theory and how it relates to the apprentice's workplace and personal responsibilities. Mentors should:

- Meet with their mentee regularly
- Open doors and facilitate wider learning
- Observe and provide feedback on practice
- Understand the apprenticeship standard
- Support the completion of the portfolio and complete a final report



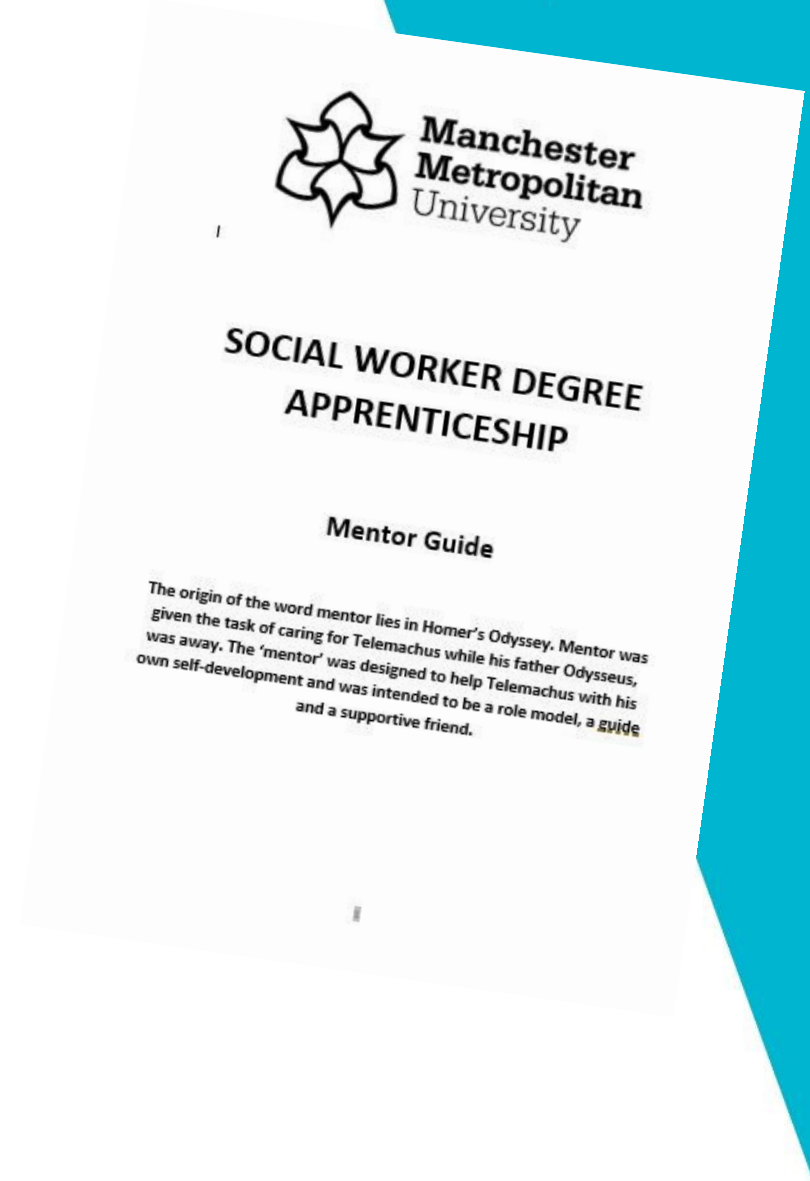
WORKING WITH YOUR APPRENTICE

- **Ensure good communication**
 - Get to know them / arrange regular one-to-ones
 - Be pro-active
 - Make sure they tell you when reviews are scheduled for /deadlines
- **Share your expertise**
 - Talk to them about shadowing and other work-based development opportunities
- **Ultimately you will be involved in the decision to confirm their readiness and creating the portfolio**



MENTOR GUIDE

- Overview of what is involved in being a mentor as well as links to the portfolio document
- Designed to work hand in hand with Skills Coach Support
- Accessible at:
- www.mmu.ac.uk/apprenticeships/resources/social-worker
- Guide to completing effective observations
- Timetables are also available here
- Should any details change relating to mentor please let us know – apprenticeships@mmu.ac.uk



MANAGER ROLE

Managers have an important role to play in ensuring apprentices are supported and have the right environment to succeed on the apprenticeship programme. Managers should be:

- responsible for supervising and managing day-to-day work
- Incorporate the apprenticeship progression into any internal development reviews
- Help to secure protected time for the apprenticeship
- Help to balance workload, especially around deadlines
- Offer ad hoc support



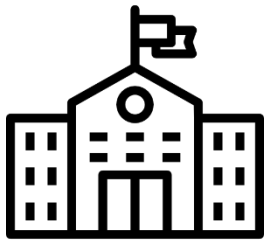
OFF-THE-JOB TRAINING

WHAT DOES OFF-THE-JOB MEAN?

- Apprentices must complete and record off-the-job training – minimum 6 hours per week.
- Off-the-job training means undertaking a learning activity which is different from what they do during their normal role.
- For the activity to be classed as off-the-job training, they will need to develop skills or learn something new.
- The activity needs to be specifically linked to the knowledge, skills and behaviours (KSBs) outlined in the apprenticeship standard.



GOOD EXAMPLES OF OTJ TIME



University
attendance



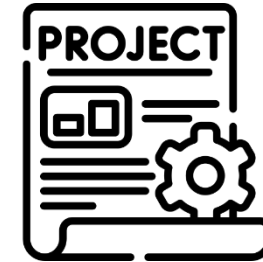
Online
learning/study



Completing
assignments



Reading and
research



Projects



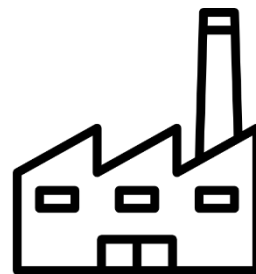
Shadowing and
mentoring



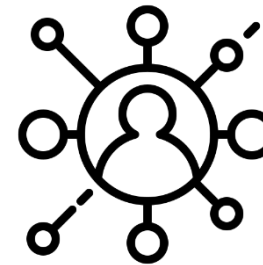
Relevant/
mandatory
training



Study skills



Industry visits



Outreach
activities

Off-the-job training: steps to help you determine whether an activity counts as off-the-job training



→
YES

Is it directly relevant to the apprenticeship standard or framework?

NO
↓



→
YES

Is it teaching new knowledge, skills and behaviours?

NO
↓



→
YES

Is the learning taking place within the apprentice's normal working hours (paid hours excluding overtime)?

NO
↓



→
YES

If it's English or maths, is it above level 2?

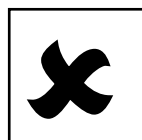
NO
↓

This counts as off-the job training

This isn't off-the job training

OFF-THE-JOB QUIZ

Council wide health and safety e-learning course



Meeting with senior colleague to explore their practice



Attending a social work conference



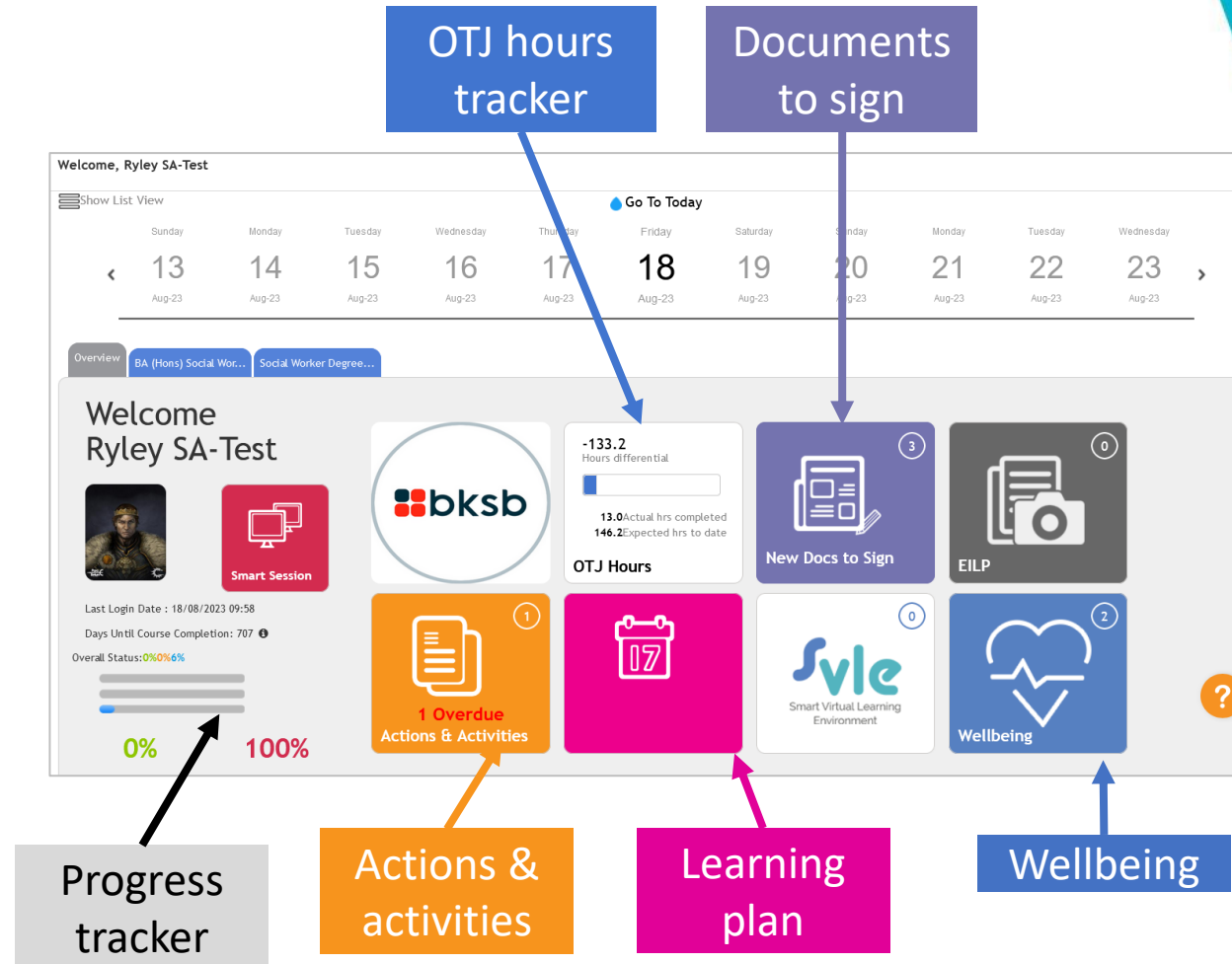
Reading in the evenings ahead of University days



E-PORTFOLIO

E-PORTFOLIO - SMART ASSESSOR

- New system for 2023/24 cohort
- For recording off-the-job and signing off reviews.
- You will be expected to login and become familiar with the e-portfolio.
- You should receive login details in the next couple of weeks



STUDENT SUPPORT AND PROCEDURES


UNIVERSITY SUPPORT

mmu.ac.uk/student-life/wellbeing

- Chaplaincy
- Self-help
- Togetherall
- MMU Sport
- In crisis?
- Counselling, mental health and wellbeing
- Workshops and courses
- Disability support
- Inclusion service




STUDENT WELLBEING
Have fun, stay healthy and get involved




CHAPLAINCY
Offering pastoral support and spaces for quiet prayer or reflection

[FIND OUT MORE](#)




SELF-HELP
Online resources you can use now

[FIND OUT MORE](#)



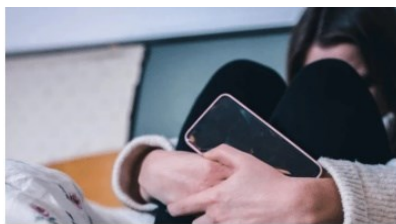
TOGETHERALL
24/7 online wellbeing support

[FIND OUT MORE](#)



MMU SPORT
Take a look at the full range of sports available

[FIND OUT MORE](#)



IN CRISIS?
Get help urgently for you or someone you're concerned about

[FIND OUT MORE](#)




COUNSELLING, MENTAL HEALTH AND WELLBEING
One-to-one support and group workshops

[FIND OUT MORE](#)




WORKSHOPS AND COURSES
Information about Workshops and Courses available at Manchester Met.

[FIND OUT MORE](#)



DISABILITY SUPPORT
All the support and guidance you need, from day one through to graduation

[FIND OUT MORE](#)



INCLUSION SERVICE
Supporting students with additional support needs

[FIND OUT MORE](#)

POTENTIAL INTERVENTIONS

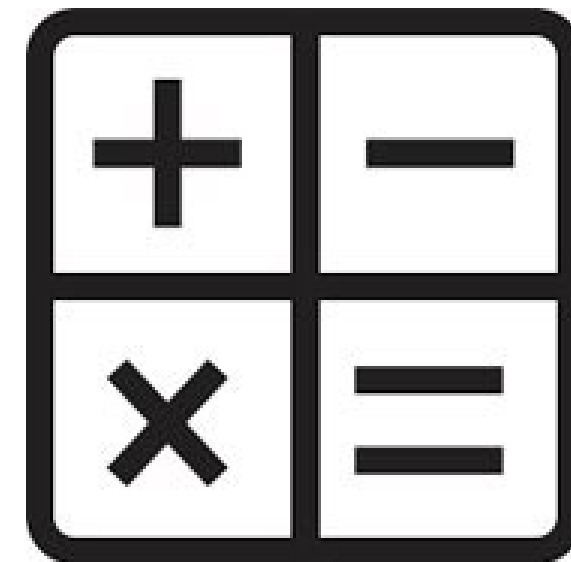
- **Extensions**
 - Apprentices can apply for an evidenced extension if unexpected events happen.
 - If anything will impact their ability to submit work, they should contact us.
- **Breaks in Learning**
 - As a last resort when people are facing extraordinary personal challenges we can support them to take a break and return with a future cohort.



FUNCTIONAL SKILLS

ENGLISH AND MATHS

- Most apprentices will have provided evidence of Maths and English at application
- Applicants without L2 English or Maths will be enrolled on a functional skills course
- Employers agreed prior to application that they would allow the additional time
- Standard delivery = 4 days per subject, delivered via eight half day sessions - Online or in person options (Feb, Jun, Oct)



BEFORE YOU GO

- Get to know the apprenticeship standard to help apprentices identify opportunities for development and application of knowledge
- www.instituteforapprenticeships.org/apprenticeship-standards/social-worker-integrated-degree-v1-1
- Try to meet your apprentices regularly, offer support and help them to network across the organisation
- Please encourage them to engage with the portfolio and evidencing their time as they go along.

THANK YOU