

# **SOCIAL WORKER DEGREE APPRENTICESHIP**

**MANAGER AND MENTOR  
INTRODUCTION**

**September 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

- Since 2015 we have established one of the UK's largest degree apprenticeship programmes
- More than 3,000 apprentice from 650 employers
- Recognised for our approach – Ofsted Outstanding and winner of many awards
- Care Services Apprenticeship Provider of The Year 2023 – AAC 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 Social Work Degree – delivered differently
- Protected time to engage with learning
- Delivered since March 2019 – over 150 completed
- Over 90% have achieved a 1st / 2:1
- Around 200 currently on programme





# SEPTEMBER 2024 COHORT



Alder Hey Children's  
NHS Foundation Trust



Northern Care Alliance  
NHS Group



Change  
Grow  
Live



# SEPTEMBER 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
<b>Duty 1</b> 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
<b>Duty 2</b> 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
<b>Duty 3</b> 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
- 30 month 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 **today**

Next submissions  
20<sup>th</sup> November, 8<sup>th</sup> January and 12<sup>th</sup> February



# **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
  - Study skills, mental health & wellbeing and also Disability and Inclusion services



# LEARNING IN THE WORKPLACE

- 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 should be continuous throughout programme enabling 200 days of practice learning to be evidenced
- Supported by Social Work Qualified Mentor and Skills Coach
  - More about both those later





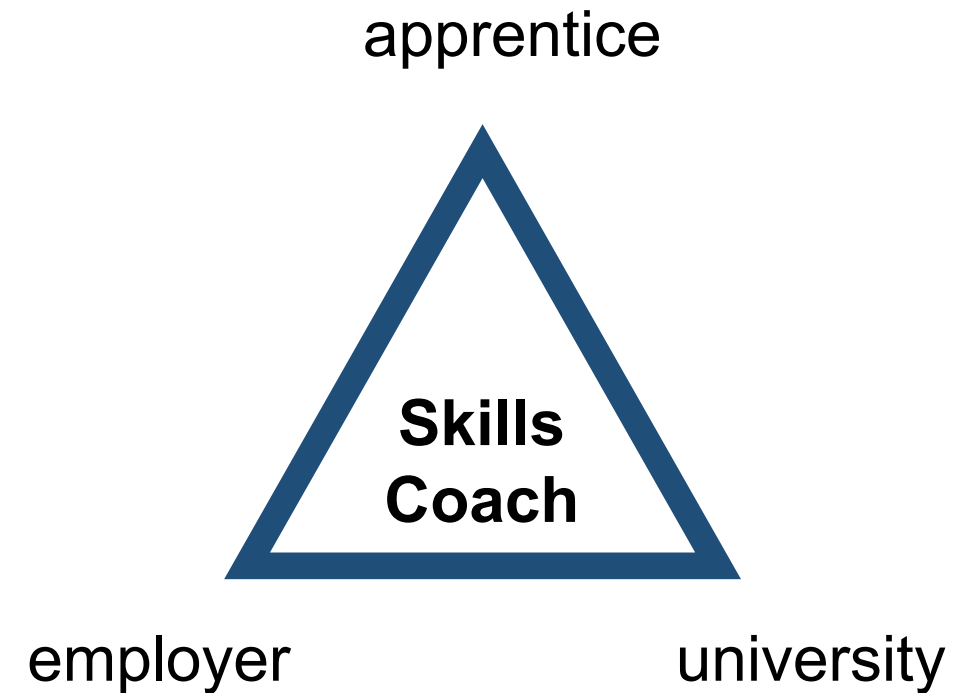
# CONTRASTED LEARNING

- Ensure a material difference in the nature of the work completed in each setting.
- Enabling an apprentice to work with a group of people or individuals whose needs are different to those they have worked with before.
- That apprentices should be able to identify how their practice has changed based on the new experiences they have.
- Should be meaningful; a period of time that is sufficient to develop knowledge and skills, work regularly with people accessing services, and **time to be observed in practice.**

# **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

Attendance	Off The Job	Skills Scan	Assignments	KSB Development
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

Progress Rating: Below  
Score: 0

[Confirm Progress and Copy to Justification](#)

EPA: Pass  Mark: 55-59  Class: 2:2	Override Target: <input type="text" value="Select"/>	Current Progress: <input type="text" value="Meeting"/>
	Target Justification: <input type="text"/>	Progress Justification: <input type="text"/>

# APPRENTICESHIP PORTFOLIO



# 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

## Contents

<b>3</b>	<i>Apprenticeship Timeline for Practice Learning</i>
<b>4</b>	<i>Reflection 1 Template – Shadowing Experience</i>
<b>6</b>	<i>Direct Observation 1 Template</i>
<b>9</b>	<i>Reflection 2 Template – Applying Legal Knowledge</i>
<b>11</b>	<i>Direct Observation 2 Template</i>
<b>14</b>	<i>Reflection 3 Template – Managing Conflict</i>
<b>16</b>	<i>Reflection 4 Template – Assessment Skills</i>
<b>18</b>	<i>Reflection 5 Template – Multi-agency working</i>
<b>20</b>	<i>Direct Observation 3 Template</i>
<b>23</b>	<i>Summative reflection on feedback from People with Lived Experience</i>
<b>25</b>	<i>Mentor final Report</i>
<b>26</b>	<i>Practice Learning Evaluation Form – Apprentice</i>
<b>28</b>	<i>Practice Learning Evaluation Form - Mentor</i>

Please don't wait till reviews if you have any concerns. Get in touch and help us to offer support and make early interventions.



# **MANAGER AND MENTOR ROLE**

# 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
- Managers can also be mentors if a registered Social Worker



# MENTOR ROLE

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

Mentors will:

- Meet with their mentee regularly for reflective supervision
- Attend all reviews
- Observe and provide feedback on practice
  - Formal observations as part of portfolio
- Work with development lead to arrange contrasted learning
- Understand the apprenticeship standard and link to it in supervision
- Support the completion of all portfolio elements



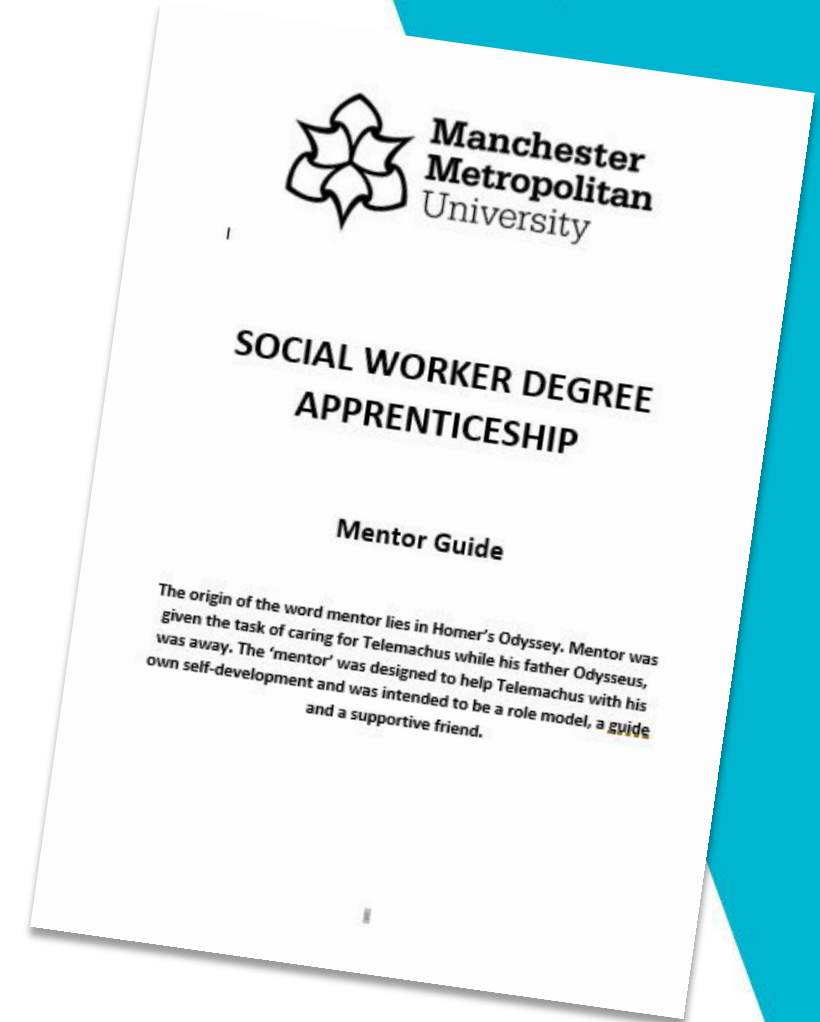
# HOW TO BEST SUPPORT YOUR APPRENTICE

- **Ensure good communication**
  - Get to know them / arrange regular supervision
  - 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
- **Get to know your apprentices skills coach well**
- **Login to the e-portfolio to sign off reviews**
- **Tell us if you are passing on the role to someone else**



# MENTOR GUIDE AND RESOURCES

- 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](http://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](mailto:apprenticeships@mmu.ac.uk)



# **OFF-THE-JOB TRAINING**

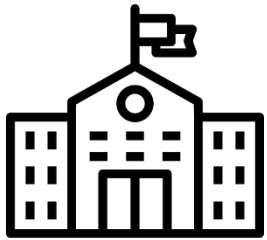


# WHAT DOES OFF-THE-JOB MEAN?

- 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 their normal role.
- For the activity to be classed as off-the-job training, they will need to develop or practice skills, revise or learn something new.
- The activity needs to be specifically linked to apprenticeship standard.



# GOOD EXAMPLES OF OTJ TIME



University  
attendance



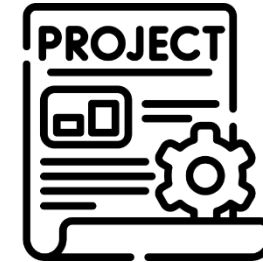
Online  
learning/study



Completing  
assignments



Reading and  
research



Projects



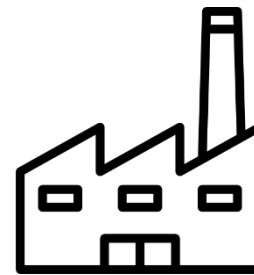
Shadowing and  
mentoring



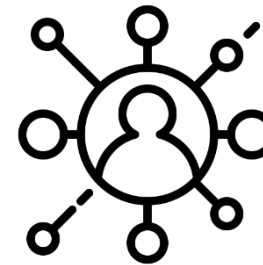
Relevant/  
mandatory  
training



Study skills

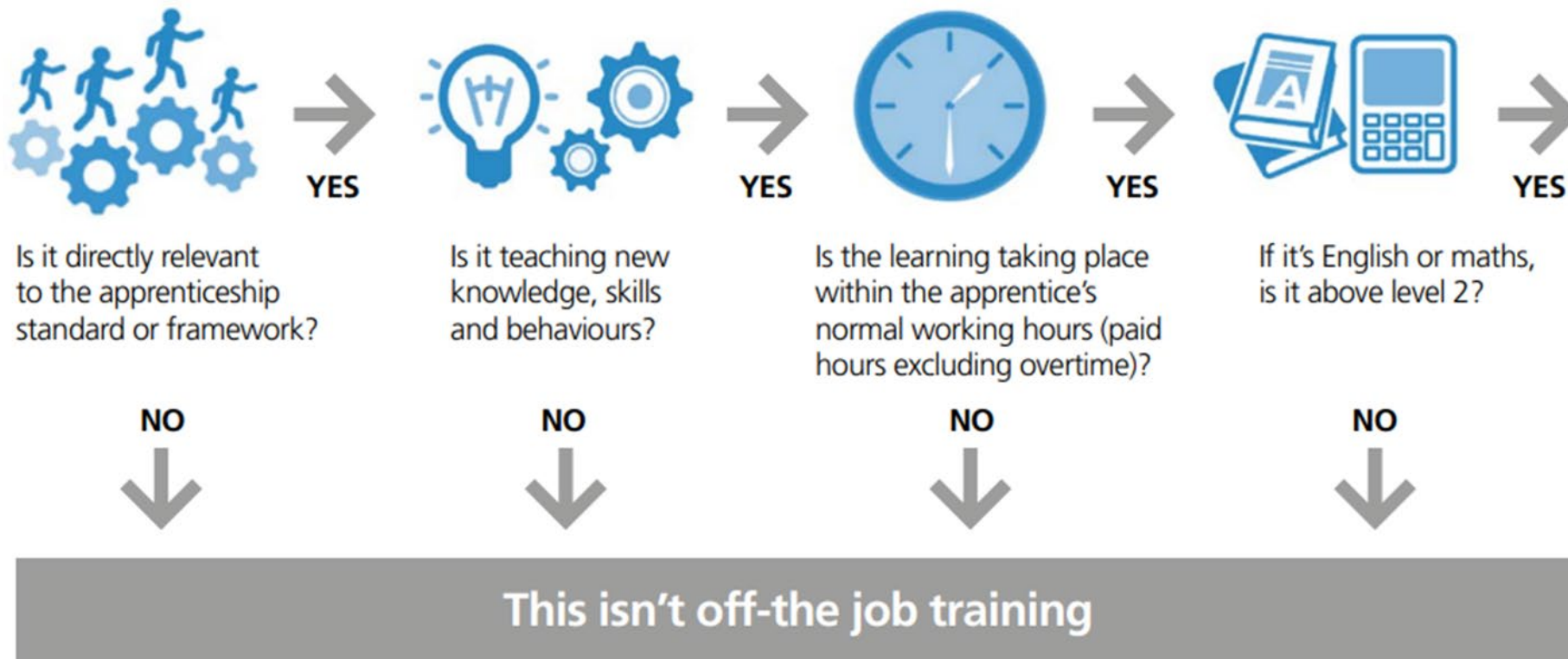


Industry visits



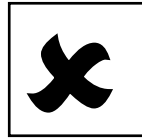
Outreach  
activities

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



## OFF-THE-JOB QUIZ

Council wide health and safety e-learning course



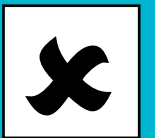
Meeting with senior colleague to explore their practice



Attending a social work conference



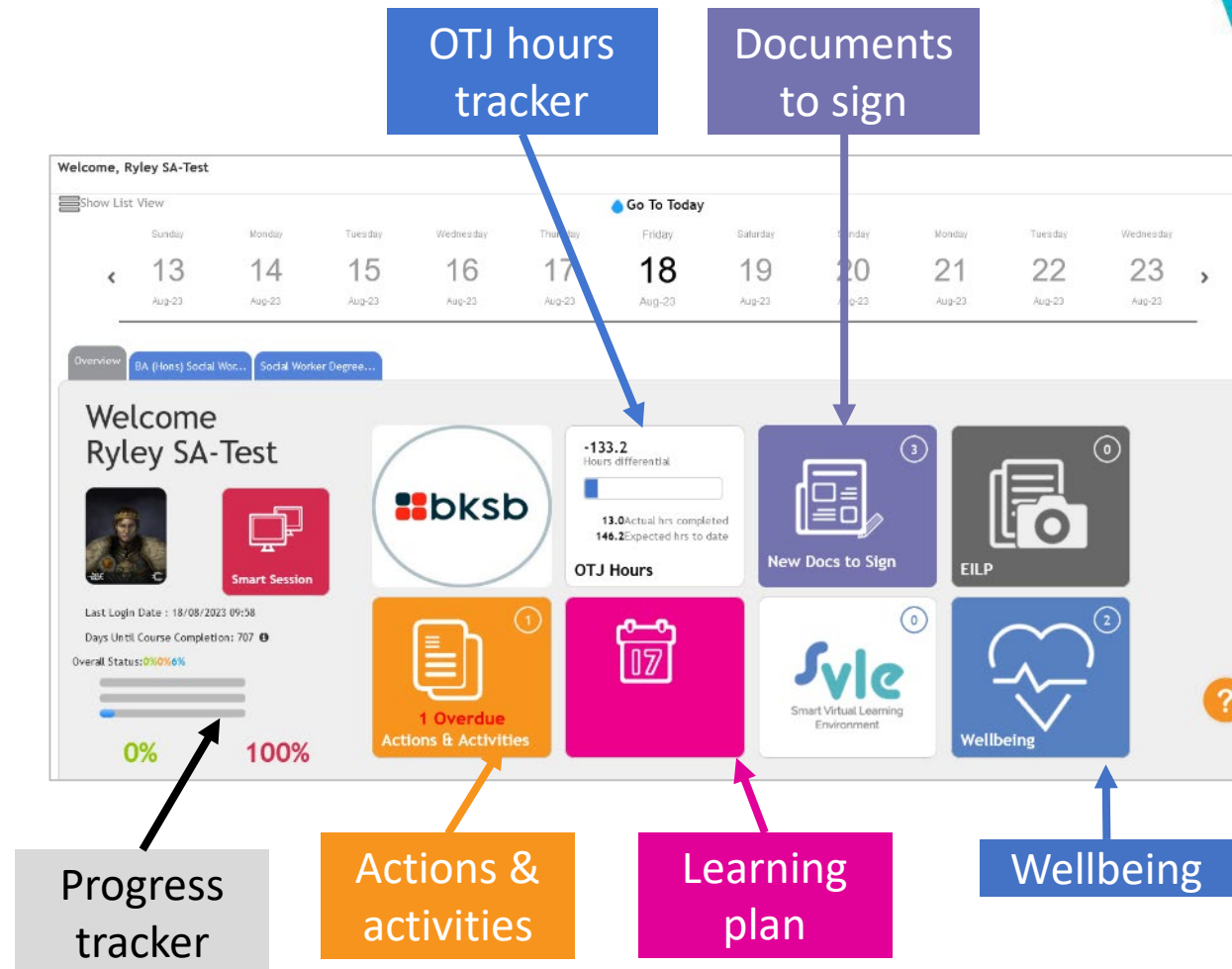
Reading in the evenings ahead of University days



# 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 soon





# **STUDENT SUPPORT AND PROCEDURES**


# UNIVERSITY SUPPORT

[mmu.ac.uk/student-life/wellbeing](https://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

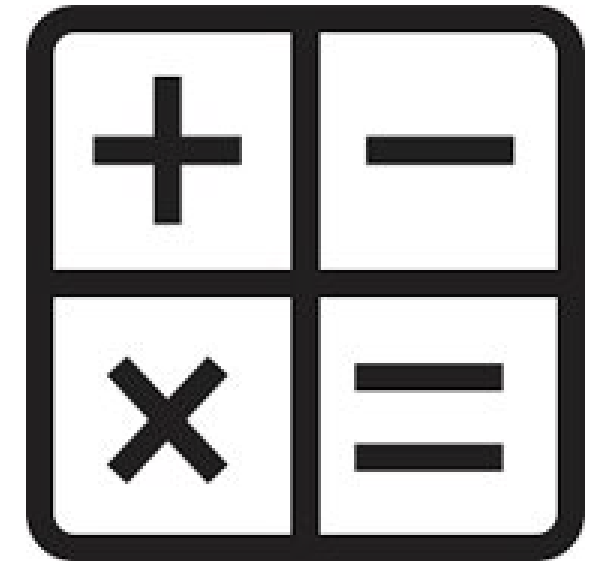
- **Extensions**
  - Apprentices can apply for an evidenced extension if unexpected events happen.
  - If anything will impact their ability to submit work, they should contact us.
- **Breaks in Learning**
  - As a last resort when people are facing extraordinary personal challenges we can support them 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](http://www.instituteforapprenticeships.org/apprenticeship-standards/social-worker-integrated-degree-v1-1)
- Meet your apprentices regularly, offer support and help them to network across the organisation
- Please support them to engage with the portfolio and evidencing their off-the-job time as they go along.



**THANK YOU**