Manchester Metropolitan University

Social Worker Apprenticeship

MENTOR GUIDE

Welcome to Manchester Met

Welcome to this workbook for the mentors of Social Work Degree Apprenticeship (SWDA) students at Manchester Metropolitan University. The Social Work Degree Apprenticeship is a work-based route to achieving registration as a social worker, delivered over either 30 months for participants undertaking a bachelor's qualification or 18 months for those studying a postgraduate diploma.



There is a glossary at the end of this document that explains key terms you may not be familiar with.

Apprenticeships are a collaboration between training providers and employers to create a holistic learning environment that transcends traditional educational boundaries. We want to create a learning culture that develops curious, analytical, and reflective practitioners who apply learning directly to their social work practice.

This workbook will provide information and guidance that will help you work with apprentices undertaking the apprenticeship within your workplace. As a mentor, you have a crucial role to play in shaping your apprentices' experience, supporting them to broaden their understanding of social work and ensuring they have the opportunity to develop in practice.

The information will provide you with a framework for how you can create the right conditions for apprentices to develop as competent professionals that espouse your values and are ready to take on a new role in your organisation.

This guide is intended to supplement the apprentice's programme handbook that describes the philosophy, delivery and assessment of the programme, as well as complementing any employer based approaches.

The handbook is available on our employer resources page of our website.

The role of the mentor

All apprentices **must be** allocated a mentor by their employer as without an engaged mentor the apprenticeship cannot be completed.

- Mentors **must be** a registered social worker with at least two years post-qualifying experience.

The mentor is an important source of learning and support for apprentices as they progress through the programme so should be knowledgeable about social work practice.

Mentors will appraise the development of an apprentice's knowledge, skills and behaviours against the statements contained within the apprenticeship standard. They will provide apprentices with opportunities to reflect on their practice, growth and development. Mentors support apprentices in developing and applying professional knowledge and skills, including analysis and decision-making, use of professional authority and ethical practice.

But don't worry, you will not be doing this alone! Every apprentice, and mentor, is supported by a University Skills Coach, an experienced social worker and practice educator who meets with apprentices and mentors a minimum of four times per year. These review meetings are an opportunity to discuss an apprentices' evidence recorded against the apprenticeship standard and other key progression measures.

- However, outside of formal review meetings it is expected that there will be regular contact between a mentor and their apprentice, formal and informal supervision, observations, feedback discussions and shadowing.

Mentor responsibilities



Inevitably mentors can change and if you need more support please get in touch.

- The Mentor will be the primary point of contact for the apprentice and will work with the skills coach to support the apprentice in the workplace.
- Treat apprentices fairly with regard to specific duties under the Equality Act 2010, regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership or pregnancy and maternity.
- Support the apprentice through the programme, focusing on their workplace development and exposing them to work that will aid their learning.
- Have regular meetings with the apprentice.
- Where possible, supervise the work of the apprentice
- Work with the apprentice to set objectives and provide feedback on how the apprentice is progressing toward those objectives (using the e-portfolio).
- Work with the skills coach should issues arise with the apprentice's performance, workload, attendance etc.
- Immediately notify the University of any problems with the apprentice that might affect their continued employment.
- Participate in regular tripartite progress reviews to identify progress and areas of development in relation to the professional standards and the KSB's
- Provide reflective supervision supporting the apprentice to link theory to practice.
- Understand the learning outcomes for the Apprenticeship Standard and the Duties including the Knowledge, Skills and Behaviours.
- Understand the Social Work England professional standards.
- Sign off all elements of the apprentices portfolio and provide a 1000 work mentor report with three development actions at the end of the programme as part of the apprentices portfolio.
- To undertake at least two of the student's direct observations of practice

In summary | Who can be a mentor?

All mentors need to be registered social workers who have at least two years post-qualifying experience and are confident supporting social work education in practice and undertaking assessments. You will be asked to reconfirm your social work registration on an ongoing basis.

The Apprenticeship and Social Work England Standards

Before we go any further, we wanted to introduce the two sets of standards that you will need to be familiar with as a mentor, the apprenticeship standard and the Social Work England standards.

The Apprenticeship Standard

When supporting a Social Work Degree Apprenticeship student you are likely to hear reference made to the Apprenticeship Standard. Every sector that trains people to work in a specific occupation has an Occupational Standard that describes the knowledge, skills and behaviours (KSBs) needed to qualify and work in that occupation. These are the standards apprenticeship students will be measured against so mentors will need to become familiar with the standard. The Apprenticeship Standard is maintained by Skills England.

This standard aligns to the requirements of the Social Work England professional standards. Completion of a degree in social work which appears on the list of Social Work England approved courses will provide eligibility to apply to the Social Work England register.

The Standard is made up of 19 Duties, each of which contains a range of Knowledge, Skills and Behaviours, often abbreviated using the term KSBs:

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

Access the Skills England Apprenticeship Standard

Social Work England Professional Standards

Social Work England publishes the professional standards all social workers must adhere to. These professional standards are specialist to the social work profession and apply to registered social workers in all roles and settings. The standards are the threshold standards necessary for safe and effective practice.

The standards apply to all registered social workers in all roles and in all settings. Although Social Work England does not regulate apprentices, the regulator does expect apprentices to understand and work towards the professional standards in preparation for when they apply for registration. Therefore, 'it is important to ensure that the placements provide suitable learning opportunities that allow students to gain the knowledge and skills necessary to develop and meet the professional standards' (2).

The overarching Social Work England professional standards are below. Click on the link to read the detailed points of each standard that the apprentice you are supporting is required to achieve:

1. Promote the rights, strengths and wellbeing of people, families and communities
2. Establish and maintain the trust and confidence of people
3. Be accountable for the quality of my practice and the decisions I make
4. Maintain my continuing professional development
5. Act safely, respectfully and with professional integrity
6. Promote ethical practice and report concerns

Access the Social Work England Professionals Standards

Mentor Support Sessions

While mentors must be experienced social workers, we want to make sure you can develop your skills further. Our team deliver an ongoing series of development sessions running throughout the year, which can also contribute towards CPD for registration. Our schedule includes the sessions below and the next available dates can be found on the employer resources page of our website.

Each session typically lasts for one hour.

Subject	Content
Programme Introduction and welcome for new mentors	A session for people who are new to mentoring social work apprentices, or for those who need a refresher. We will help you understand the nature of apprenticeship and our programmes, the role of the mentor and the requirements that mentors and students will have to meet.
The learning curriculum	A workshop to help you think about how you can plan and develop learning opportunities that can meet the apprentice's learning and development needs. We will think about how learning activities can be structured and build on existing, as well as support the development of new knowledge and skills and consider how this links into meaningful assessment.
Direct observations	In this workshop we will consider the importance of direct observations and share tips on how these can offer an important opportunity for assessment and feedback. We will think about best practice for planning direct observations, as well as on how to best manage the observed session and give feedback.
Preparing for the EPA Gateway	In this session we will help mentors understand the End Point Assessment and the requirements that must be met in order for the apprentice to progress through the End Point Assessment Gateway at the end of their course. We will consider the evidence that mentors will need to appraise in order to confirm that the apprentice has met all requirements and is competent to practice.
Supporting reflective practice	We will look at how we can best promote reflective practice when supporting others. We will consider how we can use reflective frameworks and tools in order to develop the apprentices' skills in critical reflection.
Supporting students with additional needs	Our department's Disability and Inclusion Coordinators will lead a session introducing the range of support that can be offered by the university and employers for people who may have additional needs, as well as consider how to best support them in practice.

Using theory in Practice	We will consider how we can support apprentices to apply theory and research to their practice, and the importance of this as the professional evidence base.
Assessing practice and giving feedback	How do we know when it is good enough, how do we give feedback and what do we do when we have concerns.
Supervision skills	We will support mentors to develop and build on their supervision skills in relation to supporting learners. We will consider the role of supervision in developing the skills of others and introduce tools and suggestions for good practice

Programme Delivery

The programme has been designed to maximise the effectiveness of the learning experience, with regular university learning, which is complemented by the work-based learning opportunities your organisation will provide.

Our programme requires apprentices to engage with university learning one day per week on average and some of these sessions will take place face to face, others utilising online platforms and some will be independent study days. It is expected that these days are protected and timetables are available on our employer resources webpage.

The only variation to the attendance pattern is at the start of each new module, where apprentices attend university for two days that week. The two illustrations below show the modules that will be covered and when on each of the versions of the programme.

BA Apprenticeship Course Structure

Year 1 (Condensed)

- Social Work, Social Justice and the Lived Experience (SWSJLE)
- Society, Welfare and Global Inequalities (SWGI)
- Social Work Practice Across the Life Course (SWPALC)
- Ethical Practice for Professional Social Work (EPPSW)

Year 2

- Theory, Skills and Methods for Professional Social Work (TSM)
- Law, Rights and Safeguarding (LRS)
- Aspire – Knowledge and Skills in Practice
- Contemporary Issues in Social Work Practice (CISWP)

Year 3

- Applied Social Research and Evaluation for Practice Environment (ASRE)
- Critical and International Perspectives in Social Work (CIPSW)
- Applying Law, Safeguarding and Interdisciplinary Practice (ALSIDP)

Postgraduate Diploma Course Structure

Month 1-2

- Professional Social Work Practice Part 1 (PSWP1)

Month 3-6

- Law, Rights and Safeguarding (LRS)

Month 7-10

- Assessment, Complexity and Risk (ACR)

Month 11-14

- Evidence Informed Practice (EIP)

Month 15-18

- Professional Social Work Practice Part 2 (PSWP2)

The Practice Portfolio

While it is important that you understand the academic parts of the programme, your key focus as mentor will be supporting work-based development and documenting this via the portfolio.

The purpose of the portfolio is to assess the student's capability to become a qualified social worker. The portfolio will contain evidence which determines whether the student has acquired the knowledge, skills and behaviours required for qualified social work practice. The portfolio brings together samples of practice work that best demonstrates their achievements. As portfolios contain multiple samples of work, they enable students to provide a more in-depth and authentic representation of their achievements. Practice which takes place in a work setting is an opportunity to learn about the professional practice of social work, apply theory to practice situations and demonstrate proficiency and capability in social work skills, values, and theory.

The portfolio has been developed to allow students to demonstrate development of the Knowledge, Skills and Behaviours required for social work practice. It is made up of an analysis of existing skills and development needs followed three direct observations of the social work apprentices practice. The direct observations (DO) **must** include feedback from the observer, i.e. the mentor, and feedback from people the apprentice has worked with, specifically those with lived experience of social work interventions. The practice portfolio is submitted by the apprentice to the ePortfolio system and is also included as academic submissions. As a mentor it is essential you consider this with you apprentice to ensure academic deadlines are met.

The final section of the portfolio is a mentor report.

The portfolio is an easy to use document, structured as a series of templates that must be completed at set milestones within the programme. You can access the document via the employer resources page of our website.

Timeline of mentor input to portfolio

As a social work mentor, you will play a really important role throughout your apprentices' programme, so it is important that you understand what is expected of you at each stage of the programme. In addition to the regular supervision you will be undertaking, we have highlighted key milestones from the apprentice portfolio where you will have to contribute. The figures below represent the month of the programme where the activity will take place. Direct observations are discussed in the pages following these timelines.

BA Programme

End of BA1 (Month 6) By EPPSW Submission Date	**ePortfolio contents to be uploaded. This is primarily Section 1: Analysis of existing skills & development needs. OTJ to be up to date.**
First 6 months of BA2 (Month 6-12)	**Direct Observation (DO) 1 to be uploaded to ePortfolio Skills Coach to provide feedback to support DO 2 OTJ to be up to date**
BA2 (Months 12-18)	**DO 2 submit to ASPIRE. OTJ to be up to date**
BA3 (Months 18 -30)	**DO 3 uploaded to ALSIDP. Complete practice portfolio submission to ePortfolio and ALSIDP OTJ to be up to date Mentor report Gateway Sign off**

PGDip Programme

By First Skills Coach review		**ePortfolio contents to be uploaded.** **This is primarily the initial analysis of development needs & OTJ to be up to date**
First 3 Months		**DO 1 to be uploaded to ePortfolio** **Skills Coach to provide feedback to support DO2** **OTJ to be up to date**
Months 3 – 9		**DO2 to be uploaded to ePortfolio** **OTJ to be up to date**
Months 12 – 15 **Months 15-18**		**DO3 to be uploaded to ePortfolio** **Complete practice portfolio uploaded to ePortfolio and PSWP2** **OTJ to be up to date** **Mentor report** **Gateway Sign off**

Direct Observations

This is the most formal element of your role as mentor, and you will be required to undertake at least two of the three direct observations that form part of the portfolio. The purpose of the final mentor report at the end of the programme is that you can confidently comment on the apprentices development from the start to the end of the programme. Direct observations of their practice are a key way for you to assess this and give the apprentice feedback. Ideally a mentor would undertake all three direct observations to support them to comment on development from the start to the end of the programme. Where it is not possible for a mentor to undertake all three direct observations, mentors, one of the direct observations can be undertaken by another suitably experienced social worker or other qualified professional, for example Advanced Practitioner, social worker who is at least two years post qualifying, a nurse, an occupational therapist.

Observations use a set template that is available within the practice portfolio document, and it is important that you take the time to complete this fully where prompted, with detailed feedback and recommendations for future development.

Direct observations are an essential method to assess a student's practice and provide valuable developmental feedback to the student. The aim of direct observation is to assess how the student's social work skills are developing and to assess how they are progressing towards meeting the required standards. It is an opportunity for the observer and people with lived experiences (PWLE) to provide feedback, and can will also provide opportunities for critical reflection.

As well as being part of the students apprenticeship portfolio, all three direct observations of practice are submitted and assessed as part of two academic modules. When submitted as part of an academic module the expectation is that students are able to demonstrate their understanding of legal frameworks along with the application, integration and evaluation of relevant theories, methods and social work skills. For the purpose of the academic submission it is expected that these direct observations will include citations and references.

- It is crucial that the mentor and the apprentice identify suitable learning opportunities for these specific areas of work.

Providing feedback

Giving helpful and constructive feedback requires kindness and skill. If done well the apprentice will be clear about what they have achieved and what they still must do to demonstrate competence relevant to their current level. The feedback should be motivating, with ideas on what areas of practice should be maintained and which areas need attention, why and how.

It is a good idea to begin with positive aspects you have observed and provide encouragement to develop other areas. Immediate feedback can be enhanced if both apprentice and observer consider the 'Keep/Change' rule (Doel et al 1996) beforehand.

The apprentice and the observer agree that, in the immediate discussion after the observation, both will refer to a specific element of the observation with a 'what I would keep' statement and a 'what I would change' statement. This encourages students and observers to name and reflect upon positive aspects of the practice observed and consider areas for further development.

Reflection

Reflection should be an integral part of the apprentices learning, including within your supervision sessions with them. Please support apprentices to explore the practice situations they are involved in and encourage them to reflect on how it may have impacted their thinking and practice.

- It is expected that apprentices will be given opportunities to have experiences in the workplace outside of their normal role, so you may be required to help identify appropriate opportunities and support them to reflect on this.

Identifying Learning Opportunities

We know we have mentioned it a few times already, but it is vital to ensure that the workplace provides suitable learning opportunities that allow apprentices to gain the knowledge and skills necessary to develop and meet the standards.

Some learning opportunities are obvious e.g. undertaking assessments and facilitating group activities. Other learning opportunities are less obvious, and you may need to consider opportunities outside of your setting to help the apprentice meet their learning needs.

Early on in the programme it will be helpful for you to consider the learning opportunities in your work area that will best enable to apprentice to demonstrate their abilities to practice according to the professional standards. The University Skills Coach will support with this, but as you are most familiar with your scope of work, you are essential to identifying and ensuring appropriate learning opportunities.

Apprentices are expected to be proactive; to engage fully with the learning opportunities and experiences provided and to use it as an opportunity to increase their knowledge and skills; develop their values and gain insight into themselves and their practice.

Supervision

Apprentices must have appropriate supervision during their apprenticeship to ensure the safety of people with lived experience of social work and their own safety.

Appropriate social work supervision is also key to ensuring that apprentices get a good learning experience and can access appropriate learning opportunities. Supervision is evidence you can draw on to support the completion of your final mentor report at the end of the programme.

It is advised that mentors regularly meet with their apprentice for reflective supervision which will support the apprentice to focus on making make links between theory and practice, reflect on the work undertaken and consider their ongoing learning needs and professional development. Apprentice's responsibility should gradually increase, under appropriate supervision, as their knowledge and skills develop. The level of supervision and responsibility given to an apprentice should be tailored to that individual and their needs.

- Supervision is not a passive process, and apprentices should be encouraged to bring agenda items for discussion.

A useful way of thinking about supervision is to look at four functions of good supervision:

Functions	Description
Workload: managing the work you are doing	Talking in detail with the apprentice about the work they are doing. Much of it may be new to the apprentice and they will need you to support them to get started and reassure them that what they are doing is okay. Through the work they do, apprentices will show that they can be reliable and meet deadlines.
Development: helping you to learn	The apprentice's learning needs should be put into a context of social work theory, knowledge, skills and values. They will use supervision with you to discuss what they are learning from their work. Through talking about how the apprentice understands service users' situations, you will be able to help them develop their knowledge and understanding of the law, policy and social work values. This will help the apprentice work out what type of intervention will be most effective which will be something they will be assessed on.
Support	Undertaking a social work apprenticeship is a rewarding but demanding experience. Apprentices may find that some of the work they do with service users affects them emotionally and challenges their world view. Supervision is a time to discuss any issues that may arise and support apprentices to learn how to develop their own professional strategies for coping with the challenges of practice. A good, trusting relationship with you will help the apprentice feel able to do this
Mediation	Supervision facilitates two way communication up and down the agency hierarchy, helps workers navigate organisations challenges, and advocates for the practitioners needs

Other types of supervision

Informal	Much of the support and guidance apprentices receive on a day-to-day basis is likely to come through informal contact with you or other members of the team. Apprentices will often find themselves looking for immediate advice, the chance to talk through ideas, and for support there and then. People need to be available to apprentices throughout the working week. People that are a source of information include you, colleagues in the workplace and other apprentices.
Group	A group setting for undertaking the supervisory process where apprentices can benefit from having support from, and learning with, other colleagues. The circumstances and arrangements for this will vary from agency to agency

Apprenticeship Reviews



At each review you will be asked to confirm your continuing registration and provide your SWE number.

As a workplace mentor, you will attend tripartite reviews with your apprentice and the university Skills Coach.

Reviews are typically held four times per year and are a formal appraisal of progress, looking at apprentices attendance, off-the-job learning, skills scans, academic marks, portfolio, and the standards, plus reviewing if any pastoral support that can be provided.

These meetings are also used to look ahead and set SMART targets to push an apprentice to develop in areas of an identified need. They should be informed, not only by the information provided via the university's eportfolio, but also by feedback from the apprentice and mentors ongoing work and supervision together.

Reviews present the opportunity to discuss challenges about meeting any particular aspects of the apprenticeship standard and find solutions for achieving everything required. The Skills Coach is able to assist with any request for support, and where appropriate facilitate specialist help by sign posting to the appropriate University department.

Reviews are the minimum required engagement by the mentor with the University, but mentors should make sure they are familiar with their university contacts and should get in touch with any concerns or queries. Reviews typically last around one hour and are documented via a review report that is prepared by the Skills coach and shared with everyone in attendance.

How should I prepare for a review?

While the skills coach will play an active role in the review, this is the opportunity for you and the apprentice to review what you have achieved or challenges that have been identified since the last review took place. Inevitably, this will require preparation and you may find it useful to schedule a short meeting to prepare.

You may also find it useful to revisit your apprentice's e-portfolio and the record of the last review to evaluate progress against the targets identified.

What is my role in a review?

During a review the skills coach will be completing a review template which will guide the discussion. It will typically begin by reviewing agreed goals and your feedback in terms of highlighting any achievements or challenges will be important.

- It is possible that you will have a different perspective to your apprentice, which could help to provide possible solutions and identify new development opportunities. This may involve agreeing to advocate for the apprentice to undertake duties outside their normal areas of responsibility or in parts of the organisation that may be new to them.

What can I do between reviews?

Between reviews, please ensure that any agreed actions from the previous meeting are discussed in your supervision with the apprentice and plans made for how they will be met or progressed prior to the next review. If you have any questions, reach out to your skills coach who will be able to help, you do not need to wait for the next review to seek support.

Key information and support for mentors

We appreciate the mentor role will be new to many, but this is a role you do not undertake in isolation. Mentors will be supported internally by workforce development leads, but we are also here to help at every step of the journey.

If you need any support you are always encouraged to reach out to your apprentices skills coach, who will be able to help. Contact details for skills coaches and key other individuals are listed below.
Key contacts

Dr Tara Peters	Academic Programme Leader PgDip and first year of BA	t.peters@mmu.ac.uk
Briony Spedding	Academic Programme Leader BA	b.spedding@mmu.ac.uk
Dr Claire Parry	Apprenticeship Programme Manager	c.parry@mmu.ac.uk
Gary Law	Senior Skills Coach	g.law@mmu.ac.uk
Glyn Slack	Skills Coach	g.slack@mmu.ac.uk
Julie Gardyne	Skills Coach	J.Gardyne@mmu.ac.uk
Kate Savidge	Skills Coach	K.Savidge@mmu.ac.uk
Sarah Flint	Skills Coach	S.Flint@mmu.ac.uk
John Williams	Apprenticeship Development Manager	john.williams@mmu.ac.uk
Apprenticeship Enquiries	Apprenticeship Unit	apprenticeships@mmu.ac.uk

Employer resources pages

You may find it helpful to visit our employer resources webpage and access some of the other resources available. You will find a range of additional resources and information including timetables, programme handbooks, portfolio guidance and links to other guidance.

Visit the employer resources webpage

Explanation of key terms

This section contains brief descriptions and explanations of terms frequently encountered during the SWDA. If you require additional clarification, please contact a skills coach or member of the academic team.

Social Work Degree Apprenticeship Student	An adult aged 18 years or above, that meets the relevant entry requirements of the University. Typically, in university one day per week unless starting a new module where attendance is two days. **NOTE:** '*Social worker'* is a protected title. That means that students and social work apprentices cannot use the title unless they have completed the required training and are registered with Social Work England.
Apprenticeship Standard	Apprenticeship Standards show what an apprentice will be doing and the skills required of them, by job role. Standards are developed by employer groups, with input from sector specialists and regulators where appropriate.
Assessment	Apprentices are required to complete and submit assessments for every module. Assessments are designed to be relevant to workplace are mapped to the social worker apprenticeship standard. There is lots of additional support available for academic writing, referencing, etc. through the university and anyone not sure how to access this can contact the skills coach.
Attendance	Apprentices are expected to attend **all** university lectures, study days and blended learning days. Attendance at face-to-face sessions is monitored and reported to employers.
Assessment Mitigation Procedure	If an apprentice has personal mitigating circumstances that are beyond their control and that have affected their ability to complete assessments, they can request an extension.
Break In Learning (BIL)	A break in learning where an individual is not continuing with their apprenticeship, but intends to resume their apprenticeship in the future. This might because of ill-health or pregnancy.
Contrasted learning	All apprentices need to have contrasted learning experiences in two settings, which must be meaningful. One setting must have a focus on Statutory work.

Direct Observation	The aim of an observation is to assess how the apprentice's social work skills are developing, to assess how they are progressing towards meeting professional standards, and the Knowledge, Skills and Behaviours (KSBs) and for the observer and People with Lived Experience (PWLE) of social work practice to provide feedback, as well as opportunities for critical reflection. There is more about these earlier in this guide.
End Point Gateway	End Point Assessment Gateway: An assessment of the knowledge, skills and behaviours that the learner has gained throughout an apprenticeship, which confirms that they are occupationally competent and includes the following: • Achieved 360 academic credits • Evidenced apprenticeship standards have been met • Evidence achievement of level 2 in maths and English • Completed 200 days of supervised practice learning, involving contrasting experiences and involvement in statutory social work • A complete record of off the job training.
Knowledge, Skills and Behaviours (KSBs)	What is needed to competently undertake the duties required for an occupational standard.
Mentor	Mentors are a registered social worker with at least two years post qualifying experience who takes overall responsibility for assessing apprentices in practice education against relevant frameworks including the Social Work England professional standards and the KSB's. The mentor should be employed by the same organisation as the apprentice. They may be located on the same site as the apprentice or away from the apprentice's main workplace.
Moodle	Moodle is our online virtual learning environment. Moodle is designed to enhance apprentices learning experience by providing access to online course materials, and has a number of built-in features, designed to engage learners and promote collaborative learning.
Off-The-Job Learning	To comply with apprenticeship requirements, all apprentices must evidence they have undertaken off-the-job learning for at least six hours per week while on the programme. Off-the-job learning is training that takes place during paid working hours and shows progression towards meeting the apprenticeship standards. This includes university learning and work-based development related to the Social Worker Apprenticeship standard.

Person(s) With Lived Experience (PWLE)	Person(s) with lived experience, often abbreviated to 'PWLE', are regarded as 'experts by experience' in the scope of their first-hand experience of using social work & related services and/or having direct experience of an aspect of life relevant to social work practice for example, a health condition, disability, care experience etc.
Personal Learning Plan	Where additional learning support requirements are identified, they will be met through a Personal Learning Plan (PLP)
Portfolio	As part of the Social Work Degree Apprenticeship, it is expected that apprentices will produce a portfolio to evidence the development of their practice across the programme.
Progression Days	Progression days at university can refer to a variety of activities that help apprentices move from one level of study to the next. These take place between Year 1 and Year 2, and Year 2 and Year 3.
Review Meetings	Reviews are typically held four times per year and are a formal appraisal of progress. These meetings are also used to look ahead and set SMART targets to push an apprentice to develop in areas of an identified need. They should be informed, not only by the information provided via the university's e-portfolio, but also by feedback from the apprentice and mentors ongoing work together.
Service User	A generic term for a person who uses health and/or social care services from service providers.
Skill Scan	A skills scan is an online assessment that apprentices complete at the start of each academic. The scan helps identify areas of development and set actions to meet those learning needs.
Skills Coach	This is the learners point of contact through the entirety of their course for pastoral and academic support. Skills coaches are registered social workers and practice educators.
ePortfolio	Digital platforms used to track an apprentice's progress throughout their training by allowing them to record evidence of their skills and competencies in an online portfolio, enabling assessors and employers to monitor their development and ensure they meet the required standards throughout the apprenticeship journey; essentially acting as a virtual record of their learning and achievements. All pieces of working need signing off.

Social Work Degree Apprenticeship	The University offers two apprenticeships to becoming a qualified social worker: • Bachelor of Arts (BA Hons) 30 months • Post Graduate Diploma (MA) 18 months All the University's social work programmes are approved by Social Work England.
Social Work England	Social Work England is the regulator of the social work profession in England and sets the required professional standards of practice and the qualifying education and training standards. These are the standards against which the regulator assesses and approves social work education and training courses. Social Work England is sometimes abbreviated to 'SWE'.
Social Work England professional standards	Social Work England professional standards became the standards for all social workers in England on 2 December 2019. They are specialist to the social work profession and apply to registered social workers in all roles and settings. The standards are the threshold standards necessary for safe and effective practice. Apprentices are not regulated by Social Work England but are expected to work towards the standards throughout the degree.
Supervision	Supervision is time to for the apprentice to meet with their manager or mentor to discuss their work on placement in detail. It can be formal or informal. Other individuals on the placement may be a source of peer or informal supervision. Supervision is vital to apprentice learning and development and is covered in more detail earlier in this guide.
Withdrawal	When an apprentice leaves, or stops taking part in their apprenticeship, before they have completed it, this is known as permanent withdrawal.

Feedback about this resource

Feedback about this resource would be greatly appreciated as we are motivated to continuously improve. Whether the resource has been useful, or there are ways to improve it, please let us know by emailing b.spedding or g.law@mmu.ac.uk