

**DEGREE  
APPRENTICESHIP  
KNOWLEDGE  
NETWORK**

**SOCIAL WORKER**

**WELCOME**

**13 July 2020**



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**Mandy Crawford-Lee**  
**Director of Policy &**  
**Operations**

**UVAC**

**Welcome to the Centre for**  
**Degree Apprenticeships**

**Jane Hanrahan**  
**Social Worker Trailblazer**  
**Chair**

**Norfolk County Council**

**CURRENT CHALLENGES**



EVERYTHING YOU NEED TO KNOW ABOUT TODAY



# POLLS



When did/will your first starts take place ?  
How many starts, in total to date, will you have by  
January 2021?

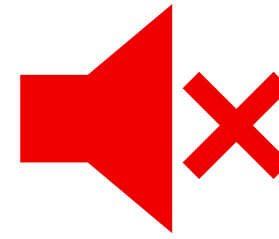
## AGENDA

Session Topics	Speaker
<b>Welcome:</b> <b>Current challenges</b>	Jane Hanrahan Social Worker Trailblazer Chair Norfolk County Council
<b>The Story So Far:</b> <ul style="list-style-type: none"> <li>• Early delivery models Lessons Learned</li> <li>• Practice Educators and Mentors</li> <li>• Covid-19 adjustments</li> <li>• Preparing for EPA</li> </ul>	Dr Clare Stone Principal Lecturer School of Social Work, Care and Community, University of Central Lancashire  Dr Angie Bartoli Principal Lecturer School of Social Sciences Nottingham Trent University
<b>Stakeholder Views:</b>	Kelly Centro Kay Sadler
	Dr Clare Stone 'Social Work Apprentice Experiences so far' Early findings from stakeholder impact research  Jacqui Westbury Lecturer in Social Work Solent University 'Through an Employer Lens'
<b>TEA BREAK 11.15....ish...</b>	
<b>Education &amp; Training Standards:</b> <ul style="list-style-type: none"> <li>• Standards - Early findings'</li> </ul>	Hannah Brown Head of Quality Assurance Social Work England
<b>End-Point Assessment:</b> <ul style="list-style-type: none"> <li>• Planning, Preparation Resources and Approach – Issues &amp; Solutions</li> </ul>	Dr Joanna Rawles Head of Social Work (England) - Senior Lecturer Faculty of Wellbeing, Education and Language Studies The Open University  Joined by Soryah Brown Senior Relationship Manager IfATE
<b>The Future</b> <ul style="list-style-type: none"> <li>• Level 7 development and other live issues</li> </ul>	Peter Barron Project Manager - SLQA Skills for Care

### NEXT STEPS & FUTURE FORUMS:

- The listen again webcast, all slides and materials will be shared via the CDA site – a link will be sent to all participants

If you are having problems dialling in: TEXT Rebecca on 07720 888 149



**YOU WILL BE ON MUTE FOR THE SESSION**



### If you'd like to ask a question

Type into the question line at any time and we will raise these as soon as we can

Where we can, we will unmute you to ask your question live.



### In the Open Mic Sessions

IF you are in a quiet space unmute yourself and click 'Raise your hand' to ask a question or make a point we will invite you in by name.



If you experience any loss of video or audio – you can log back in or in the event this is not successful, revert to phone 0330 221 9914 THEN 815-183-035

r.rhodes@bolton.ac.uk



-@CDegApp  
-@UVAC

# Scratch Pad

## scratchpad

- Use the scratchpad either as prep or during the forum itself to note any points or questions that you want to raise during any of the sessions. This template follows the schedule in the agenda, offers some prompts and questions for you to consider. When you are at the right point just cut and paste these into the question line.
- Also record any resources that YDU can offer as part of the network sharing, or that you would like to receive from the presenters or other contributors – paste this into the feedback survey which appears after the session.
- You can also email your scratchpad at the end of the session to [r.chadwick@bournemouth.ac.uk](mailto:r.chadwick@bournemouth.ac.uk)

### Contents – use this link to jump to any section of the Agenda

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What resources could I share?:	2
What information would I like to receive from the presenters or other contributors?:	2
NEXT STEPS & FUTURE FORUMS:	2

### Welcome: Current challenges:

- what is your main challenge to delivery currently?
- what are the barriers that you can see looming? what might this mean for policy flexibility needed?

### The Story So Far:

- was there any aspect of delivery that did not go as planned (better or worse)? what changes have you made?
- are there any element of the changes made during corona virus that you intend to keep?
- what was the main challenge for staff during this time?

### Stakeholder Views:

- how informed do you think employers are about their responsibilities?
- what feedback have you had from apprentices and employers? have you changed anything as a result?

What resources could I share?

What information would I like to receive from the presenters or other contributors?

### Education & Training Standards: The new model

- what information do you think SWE need to publicise about the new model?
- what don't you feel that you know enough about?

### End-Point Assessment:

- what preparation have you made for building EPA into early delivery?
- which elements of the EPA are causing most concern currently?
- what materials have you developed? What difficulties are you experiencing?
- what are employers and apprentice asking about in relation to the EPA?

### The Future - Level 7 development and other live issues

- what evidence do you have that supports the need for progression at L7 now? what do you want to see happen?

What resources could I share?

What information would I like to receive from the presenters or other contributors?

### NEXT STEPS & FUTURE FORUMS:

- what do you want from the next forum - any specific topic, speakers?
- are there any milestones that might make a good trigger for the next session? Any timing that seems more relevant?
- face to face or online?



# THE STORY SO FAR





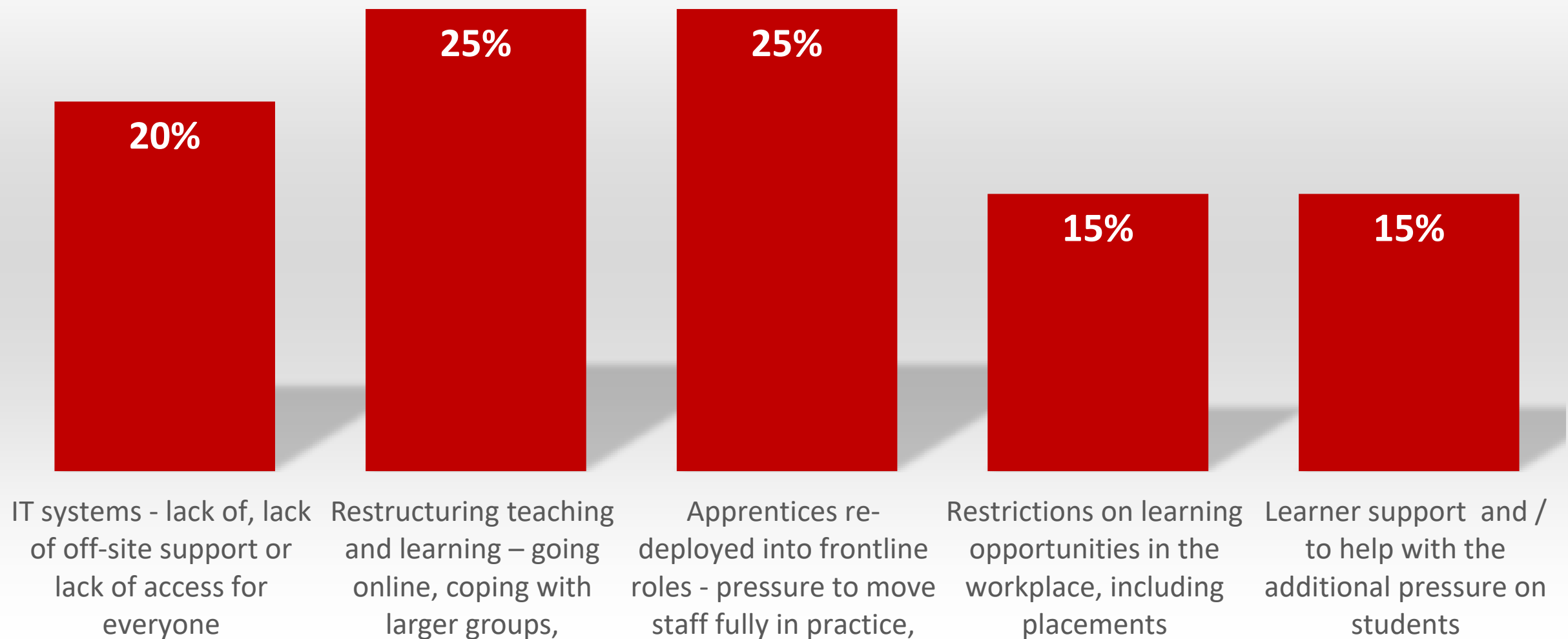
# POLL

What do you feel has been (or would be if you have not yet started delivery) the main challenge of delivery during Covid-19 ?

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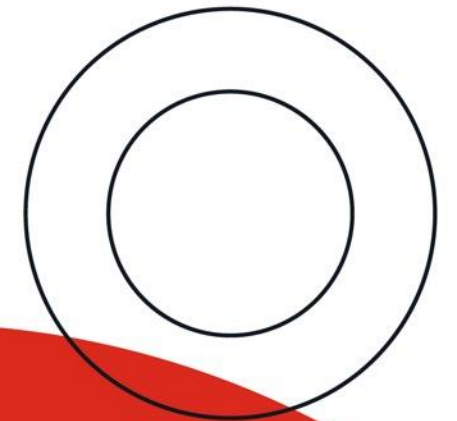


Covid-19 Challenges



# The Story So Far:

## University of Central Lancashire



Dr Clare Stone  
Principal Lecturer  
School of Social Work, Care and Community

University of Central Lancashire

Dr Clare Stone



University of Central Lancashire



The university of Central Lancashire (UCLan) commenced delivery in the academic year 2018-19 with three intakes in year one (37 apprentices) and two intakes in 19-20 (44 apprentices).

Total 81 apprentices from 16 different employers

Original delivery  emerging delivery

- OJT one day a week all year
- Lectures with full time (morning)
- Afternoon apprentice only sessions –linking theory to their developing practice
- Unexpected semester three cohort – ongoing discussion about merits of apprentice only cohorts
- UCLan model Out Reach Educator (also their Academic Advisor) on- boarding, 90 day reviews, monthly catch up, oversee progress, apprentice docs



# How we do it and lessons learned: relationship with employer

- Employers must understand commitment and expectations
- Joint selection events
- Maths & English an additional challenge
- Workplace learning and Practice Educator
- Ongoing dialogue with employers

LESSONS  
LEARNED



# Placement or workplace learning

## EXAMPLE ONE

Year one

The workplace affords the apprentice ongoing learning opportunities to develop competence and confidence against the Social Work Apprenticeship Standards. During the three year programme the Apprentice gradually moves into the role of a social worker doing social work tasks which includes statutory work

Year two

For SW2072 Social Work Practice 1 apprentice undertakes a 70 day period of concentrated social work learning in a setting that is different to their usual service users group

Year three

Apprentice remains in usual workplace developing competence and confidence against all of the Social Work Apprenticeship Standards

## EXAMPLE TWO

Year one

The workplace affords the apprentice ongoing learning opportunities to develop competence and confidence against the Social Work Apprenticeship Standards. But there is less opportunity to undertake more complex social work tasks and statutory work

Year two

For SW2072 Social Work Practice 1 apprentice undertakes a 70 day block within or outside of their usual workplace under the direction of a Stage Two Practice Educator

Year three

Apprentice has 100 day placement under the direction of a practice educator. The opportunities available must support the development of competence against all of the Social Work Apprenticeship Standards



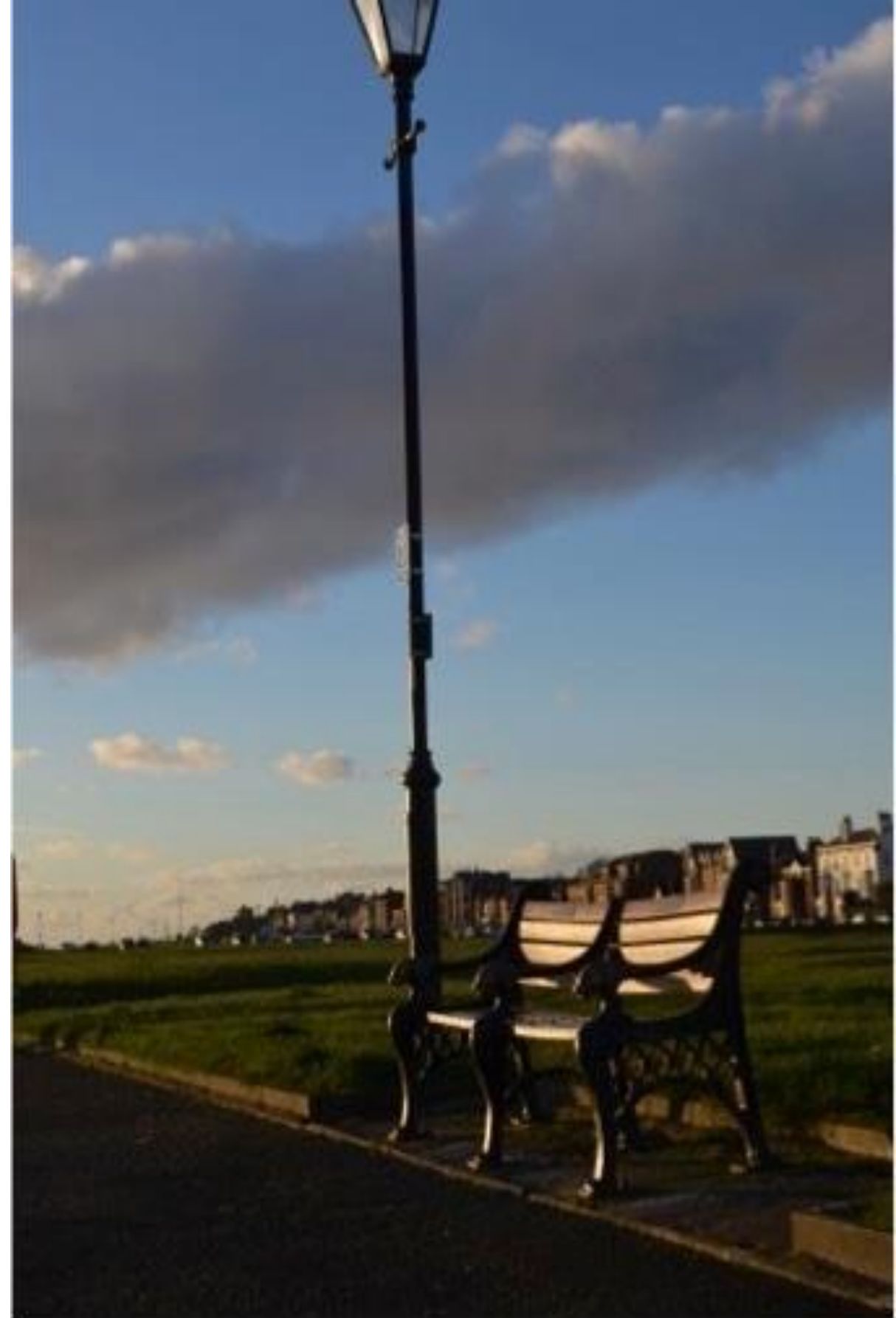
# How we do it and lessons learned: the HEI input



- Out Reach Educator (ORE) role
- Mentor training
- Hop on hop off approach
- Competency frameworks in Social Work Education
- So much documentation & audit trail
- COVID 19 – everything the same but different

# EPA (empty seat and dark cloud looming)

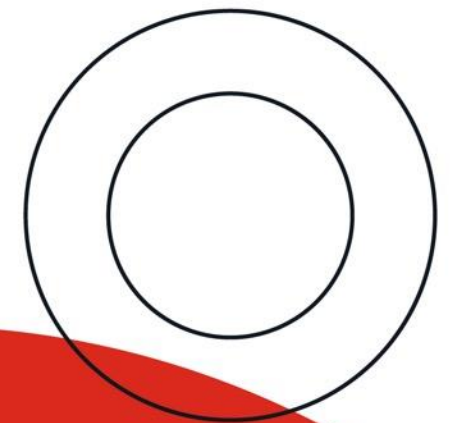
- EPA is heavy to resource.
  - Module leader and bank of ad hoc assessors
  - Lots of coordination with employers (timing, participants, venue, experts by experience).
  - Video is sustainable but big project to produce high quality product.
  - UCLan Comensus and SW practitioners case studies merged.
  - Vast experience of assessing competence in and for social work practice via live observations of learners interacting with service users(simulation is not the way forward).
  - OREs do prep for EPA – UCLan apprentices will be at gateway in semester two (Jan 2021)



# The Story So Far:

## Nottingham Trent University

Dr Angie Bartoli  
Principal Lecturer  
School of Social Sciences



# About our Social Worker Programme

- Jan 2020 start - delayed because we fell in between the 2 regulator swap over
- 23 apprentices from 2 LAs ( 2 dropped out for personal reasons so now 21)
  - Mostly female
  - Ages wide ranging - early 20s to 50s
  - Recruitment
- Origins in our Teaching Partnership:
  - held 4 stakeholder events to get a sense of the need : INVALUABLE input from Employers, service users, apprentices, existing students
  - ACTIVELY shaped the programme e.g. v clear employers did not want a block teaching pattern as they couldn't manage the time off the job

## RESPONSE :

- 1 day a week at University 10 months of the year.
- Yr 1 taught; Yr 2 80 day placement; Yr 3 90 day placement

# Challenges - Recruitment

- Due to the timing of validation, apprentices were interviewed by their employer and by us subsequently - too many hoops
- **Will synchronise in future**
  - Need to be careful of managing part timers
- Some apprentices have not been in formal academic learning for decades:
- They have struggled more with what is required **but** are very good at taking advice and accessing student support
- **We are actively encouraging this e.g. Student Services have full session at induction to cover the support available**
- **This has run successfully though Covid also**

# Challenges - Work Place Mentors

- Very challenging!
- Several models in place all equally successful currently e.g. one has identified a mentor for 3 or 4 apprentice; others strictly use line manager
- Hardest one was not based in a traditional team - had to allocate someone outside who could fulfil this role
- Employers often identified Practice Educators for the Mentor role and during the training it was clear that people were getting confused and couldn't separate the two
- Turnover - despite providing training, Mentors seemed to move on very quickly and we lost lots of trained people
- Further confusion over the role – people are not always clear about the role and what is / isn't
- **We are now developing new online bespoke programme for new and existing mentors to address these points**

# Challenges - Apprentice / Line Manager Readiness

## Induction

- First week of the apprenticeship = two days of everything and it was too much in one go e.g. Pebblepad, programme,
- **Aim now is to provide more information to both apprentice and line manager BEFORE the apprenticeship starts**

## Tri-partite reviews

- Need an early meeting to ensure that people are clear on their roles
- Tri-partite review meeting - we had it later than planned due to Covid19
- Meet **very early** – first week - to set out expectations, roles and responsibilities.



# Impact of Covid-19:

- Went on line quickly but very steep learning curve for all
- Had a good group who had gelled really well – would have been much harder without this AND
- Also harder for a newer group
- Group identified quickly that they missed the informal time getting a coffee before the sessions :
  - Created a virtual 'coffee corner'- staff login 30 mins before the lecture to set this up then leave (mostly)
  - Apprentices dial in for a virtual chat with their coffee
  - Creates a really good buzz before the lecture
- Had to create more small group exercises to do online e.g. review a doc then discuss
- Group want to return to face to face but cant do this immediately - now planning four one days sessions at which  $\frac{1}{4}$  of the cohort attend in person on campus, and the remaining  $\frac{3}{4}$  listen in live
- Using Teams has its downsides - can't always have the cameras on to see people



# Advice: ....

1. Spend more time briefing and making clear and consistent information available for both apprentice and line manager and mentor before/ at the start
2. Feedback mechanisms with employers and stakeholders are **INVALUABLE** : they shape the programme:
  1. NTU Course Committee is termly and standard across NTU - includes employers, apprentice reps, mentors
  2. This engagement should drive make quick changes based on experiences before the programme goes live

# THE APPRENTICE VOICE

# Social Worker Apprentices – advice

Kelly Centro

Kay Sadler

1. Q. What have been your key high points and low points
2. Q. What advice would you give apprentices about to start ?
3. Q. What advice do you have for universities about delivering an apprenticeship programme for apprentices?

# QUESTIONS



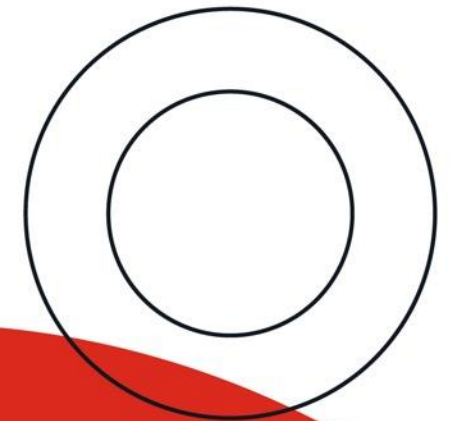


# STAKEHOLDER VIEWS

# **Social Work Apprentice Experiences So Far:**

## **Early Findings From Stakeholder Impact Research**

**Dr Clare Stone  
Principal Lecturer  
School of Social Work, Care and Community**



# Research into stakeholder experiences of the Social Work Apprenticeship.

Early findings from the apprentice survey

Dr Clare Stone



uclan

University of Central Lancashire

# 81 apprentices enrolled on the Social Work Apprenticeship at UCLan 29 completed the survey

- 34 % been on the apprenticeship programme for one year or more
- 66% fewer than 12 months on the programme

6 already had a degree and 9 had post graduate level qualifications prior to commencing the social work degree apprenticeship.

79% had 6 or more years social care experience prior to starting the apprenticeship.

Typically the apprentices described their roles as support workers, care co-ordinators or advisors (working with adults, children and family services, or mental health). However, a unique position of head of service was recorded by one respondent.





**Theme** - They decided to commence social work education when they did relate to advancing their career, learning and finances.

- Advance their career and to have more responsibility (79% have 6 or more years social care experience = reached a career ceiling).
- Obtain a salary/wage whilst they studied.
- Able to do the course without paying tuition fees.

# Theme- Workplace and academic demands

76% of apprentice agree or strongly agree they have a manageable allocation of work.

90% of apprentices said their employer respects /protects the off the job time

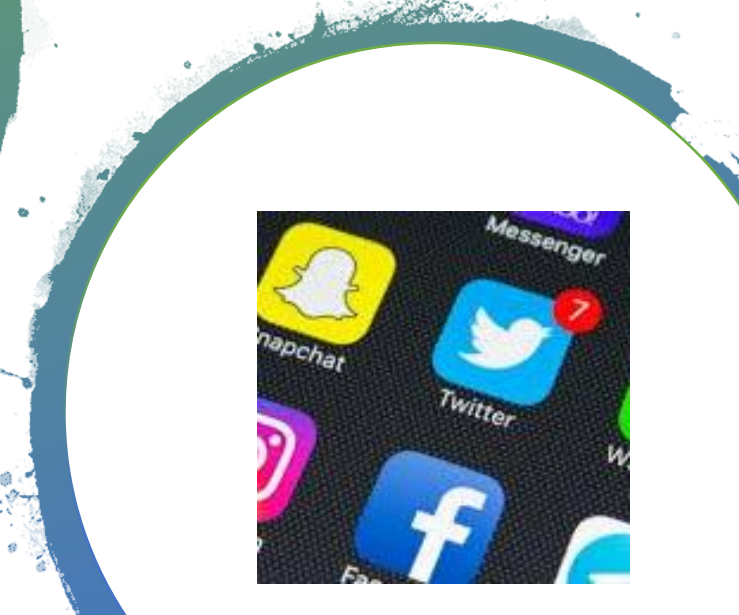
- Academic 'The apprentices present as being overloaded by demands in their workplace'.
- Mentor 'Having qualified as a social worker on the part time route I can empathise with the apprentice in having to study and learn whilst maintaining a highly pressured job'[sic]
- Employer 'Our apprentices feel that they end up having more work to do than their student colleagues who don't have work to do Mon-Thurs'

The qualitative data talks of the demands they are experiencing:

- 'study is unmanageable due to full time working and personal commitments'
- 'the apprenticeship documentation ... cause a lot of anxiety ... on top of working a 30.5+ hour week with extremely vulnerable and complex people'

# Theme - During COVID-19 I value peer support and digital technology

- ‘A small group of us have a weekly skype seminar to discuss our learning, complete learning tasks together and share worries’
- ‘Microsoft teams is a really good way to keep in touch with tutors and have questions answered quickly and easily’.



## Theme - impact of undertaking the apprenticeship

89.7% of apprentices have noticed a positive change in their day to day practice with service users as a result of learning during the apprenticeship course

- 'As a practical person the academic study and practice in the work place help me to learn and consolidate the theory'

100% of the respondents reported being pleased that they accepted a place and 100% said they are enjoying the apprenticeship

- 'I am honestly loving every minute of the apprenticeship'

# Questions & Discussion

- What opportunities do you create to enhance peer support?
- If there is a disconnect and apprentices see the work place as their job and the HEI aspect as the apprenticeship how do you address this?
- One apprentice said they expected more teaching in the workplace. What teaching role should mentors have?



# Through an Employer Lens

Jacqui Westbury  
Lecturer in Social Work  
Solent University





# TEA BREAK

Back in: 15mins





# An Employers lens

---

Jacqui Westbury



# Introduction - Why I've been asked to speak . .

- New role as a Lecturer at Solent University
- Prior to this I had a 20 year career in practice – my last role being the Principal social worker for children and families for a local authority.
- As PSW I lead on the setting up of the apprenticeship for social work
- Limitations: -
  - Left in January 2020 (before placements began and EPA)
  - My voice can only reflect my thoughts and experiences.
  - My memory is hazy for some of the detail.

WHY?  
ME?

# A little context

- The population - estimated at 927,916
- Unitary authority
- Approximately 650 staff working for the children and families department.
- When working out numbers we agreed to put 3 on initially (ideally 1 from each service area) as this then allowed for 9 in total at any one time on a rolling 3 years.
- There was lots of interest from staff
- As a LA we were also keen – although understandable hesitation that there would be no backfill allowances.



# Walking in the shoes of an employer . . . . . What were we looking for: -

---

- Honestly we weren't quite sure as it was so new apart from wanting excellent social workers at the end of it but with the least time commitment possible (I recognise the conflict!) 😊
- A programme that was flexible and responsive to the employers needs – where we felt we had a voice in the set up and design.
- A programme that recognised the experience the apprentices were bringing.
- A university that made things as simple as possible – the 'can do' approach (to make it as easy as possible for us as the employer)



- That there is often no backfill – The long term aspirations verses the short term staffing pressures.
- The language used can be or was at times confusing – Language used in academia might not be regularly used in practice (and vice versa)
- Recruitment – We wanted/needed the power to be in control of this – so working together was key.
- When you say 1 day a week – then there are unexpected ‘extra days’ - such as inductions – can cause complications from front line managers.
- The filtering, understanding and engagement of each line manager is different – so patience is needed and effective communication between employer, agencies and student critical




What were/are the challenges as an employer?

# A little more on recruitment

- We did inhouse information sessions (with universities alongside)
- We made it clear about expectations of apprentices - including:-
  - Investment of own time
  - That it wont necessarily be the 'top 3' to get positions if they are all in the same team – as it needed to be 1 per service area (or at least no more than 1 from a team)
  - There would be bumps in the road as this was a first for the LA and uni – so communication would be key.
- We then invited people to submit an 'application form' and shortlisted from this.
- Then from the shortlisted people we held a joint recruitment day with the chosen university which met both the university requirements and the LA requirements too.
- From those not successful doe to not having the correct criteria – guidance and support was given about what they could do to be able to apply the following year.







## What helped the journey

- Open and honest communication
- Patience of a saint by the university.
- Being heard
- Both partners recognising there were elements of trial and error and there would be bumps in the road. (and it was important to prepare the apprentices for this unknown territory too)
- Working in partnership on all aspects such as briefing sessions, handouts, timetables, updates.

# What you could ask for . .

- A named lead
- An agreed regular updated meeting
- An agreed person to escalate to
- An engagement of forward planning of the programme (including placement discussions etc – to work together)



# QUESTIONS



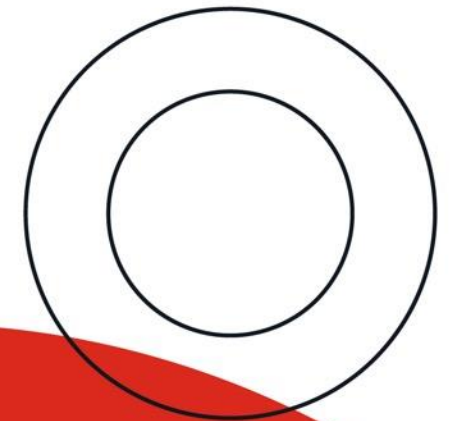




# **EDUCATION & TRAINING STANDARDS**

# The 2020 Standard: Early Findings

Hannah Brown  
Head of Quality Assurance  
Social Work England



# Standards: Early findings

Hannah Brown  
Head of Quality Assurance

Social  
Work  
England



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## Education and Training: Our story so far

- Social Work England become the new specialist regulator for social work in December 2019
- Legacy HCPC cases
- Inspections began in January 2020
- Remote inspections in June 2020

# Education and Training: What next?

- Towards the end of next year (2021), the new training and education standards will come into force.
- Annual monitoring due November 2020
- The reapproval of courses will begin in September 2021 with apprenticeship courses likely to be in the first years.



## Next steps...

- We will use our first year of regulation to gain insight into how social workers are learning in the workplace and how employers are supporting them.
- We will embed our new CPD standards and procedures and publish a report of our evaluation.
- Guidance and supporting materials we need to develop to make clear our way of working.
- Further consultation
- Think about our pledge to people with lived experience of social work and a strategy for involving people across our work as an organisation.
- We will deliver quality regulatory functions and communications.



**Follow our journey as we grow  
and evolve:**

 [socialworkengland.org.uk](https://socialworkengland.org.uk)

 [Social Work England](#)

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The background is a solid light green color. On the left and right sides, there are decorative white wavy lines that resemble stylized calligraphy or abstract patterns. A thin white vertical line is positioned to the left of the word 'Questions'.

# Questions





**END POINT ASSESSMENT**



# POLLS



What is your main area of concern about the EPA ?  
What issues, queries and points do you want to make  
about the EPA

# End-Point Assessment-



- Bullet point style
- Would look like this

- Bullet point style
- Would look like this

# Planning, Preparation Resources and Approach:

## Issues & Solutions

Dr Joanna Rawles  
Head of Social Work (England) - Senior Lecturer  
The Open University

Soryah Brown  
Senior Relationship Manager  
IfATE

# SWDA – Knowledge Network

## EPA – Plans, Challenges & Possibilities

Dr Joanna Rawles  
Head of Social Work



The Open  
University

# EPA – Plans, Challenges & Possibilities

- Relationship between assessment and teaching & learning for the EPA (the 60 credit conundrum!)
- The positioning of the gateway
- 20% off the job and apprentice study time for the EPA
- Resources for the scenario exercise
- Working together

# OPEN MIC DISCUSSION

- **Raise your hands to ask a question, make a point or pose a question**
  - **Unmute your mic and come in when asked – then take your hand down**
- OR**
- **Type your question in to the question line and we'll invite you in as soon as we can**
- OR Text questions to 07720 888 149**
- OR Email [r.rhodes@bolton.ac.uk](mailto:r.rhodes@bolton.ac.uk)**



**Peter Barron**  
**Project Manager - SLQA**  
**Skills for Care**

**THE FUTURE**

A decorative graphic on the right side of the slide. It features a large, solid red curved shape that resembles a stylized 'C' or a swoosh. Overlapping the top right of this red shape is a black target symbol consisting of two concentric circles. Below the red shape, there are several faint, light grey concentric circles, creating a layered, target-like effect.

# RESOURCES & FURTHER INFORMATION

[www.cda.uvac.ac.uk](http://www.cda.uvac.ac.uk)



Slide Pack



Listen Again Webcast

see the agenda (right) for the start times in the recording for each segment



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## AGENDA

Session Topics	Speaker	Video Time Stamp Start
<b>Welcome:</b> Current challenges	Jane Hanrahan Social Worker Trailblazer Chair Norfolk County Council	
<b>The Story So Far:</b> <ul style="list-style-type: none"> <li>• Early delivery models</li> <li>• Lessons Learned</li> <li>• Practice Educators and Mentors</li> <li>• Covid-19 adjustments</li> <li>• Preparing for EPA</li> </ul>	Dr Clare Stone Principal Lecturer School of Social Work, Care and Community, University of Central Lancashire	16.01
	Dr Angie Bartoli Principal Lecturer School of Social Sciences Nottingham Trent University	32.34
	Joined by Apprentices Kay Sadler Kelly Centro	50.25
<b>Stakeholder Views:</b>	Dr Clare Stone 'Social Work Apprentice Experiences so far' Early findings from stakeholder impact research	1.06
	Jacqui Westbury Lecturer in Social Work Solent University 'Through an Employer Lens'	1.23
<b>TEA BREAK 11.15....ish...</b>		
<b>Education &amp; Training Standards:</b> <ul style="list-style-type: none"> <li>• Standards - Early Findings'</li> </ul>	Hannah Brown Head of Quality Assurance Social Work England	1.40
<b>End-Point Assessment:</b> <ul style="list-style-type: none"> <li>• Planning, Preparation Resources and Approach – Issues &amp; Solutions</li> </ul>	Dr Joanna Rawles Head of Social Work (England) - Senior Lecturer Faculty of Wellbeing, Education and Language Studies The Open University	2.03 EPA General Q and A Close
	Joined by Soryah Brown Senior Relationship Manager IfATE	
<b>The Future</b> <ul style="list-style-type: none"> <li>• Level 7 development and other live issues</li> </ul>	Peter Barron Project Manager - SLQA Skills for Care	

If you are having problems at any point : TEXT Rebecca on 07720 888 149



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