



***Lessons from new fast-track  
work-based routes into social  
work: implications for  
apprenticeship models***

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# Overview

- Increasingly diverse routes into becoming a qualified social worker

This workshop presents:

- Current models at Middlesex University
- Learning from developing work-based routes into social work
- Their application to social work apprenticeships
- Small group discussion and feedback

# Social Work at Middlesex

- BA Social Work
- MA Social Work
- New MA/PGDip Social Work (Accelerated route)
- Step up to Social Work
- Think Ahead
- North London Social Work Teaching Partnership
- New Leadership and Management- PG Cert/Dip/  
MA and MBA

# MA/PG Dip SW (accelerated route)

- 14 month qualifying programme
- HCPC validated
- Largely work based
- First of its kind developed by a university-  
partners have identified social work at  
Middlesex as developing innovative  
approaches
- Launches 17th September 2018

# Lessons Learnt

- Knowing your students
- Working with stakeholders and understanding what employers want
- Managing systems- academic, regulatory and from employers
- HCPC validation
- Responding to change

# Knowing your students

- A new type of programme attracts a new and diverse demographic of students
- Their expectations and needs may be different
- Lessons from Step Up
- Pre-induction days
- ‘Keeping warm’ contact and aftercare with successful applicants pre-enrolment

**Who will the new apprentices be, what will they need, how can we support them?**

# Working with stake holders

- Service users and carers- involve@mdx
- Placement providers- changing expectations and patterns of placement delivery
- Employers- does the new curriculum reflect what they want from practitioners, can they contribute to programme development and delivery?

**What does the partnership for apprenticeships look like, how can we engage stakeholders and how are roles changing?**

# Managing systems

- Compressed timescales have meant careful consideration being given to aligning the new programme to the university's 'cycle'
- Issues of enrolment, DBS checks, student welfare and support have changed slightly from our existing cohort

**How will the new apprenticeship map to University systems and student support?**

# HCPC validation

- Offering clarity and assurance around programme structure and level of academic content
- Clearly mapping to SOPs and SETs as well as KSS and PCF
- Evidencing sufficient support to students undertaking intensive programme
- Stepping outside the HCPC 'comfort zone'

**What will the HCPC be looking for in SW apprenticeships? How will they respond to different models of work based learning? How will they be evaluating/weighing SW standard in new programmes?**

**Their primary focus is ensuring quality programmes which meet standards of public protection**

# Responding to change

- New roles and ways of working for students, tutors, practice educators- how to communicate these and manage anxiety
- Ongoing monitoring and evaluation
- Capturing the student voice

**What changes do we foresee SW apprenticeships presenting, what are the challenges and opportunities?**

# Discussion points....

- **Who will the new apprentices be, what will they need, how can we support them?**
- **What does the partnership for apprenticeships look like, how can we engage stakeholders and how are roles changing?**
- **How will employer partners select and fund apprenticeship students?**
- **How will the new apprenticeship model map to University systems and student support?**
- **What will the HCPC be looking for in SW apprenticeships? How will they respond to different models of work based learning? How will they be evaluating/weighing SW standard in new programmes?**
- **What changes do we foresee SW apprenticeships presenting, what are the challenges and opportunities?**