

# **Advanced Practitioner Framework**

## **Continuous Professional Development For Social Workers and Managers**

*A partnership between*



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## Contact us

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# 1. Welcome

The South Yorkshire Teaching Partnership is a collaboration between the University of Sheffield, Sheffield City Council, Barnsley Metropolitan Borough Council, Rotherham Metropolitan Borough Council, Doncaster Council, Doncaster Children's Services Trust and Lincolnshire Council (Children's Services), which is being supported by the DfE/DH to test and refine new and innovative approaches to delivering high quality training for social work students and qualified practitioners.

Working together, we deliver high quality training for social work students and qualified social workers in order to help them to develop the skills they need to work effectively in front line statutory services.



*I am pleased to be able to launch our new Autumn programme for your continuous professional development and encourage you to express your interest to attend modules within the Advanced Practitioner Framework. We have a new specially commissioned court room module which will support social workers with their report writing and allow practitioners to experience cross examining by a barrister in a Moot room. Our CPD offer provides a unique opportunity for you to become a student of the University of Sheffield or the Sheffield Management School with some study time now built into the programmes. We will need you to sign a learning agreement as it is important for us to gain commitment from your manager for you to attend and for you to commit to all the dates within the modules. I look forward to hearing your feedback on the modules and to seeing you at our awards events.*

**Christine Bennett, Assistant Director, People's Portfolio, Sheffield City Council**

*Our Advanced Practitioner Framework has been developed jointly with the Teaching Partnership's local authority partners, and offers you an opportunity to undertake postgraduate study at the University of Sheffield, which has been specifically designed to support you in your career development as a social worker or manager. All our modules are accredited, which gives you the opportunity to build up credits over a period of time towards a postgraduate award. Our modules are taught by academic staff with strong and substantial professional experience, and whose teaching content reflects the best and latest research. Our intention is to combine creativity and flexibility with rigorous academic approaches to learning, in order to develop your skills and knowledge and to help support and enable you to deliver first class service quality to children and their families. I look forward to welcoming you to the University.*



**Dave Bosworth, Director of Social Work Education, the University of Sheffield**

## **Advanced Practitioner Framework**

Our Advanced Practitioner Framework has been developed in consultation with local authorities, and is designed to support social work professionals to continue to develop their knowledge and skills as professionally capable, reflective and analytical practitioners.

The Framework is modular based and supports continuous professional development across four strands:

- Leadership and management;
- Practice;
- Practice educator;
- Research and evidence-informed practice.

The Framework is for social workers and managers working across children and families and adults' services. We are currently working with adults' services leads to ensure that a wider selection of adults' focused modules is available under the 'Practice' strand.

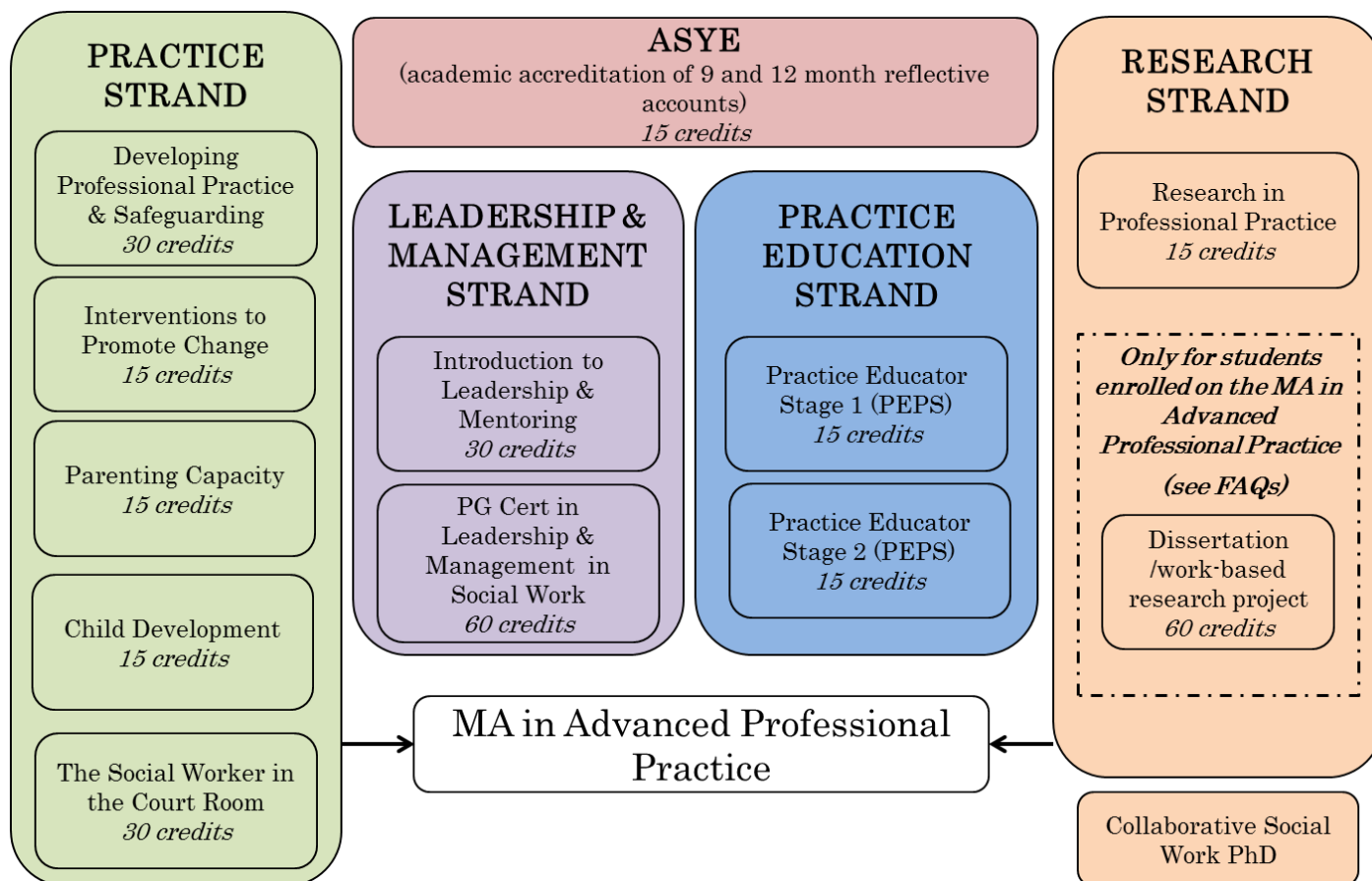
All modules are accredited and social workers can therefore build up credits towards a range of postgraduate qualifications including a certificate, diploma or MA in Advanced Professional Practice. *(Please note that the PG Certificate in Management and Leadership is a stand-alone course, and the credits therefore cannot be used towards a diploma or MA in Advanced Professional Practice).*

All modules (with the exception of Practice Educator stage 1 & 2) will be held at the University of Sheffield. Please see FAQ number 2 for details and directions.

For further information, please see

<http://www.southyorkshireteachingpartnership.co.uk/category/continuing-professional-development/>

## 2. Current courses/modules on offer



Assessed and Supported Year in Employment (ASYE)			For further information see:
<b>ASYE</b>	15 credits	<ul style="list-style-type: none"> <li>Open to newly qualified social workers from children's and families and adults' services</li> <li>Academic accreditation of 9 and 12 month reflective accounts</li> </ul>	Page 10
Leadership and Management strand			For further information see:
<b>Introduction to leadership and mentoring</b>	30 credits	<ul style="list-style-type: none"> <li>Open to aspiring and new managers from children's and families and adults' services</li> <li>Leads on to Assessed and Supported Year for Aspiring Managers for a limited number of those who successfully pass the module</li> </ul>	Page 16 Page 9
<b>Post Graduate Certificate in Leadership and Management</b>	60 credits	<ul style="list-style-type: none"> <li>Open to experienced managers from children's and families and adults' services</li> <li>Delivered by the University of Sheffield's School of Management</li> <li>Leads to a PG Cert qualification (level 7)</li> <li>Please note that the PG Cert is a stand-alone course, and the credits therefore cannot be used towards a diploma or MA in Advanced Professional Practice</li> </ul>	Page 17

Practice strand			For further information see
Developing Professional Practice and Safeguarding	30 credits	<ul style="list-style-type: none"> <li>Open to social workers from children's and families services</li> </ul>	Page 11
The Social Worker in the Court Room	30 credits	<ul style="list-style-type: none"> <li>Open to social workers from children's and families and adults' services</li> </ul>	Page 14
Parenting Capacity	15 credits	<ul style="list-style-type: none"> <li>Open to social workers from children's and families services</li> </ul>	Page 12
Interventions to Promote Change	15 credits	<ul style="list-style-type: none"> <li>Open to social workers from children's and families services</li> </ul>	Page 13
Child Development & Communication with Children	15 credits	<ul style="list-style-type: none"> <li>Open to social workers from children's and families services</li> </ul>	Page 13
Practice Education strand			For further information see
Practice Learning Educator Stage 1	15 credits	<ul style="list-style-type: none"> <li>Open to social workers from children's and families and adults' services who wish to become a Practice Educator</li> </ul>	Page 19
Practice Learning Educator Stage 2	15 credits	<ul style="list-style-type: none"> <li>Open to social workers from children's and families and adults' services who have completed Practice Educator Stage 1</li> </ul>	Page 20
<b>Practice Learning Educator Stage 3</b> – currently being developed	<i>There is a commitment within the SYTP to develop Practice Educators who possess a range of skills – not just in relation to supporting students on placement, but also, for example, in supporting and mentoring NQSWs on their ASYE year and in delivering HEI teaching on pre- and post-qualifying courses. We will therefore be developing a PE 3 module, which will focus on social work teaching and will lead to fellowship of the Higher Education Academy.</i>		
Research and evidence-informed practice strand			For further information see
Research in Professional Practice	15 credits	<ul style="list-style-type: none"> <li>Open to social workers from children's and families and adults' services</li> </ul>	Page 18
Practice Dissertation	60 credits	<ul style="list-style-type: none"> <li>The dissertation module is only open to those registered on the full MA in Advanced Professional Practice</li> </ul>	<i>Only a very limited number of places on the full MA will be sponsored by SYTP. Please see FAQs for more information</i>

### 3. Advanced Practitioner Framework Planner 2017-2018

Please note that very occasionally module dates may be subject to change, in which case students will be notified as soon as possible.

2017-18	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T			
September					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						
October							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
November			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30								
December					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
January	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31									
February				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28									
March				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						
April							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				

May		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
					1	2	3	4	5	6																											
June					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
July						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	

Key

Introduction to leadership and mentoring	Child Development and Communication with Children	Developing Professional Practice and Safeguarding
Research in Professional Practice	Parenting Capacity	Interventions to Promote Change
PG Cert in Leadership and Management	The Social Worker in the Court Room	Practice Learning Educator Stage 1

Please note that dates are not yet available for *PLE2*. We will advertise this module once dates become available

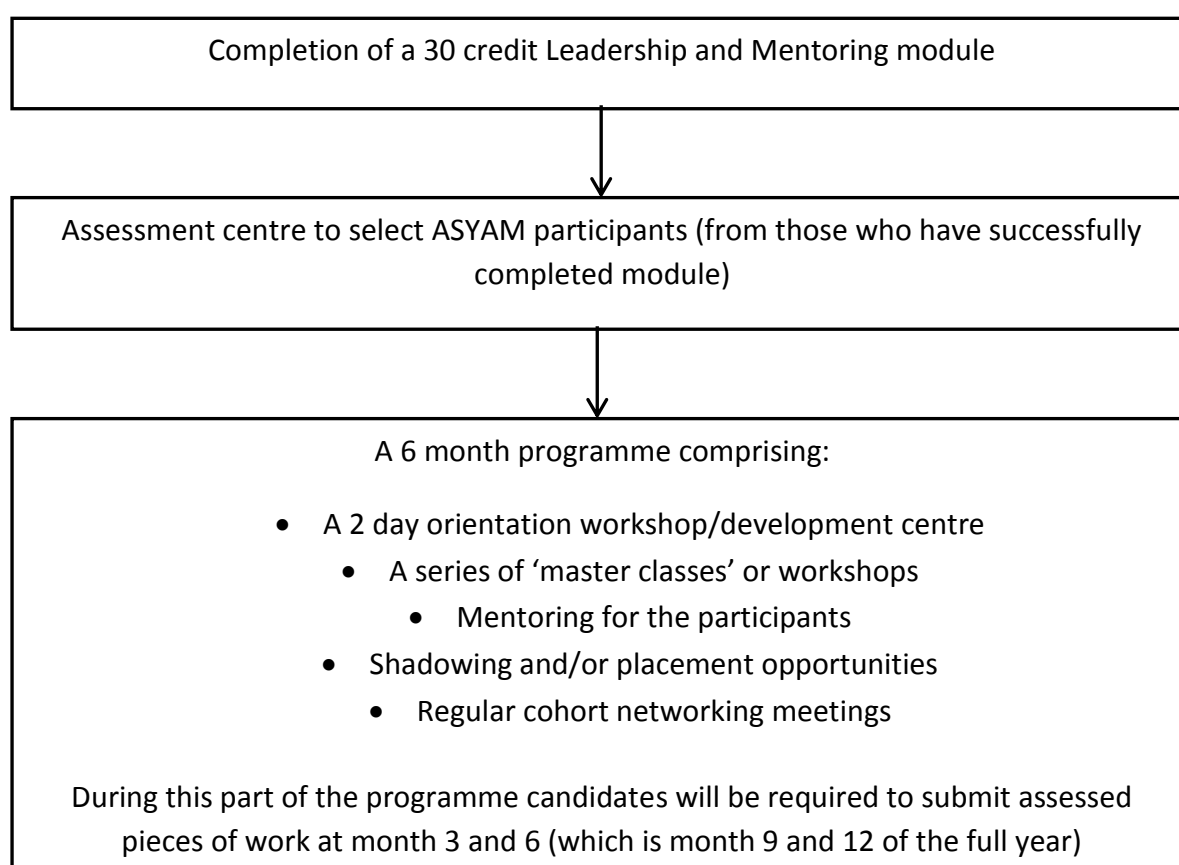


## 4. Assessed and Supported Year for Aspiring Managers

The Assessed and Supported Year for Aspiring Managers (ASYAM) pilot has been designed to identify, develop and support aspiring managers and leaders across the South Yorkshire Teaching Partnership (SYTP). The ASYAM will combine bespoke, targeted CPD provision along with work-based mentoring and support, in order to develop a clear, well-supported career pathway into management for our social workers.

The ASYAM pilot will build on the Introduction to Leadership and Mentoring module, and applications will therefore be invited from students who have successfully completed this module.

The ASYAM will include a mixture of direct teaching, workshops/Masterclasses and on site mentoring.



## 5. Social Work PhD

We are currently looking into ways of funding PhD opportunities for SYTP social work staff. We hope to be able to bring you further updates on this shortly.

## 6. Application and registration processes

### How do I apply for study for a module?

We will advertise the number of places offered and will invite you to register your interest. Should there be more interest than places then there will be a selection process.

If you have been offered a place on a module, then the process for taking up your place is as follows:

**Please note - all 3 steps must be completed before you can start on the module.**

1. You will receive an electronic copy of the SYTP **Learning Agreement form** (see section 9). Please complete it asap and return it to [southyorkshireteachingpartnership@sheffield.gov.uk](mailto:southyorkshireteachingpartnership@sheffield.gov.uk).
2. You will receive an email with links to an **online application form** and instructions for completion. You should only apply for the module you have been nominated for. *NB You will need your HCPC registration number to hand when completing the application form.* Once you have completed the on-line application you will receive a confirmation e-mail that your application has been submitted.
3. University of Sheffield admissions will then send you an e-mail giving information about your offer and advising you that you will receive a further email providing instructions on how to **register** online to join the University and set up your student account. The registration form takes you through several steps all of which **must** be completed.

Once you have registered you will be issued with your MUSE card, have access to University facilities and be set up for the award of your credits.

**Remember - both the application form and registration tasks must be completed, and the learning agreement form completed and returned, before you can take up your place on the module.**

## 7. Module outlines and course dates

Assessed and Supported Year in Employment (SCS682)	
15 credits	
<b>Learning outcomes</b>	<p>The aim of the module is to assist students to improve their skills, competence and confidence as a social worker in a systematic manner during the first year of practice and to improve the overall quality of social work practice by ensuring the first year in employment provides an effective bridge from initial training.</p> <p>By the end of the module students should be able to:</p> <ul style="list-style-type: none"><li>• Demonstrate 'practice competence' in a wide range of child and family tasks and roles</li><li>• Be effective in their interventions, using theory, research and evidenced based practice (thus building their own confidence and earning the confidence of others )</li><li>• Demonstrate social work skills in relation to child and family social work at the appropriate ASYE level</li></ul>

	<ul style="list-style-type: none"> <li>• Demonstrate an ability to work effectively on complex social work situations</li> <li>• Demonstrate an understanding of the importance of support and supervision in social work</li> <li>• Exercise initiative and evaluate their own practice, including the impact of continued professional development activity</li> <li>• Show progression in meeting the 10 domains of the Knowledge and Skills statement for Child and Family Social Work</li> </ul>
<b>Assessment</b>	Students will submit their 9 and 12 month reflective accounts for academic accreditation

<b>Developing Professional Practice and Safeguarding (SCS 673)</b>	
<b>Practice strand</b>	<b>30 credits</b>
<b>Learning outcomes</b>	<p>By the end of the unit, a student will be able to demonstrate the ability to;</p> <ol style="list-style-type: none"> <li>1. Apply a critical understanding to assessment, planning and evaluating work;</li> <li>2. Demonstrate a critical understanding of the elements of best practice in the wider societal and professional context;</li> <li>3. Work effectively with others in order to formulate an effective plan for intervention with service users;</li> <li>4. Explain professional reasoning, judgements and decisions;</li> <li>5. Critically analyse how effective communication is enabled or how barriers arise;</li> <li>6. Critically reflect on their own practice and role, and that of other professionals;</li> <li>7. Demonstrate a critical understanding of safeguarding practice in a multi-agency context;</li> <li>8. Demonstrate an understanding of risk assessment and risk management;</li> <li>9. Demonstrate an understanding of relevant legislation and guidance and its application to practice;</li> <li>10. Demonstrate skills in undertaking effective work with service users</li> </ol>
<b>Assessment</b>	<p>There are three elements to the assessment:</p> <ol style="list-style-type: none"> <li>1) <b>Presentation</b> (20%): A 45 minute group presentation.</li> <li>2) <b>Direct Observation</b> (Pass/Fail): A direct observation of your practice in a safeguarding context, to be completed by your line manager or another agency representative who is suitably qualified as defined in the student handbook. Pass/Fail</li> <li>3) <b>Assignment</b> (80%): With reference to a recently completed Court Statement/ Child Protection Conference Report / Assessment / Report: Write a 3500 word critically reflective account of your safeguarding practice, including discussion of planning, assessment and decision making, and the challenges of communication with service users and/ or other professionals</li> </ol>
<b>Topics covered</b>	<b>Dates</b>
<ul style="list-style-type: none"> <li>• Assessment and decision making</li> <li>• Risk and risk management</li> <li>• Neglect</li> <li>• Mental health and safeguarding, including adolescent mental health and Best Interest decisions</li> <li>• Child Sexual Exploitation</li> </ul>	<p>Sessions will take place on the following Wednesdays from 10.00am to 3.00pm:</p> <ul style="list-style-type: none"> <li>• 4<sup>th</sup> October 2017</li> <li>• 11<sup>th</sup> October 2017</li> <li>• 18<sup>th</sup> October 2017</li> <li>• 25<sup>th</sup> October 2017</li> <li>• 1<sup>st</sup> November 2017</li> </ul>

<ul style="list-style-type: none"> <li>• Technology and Safeguarding</li> <li>• Female Genital Mutilation</li> <li>• Update of legislation and policy</li> <li>• Person Posing Risk Assessments</li> <li>• Serious Case Reviews</li> <li>• Adolescence and Safeguarding</li> </ul>	<ul style="list-style-type: none"> <li>• 8<sup>th</sup> November 2017</li> <li>• 15<sup>th</sup> November 2017</li> <li>• 22<sup>ND</sup> November 2017</li> <li>• 29<sup>th</sup> November 2017</li> <li>• 6<sup>th</sup> December 2017 [Study day]</li> </ul>
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Parenting Capacity (SCS672)		
Practice strand		15 credits
<b>Learning outcomes</b>	<p>This module is designed to enable you to develop your knowledge base and effective practice when working with parenting issues, including substance misuse and mental health, which have the potential to impact on parenting capacity.</p> <p>By the end of the unit, you will be able to demonstrate the ability to:</p> <ol style="list-style-type: none"> <li>1. Understand the range of issues which can impact on parenting capacity, including substance misuse, learning disability, mental health and domestic abuse</li> <li>2. Demonstrate a critical knowledge of the range of theories and models for intervention with parents/ carers and the methods derived from them</li> <li>3. Competently use assessment and intervention tools to work with adults</li> <li>4. Understand the theoretical bases of family dysfunction and strategies for intervention</li> <li>5. Understand integrated working including at the interface of children and adult services</li> </ol>	
<b>Assessment</b>	<p>Assignment (100%):</p> <ul style="list-style-type: none"> <li>• Word Count: 3,000 words</li> <li>• With reference to issues that impact on parenting capacity and interventions, critically discuss a piece of work that you have undertaken with a parent/ carer, including the aims and the outcomes of the work.</li> </ul>	
Topics covered		Dates
<ul style="list-style-type: none"> <li>• Overview of parenting capacity: <ul style="list-style-type: none"> <li>○ theoretical perspectives</li> <li>○ legal and policy context</li> <li>○ Issues affecting parenting capacity</li> </ul> </li> <li>• Parental mental health</li> <li>• Parents with a learning difficulty</li> <li>• Alcohol and substance misuse</li> <li>• Assessment of victims or perpetrators of Domestic abuse</li> </ul>		<p>Sessions will take place on the following Wednesdays from 10.00am to 3.00pm:</p> <ul style="list-style-type: none"> <li>• 7th February 2018</li> <li>• 14th February 2018</li> <li>• 21st February 2018</li> <li>• 28th February 2018</li> <li>• 14th March 2018</li> <li>• 28th March 2018 [Study day]</li> </ul>

Interventions to Promote Change (SCS 668)		
Practice strand		15 credits
<b>Learning outcomes</b>	<p>The module aims to provide the student with the knowledge base and practice tools to intervene critically and effectively with children, young people and their families to promote positive change</p> <p>By the end of the unit, a candidate will be able to demonstrate the ability to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate a critical knowledge of a range of theories and models for intervention with individuals, families, groups and communities and the methods derived from them;</li> <li>2. Critically reflect on the application of interventions;</li> <li>3. Recognise and critically analyse factors that promote and hinder change and the implications for practice;</li> <li>4. Apply a critical understanding to promoting and sustaining service user and carers rights and interventions to empower active choice and participation</li> </ol>	
<b>Assessment</b>	<p>Assignment (100%):</p> <ul style="list-style-type: none"> <li>• Word Count: 3,000 words</li> <li>• With reference to a piece of work which you have recently undertaken, provide a 3,000 word critical and reflective account, analysing a specific intervention approach and how it was utilised to promote change.</li> </ul>	
Topics covered		Dates
<ul style="list-style-type: none"> <li>• Change theory</li> <li>• Assessment, planning, intervention and Evaluation</li> <li>• Solution focused approaches</li> <li>• Motivational Interviewing</li> <li>• Strengths- based approaches</li> <li>• Strengths based approaches</li> <li>• Narrative approaches</li> <li>• CBT</li> <li>• Working with resistance</li> <li>• Change tools</li> </ul>		<p>Sessions will take place on the following Wednesdays from 10.00 to 15.00:</p> <ul style="list-style-type: none"> <li>• 28<sup>th</sup> March 2018</li> <li>• 2<sup>nd</sup> May 2018</li> <li>• 9<sup>th</sup> May 2018</li> <li>• 23<sup>rd</sup> May 2018</li> <li>• 6<sup>th</sup> June 2018</li> <li>• 13<sup>th</sup> June 2018 [Study day]</li> </ul>

Child Development and Communication with Children (SCS669)		
Practice strand		15 credits
<b>Learning outcomes</b>	<p>By the end of this module a candidate will be able to demonstrate the ability to:</p> <ol style="list-style-type: none"> <li>1. Understand the theoretical basis of human development and growth and how it relates to their practice setting</li> <li>2. Demonstrate a critical knowledge of the range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them</li> <li>3. Competently use assessment and intervention tools to work with children, their</li> </ol>	

	<p>families and carers</p> <ol style="list-style-type: none"> <li>Understand the theoretical bases of family dysfunction and strategies for intervention within their particular service specialism.</li> <li>Use structures such as the Integrated Children's system to promote the development of children and their families.</li> <li>Understand how to promote and sustain service user and carers rights and empower their active choice and participation</li> </ol>
<b>Assessment</b>	<p>Part One – Presentation (20%)</p> <ul style="list-style-type: none"> <li>Students will undertake a 15 minute presentation to the group. The presentation will relate to a tool utilised in direct work with a particular child or young person.</li> </ul> <p>Part Two – Assignment (80%)</p> <ul style="list-style-type: none"> <li>Complete an essay of 2000 words on the following topic: Write a critically reflective account of a piece of work with a child or young person, taking into account a child development theory that was utilised, and its usefulness to social work practice.</li> </ul>
<b>Topics covered</b>	<b>Dates</b>
<ul style="list-style-type: none"> <li>Introduction to the module, assignment and ecological theory</li> <li>Physical development</li> <li>Cognitive development</li> <li>Communication with children and young people</li> <li>Attachment theory</li> <li>Identity and Social relationships – birth to teenage years</li> <li>Adolescent mental health</li> <li>Observation</li> </ul>	<p>Sessions will take place on the following Wednesdays from 10.00 to 15.00:</p> <ul style="list-style-type: none"> <li>21<sup>st</sup> March 2018</li> <li>28<sup>th</sup> March 2018</li> <li>25<sup>th</sup> April 2018</li> <li>9<sup>th</sup> May 2018</li> <li>23<sup>rd</sup> May 2018</li> <li>30<sup>th</sup> May 2018 [Study day]</li> </ul>

<b>The Social Worker in the Court Room</b>		
<b>Practice strand</b>		<b>30 credits</b>
<b>Learning outcomes</b>	<p>This module aims to:</p> <ol style="list-style-type: none"> <li>Enable participants to identify how 'the law' underpins social work practice;</li> <li>Enable participants to identify the importance of evidence within the context of social work practice, decision making and presenting evidence at court;</li> <li>Prepare participants for presenting evidence at court and within written reports;</li> <li>Enable participants to develop expertise in using case law to justify social work practice decisions;</li> <li>Introduce participants to the court and legal processes and enable them to prepare for legal interactions.</li> </ol> <p>By the end of the module, a candidate will be able to demonstrate that they have:</p> <ol style="list-style-type: none"> <li>Critically explored when and why the social worker requires the court's authority</li> </ol>	

	<p>to act; the role of the court in testing, and legitimising, the judgment of the social worker; and the different courts that the social worker will encounter;</p> <ol style="list-style-type: none"> <li>2. Explain, critically explore and reflect upon the onus and the standard of proof, in the context of professional social work legal practice, (who has to prove what, and to what standard) — the social worker as applicant – as witness – as expert – as advocate – as defendant;</li> <li>3. Critically explored the concept of evidence; ‘Expert’ evidence – allegations, assertions and claims – corroboration and triangulation – testing of evidence – the forensic process and the quality of evidence – the relevance (or not) of the outcome of criminal trials;</li> <li>4. Critically explore, analyse and reflect on the importance of case law and the matching of evidence to threshold the concept of 'threshold', and key social work thresholds;</li> <li>5. Analyse, explore and critically reflect on how to present evidence in the court setting and within documents intended to influence court/legal decisions.</li> </ol> <p><u>Content</u></p> <p>The module starts with a refresher that sets the context for encounters between social work and the law, grounding it in an understanding of the role of the law in social work practice, and of the social worker in the courtroom. It is therefore equally suited to those practitioners whose encounters with legal theory are recent or distant. Building on that grounding, the module will quickly become practice-orientated. Indeed, the module will use participants' own contentious cases, and to this end it will be a requirement that each participant holds throughout the module (either within their own caseload, or jointly worked with another worker) at least one case in which a court hearing is likely. This module is therefore suitable only for practitioners who are able and willing to hold or jointly co-work such a case within their own caseload. Subject to that requirement, the module is suitable for any practitioner working within any area of children and families or adults social work practice.</p>
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Part 1 (50%): a 3,000 word assignment assessing Learning Outcomes 1-5. The assignment will consist of: a written assessment on the basis of a case study, and a piece of reflective writing, which sets out the candidate's understanding of the legal process;</li> <li>• Part 2: an oral examination assessing Learning Outcomes 1-5 (50%) The examination will consist of: an artificially constructed examination and cross-examination, based upon a case study, in a moot setting.</li> </ul>	<p><b>Dates (<i>please note that these dates are provisional</i>)</b></p> <ul style="list-style-type: none"> <li>• <b>Lecture days:</b> 4<sup>th</sup>, 11<sup>th</sup>, 18<sup>th</sup> October and 1<sup>st</sup> November 2017</li> <li>• <b>Workshops:</b> 22<sup>nd</sup> November, 6<sup>th</sup> December, 13<sup>th</sup> December and 10<sup>th</sup> January 2017</li> <li>• <b>2 x study days</b></li> <li>• <b>2 x assessment days</b> (January / February 2017 - dates TBC)</li> </ul>

# Introduction to Leadership and Mentoring (SCS675)

## Practice strand

**30 credits**

### Learning outcomes

By the end of the unit, a student will be able to demonstrate the ability to;

1. Promote equality of opportunity, diversity and inclusion;
2. Facilitate best practice and accountable decision making with the use of best evidence;
3. Understand leadership and mentoring styles;
4. Appreciate the centrality of the supervisor/supervisee relationship in promoting emotionally intelligent and reflective practice;
5. Critically describe the key functions of supervision and mentoring and the skills to use these appropriately;
6. Support and develop the risk assessment and risk management skills of their supervisees;
7. Show familiarity with the national and organizational context and the impact of these on themselves and their supervisees;
8. Demonstrate knowledge of the factors which can influence poor performance and the skills to address under-performance;
9. Demonstrate skills in coaching and mentoring team members and developing a learning and growth culture;
10. Demonstrate skills in identifying and applying resources to ensure that requirements and targets are met;
11. Demonstrate skills in overseeing and auditing the quality of work of others delivering social work services;
12. Demonstrate the ability to represent the team or the organisation to others;
13. Demonstrate a critical awareness of the role of leadership in developing and maintaining teams and managing conflict.

### Assessment

- 2,000 word reflective log
- 3,000 word assignment
- Individual presentation
- Direct observation of practice

### Topics covered

- Supervision
- Organisational theory and application to Practice
- Managing Resources
- Risk
- Change
- Managing and improving performance

### Dates

Sessions will take place on the following Tuesdays from 10.00 to 15.00:

- 24<sup>th</sup> October 2017
- 7<sup>th</sup> November 2017
- 21<sup>st</sup> November 2017
- 5<sup>th</sup> December 2017
- 12<sup>th</sup> December 2017 [Presentations]
- 9<sup>th</sup> January 2018
- 23<sup>rd</sup> January 2018
- 6<sup>th</sup> February 2018
- 20<sup>th</sup> February 2018
- 27<sup>th</sup> February 2018 [Study day]



Postgraduate Certificate in Leadership and Management		
Practice strand		60 credits
<b>Overview</b>	<p>The PG Cert in Leadership and Management has been developed by the University of Sheffield's Management School on behalf of the South Yorkshire Teaching Partnership. The Management School is in the top 1% of business and management schools worldwide, and has a world-class reputation for high quality teaching, ground-breaking research and cutting-edge thinking.</p> <p>This is a dedicated programme developed and designed specifically for new and aspiring senior managers in social work or social care settings. Participants will benefit from increased knowledge of the effective practice of leadership and management as applied to social work or social care. All participants will receive mentoring from an independent mentor.</p>	
<b>Entry criteria</b>	<p>This programme is aimed at new or aspiring service managers. The standard entry requirement is a First Degree (2.2 or above) or equivalent, however applicants with significant work responsibility and experience will also be considered.</p>	
<b>Learning outcomes</b>	<p>The modular programme will enable participants to:</p> <ul style="list-style-type: none"> <li>▪ Develop self-awareness and leadership skills.</li> <li>▪ Develop the knowledge and skills appropriate to commence or continue a career in management and leadership in Social Work.</li> <li>▪ Develop an understanding of how to build and develop individual, team and organisational performance.</li> <li>▪ Develop an understanding of Public sector and Not for Profit financing and the ability to maintain a working budget within their service.</li> <li>▪ Achieve an understanding of different and complex work environments, their stakeholders and cultures; and the decision-making necessary to lead and work within these environments.</li> </ul> <p>The programme will be delivered by experts in: leadership; work psychology; performance management; public sector and not for profit finance; mentorship; and complex decision-making in different environments. The programme will also include master classes which will be delivered by known and celebrated experts in leadership and supervision.</p>	
<b>Assessment</b>	<p>There are two elements of assessment: a) Each of the four modules are assessed by a coursework essay (3,000 words and 100% of the overall module grade) that involves writing a self-reflective essay based on the module content; and b) A Portfolio of Evidence (which will be assessed on a Pass/Fail basis) demonstrating the participant's engagement in developmental activities and will be used to aid their reflection.</p>	
<b>Topics covered</b>	<p><b>Dates – <u>please note that these dates are provisional and may need to be changed</u></b></p>	
<ul style="list-style-type: none"> <li>• Developing and leading teams</li> <li>• Leading and managing people and performance</li> <li>• Financial management and leadership in not-for-profit and public services</li> <li>• Pathways to decision-making in</li> </ul>	<p><b>Launch</b> – 14th December 2017</p> <p><b>Module One</b> – Anna Topakas 25th/26th January 2018</p>	<p><b>Module Three</b> – Stewart Smyth 19th/20th April 2018 3rd/4th May 2018</p> <p><b>Module Four</b> – Erica Ballantyne</p>

different environments	<b>Module Two</b> – Angela Carter 8th/9th March 2018 22/23rd March 2018	7th/8th June 2018 21st/22nd June 2018
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<b>Research in Professional Practice (SCS686)</b>		
<b>Research and evidence-informed practice strand</b>		<b>15 credits</b>
<b>Learning outcomes</b>	<p>This module aims:</p> <ul style="list-style-type: none"> <li>• To make research relevant to everyday professional practice</li> <li>• To develop research skills to use in practice</li> <li>• To offer exploration of different approaches to leading and initiating practice-focused research and evaluation</li> <li>• To offer an appreciation of models of reflective and research-minded practice within organisational contexts</li> <li>• To critique varied forms of evidence-based practice and their relevance for social care</li> <li>• To review values and ethics in relation to practice-focused research</li> </ul> <p>By the end of the unit, a candidate will be able to:</p> <ul style="list-style-type: none"> <li>• Reflect upon how they use and make knowledge in their professional work</li> <li>• Critically review how research and evidence may be deployed within the organisational contexts of practice settings – and the implications of this for reflective practice and practice evaluation</li> <li>• Understand different approaches to evaluation and audit</li> <li>• Select appropriate methodologies by which to examine practice related research questions</li> <li>• Identify how different stakeholders may be involved in processes of research and evaluation</li> <li>• Engage with and debate ethical and practical matters relating to conducting practice-focused research</li> </ul>	
<b>Assessment</b>	<p>A 3000 word assignment (100%) that tests all learning outcomes - which will take the form of either</p> <ol style="list-style-type: none"> <li>1. An account of how they developed their ability to use research in their practice setting and how practice changed (demonstrating the ability to evaluate evidence critically)</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>2. A small scale empirical research project proposal of one area of practice in the context of their own work and organisation (aiming to promote good practice and organisational learning, and include reflection and implications for students' own practice)</li> </ol>	
<b>Dates</b>	<ul style="list-style-type: none"> <li>• 14<sup>th</sup> February 2018</li> <li>• 21<sup>st</sup> February 2018</li> <li>• 28<sup>th</sup> February 2018</li> <li>• 7<sup>th</sup> March 2018</li> <li>• 14<sup>th</sup> March 2018</li> </ul>	

## Practice Learning Educator Stage 1 (SCS678)

### Practice Education strand

**15 credits**

#### Entrance requirements

- Must have agreed to take a student social worker on placement prior to undertaking the qualification
- Must be a qualified adult or child care social worker, with at least two years relevant experience and registered with the HCPC

Candidates must set up, deliver and assess a SW student who is on a level 1 placement within the SYTP or work alongside another Practice Assessor and take responsibility for and deliver a discrete piece of work with a student on placement within the SYTP

*N.B. In exceptional circumstances, such as when a placement breaks down at the last minute and there is no time to allocate the candidate another student, then it will be possible for the candidate to undertake a discreet piece of work – this will need to be agreed with the agency base and the candidate's personal supervisor. If agreed, the candidate can work alongside a Practice Educator and take responsibility for and deliver practice education to a student social worker on placement 1 within the SYTP.*

#### Module Learning Outcomes

By the end of the unit, a candidate will be able to demonstrate that they have:

1. Undertaken the preparation for, and management and assessment of, a Practice Learning Opportunity, reflecting on and critically evaluating learning from this process (PEPS A)
2. Explained, critically explored and applied principles of adult learning, in the setting of a Practice Learning Opportunity (PEPS B);
3. Assessed the student learner against a capability-based framework (PCF) and critically analysed the effectiveness of this process (PEPS C);
4. Offered critically reflective supervision to student learners in applying relevant aspects of social work theory to their practice, and in analysing the impact of this on their practice (PEPS B);
5. Analysed, explored and critically reflected upon, the role of practice educator in the agency and organisation setting and using the Practice Educator Professional Standards (PEPS A,B & C) to analyse, critically reflect on, evaluate, and develop their own practice as a Practice Educator.

<b>Week 1</b>	14th November 2017	Setting up and organising a Placement Learning Opportunity (PLO)
<b>Week 2</b>	15 <sup>th</sup> November 2017	Supervision, Coaching and Mentoring
<b>Week 3</b>	21 <sup>st</sup> November 2017	Learning and Professional Development
<b>Week 4</b>	22 <sup>nd</sup> November 2017	Teaching Theory and Methods
<b>Week 5</b>	29 <sup>th</sup> November 2017	Assessment Decisions

Practice Learning Educator Stage 2	
Practice Education strand	15 credits
<p><i>Please note that this module is currently under development. Dates and further details will be circulated once available.</i></p>	

## 8. Key contacts

General enquiries	<a href="mailto:southyorkshireteachingpartnership@sheffield.gov.uk">southyorkshireteachingpartnership@sheffield.gov.uk</a> 0114 273 6976
Course/module enquiries	Bev Jowett – <a href="mailto:b.jowett@sheffield.ac.uk">b.jowett@sheffield.ac.uk</a> 0114 222 6432
Application/registration enquiries	Ann Clark – <a href="mailto:a.f.clark@sheffield.ac.uk">a.f.clark@sheffield.ac.uk</a> 0114 222 6427
PG Cert in Leadership and Management enquiries	Bekki Kendrick - Rebecca M Kendrick <a href="mailto:r.kendrick@sheffield.ac.uk">r.kendrick@sheffield.ac.uk</a> 0114 222 3282

## 9. SYTP Learning Agreement

### South Yorkshire Teaching Partnership Learning Agreement

You must complete both sides of this request form **in full**.

Your line manager must discuss and agree the details with you before forwarding to South Yorkshire Teaching Partnership

**You must not book a place before this approval is given.**

Employee details			
Last name		First name	
Post/job title		Directorate / Area / Team	
Employee / pay no'		Work location	
Telephone & ext.		Email address	

Details of Activity	
<p><i>If you do not provide all the details below, the form will be returned to you which may result in unnecessary delays.</i></p>	
Full title of activity	
Full level of qualification/award if relevant (e.g. Level 3 / Level 5 / Degree / BTEC etc.)	

Place of study / venue		
Chosen Supplier		
Enrolment dates / Duration	From: (Please provide specific date)	To: (Please provide specific date)
Period / level this form covers (e.g. year1 of 3 year qualification etc.)		
Costs	Per year:	Total Cost:

Type of study (please X in the relevant box)		
Day release <input type="checkbox"/>	½ day and evening <input type="checkbox"/>	Distance learning <input type="checkbox"/>
Block release <input type="checkbox"/>	Evening <input type="checkbox"/>	Other <input type="checkbox"/>

Relevance (please X in the relevant box)			
Mandatory <input type="checkbox"/>	Statutory <input type="checkbox"/>	Discretionary <input type="checkbox"/>	
How does this activity support the objectives and development of you and your service?			
How will you review the impact of this activity; how will you know you have achieved the desired outcome?			

<b>Budget Holder Approval</b>	Approved <input type="checkbox"/>	Not approved <input type="checkbox"/>
Signed:	If approval is refused, please state why below:	
Refusal reasons:		

Terms and conditions of the Learning Agreement								
<p>I (<i>print full name</i>) have read and understood the Council's Learning and Development Policy and in consideration of the Council or the South Yorkshire Teaching Partnership paying for me to attend the Learning Activity I agree to the following terms and conditions in respect of the Learning Activity listed.</p> <p>I agree to repay some or all of the fees, expenses and other costs ('the Costs') associated with the Learning Activity if any of the following Trigger Events occur:</p> <ul style="list-style-type: none"> <li>I leave the employment of the Council or the Teaching Partnership before or during the activity or within 2 years of completing the activity.</li> <li>I fail to sit an examination or submit final assignments within a reasonable period.</li> <li>I fail to show satisfactory progress or attendance in the course of my studies.</li> <li>I discontinue the course without sufficient good reason.</li> </ul> <p>The amount of the Costs which must be repaid shall be in accordance with the table below:</p> <table border="1"> <thead> <tr> <th>Timescale</th> <th>% of Costs repayable by you</th> </tr> </thead> <tbody> <tr> <td>Trigger Event before the Learning Activity commences or during the activity where the Council has incurred liability for costs</td> <td>100%</td> </tr> <tr> <td>Trigger Event within 12 months of completion of the Learning Activity</td> <td>100%</td> </tr> <tr> <td>Trigger Event within 12 -18 months of completion</td> <td>75%</td> </tr> </tbody> </table>	Timescale	% of Costs repayable by you	Trigger Event before the Learning Activity commences or during the activity where the Council has incurred liability for costs	100%	Trigger Event within 12 months of completion of the Learning Activity	100%	Trigger Event within 12 -18 months of completion	75%
Timescale	% of Costs repayable by you							
Trigger Event before the Learning Activity commences or during the activity where the Council has incurred liability for costs	100%							
Trigger Event within 12 months of completion of the Learning Activity	100%							
Trigger Event within 12 -18 months of completion	75%							

of the Learning Activity	
Trigger Events within 18 -24 months of completion of the Learning Activity	50%

You will **not** be expected to repay course costs if a Trigger Events is caused by:

- Discontinuation of the course at the request of the Council.
- Non-voluntary redundancy.
- Long-term ill health.

Any other circumstances not described above must be discussed with your line manager or the Programme Manager for the South Yorkshire Teaching Partnership.

I agree that if I owe any Costs to the Council or the South Yorkshire Teaching Partnership in accordance with the terms of this Learning Agreement, the Council may deduct and recover those monies from my salary (including any final salary payment) or any other sums due to me from the Council. If my final salary payment will not cover the Costs, I understand that I will be contacted by the Council and I must arrange for the repayment of the balance. The Council may at its absolute discretion agree to accept payment by instalments where recovery in full will cause hardship.

You will **not** be expected to repay course costs if you are advised by the Council or South Yorkshire Teaching Partnership that this would not apply.

I agree that in the event of any Costs incurred by the Council or the South Yorkshire Teaching Partnership on my behalf in connection with this Learning Activity being refunded by the provider directly to me, whether in whole or in part, I will repay such refund in full to the Council and/or the South Yorkshire Teaching Partnership

I agree to the University of Sheffield sharing details of my attendance and progression with the Council and/or the South Yorkshire Teaching Partnership, including the outcomes of any academic assessment associated with this learning activity.

**Employee**

I understand and agree to the terms and conditions of the Learning Contract (as detailed above) and the Learning and Development Policy. I have had a discussion about how this learning activity supports my development and the development of the service, and I know how the impact of this activity will be measured.

Signed:	Date:
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**Line Manager**

I have fully discussed with the employee the terms and conditions outlined above and in the Council's Learning and Development policy and the workload and commitment required. I am aware of my role in providing support and monitoring progress during the period of study and am prepared to provide this at a maximum of 1.5 hours per month or to nominate an appropriate person to do so.

Signed:	Date:
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<b>Budget Holder - Costs</b>	Recoup of costs <input type="checkbox"/>	Recoup of costs <input type="checkbox"/>
	applies	does not apply
Reasons:		

## 10.FAQs

1. How do I apply for a place on a module/course?
2. Where will the modules/courses be held?
3. How much does a module/course cost?
4. What happens if I am registered on a module/course but can no longer attend?
5. What happens if I miss lectures?
6. What happens if I am not selected for a place on a module/course?
7. Do I need to be a registered social worker?
8. Where can I find out more information?
9. Who can I contact with a query?
10. How do I build up credits to get a qualification?
11. Can I transfer credits from other courses?
12. Will I get study time?
13. Are the modules open to everyone?

**1. How do I apply for a place on a module/course?**

We will advertise the number of places offered and will invite you to register your interest. Should there be more interest than places then there will be a selection process. If you are offered a place on a module, you will need to complete the university's application and registration processes (see section 6).

**2. Where will the modules/courses be held?**

With the exception of the Practice Educator Stage 1 & 2 modules, all modules will be held at the University of Sheffield. For a campus map and travel information, please see <https://www.sheffield.ac.uk/visitors/mapsandtravel>

The venue for the Practice Educator modules are not yet confirmed, but please note that these may be held at a location within South Yorkshire but outside of Sheffield

**3. How much does a module/course cost?**

The majority of modules cost £500 per student for 15 credits and £1000 per student for 30 credits. The PG Cert in Leadership and Management costs £3000 per student. If you are nominated for a module then these costs will be covered by your employer as part of their commitment to your continuing professional development.

Please note that if you discontinue a module/course without good reason, or fail to show satisfactory attendance, then you may be required to repay some or all of these costs. Please see section 9, Learning Agreement, for more information.

There may be an opportunity for some students to self-fund places on modules where they are not selected for a funded place. Please see FAQ 6 for more information.

**4. What happens if I am registered on a module/course but can no longer attend?**

The module dates are set out in this information pack (see sections 3 and 7). Please ensure that you are free to attend ALL course dates before applying for a place on a module.

If once you have applied/registered, something comes up and you can no longer attend, you must let both the University and the Teaching Partnership know as soon as possible (see section 8 for key contacts). Please note that you may be required to repay some or all of the fees, expenses and

other costs associated with the Learning Activity if you discontinue the course without sufficient good reason. Please see section 9, Learning Agreement, for more information.

**5. What happens if I miss lectures?**

The module dates are set out in this information pack (see sections 3 and 7). Please ensure that you are free to attend ALL course dates before applying for a place on a module.

Please note that you may be required to repay some or all of the fees, expenses and other costs associated with the Learning Activity if you fail to show satisfactory attendance. Please see section 9, Learning Agreement, for more information.

**6. What happens if I am not selected for a place on a module/course?**

If you are not selected for a place on a module or course, then there may be an opportunity for you to self-fund a place via salary sacrifice. Please note that this option may not be available in some areas, and will not be available if a module or course is full.

Please contact your HR Department or Workforce Development lead for more information.

**7. Do I need to be a registered social worker?**

Yes, you need to be a registered social worker for all modules and courses, with the exception of the PG Cert in Leadership and Management which is also open to non-registered managers who meet the entry criteria.

**8. Where can I find out more information?**

For more information about the Teaching Partnership, and the CPD opportunities we offer to our social workers, please see the Teaching Partnership website – [www.southyorkshireteachingpartnership.co.uk](http://www.southyorkshireteachingpartnership.co.uk)

For more information about the University of Sheffield's Department of Sociological Studies (which includes Social Work), please see <http://www.shef.ac.uk/socstudies>

For more information about the University of Sheffield's School of Management, please see <http://www.sheffield.ac.uk/management>

**9. Who can I contact with a query?**

Please see section 8 – Key Contacts

**10. How do I build up my credits to gain a qualification?**

All the modules under the Advanced Practitioner Framework are accredited and social workers can therefore build up credits towards a range of postgraduate qualifications including a certificate, diploma or [MA in Advanced Professional Practice](#). Credits remain valid for up to 6 years.

*Please note that the PG Certificate in Management and Leadership is a stand-alone course, and the credits therefore cannot be used towards a diploma or MA in Advanced Professional Practice*

**N.b** only a very small number of people will be sponsored by the SYTP to undertake the additional modules required for the full MA. There may be an opportunity for some people to self-fund a place on the MA via salary sacrifice. Please note that this option may not be available in some areas, and will not be available if a module or course is full.

Please contact your HR Department or Workforce Development lead for more information.



### 11. Can I transfer credits from other courses?

Please contact the course leader, Bev Jowett to discuss. Please see section 8 for contact details.

### 12. Will I get study time?

The South Yorkshire Teaching Partnership recognises the importance of independent study time in enabling staff to fully engage with and reflect on learning, and in ensuring that learning is used to develop and improve their practice. In order to ensure that all staff enrolled on these modules receives study time, we have therefore agreed to build study time into the module timetables.

For instance, a module might include half a day of self-directed learning in its timetable. The amount of learning time varies per module depending on the format of the module and the number of module credits. See section 7 for module timetables .

### 13. Are the modules open to everyone

There are some modules which are aimed at staff from either children and families or adults' services. Please see section 2 for details. Some modules also have additional eligibility criteria, and these are outlined under the relevant modules in section 7.

## 11. List of Acronyms

<b>APF</b>	Advanced Practitioner Framework
<b>ASYAM</b>	Assessed and Supported Year for Aspiring Mangers
<b>ASYE</b>	Assessed and Supported Year in Employment (for newly qualified social workers)
<b>CBT</b>	Cognitive behavioural therapy
<b>CPD</b>	Continual professional development
<b>NQSW</b>	Newly Qualified Social Worker
<b>PEPS</b>	Practice Educator Professional Standards – set out the requirements for practice educators at 2 stages.
<b>PCF</b>	Professional Capabilities Framework for Social Workers
<b>PG Cert</b>	Post-Graduate Certificate – 60 credits at Level 7
<b>PLO</b>	Placement learning opportunity
<b>PLE1&amp;2</b>	Practice Learning Educator modules
<b>SW</b>	Social work
<b>SYTP</b>	South Yorkshire Teaching Partnership
<b>UoS</b>	University of Sheffield