

# South Yorkshire Teaching Partnership



## Annual report

**Key achievements: January 2016 – January  
2017**



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# The vision



Teaching partnerships play a key role in transforming social work practice. Our teaching partnership has re-energised and re-focused our commitment to and passion for social work as a true vocation. Feedback we have received reaffirms the value of teaching partnerships being employer-led and responsive to the needs of the statutory sector in a way that has never been seen before."

**Christine Bennett**

Assistant Director (Children Fieldwork Services), Sheffield City Council  
and Chair of the South Yorkshire Teaching Partnership

**"Putting Children First" DfE publication July 2016**

Making sure we have social workers who are interested in research and teaching in relation to working with adults and their families - and who will become the teachers and researchers for future social workers - is very important. I know that in some universities, attracting social workers into teaching posts with experience in adult work has been challenging. I hope that teaching partnerships will go some way to encouraging this pathway.

**Lyn Romeo, Chief Social Worker Adults**

## The South Yorkshire Teaching Partnership

The South Yorkshire Teaching Partnership (SYTP) is a collaboration between the University of Sheffield, Sheffield City Council, Barnsley Metropolitan Borough Council, Rotherham Metropolitan Borough Council and Doncaster Children's Services Trust. SYTP 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.

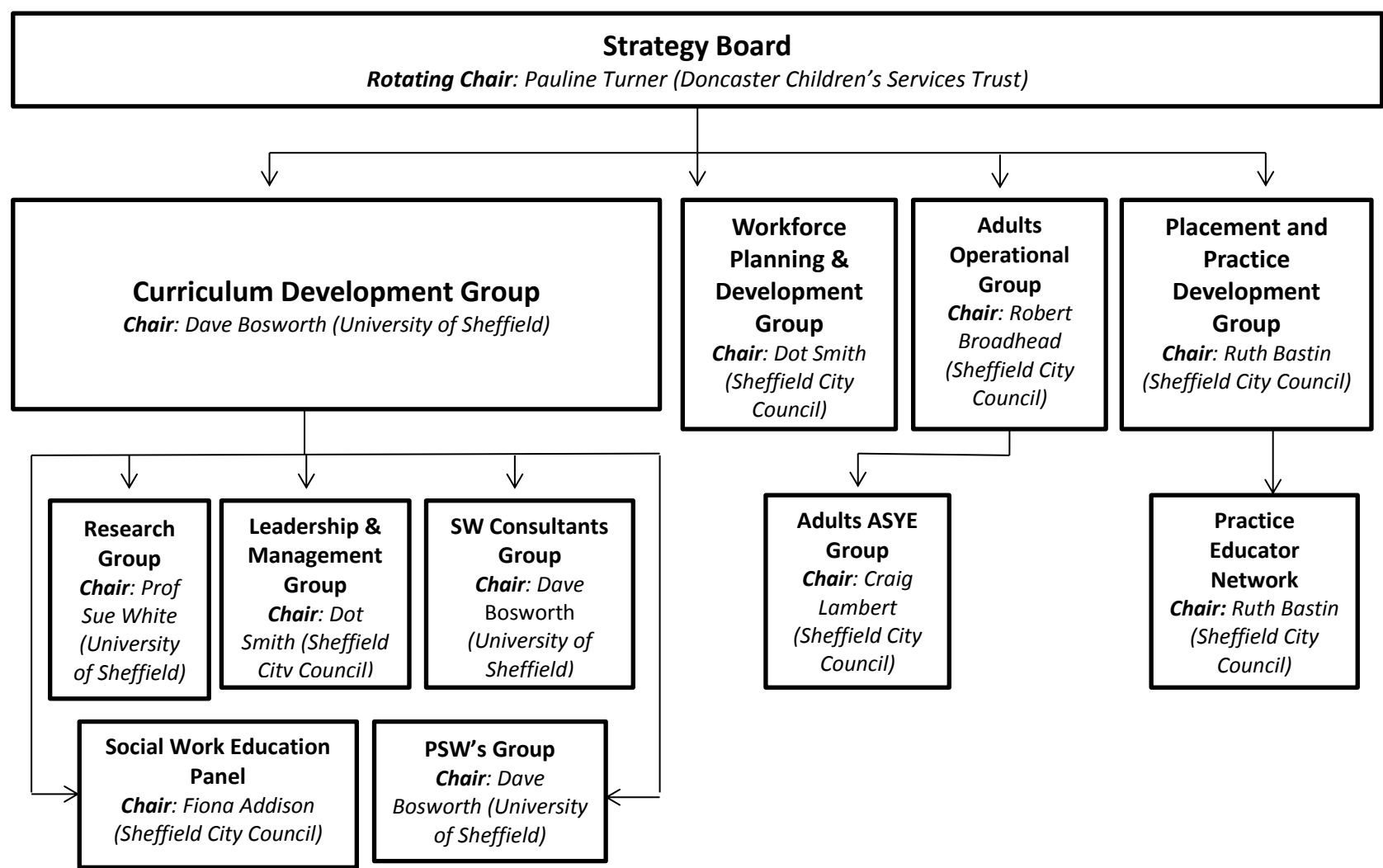


*L-R: Professor Gill Valentine, Pro-Vice Chancellor for the Faculty of Social Sciences at the University of Sheffield, Paul Moffat, CEO of Doncaster Children's Services Trust, Dorne Collinson, Director of Children and Families Services in Sheffield City Council, Cllr Denise Fox, Deputy Lord Mayor of Sheffield City Council, and Lyn Romeo, Chief Social Worker for Adults for England pictured at the South Yorkshire Teaching Partnership launch in December 2015*



# SYTP Structure

The SYTP Strategy Board has agreed the following Governance structure for the partnership. Each group and sub-group is required to report monthly to the Strategy Board in relation to progress against targets and milestones.



## Membership

- We are currently in the process of formalising Lincolnshire County Council’s inclusion in the partnership
- We are working with Sheffield Hallam University (SHU) on a 6 month development programme in order to support them to meet the partnership criteria for entry into the partnership in March 2018. The Strategy Board will make a decision on whether or not SHU can join the partnership based on evidence that they meet the criteria as defined by DfE and as outlined in the SYTP partnership standards and criteria document.

## The SYTP team

The SYTP has recruited to a number of shared posts (these posts work across all SYTP partners, but are hosted by either Sheffield City Council and lead authority, or the University of Sheffield). These include:

Post	Post holder	Hours per week funded by SYTP
SYTP Programme Manager	Dot Smith	18.5
HEI Director of SW Education	Dave Bosworth	18.5
SYTP Project Manager	Jess McEwen	37
QA and Standards Manager	Catherine Mawn	18.5
Project Officer – Workforce Development	Karen Walsh	18.5
Project Officer – Service User and Carer Engagement	Ann White	8
Service User Engagement officer	Fiona Addison	8

Practice Consultant – Children’s	Lynda Hughes	18.5
Practice Consultant – Adults’	Daniel Moonman	18.5
Social Work Consultants:	Nuala Foster Michelle Kingan Kathryn Williams  Sarah Howells  Shared between 3 consultants	37 18.5 37 (18.5 in Barnsley) 28 hours (DCT) 25 hours (Rotherham)
ASYE Coordinator – Adults’	Craig Lambert	37
Project Assistant	Rachael Davies/Lucy Smailes	30
Administrative Officer (HEI)	Ann Clark	18.5

# Advanced Practitioner Framework

## KEY FACTS

- 94 people from across SYTP have registered onto APF modules so far:
- All modules are accredited and social workers can therefore build up credits towards a range of postgraduate qualifications including a Postgraduate Certificate or an MA.
- All modules are mapped to the social work Knowledge and Skills Statements
- 23 managers have registered on the Post Graduate Certificate in Leadership and Management
- 75 ASYE’s have registered for the portfolio accreditation

## Advanced Practitioner Framework

Our Advanced Practitioner Framework has been developed collaboratively, 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.

## CPD Modules

Module name	Credits	Numbers registered/attending
Assessed and Supported Year in Employment	15	Being developed for delivery from March 2017 – 75 nominations
Developing Professional Practice and Safeguarding	30	Sheffield - 4 Barnsley - 3 Rotherham - 4 DCST - 0 Doncaster Adults’ - 0 <b>Total: 11</b>
Out of Home Care	15	Sheffield - 2 Barnsley - 1 Rotherham - 0 DCST - 0 Doncaster Adults’ - 0

		<b>Total: 3</b>
Parenting Capacity	15	Sheffield - 2 Barnsley - 3 Rotherham - 4 DCST - 0 Doncaster Adults' - 0 <b>Total: 9</b>
Interventions to Promote Change	15	Sheffield - 2 Barnsley - 0 Rotherham - 4 DCST - 1 Doncaster Adults' - 0 <b>Total: 7</b>
Child Development and Communication with Children	15	Sheffield - 8 Barnsley - 3 Rotherham - 4 DCST - 2 Doncaster Adults' - 0 <b>Total: 10</b>
Evidence and Research	15	Being developed for delivery from September 2017
Introduction to Leadership and Mentoring	30	Sheffield - 9 Barnsley - 1 Rotherham - 8 DCST - 8 Doncaster Adults' - 1 Lincolnshire - 1 <b>Total: 28</b>
PG Cert in Leadership and Management	60	Sheffield - 13 Barnsley - 0 Rotherham - 3 DCST - 3 Doncaster Adults' - 2 Lincolnshire - 2 <b>Total: 23</b>
Practice Educator Stage 1	15	Sheffield - 10 Barnsley - 6 Rotherham - 4 DCST - 2 Doncaster Adults' - 1 <b>Total: 23</b>
Practice Educator Stage 2	15	Being developed for delivery from September 2017

## Delivery of APF

- A 3 year contract has been signed with the University of Sheffield for delivery of the Advanced Practitioner Framework expiring in March 2019
- There is a commitment to fill 15 places per module (4 per LA partner)
- During the pilot period, the SYTP is funding 1 place per LA per module per year.

## Practice Education

The Practice Educator Stage 1 (PE1) module represents a **hybrid, collaborative model** where the module content is developed and delivered by the South Yorkshire local authorities with support from the University of Sheffield, and the module is endorsed and accredited by the University of Sheffield. This supports the development of skills and expertise within the local authority's workforces, and also makes the delivery of the course more cost effective. The Practice Educator Stage 2 (PE2) model will also be developed using this approach.

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.

# Assessed and Supported Year for Aspiring Managers (ASYAM)

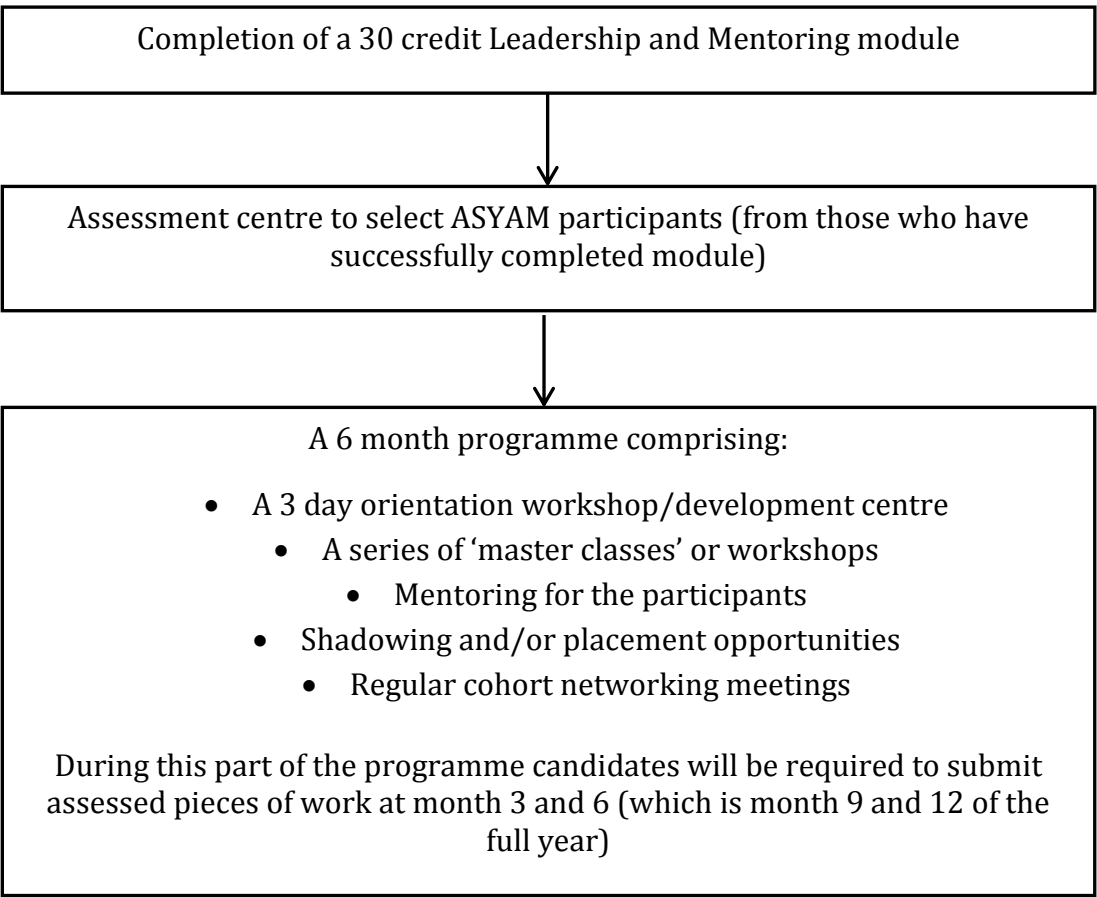
We have developed a proposal for an Assessed and Supported Year for Aspiring Managers (ASYAM), which we will be submitting to the DfE for funding.

The 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 Leadership and Management stream of our Advanced Practitioner Framework, ensuring that future managers and leaders are supported to bring the skills and knowledge developed during this training into their practice, and to further develop and refine these skills under the mentorship of mentors who are experienced managers.

By supporting the development of effective and skilled social work managers, the ASYAM will raise standards and performance in services leading to improved outcomes for service users and carers. The ASYAM will also be embedded within a defined workforce development strategy for the SYTP, and will be mapped to the KSS for practice leaders and practice supervisors. The programme will contribute to the improved recruitment and retention of social workers by ensuring that aspiring managers are supported in both their everyday practice and their individual career aspirations.

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



The pilot programme will be fully evaluated, and the results of the evaluation will be used to further review and develop the programme, including its timescales, and to determine if the programme will be rolled out across SYTP.

## Further CPD opportunities currently being developed

### Effective Court and Tribunal Practice

Effective court and tribunal practice has been identified as an issue across the partnership, in both children's and adults' services. As a result, the University of Sheffield will be developing a bespoke Court module for the SYTP. This will be developed collaboratively, and will include input/delivery by qualified legal professionals. This will be developed in time for a September 2017 intake.

### Research in Professional Practice

Forming a key part of the SYTP research workstream, this module aims:

- To make research relevant to everyday professional practice
- To develop research skills to use in practice
- To offer exploration of different approaches to leading and initiating practice-focused research and evaluation
- To offer an appreciation of models of reflective and research-minded practice within organisational contexts
- To critique varied forms of evidence-based practice and their relevance for social care
- To review values and ethics in relation to practice-focused research

### Collaborative PhD

SYTP have submitted a bid for funding to the White Rose Doctoral Training Centre for a collaborative PhD studentship.

The proposed project is an action research study to be undertaken in collaboration with SYTP partner agencies aimed at enhancing organisational learning to promote 'just cultures' in the high risk, high blame context of statutory social work. Though it primarily focuses on children's social care, learning will be transferable to adult social care and mental health contexts, particularly safeguarding.

## SYTP learning agreement

We are developing a shared learning agreement for SYTP staff undertaking CPD modules at the University of Sheffield. One area that will be covered by this learning agreement is study leave. During module evaluations, study leave has emerged as a key area of concern for students. It has therefore been agreed that this will be built into the module delivery (i.e. the dates for each module will include an agreed amount of time for independent study).

## Evaluation and review

SYTP has built in a process of evaluation and review across all our CPD provision, in order to ensure that the modules continue to meet the workforce development needs of the partnership. The mechanisms for evaluation include, for example:

- SYTP has employed 2 x 0.5 Practice Consultants to work collaboratively with the University of Sheffield to help ensure that all pre-and post-qualifying curricula continues to be developed collaboratively and meet the needs of the partnership.
- The Curriculum Development Group is responsible for overseeing the on-going development and review of all SYTP pre-and post-qualifying education.
- The Social Work Consultants' Group is specifically responsible for the evaluation and review of the practice strand of the Advanced Practitioner Framework (in relation to content aimed at Children's



Services)

- The Adults' Operational Group is responsible for the development and evaluation of the practice strand of the Advanced Practitioner Framework (in relation to content aimed at Adults' Services)
- The Social Work Education Panel will ensure that service users and carers are meaningfully involved in Service in curriculum development/ delivery/evaluation
- Each module will be subject to an evaluation based on student feedback (via feedback forms and focus groups)

## Post-graduate Certificate in Leadership and Management

The PG Cert in Leadership and Management (level 7) has been developed by the University of Sheffield's Management School on behalf of the South Yorkshire Teaching Partnership and starts in March 2017. This is a dedicated programme developed and designed specifically for new and aspiring senior managers in social work or social care settings and has been mapped against the Practice Leader and Practice Supervisor Knowledge and Skills statements. Participants will benefit from increased knowledge of the effective practice of leadership and management as applied to social work or social care.

The modular programme will enable participants to:

- ***Develop self-awareness and leadership skills.***
- Develop the knowledge and skills appropriate to commence or continue a career in ***management and leadership in Social Work.***
- Develop an understanding of how to build and develop ***individual, team and organisational performance.***
- Develop an understanding of ***Public sector and Not for Profit financing*** and the ability to maintain a working budget within their service.
- 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.

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. Each participant will receive an independent mentor who will provide a 90 minute session on a monthly basis.

## Joint training

In addition to the Advanced Practitioner Framework, the SYTP have also invested in and supported a number of other joint training initiatives. Joint training has proved an effective way of reducing costs by using economies of scale in areas where there are shared workforce development needs.

### Training provided in 2016

Name	Dates
<b>SYTP - Master Classes</b>	
Surviving Safeguarding	11/01/16
Working with Men and Boys	27/1/2016
Whole Family Approach to Mental health	11/02/16
Effective court work	13/05/16
Involving Families in Working with Domestic violence and child protection	8/7/2016
Responding to Child to Parent violence and Abuse	21/11/2016
Restorative Practice	28/11/16

Working with Families with Complex Needs Examining Touch in Practice	09/12/16 08/02/17
<b>SYTP Post ASYE training</b> – 50 social workers per session	15/1/16, 27/1/16, 10/2/16
<b>SYTP Training the Trainer</b> – Alan Matthews x2	20/01/16 , 26/01/16 , 03/02/16 10/03/16 , 16/03/16, 21/03/16
<b>SYTP Practice Educators Network</b> – Children’s or Adults	25/01/16, 29/01/16 12/05/16, 13/05/16 12/09/16, 15/09/16, 20/12/16
<b>SYTP – Effective Writing and recording</b>	25/01/16 05/02/16
<b>SYTP ASYE Core Skills</b>	28/1/2016 and 29/1/2016 11/2/2016 – 12/2/2016 24/2/2016 – 25/2/2016
<b>SYTP Student Induction Day</b>	08/02/16 14/03/16
<b>SYTP ASYE Network Days</b>	31/03/16, 03/06/16, 17/10/16, 15/11/2016
<b>SYTP Sheffield University Workshops – PL1</b> Case Recording x2 Values and Ethics x2 Case Chronologies x2 Time Management Service User Involvement x2	7/4/2016 9/5/2016 13/5/2016 19/5/2016 and 22/4/2016 20/5/2016
<b>SYTP Sheffield University Workshops – PL2</b> Mental Health and Parenting Mental Capacity Act Serious Case Reviews in Childrens and Adults Recruitment and Employability	16/05/2016 20/4/201 and 21/4/2016 26/4/2016 27/05/2016
<b>SYTP Information Day</b>	20/04/16
<b>SYTP Speaker Masterclass</b> – Alan Matthews	21/04/16 and 20/4/16
<b>SYTP – Adult Team manager training</b>	09/06/16, 16/06/16, 21/06/16 23/06/16
<b>SHU Placement 1 and 2 student workshops</b> Case Chronologies/Case Recording Mental Capacity Act/Mental Health & Parenting Case Chronologies/Case Recording Mental Capacity Act/Mental Health & Parenting Time Management x2 Serious Case Reviews Values and Ethics/Service User Involvement	13/10/16 17/10/16 19/10/16 20/10/16 09/11/16 23/11/2016 08/12/16

## Best Interest Assessor Training

In response to an identified need, the SYTP is funding 18 places across the partnership on a bespoke Best Interest Assessor course, to be delivered by Sheffield Hallam University starting in April 2017.

Best Interests Assessors are needed to ensure that decisions about patients/ service users which affect their liberty are taken with reference to their human rights and to safeguard their best interests (Deprivation of

Liberty safeguards). The module will equip participants to have legal and policy knowledge and practice assessment skills to be able to undertake the role of BIA to a competent level.

Areas covered:

- Mental Capacity Act and DOLS and Codes of Practice
- Other legislation - e.g. Human Rights and Mental Health
- Assessment, judgments and decision making in complex risk situations

## Joint Training Needs Analysis

We have commissioned Care Connect (see <https://www.shef.ac.uk/socstudies/research/centres/care-connect>) to undertake a Joint Training Needs Analysis (TNA) for Adults' Services across the SYTP. This will inform future training and workforce development initiatives – ensuring that our CPD offer for Adults' Services is robust and that it meets identified training needs.

The TNA will include:

- Telephone interviews, face to face interviews and focus groups with SYTP staff at both operational and strategic levels plus interviews with key national leaders
- Gathering evidence and any good practice in adult social care elsewhere in the country.
- The collection and analysis of any data around skills, training and workforce development held by each local authority
- The development of a draft action plan with options, which will be further refined and developed following a workshop with key stakeholders

## Speaking out for Social Work event

The SYTP worked in collaboration with the [Centre for Social Work Practice](#) to hold an event in July 2016 entitled 'Speaking out for social work – crossing divides and building relationships'. The event was attended by social workers from the South Yorkshire local authorities, and featured a series of papers and workshops on the theme of relationship-based practice. Event highlights included:

Presentations:

- Dr Jadwiga Leigh - 'Crossing the divide between them and us: Drawing from the Belgian model to inform and restore balance in child protection social work'.
- Dr Sharon Shoesmith - 'Social work - understanding and tackling professional vulnerability'.
- Professor Andrew Cooper - "Holding it together despite everything - individual and organisational strategies for difficult times".

Workshops:

- Social work with mothers who experience ill health
- Restorative practices and domestic violence
- Working with families who fear incrimination in cases of sexual abuse
- The re-awakening of adult safeguarding
- Working with parents going through legal proceedings

We are currently working with the Centre for Social Work practice to organise a follow-up event, but to take place in Autumn 2017.

## Masterclasses

Our Master classes offer two hour sessions led by experts in specialist fields on a number of different topics which fit with national trends and are delivered at different venues across the sub region. These sessions give added value to all working in social care and have been well received by social workers across the Partnership. Details of all our Masterclasses are available on the South Yorkshire Teaching Partnership website –

<http://www.southyorkshireteachingpartnership.co.uk/>

Details of Masterclasses and attendees are as follows. Please note that places at Masterclasses are limited, and are allocated to each authority on a pro-rata basis. If allocated places are not taken up, then these are offered to other LAs on a first come first served basis.

Masterclass title	Total number of attendees	Number of attendees from Sheffield	Number of attendees from Rotherham	Number of attendees from Doncaster	Number of attendees from Barnsley
Surviving Safeguarding	25	17	6	1	1
Working with men and boys	34	21	7	5	1
Effective Court work	73	58	11	4	
Whole Family approach to mental health	27	16	6	4	1
Responding to Child to parent violent and abuse	25	15	6	4	
Examining Touch in Practice	32	25	5	1	1

## Masters in Social Work

### KEY FACTS

- A complete review of the MA curriculum has been undertaken to ensure that it is compliant with the Knowledge and Skills Statements
- Admissions processes have been amended to meet all DfE stretch criteria
- Purest statutory placements have been provided to 99% of students for a second year running
- Placement 1 has been extended to 100 days to enhance student skills and experience
- Students within the partnership benefit from a curriculum which is developed and delivered jointly by the social work practitioners in the Teaching Partnership, thereby ensuring that it is relevant to and informed by social work practice
- Social Work Consultants have delivered 6 workshops to students to increase knowledge around current social work frontline practice

The Teaching Partnership's MA in Social Work is delivered by the University of Sheffield, a World Top 100 university which is renowned for the excellence of its research informed teaching.

Students within the partnership will benefit from a curriculum which is developed and delivered jointly by the Teaching Partnership, thereby ensuring that it is relevant to and informed by social work practice.

Students will also benefit from 2 x 100 day placements which are:

- guaranteed to be in purest statutory services as defined by the DfE/DH
- supported by fully trained Practice Educators who are working to a set of common agreed standards
- audited to ensure that each placement is of a similarly high quality
- please see the 'Placements' section of this report for more information

For more information about our MA in Social Work, please see

<http://www.sheffield.ac.uk/socstudies/prospt/ppt/masocialwork/index>



## Student Admissions

The University of Sheffield have reviewed and amended their admissions processes to ensure that they are compliant with DfE criteria, including:

- Entry requirements: a minimum of a 2:1, which is maintained even at clearing
- Inclusion of entry tests including written assessments, verbal reasoning, group discussions and role play
- Practitioner and service users/carers involvement in all stages of the admissions process. Service user/carers involvement is facilitated by the SYTP Social Work Education Panel.



### **Sheffield University's Admissions Process Working in Collaboration with South Yorkshire Teaching Partnership**

**by Jadwiga Leigh, Admissions Tutor.**

*"It's been an interesting year working with the South Yorkshire TP from an admissions perspective. It began with a meeting where leads from all the authorities came to the University to talk through our current process and critically analyse its strengths and weaknesses. Some good points were raised that day which helped us reconsider what we were doing and how we could make the assessments more inclusive and interesting. Together with Fiona Addison we invited service users and carers into the University to review*

*the interview questions that were already in place and with their help we updated them, making them more relevant to issues they were facing in today's current climate.*

*In addition to revising the interview schedule we also added another activity to the interview day: the group test. Much like speed dating, this exercise involved applicants responding to questions posed by different young people and foster carers in a few minutes before moving on to the next person. Although this element is challenging, we have had positive feedback on it from both applicants and the young people and foster carers involved.*

*Getting through our admissions process was never easy but this year we have been able to really challenge our applicants and as a department we have been pleased with the students who have got through the interview and been accepted on to the course".*

## Review and evaluation

The MA curriculum and delivery is subject to a process of continual review and evaluation. In addition to the University of Sheffield's own evaluation mechanisms, the SYTP has also implemented the following to ensure that the MA curriculum continues to be fit for purpose:

- SYTP commissioned an external consultant to undertake a full review of the curriculum to ensure that it is compliant with the social work Knowledge and Skills Statements.
- SYTP has employed 2 x 0.5 Practice Consultants to work collaboratively with the University of Sheffield to help ensure that all pre-and post-qualifying curricula is developed collaboratively and meets the needs of the partnership.
- The Curriculum Development Group is responsible for overseeing the on-going development and review of all SYTP pre-and post-qualifying education.
- The Social Work Education Panel will ensure that service users and carers are meaningfully involved in Service in curriculum development/ delivery/evaluation

## Lecturers back into practice

The SYTP is committed to supporting the university's social work qualified/registered academics to spend time back in practice in order to:

### **1. Ensure that they remain connected to, and informed by, current practice issues and developments**

For example, one member of staff from the University explains what she hoped to achieve by spending 5 days back in practice:

*"Although I have extensive experience as a social work practitioner, working with children and families in a range of roles, I feel that it is important to remain in touch with current practice so that my work at the University is informed by an accurate understanding of the present social work practice context and experience. I was interested in seeing directly how social workers in a variety of positions undertake child protection work today, looking at the assessment and decision-making process and the use of thresholds. I was also interested in looking at how the work progressed through different teams. I welcomed the opportunity to observe work by accompanying workers on visits and in meetings and to discuss practice issues and what informs their decision-making and interventions.*

*There have been a number of recent changes in the way that services are organised in the area that I visited, and although I am aware of these through my teaching, discussion with practitioners and reading, I was keen to see these changes in person and to have the opportunity to discuss these with practitioners during and following the observation.*

*I also hoped to consider further how the work undertaken at the university contributes to the practice setting, both at qualifying and post-qualifying level"*

### **2. Support SYTP social work teams to access and use findings from research and evidence in order to develop effective practice in relation to complex cases.**

For example, another member received the following query from the team that she was based with: *"One of my team has a case and professionals are questioning honour based behaviour in a Muslim family. Do you have any research that may help the worker to understand the risks surrounding this behaviour?"* and she was able to go away and review the available evidence and provide a summary of the key information and messaged from the research in order to help the practitioner to practice effectively with the family involved.

## Practitioners input into HEI curriculum delivery

The Curriculum Development Group (CDG) is responsible for identifying the areas of the curriculum that would benefit from practitioner input, and for developing the mechanisms for this to occur.

We are currently advertising for 11 service champions across adults' services to co-deliver on the MA programme, help shape the content of the CPD and promote the Teaching Partnership by talking to teams and giving case advice.

In order to develop expertise within the partnership in relation to classroom /HEI teaching, we are developing an 'Enabling Others' module, which will support practitioners to develop their teaching, coaching and mentoring skills and will lead to fellowship of the Higher Education Academy. This will ensure that practitioners involved in HEI curriculum delivery have the required levels of skills and knowledge.

# Assessed and Supported Year in Employment

## KEY FACTS

- Shared ASYE handbooks have now been developed for children's and adults' services.
- The University of Sheffield has developed a 15 credit module to enable academic accreditation of the ASYE.
- External moderation panels are held quarterly with peer portfolio marking
- Each authority is operating in a consistent way
- Doncaster Trust have introduced new Practice Development posts akin to Social Work Consultants
- Joint ASYE networking sessions are taking place across the SYTP
- Shared ASYE core skills training is arranged to be more cost effective

SYTP offers a robust, regional Assessed and Supported Year in Employment (ASYE) framework for newly qualified social workers (NQSWs), which includes the option for academic accreditation as part of our Advanced Practitioner Framework.

The key aims of the SYTP ASYE programme are to:

1. Help NQSWs to improve their skills, competence and confidence as a social worker in a systematic manner during the first year of practice.
2. Enable employers to provide NQSWs with focused supervision, support and guidance.
3. Enhance NQSW job satisfaction and their enthusiasm to continue to work as a social worker.

The SYTP ASYE programme includes:

- A ***graduated caseload*** which builds to a 90% caseload by the 6 month point.
- 1 ½ days per month ***development time***
- A ***learning agreement***, which outlines the objectives for the year in relation to the NQSWs learning needs
- ***Regular supervision*** with their team manager and a social work consultant (or equivalent)
- Participation in ***ASYE network meetings***
- ***Direct observations***
- ***Mandatory training***
- A ***portfolio*** which includes Reflective Accounts and is submitted to the Progression Panel at 6, 9 and 12 months
- Quarterly ***ASYE review meetings***
- ***Accreditation of portfolio***

By adopting a shared approach to the ASYE, we have ensured consistency and shared standards across the partnership.

## Adults' ASYE

Over the past 12 months we have seconded an Advanced Practitioner from adults' services into the role of ASYE Assessor and Coordinator for adult social care, in order to lead on the development of a shared adults' ASYE framework for the partnership. This has involved, for example:

- Developing a shared ASYE handbook
- Quality assuring the ASYE support and assessment process
- Providing support/training for other ASYE assessors

# Placements

## KEY FACTS

- Students now undertake 2 x 100 day placements, which are guaranteed to be in frontline statutory settings as defined by the DfE/DH.
- SYTP has developed a robust placement quality assurance and evaluation process
- The Placement and Practice Development Group are responsible for placement governance
- We have recruited an additional 23 Practice Educators to support students on their current placements

After discussions with LA partners on how to improve the quality and effectiveness of placements in order to ensure that students are ready to practice in front-line fieldwork settings upon qualifying, the University of Sheffield has decided to increase the length of the first year placement from 70 to 100 days. The additional 30 days will incorporate workshops and skills days within a practice framework.

Students will therefore benefit from 2 x 100 day placements which are:

- guaranteed to be in frontline statutory services
- supported by fully trained Practice Educators who are working to a set of common agreed standards
- audited to ensure that each placement is of a similarly high quality
- linked to students' preferred specialisms

## Student workshops

Students on placement are required to attend a number of workshops which support skills and knowledge development, and enable the provision of specialist pathways.

These workshops are on topics such as:

- ***Case chronologies***
- ***Case recording***
- ***Time management***
- ***Service user involvement***
- ***Values and ethics***
- ***Mental health and parenting***
- ***Serious case reviews***
- ***Mental Capacity Act***
- ***Deprivation of Liberty Safeguards***
- ***Recruitment and Employability***
- ***Working together – child protection conferences***

## Quality Assurance

In order to ensure consistency and quality in relation to placements, SYTP have developed robust placement quality assurance and evaluation process. For example, we have:

- Recruited a ***QA and standards manager***, who leads on ensuring that SYTP placements are fit for purpose and that they meet standards. This involves: ensuring PEPS and QAPL standards are met and that placement governance processes are in place; evaluation and audit of placements; management of student workshops; and attendance at concerns meetings re students and troubleshooting placement issues.
- Developed a ***shared handbook for Practice Educators*** which outlines roles and responsibilities.
- ***Standardised induction and placement development activity*** for students on placement across the partnership, to ensure equity of experience.
- Undertaken a ***review of the Practice Education awards*** that were previously offered across LA partners, and have used this review to inform the development of ***new, shared PE1 and PE2 awards***, delivered as part of the Advanced Practitioner Framework, in order to ensure consistency across the partnership and to raise the quality of practice education.



- Developed a ***shared Placement Protocol and Governance Document*** which clearly outlines roles and responsibilities in relation to: communication with students; placement allocation; placement breakdown; and concerns procedures

## Placement and Practice Development Group

Under the SYTP governance structure, a new group has been set up – the Placement and Practice Development Group (PPDG) – which leads on:

- Allocating students to placements (May and November meetings) where there are particular identified learning needs, including students who may have additional needs, and students who may need repeat placements.
- Undertaking strategic placement planning in order to ensure there are enough placements available in the required settings, including monitoring the currency of Practice Educators.
- Evaluating the quality of placements provided within the partnership, including; induction arrangements and student workshops.
- Working with the University of Sheffield to provide the 5 day training course for staff wishing to become Practice Educators (Stage 1).
- Quality assuring and validating Practice Educator portfolios in line with standards set out by the national Practice Education Framework.
- Updating Practice Educator documentation in line with any changes in guidance and standards. Changes to be signed off by the South Yorkshire Strategy Board.
- Ensuring that Practice Educators have access to mentors.
- Running the Practice Educator quarterly network meetings.
- Ensuring arrangements are in place for validating conversations.
- Ensuring that training opportunities are available for Work Based Supervisors.

PPDG replaces the PEPS Panel, Practice Learning Operational Group, and Practice Learning Partnership Strategy Group.

## Practice Educator Network – highlights

The Practice Educator Network meeting is open to all Practice Educators and Work Based Supervisors across the South Yorkshire Teaching Partnership and meets on a quarterly basis. The network is a forum to receive updates about the work of the Teaching Partnership and to feedback Practice Educator issues to the Strategy Board. It is also a place where Practice Educators can share good practice and resources, discuss current themes in practice education, and to network with colleagues.

Highlights from 2016 include; updates from representatives from both the University of Sheffield and Sheffield Hallam University, an open forum at every meeting for Practice Educators to raise issues, a talk by Monica Green (PCFSW for Barnsley) on team issues for student placements, and small group discussions on a range of issues such as; the different expectations of students on placement 1 and placement 2, and discussions on an academic paper on “when placements go wrong”.

2017 will be an exciting year for the network with two Master classes planned through the SYTP on Practice Educator related issues, and members of the Strategy Board attending each network meeting to ensure direct communication of Practice Educator issues to the Board.

## Adults’ services

In order to ensure that targets and milestones in relation to adults’ services are achieved, and in acknowledgements that the challenges, priorities and contexts are often very different in adults’ and children’s services, we have set up an Adults’ Operational Group (AOG).

The AOG have developed an action plan for adults’ services, which focuses on the following key areas:

- ***CPD for adults’ services*** - the AOG is developing the practice strand of the Advanced Practitioner

Framework

- **Adults' Practice Champions** - we are currently advertising for 11 service champions across adults' services to co-deliver on the MA programme, help shape the content of the CPD and promote the Teaching Partnership by talking to teams and giving case advice
- **Adults' placement curriculum** – the group is developing the student workshops to support an adults' specialist pathway, to be ready for the next round of placements which will begin in early 2018.
- **Masterclasses** – The group will lead on the development and delivery of Masterclasses for adults' services
- **ASYE** – the group will oversee the Adults' ASYE programme (see section on Assessed and Supported Year in Employment for more details)

## Workforce Development

The SYTP have established a **Workforce Planning and Development Group** to lead on regional workforce development initiatives. This group is responsible for:

- Developing a **jointly owned workforce development strategy** for the SYTP which:
  - Ensures **readiness for the assessment and accreditation** of social workers in children's services (and adults' services if/when this becomes a requirement) (see below)
  - Identifies and addresses **recruitment and retention** issues across the SYTP
  - Ensures that **CPD remains relevant** to the needs of the workforce on an ongoing basis by feeding back information on workforce development needs to the CDG
  - Identifies at an early stage, and targets support for, **future managers and leaders**
  - Ensures that workforce development planning is informed by the desired outcomes of **service users and carers**
  - Sets out how the **learning champions** who will work across SYTP and the reporting mechanisms for feedback on effectiveness.
  - Considers **joint career pathways**
- Developing a **regional recruitment strategy** for the SYTP, including the provision of workforce data to enable 3-5 year labour market planning
- Developing a **mission and vision statement around the ACFP testing** for the SYTP, and to scope out a plan for the implementation of testing and employer endorsement across the partnership and to subsequently direct a task and finish group to undertake the action plan
- Keeping up to date with **Government Social Work Reform** to ensure that the SYTP is able to remain responsive to external DfE/DH proposals and guidance on improving and raising standards in the social work workforce.

### Roadmap to accreditation

The Workforce Planning and Development Group (WPDG) is also responsible for developing a mission and vision statement around the Approved Child and Family Practitioner (ACFP) testing for the SYTP, and for scoping out a plan for the implementation of testing and employer endorsement across the partnership.

This group will work with the Curriculum Development group to ensure that readiness for ACFP testing is embedded in the pre-and post-qualifying curricula and ASYE programme, so that this becomes a roadmap to accreditation.

The role of WPDG in relation to accreditation and assessment includes, for example:



- Scoping out a plan of who will be tested, when and where and ensuring that testing centres are available
- Planning a skills audit for social workers in preparation for assessment and accreditation, in order to identify gaps. This will involve making recommendations for how the skills audit will be carried out, and by whom.
- Developing a common approach for the collection of evidence for the purposes of the audit.
- Developing a shared approach to employer endorsement, which:
  - Complies with Government standards, criteria and guidance
  - Builds on existing methods of assessing practice (ASYE, Progression etc)
  - Considers legal and HR implications in order to report back into respective HR services for discussions with managers and trade unions
  - Identifies support mechanisms/systems for those who fail to become endorsed and/or accredited
  - Considers options for those SWs within the SYTP who wish to work in alternative settings where the ACFP testing does not apply
- Undertaking a mapping exercise to identify who will carry out assessment/endorsement at the ACFP level, and to ensure sufficient numbers and adequate skills/knowledge.
- Working with the Curriculum Development Group to develop a robust plan for meeting any identified skills gaps for a) ACFP candidates and b) practice supervisors/assessors.
- Developing a communication strategy to communicate developments in relation to ACFP testing to social workers.

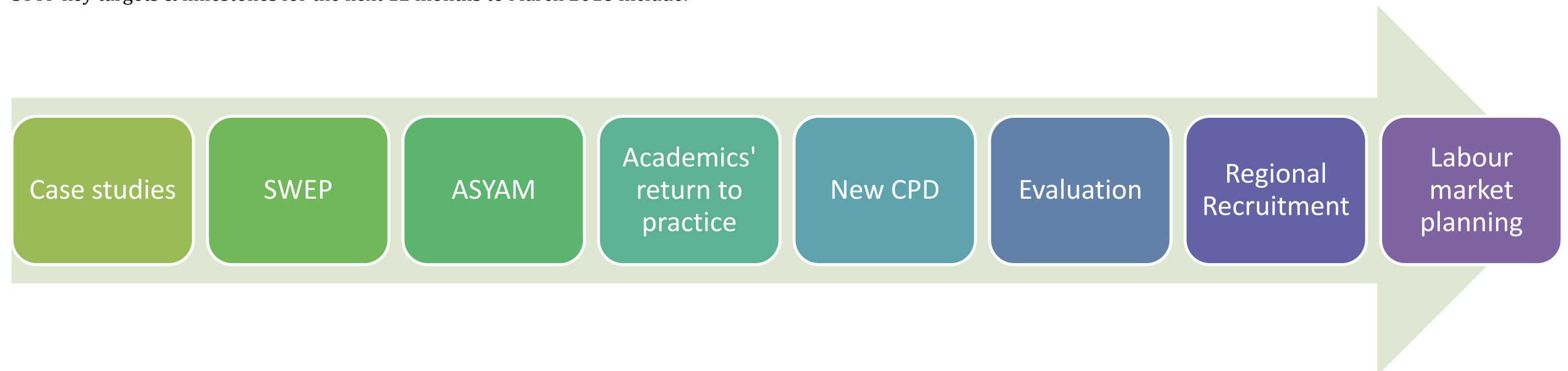
## Research Mindedness

As a partnership, we are committed to embedding research mindedness across all areas of social work education and practice. Social work requires compassionate, thorough assessment through empirical engagement with the lives of individuals and families and complex analysis to generate knowledge and understanding. In these core respects social work is very similar to research and requires a similar skill set. In support of this, we:

- Include ***modules on research and evidence-informed practice*** in our qualifying and post-qualifying training
- Have developed a proposal for a ***collaborative PhD studentship***, which will give a local authority staff member from within the partnership an opportunity to study at a Doctoral level
- Support social workers to undertake ***work-based research projects*** which address practice issues/challenges
- Ensure that social workers understand how ***cognitive biases and professional cultures*** can affect the ways they make sense of the world
- Ensure that our social workers can ***develop and use their research skills within their practice***, for example to support effective information gathering, assessment processes and analysis.

# Moving forward

SYTP key targets & milestones for the next 12 months to March 2018 include:



<b>Case studies</b>	<p>We will be developing case studies on the following topics, in order to contribute to a process of review and evaluation, and to help us to evidence the impact of our work so far:</p> <ul style="list-style-type: none"> <li>• Changes to placement supervision</li> <li>• Changes to academic curriculum and placements</li> <li>• Workforce and labour market planning</li> <li>• Improvements to progression</li> <li>• Academics' practice experience</li> </ul>
<b>Social Work Education Panel (SWEP)</b>	<p>We will be expanding and redefining the purpose of this group in order to ensure that the views and opinions of service users and carers are used to inform the development, delivery and evaluation of our pre- and post-qualifying curricula. This will involve:</p> <ul style="list-style-type: none"> <li>• Holding an initial event to present opportunities for involvement in SWEP, and to increase engagement with a wider group of service users and carers.</li> <li>• Working with service users and carers to agree and develop mechanisms for involvement</li> <li>• Providing training for service users and carers to help support and enable involvement</li> </ul> <p>SWEP will also continue to lead on service user and carers engagement in HEI admissions processes, and in local authority recruitment and assessment events.</p>



<b>Delivery of ASYAM pilot</b>	The time-scales for delivery of the pilot are as follows:		
	<b>Phase 1</b>	10/2016 – 03/2017	30 credit Leadership and Mentoring module – initial module delivered and evaluated, and further developed to incorporate ASYAM requirements.
	<b>Phase 2</b>	12/2016 – 03/2017	Consultation and development period – development of ASYAM programme and handbook
	<b>Phase 4</b>	04/2017	ASYAM mentors identified and trained.
	<b>Phase 5</b>	05/2017	Applications invited from those who have undertaken Leadership and Mentoring module for enrolment on follow-on ASYAM programme.
	<b>Phase 6</b>	06/2017	Applicants who meet eligibility criteria and have successfully completed module assessment will be invited to attend interview/assessment day.
	<b>Phase 7</b>	06/2017 – 11/2017	Successful applicants (up to 15) will begin 6 month follow-on programme.
	<b>Phase 8</b>	11/2016-03/2018	Pilot programme fully evaluated and evaluation report and recommendations presented to SYTP Strategy Board
<b>Delivery of academics' return to practice strategy</b>	<p>The research group will lead on further developing and embedding a model for academics to support SYTP social work teams to access and use findings from research and evidence in order to develop effective practice in relation to complex cases (as described above under 'Lecturers back into practice').</p> <p>Once this model has been fully developed and signed off by Strategy Board, it has been agreed that seven academics from the University of Sheffield will be supported to undertake consonant projects during 2017/2018.</p> <p>A further 2 members of the HEI social work team will also be involved in practitioner work-based research projects.</p>		
<b>Delivery of new CPD modules</b>	<p>New modules will be developed and delivered as follows:</p> <ol style="list-style-type: none"> <li>1. Effective court and Tribunal Practice – for delivery from September 2017</li> <li>2. Research in Professional Practice – for delivery from September 2017</li> <li>3. Practice Learning Educator 3 – for delivery from September 2017</li> <li>4. Collaborative PhD studentship – to begin in September 2017 (subject to funding), and run for 36 months</li> <li>5. Effective Assessment and Care Management (adults') – currently being developed</li> </ol>		
<b>Curricula evaluation and review</b>	<p>A key task for the next year is to review, evaluate and further develop the:</p> <ul style="list-style-type: none"> <li>• MASW curriculum</li> <li>• Current CPD modules and framework</li> </ul>		

	<p>The mechanisms for review and evaluation will include, for example:</p> <ul style="list-style-type: none"> <li>• Module evaluations</li> <li>• Focus groups</li> <li>• Case studies</li> <li>• Engagement with SWEP</li> <li>• Curriculum Development Group</li> <li>• PSWs group</li> <li>• Adults Operational Group</li> </ul>
<b>Regional Recruitment Strategy</b>	A strategy/proposal is currently being developed for regional recruitment, the aim of which is to introduce shared assessment centre testing processes in order to ensure consistent standards and approaches.
<b>3 – 5 year labour market plan</b>	We are working with the Sheffield University Management School to produce a 3-5 year labour market plan

## Sustainability

Our vision for the 2016-18 SYTP funding period is to build upon our successes with on-going determination to develop new and innovative approaches to all aspects of social work education and learning, with guiding principles of quality and sustainable impact embedded within all of our core activities. We are ensuring sustainability by:

- Implementing robust governance structures which contribute to sustainability by ensuring the strategic commitment to the partnership, and by establishing the mechanisms to support on-going partnership working,
- Sharing best practice, and adopting new ways of working based on evidence of impact
- Adopting joint frameworks and strategies (for example standardised ASYE frameworks, and a shared regional recruitment strategy)
- Raising quality, standards and capacity in relation to practice education
- Working collaboratively to develop and deliver jointly owned curricula for pre-and post-qualifying education
- Pooling resources and utilising economies of scale in order to develop and sustain improved CPD opportunities
- Embedding the activities of the SYTP firmly within the workforce development and service improvement strategies of our partners
- Evaluating the impact of our activities in order to continue to refine and develop our ways of working