

South Yorkshire Teaching Partnership

Progress report

May 2018

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1. The Vision



Our Vision

To work together to raise standards in social work by delivering 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

“Teaching Partnerships need to be established as a vital part of every regional arrangement...we need a national infrastructure which generates new social workers, and rejuvenates others as we all move through our careers, developing enhanced knowledge and skills rooted in the values of social work – of social justice, empowerment, personal freedom and individual rights”

Isabelle Trowler, Chief Social Worker Children and Families

Speech to Greater Manchester Social Work Academy’s Teaching Partnerships conference, November 2017.

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

Blog post, April 2016

<https://lynromeo.blog.gov.uk/2016/04/14/teaching-partnerships-are-forging-the-future-of-social-work/>

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2. About us



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

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.

We have recently been awarded further funding until March 2019 from the Department for Education. The key focus for this next phase is on sustainability, and embedding Teaching Partnership activities and structures within our core business.

2.1. Our aims

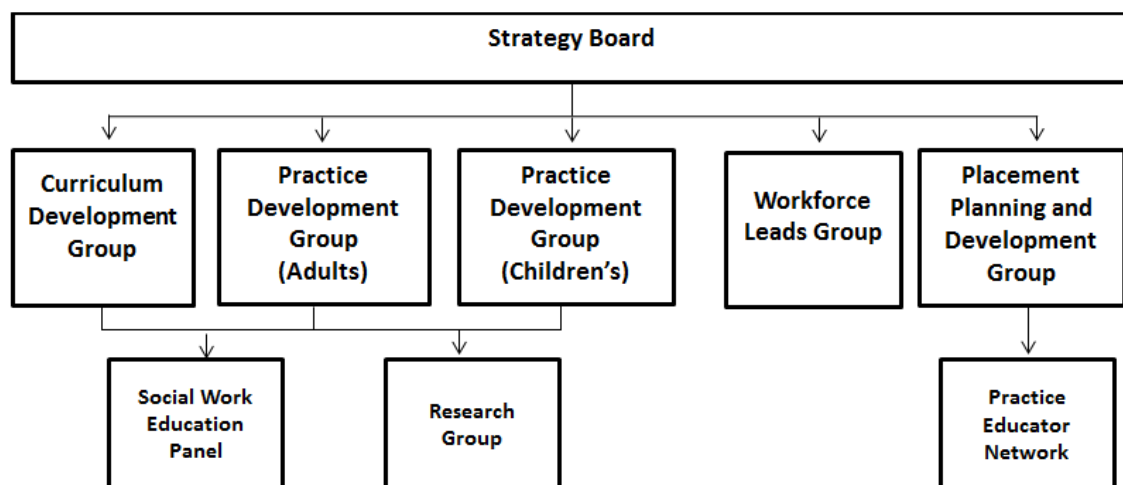
- To work together to develop and deliver high quality social work education and training that ensures effective provision for people who use our services
- To be innovative, creative and sustainable as a partnership and remain responsive to the changing needs of the social work profession
- To achieve a standard of excellence whereby regional employability rates from initial training through to roles in statutory social work are raised, and all local authorities in the partnership can recruit and retain high calibre social workers.
- To be committed to improving lifelong professional development and career development, and to grow leaders for the future
- To improve standards and decision-making that will increase public confidence in the quality of the social work profession.
- To become a nationally recognised centre of excellence and innovation in relation to social work education and the qualifying and post-qualifying levels.
- To offer courses that are co-designed and co-delivered, with improved teaching and sharing of resources
- To ensure that each student will be ready to practice in frontline fieldwork services by guaranteeing them two placements in statutory settings

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- To work in partnership to provide continuous professional development courses which support clearly defined career pathways, which are aligned to the workforce development needs of the partnership, and which are linked to national requirements and to systems for assessment and accreditation
- To embed research mindedness across the partnership, and offer opportunities for students, practitioners, managers and service users/carers to engage with a programme of research that is informed by a robust understanding of local and regional needs.
- To engage people who use services and their carers in the development and delivery of social work education and training – including admissions, teaching and placements

2.2. Our governance structure



2.3. Our Shared Workstreams

- Governance
- Admissions
- Placements and Curriculum
- Academic Delivery
- Practice Support and Development
- Workforce and Labour Market Planning
- Progression
- Academics' Experience of Practice

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2.4. Our team (from 01.04.2018)

Post	Post holder	Hours per week funded by SYTP
SYTP Programme Manager	Dot Smith	0.4 FTE
HEI Lead: University of Sheffield	Dave Bosworth	0.25 FTE
HEI Lead: Sheffield Hallam University	Dave Johnson	0.25 FTE
SYTP Project Manager	Jess McEwen	1 FTE
Service User Empowerment Manager	Fiona Addison	0 (contribution in kind from SCC)
Practice Consultant (children's) – University of Sheffield	Lynda Hughes	0.5 FTE
Practice Consultant (children's) – Sheffield Hallam University	Ruth Bastin	0.5 FTE
Lead Practitioner – Adults	To be recruited to	1 FTE
Evaluation and Impact Officer	To be recruited to	1 FTE
Programme Manager Support	Lucy Smailes	0.4 FTE
Administrative Officer (University of Sheffield)	Ann Clark	0.5 FTE
Administrative Officer (Sheffield Hallam University)	Lucy Smailes	0.5 FTE

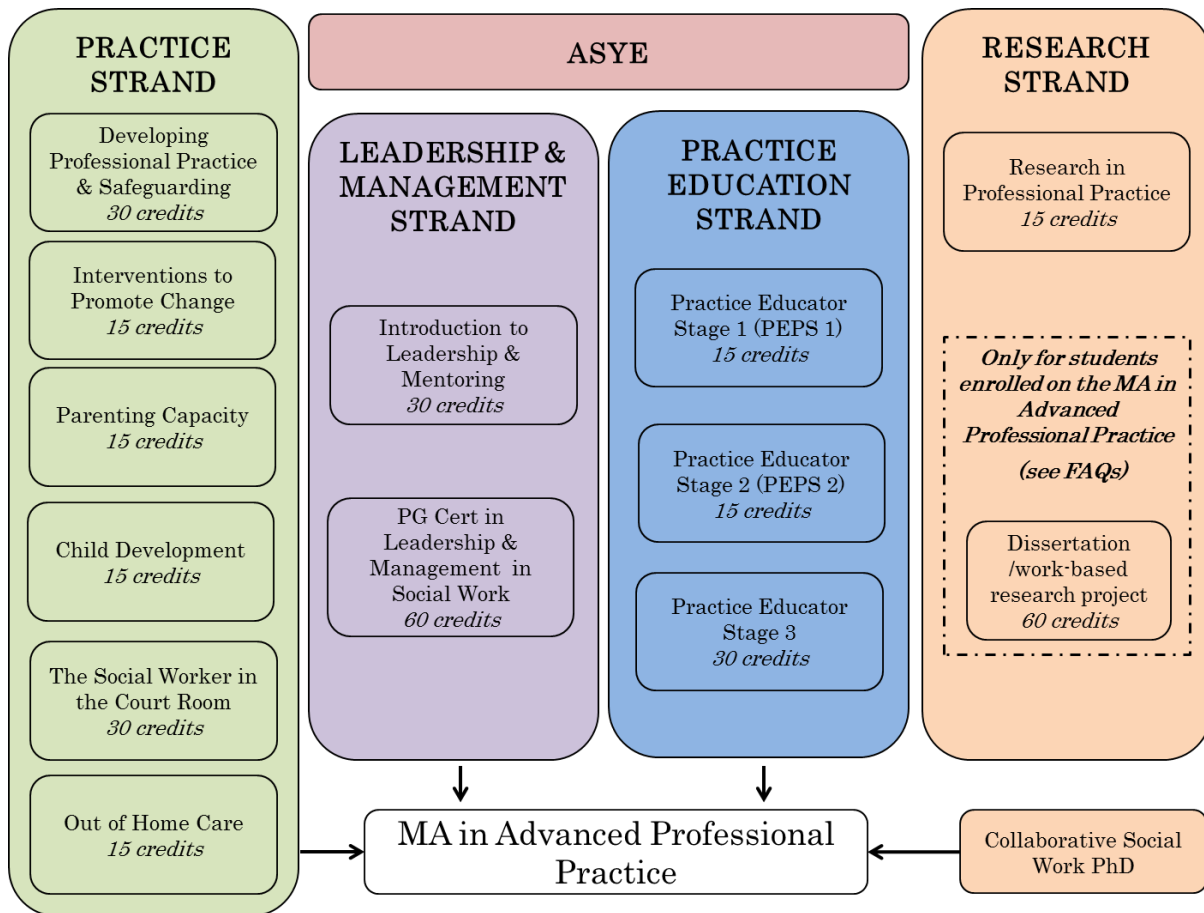
3. Accredited CPD modules and courses

KEY FACTS

- More than 450 practitioners and managers from across SYTP have completed, registered for, or are currently attending our CPD modules (since the CPD Framework was launched in 2016)
- 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.
- 23 managers have completed the Post Graduate Certificate in Leadership and Management
- 113 ASYE's have had their portfolio accredited

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3.1. Social Work Practice and Development CPD Framework



Our Social Work Practice and Development CPD Framework, delivered by the University of Sheffield, 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.

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

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Professional Practice.

For further information, please see

<https://www.sheffield.ac.uk/socstudies/prospt/ppt/cpdchildren>

Our CPD 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

3.2. Postgraduate Certificate in Advanced Adult Social Work

Sheffield Hallam University are currently developing a Post Graduate Certificate course that is provisionally called Advanced Adult Social Work, this will run from September 2018, and includes modules that look at current innovative approaches to adult social work (like the 3 conversations model) and positive risk taking in adult safeguarding. It also has modules that consider how we apply adult legislations in practice. At post graduate level, students will have the opportunity to critically explore these concepts and consider how they would work within their Local Authority.

The PG Cert will consist of the following modules:

Applied Adult Social Work Law 1	The aim of this module is to enable participants to build on practice experience, develop and demonstrate critical knowledge and skills relevant to the Care Act 2014 within the context of strength based approaches.
Applied Adult Social Work Law 2	This module enables participants to build upon practice knowledge & skills key in developing emancipatory practice within Adult Social Work assessments with people who lack mental capacity. This is in the context of the Mental Capacity Act 2005, Deprivation of Liberty Safeguards and Autism Act 2009

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Strengths Based Approaches to Adult Social Work	Participants will develop a critical understanding of a range of contemporary strength based approaches that are used within adult social work and consider how these might apply in practice within their organisation
Positive Risk-Taking and Advanced Adult Safeguarding	Participants will explore the key elements of positive risk taking using independent research, critical thinking and a range of case studies and perspectives that inform contemporary Adult Safeguarding practices both locally and nationally

3.3. CPD modules

To date, more than 450 practitioners and managers have completed or are currently registered for our CPD modules and courses.

Module name	Credits	Numbers 2016 -2017	Numbers 2017 – 2018
Assessed and Supported Year in Employment	15	Sheffield - 26 Barnsley - 12 Rotherham - 22 DCST - 14 Doncaster MBC – 0 Lincolnshire - 39 Total: 113	Currently being redeveloped
Developing Professional Practice and Safeguarding	30	Sheffield - 4 Barnsley - 3 Rotherham - 4 DCST - 0 Doncaster Adults' - 0 Total: 11	Sheffield - 1 Barnsley - 3 Rotherham - 4 DCST - 3 Doncaster Adults' - 0 Total: 11
Out of Home Care	15	Sheffield - 2 Barnsley - 1 Rotherham - 0 DCST - 0 Doncaster Adults' – 0 Total: 3	Lincolnshire - 9 Total: 9
Parenting Capacity	15	Sheffield - 2 Barnsley - 3 Rotherham - 4 DCST - 0 Doncaster Adults' - 0 Total: 9	Sheffield - 5 Barnsley - 6 Rotherham - 4 DCST - 5 Doncaster Adults' - 0 Total: 20

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Interventions to Promote Change	15	Sheffield - 2 Barnsley - 0 Rotherham - 4 DCST - 1 Doncaster Adults' - 0 Total: 7	Sheffield - 4 Barnsley - 5 Rotherham - 4 DCST - 5 Doncaster Adults - 2 Total: 20
Child Development and Communication with Children	15	Sheffield - 8 Barnsley - 3 Rotherham - 4 DCST - 2 Doncaster Adults' - 0 Total: 10	Sheffield - 3 Barnsley - 1 Rotherham - 3 Doncaster - 3 Total: 7
Research for Professional Practice	15	Being developed for delivery from September 2017	Sheffield - 2 Barnsley - 4 Rotherham - 2 DCST - 1 Doncaster Adults'- 1 Total: 10
Introduction to Leadership and Mentoring	30	Sheffield - 9 Barnsley - 1 Rotherham - 8 DCST - 8 Doncaster Adults' - 1 Lincolnshire - 1 Total: 28	Sheffield - 3 Barnsley - 3 Rotherham - 9 DCST - 6 Doncaster Adults – 4 Lincolnshire - 5 Total: 25
PG Cert in Leadership and Management	60	Sheffield – 13 Barnsley - 0 Rotherham – 3 DCST - 3 Doncaster Adults' - 2 Lincolnshire - 2 Total: 23	Sheffield – 4 Barnsley - 2 Rotherham – 2 DCST - 2 Doncaster Adults' - 1 Lincolnshire - 5 Total: 16
Practice Educator Stage 1	15	Sheffield – 13 Barnsley - 10 Rotherham – 9 DCST - 6 Doncaster Adults - 8 Total: 36	Sheffield – 5 Barnsley - 5 Rotherham – 4 DCST - 5 Doncaster Adults – 3 Lincolnshire 4 Total: 26
Practice Educator Stage 2	15	Delivery from September 2017	Sheffield – 9 Barnsley - 0 Rotherham – 2 Doncaster – 4 Lincolnshire 2 Total: 17

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Social Worker in the Court Room	15	Delivery from September 2017	Sheffield – 8 Barnsley – 2 Rotherham – 4 DCST – 4 Doncaster Adults – 0 Lincolnshire – 4 Total: 22
Assessed & Supported Year for Aspiring Managers –	0	Delivery from March 2018	Sheffield – 10 Barnsley – 1 Rotherham – 4 DCST – 3 Doncaster Adults – 0 Lincolnshire – 0 Total: 18
Best Interest Assessor Training (delivered by Sheffield Hallam University)	15		Sheffield – 7 Rotherham – 7 Doncaster – 6 Total: 17
Practice Educator Stage 3	30		Being developed for delivery from September 2018
Total		240	218

3.4. New modules

In response to requests from our Local Authority Partners, and practice issues and challenges identifies via our Curriculum Development Group, we have developed a number of new modules for this academic year. These include:

The Social Worker in the Court Room.

This module aims to:

- Enable participants to identify how ‘the law’ underpins social work practice;
- Enable participants to identify the importance of evidence within the context of social work practice, decision making and presenting evidence at court;
- Prepare participants for presenting evidence at court and within written reports;
- Enable participants to develop expertise in using case law to justify social work practice decisions;
- Introduce participants to the court and legal processes and enable them to prepare for legal interactions.

The module is grounded in the participants’ own practice by requiring them to draw on a real case scenario, and also includes an opportunity for participants to experience being

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examined and cross examined in a moot court setting.

In addition, following a request from Lincolnshire County Council, we have delivered a bespoke version of our *Out of Home Care* module in Lincoln for a cohort of 9 children's services practitioners.

Research for Professional Practice

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

It also provides an opportunity for participants to develop 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 organaitonal learning, and include reflection and implications for students' own practice.

We are also in the process of developing *Practice Educator level 3* for delivery from September 2018, which will focus on social work teaching and will lead to fellowship of the Higher Education Academy (see section 3.5 below).

3.5. Practice Education

The Practice Educator Stage 1 and 2 (PE1/PE2) modules 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.

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 are therefore developing a PE3 module for delivery from

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September 2018, which will focus on social work teaching and will lead to fellowship of the Higher Education Academy.

3.5.1. Sheffield Hallam University Social Work Practice Educator Conference - 23 April 2018

The Sheffield Hallam University Social Work Practice Educator Conference is now an established annual event. This year's conference brought together over 130 Practice Educators. Keynote presentations and workshops were planned in response to feedback from past conference delegates that identified areas of focus for professional education and practise.

Presentations from the conference are available on the SHU Social Work Placement Information Website at <https://www3.shu.ac.uk/hwb/placements/socialwork/mentor.html>

3.6. CPD Awards Ceremony, April 2018



An award ceremony was held on the 23rd April 2018 to celebrate the achievements of practitioners and managers who have successfully completed our CPD modules and courses. SYTP certificates of achievement were presented for the following modules/courses:

- Assessed and Supported Year in Employment (HEI accreditation, 15 credits)
- Developing Professional Practice and Safeguarding (30 credit module)
- Introduction to Leadership and Mentoring (30 credit module)
- Interventions to promote change (15 credit module)
- Out of Home Care (15 credit module)
- Parenting Capacity (15 credit module)
- Practice Learning Educator Stage 1 (15 credit module)

University of Sheffield certificates were also presented by the university's Management School to those who have successfully completed the Postgraduate Certificate in Leadership and Management (60 credits)

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4. Further CPD Opportunities

4.1. Assessed and Supported Year for New and Aspiring Managers

The ASYAM programme 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 pilot programme is running from March 2018 to September with a cohort of 18 new and aspiring managers from across the SYTP local authorities. The programme includes:

A 2 day foundation programme	Organisational observations and follow-up practice-reinforcing learning activities
Multisource evaluations of participants' practice knowledge and skills	Tailored masterclasses and follow-up practice-reinforcing learning activities
Individualised practice development plans	Individually tailored learning opportunities to gain organisational knowledge
Practice development communities	Individually tailored leadership activities
Individual practice development and improvement mentors	

4.2. Masterclasses and joint training

In addition to our CPD 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.

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/>

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Joint training and Masterclasses - 2017/2018

Training/events	
Train the trainer (Alan Matthews)	4,10,16th January 2017 14th, 21st and 27th March 2017
SYTP Strategic Planning Workshop	21 st September 2017
Crossing the Divide: Unlocking Effective Relationships (delivered in partnership with the Centre for Social Work Practice)	23 rd November 2017
Masterclasses	
Responding to child parent violence and abuse (Declan Coogan) (follow on extended 2 day masterclass from previous very popular one)	1st and 2nd June 2017
Effective Court Work: An Advanced Practice Masterclass for Social Work Managers and Experienced Practitioners (Elizabeth Isaacs QC)	10th November 2017
Examining Touch in Practice	7th February 2017
Thinking about Child Protection (Jadwiga Leigh & Jane Laing)	19 th June 2018
Student workshops	
<i>Delivered to both SHU and UoS students during each placement cycle</i>	
Mental Health & Parenting (adults & children's)	Values and Ethics (adults & children's)
Working Together / Child Protection Conferences (children's)	Service user involvement (adults & children's)
Mental Capacity Act (adults)	Introduction to Safeguarding (adults)
Serious Case Reviews (adults & children's)	Continuing Health Care (adults)
Recruitment & Employability (adults)	Deprivation of Liberty Safeguards (adults)
Recruitment & Employability (children's)	Mental Health and Parenting (adults & children's)
Case Chronologies (adults & children's)	Working as a Social worker in Mental Health (adults)
Case Recording (adults & children's)	Time Management (adults & children's)
Assessed and Supported Year for New and Aspiring Managers	
Training for ASYAM mentors	7 th February 2018
2 day Induction	5 th & 7 th March 2018
ASYAM Masterclass 1: Financial and resource Management (Stewart Smyth, University of Sheffield)	25 th April 2018
ASYAM Masterclass 2: Management/leadership (Prof. Sue White, University of Sheffield)	7 th June 2018
ASYAM Masterclass 3: Difficult Conversations (Jayne Grice & Laura Gough, Doncaster Children's Services Trust)	7 th June 2018

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ASYAM Masterclass 4: Reflective Supervision (Jadwiga Leigh & Prof. Sue White, University of Sheffield)	28 th June 2018
ASYAM Masterclass 5: Coaching and Mentoring (Gwen Booth, independent coach)	

4.3. Best Interest Assessor Training

In response to an identified need, the SYTP funded 18 places across the partnership on a bespoke Best Interest Assessor course, delivered by Sheffield Hallam University in 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

5. Joint Training Needs Analysis

We 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. The purpose of this was to assist us to gain a better understanding of:

- the learning and development needs of staff at a strategic, operational and individual level;
- the extent to which those needs are met, and
- any perceived gaps.

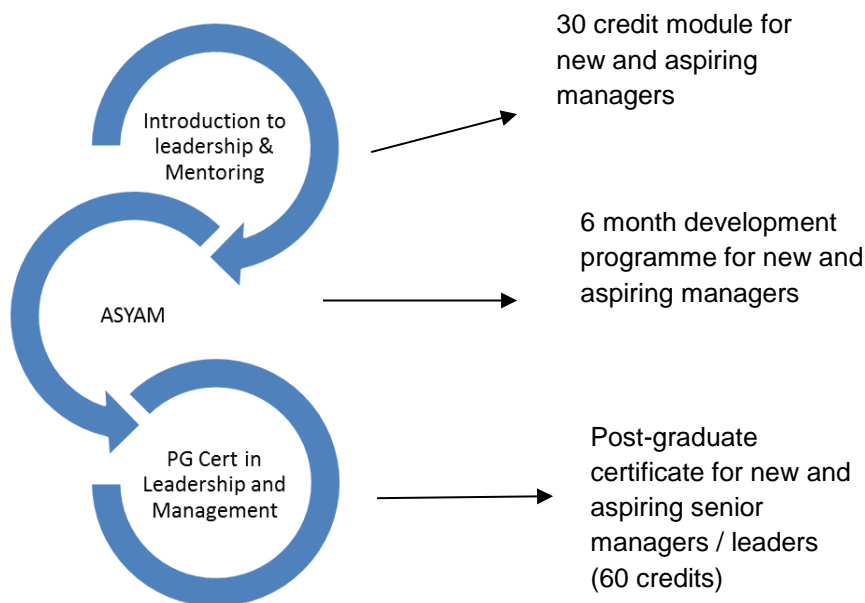
The TNA included telephone interviews, face to face interviews and focus groups with SYTP staff at both operational and strategic levels plus interviews with key national leaders. The TNA findings will now be used to develop an action plan which will be used to inform future learning and development within the adult social care workforce across South Yorkshire --

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ensuring that our CPD offer for Adults' Services is robust and that it meets identified training needs.

We are currently exploring options to carry out a similar exercise to look at training and development needs across our child and family services.

6. Good practice example: Leadership and Management strand



6.1. Introduction to Leadership and Mentoring

This 30 credit module is open to new and aspiring managers from adults' and children's services. The module is focused on supporting practitioners to:

- Promote equality of opportunity, diversity and inclusion;
- Facilitate best practice and accountable decision making with the use of best evidence;
- Understand leadership and mentoring styles;
- Appreciate the centrality of the supervisor/supervisee relationship in promoting emotionally intelligent and reflective practice;
- Critically describe the key functions of supervision and mentoring and the skills to use these appropriately;

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- Support and develop the risk assessment and risk management skills of their supervisees;
- Show familiarity with the national and organizational context and the impact of these on themselves and their supervisees;
- Demonstrate knowledge of the factors which can influence poor performance and the skills to address under-performance;
- Demonstrate skills in coaching and mentoring team members and developing a learning and growth culture;
- Demonstrate skills in identifying and applying resources to ensure that requirements and targets are met;
- Demonstrate skills in overseeing and auditing the quality of work of others delivering social work services;
- Demonstrate the ability to represent the team or the organisation to others;
- Demonstrate a critical awareness of the role of leadership in developing and maintaining teams and managing conflict.

6.2. Assessed and Supported Year for New and Aspiring Managers

See section 4.1 above for details

6.3. PG Cert 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. This is a dedicated programme developed and designed specifically for new and aspiring senior managers in social work and has been mapped against the Practice Leader and Practice Supervisor Knowledge and Skills statements. Participants benefit from increased knowledge of the effective practice of leadership and management as applied to social work or social care. The second cohort for this programme started in January 2018, and the third cohort are due to start in December 2018.

The modular programme enables 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

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within these environments.

The programme is 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 also includes master classes which are delivered by known and celebrated experts in leadership and supervision. Each participant also receives an independent mentor who provides a 90 minute session on a monthly basis.

6.4. Management Apprenticeship

We are currently exploring the possibility of offering a Senior Leaders Masters Degree Apprenticeship (level 7), successful completion of which lead to a Masters degree in Management. This would support our Leadership and Management CPS strand, and would enable a 'grow your own' route into senior leadership roles for existing managers and leaders.

6.5. Practice Supervisor Development Programme

SYTP are working in partnership with a DfE funded consortium to help deliver the Practice Supervisor Development Programme (PDSP). The consortium is led by Research in Practice, and includes the Tavistock and Portman NHS Foundation Trust, Goldsmiths University and the University of Sussex.

The PSDP will be for those social workers taking up their first role in which they are responsible for supporting and developing the practice of others. It will have a strong focus on embedding key knowledge and skills, including those set out in the knowledge and skills statement for practice supervisors. It will focus on key aspects of management and leadership, and equipping participants with the confidence to lead their teams, manage practitioner workloads and wellbeing and develop practitioners' own knowledge, skills and confidence.

The programme will also have a focus on embedding learning within organisations. It will reach approx. 700 newly promoted practice supervisors over 2 years. SYTP will act as one of several 'Local Delivery Partners' (LDPs) for the PSDP, and will be responsible for delivering the programme across the Yorkshire and Humber region. The programme is still in the early development stages, and we are working with the consortium and other LDPs to help shape this.

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6.6. Evidence of impact

Feedback on the Leadership and Management strand of our Advanced Practitioner Framework has been very positive, and initial reports from those that have completed the programmes indicate that participation has, in some cases, already resulted in promotion into management and leadership roles. For example, one practitioner had previously attended an interview for a team manager role but was unsuccessful. After completing the Introduction to leadership and mentoring module, she reapplied and was successful, and the interview panel attributed her success to the additional skills and knowledge that she brought to the interview as a result of the programme.

In addition, 2 managers who completed the PG Cert in Leadership and Management in July 2017 have been successful in gaining promotions – with one being seconded to Social Work England.

SYTP have held focus groups with practitioners that have completed both the Introduction to Leadership and Mentoring module, and the PG Certificate in Leadership and Management. These have been run in addition to the university's course evaluations, in order to ensure that these courses continue to meet the need of the teaching partnership in relation to workforce development. For example, as a result of the feedback given at the focus group for the PG Cert in Leadership and Management, we have made a number of changes to the programme, e.g. to the timetabling, to enhance the accessibility of the programme for participants.

Feedback from these focus groups includes:

Introduction to Leadership and Management:

- “My manager has fed back that those that have undertaken modules – it shows in improvements in their practice and attitude”
- “The course has affected my attitude and approach”.

PG Cert in Leadership and Management:

- “The first module (Leadership) got the group enthusiastic and invigorated. Self-assessment tools got people thinking.”
- “The course was intellectually pitched at exactly the right level; students learnt something at every session. Good content and delivery. A valued experience.”
- “360-degree feedback was very useful.”
- “Reflective assignment and future planning really good as forced application to practice”

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- “Mentoring has helped me to remember and think about my own development”
- “Teaching high academic standard and challenging which I found positive”
- “Masterclass sessions were relevant and well delivered, lots to reflect on and implement in my own workplace”

7. Routes into social work

7.1. MA in Social Work

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>

7.2. BA in Social Work

Sheffield Hallam University (SHU) is delighted to have joined the South Yorkshire Teaching Partnership (SYTP) in April 2018. Sheffield Hallam University's vision is to be a world leading applied University that achieves outstanding outcomes for our students, our city and our region. To achieve our vision we will work in partnership with employers and key stakeholders to develop a quality workforce for the region.

Sheffield Hallam University and its predecessor educational institutions have been delivering social work education in the region for over 50 years. Our academics and researchers are committed to working with practitioners, managers and leaders in the region to raise standards in social work education and develop cutting edge social work practice.

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Students that join the Sheffield Hallam University's undergraduate BA (Hons) Social Work course will benefit from the two statutory placements offer that is a key component of the Teaching Partnerships ethos.

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

<https://www.shu.ac.uk/courses/social-work/ba-honours-social-work/full-time>

7.3. Social Worker Integrated Degree Apprenticeship

The Institute for Apprenticeships (IfA) is currently in the final phases of signing off the draft standard and assessment plan for a Social Worker Degree Apprenticeship. Once approved, this will enable HEIs/other providers who are registered with the IfA and approved by the HCPC, to deliver a social worker degree apprenticeship. Funding for the apprenticeship will be drawn from the apprenticeship levy, which all local authorities are required to pay into.

The apprenticeship is will have a typical duration of 36 months, and on successful completion will enable participants to achieve a BA Hons in Social Work and be eligible to apply for inclusion on the HSPC register. In order to pass the apprenticeship and be awarded the degree, participants will need to be able to demonstrate the they can meet the behaviours, requirements, skills and knowledge as outlined in the apprenticeship standard, which has been mapped against the relevant Knowledge and Skills Statements.

SYTP partners are very interested in utilising the apprenticeship as a means of 'growing their own' employees into qualified social workers, and we are planning to offer this from January 2019 as one of our routes into social work.

7.4. Student Admissions

The University of Sheffield and Sheffield Hallam University 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 (MA), or 120 UCAS points (BA), which are maintained even at clearing
- Inclusion of entry tests including written assessments, verbal reasoning, group discussions, interviews 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 (see section 8).

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7.5. Review and evaluation

Both the MA and BA curricula and delivery are subject to a process of continual review and evaluation. In addition to the universities own evaluation mechanisms, the SYTP has also implemented the following to ensure that the MA and BA curricula continue to be fit for purpose:

- SYTP commissioned an external consultant to undertake a full review of the MA 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 two universities to help ensure that all pre-and post-qualifying curricula is developed collaboratively and meets the needs of the partnership.
- A new Curriculum Development Group has been established to ensure that the BA curriculum meets the partnership's needs and criteria
- Practice Development Groups (children's and adults') have been set up to lead on the continued review of the MA curriculum.
- The Social Work Education Panel ensures that service users and carers are meaningfully involved in Service in curriculum development/ delivery/evaluation

The current BA (Hons) Social Work course was approved in 2013 and so we have begun the re-approval process for a course that begins in September 2019. This is extremely fortuitous timing as we have the opportunity to involve practitioners from the SYTP in the design of the new programme. A Curriculum Design Group has been established and has met in April and will meet monthly until September.

7.6. Practitioners input into HEI curriculum delivery

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

In order to develop expertise within the partnership in relation to classroom /HEI teaching, we are developing our PLE3 module for delivery from September 2018, 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.

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8. Social Work Education Panel

The Social Work Education Panel (SWEP) ensures that the views and opinions of service users and carers are used to inform SYTP activities, including the selection of students onto our courses, and the delivery of pre- and post-qualifying education.

8.1. SWEP update, March 2018

With a record number of trained 'experts' including foster carers, adult carers, care leavers and young carers we are at the beginning of our busiest and most demanding time of year. Both universities have started their recruitment/assessment sessions for social work students and we represent the voice of children, young people and their carers at every event. At the University of Sheffield we provide speed interviews and service user representatives on the interview panels; and at Hallam we participate in group observations alongside academics and practitioners and then score the students' written insights on how they performed in the group activity.

In addition we provide workshops for students on placement, titled 'It ain't what you do it's the way that you do it' the workshop focuses on messages for social workers from children and young people in care, and uses the award winning film from our children in care council. Foster carers facilitate the small group discussions throughout the workshop, and to date feedback has been excellent. We participate in the annual 'Living Library' events at UoS, with 5 or 6 carers routinely joining 50+ students to share their 'expertise'. We also contribute on an ad hoc basis to individual lectures/seminars as and when invited by the academic lead.

Recruitment/assessment in numbers:

- 14 trained foster carers
- 1 trained parent/carers (from Rotherham)
- 12 trained young people including care leavers, young carers and birth children in foster families (from Sheffield and Doncaster)
- 19 selection events (7 completed)
- Over 400 students predicted to be interviewed/observed

Over the coming months, we will be expanding and redefining the purpose of this group, and this will involve:

- Holding an initial event to present opportunities for involvement in SWEP, and to

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increase engagement with a wider group of service users and carers.

- Working with service users and carers to agree and develop mechanisms for involvement
- Providing training for service users and carers to help support and enable involvement

Comments from service users and carers who have been involved in SWEP activities:

"Our work improves the jobs of the new social workers coming through, because we can pass on all our experiences, good and not so good, and what we think makes a good SW, and what children and YP expect, that makes them glad they have a good SW. Also what we or /yp/ think is a bad SW!"

"I feel that the gap between social workers and foster carers is narrowing, both sides giving our own perspectives of the service, the pros and cons, and giving both sides a better understanding of the jobs we have and hold dear."

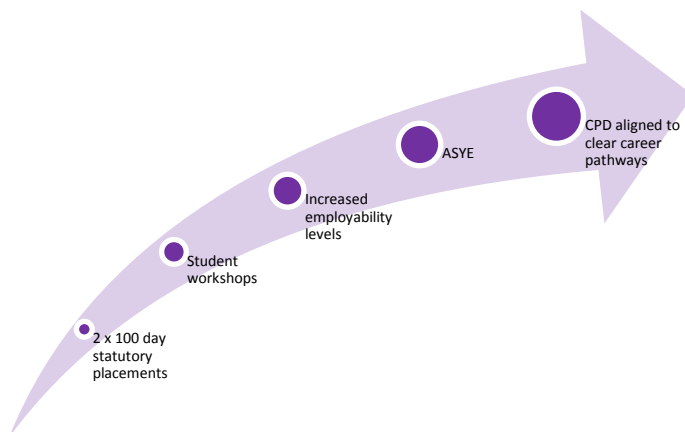
Comments from students participating in 'Service Users are People Too' workshop, December 2016:

"what a fantastic class, I really felt involved and respected"

"very good to hear the perspective of the people who support children for the large periods we are not there. How they deal with the repercussions of our actions/decisions"

"Really puts into perspective how important it is to explain what is happening to service users"

9. Supporting progression



The South Yorkshire Teaching Partnership (SYTP) have worked collaboratively to develop a number of initiatives aimed at supporting progression and career pathways for our social workers.

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KEY FACTS

- 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
- We have developed a series of workshops for students to increase knowledge around current social work frontline practice and employability skills
- Employability rates have increased, with more students obtaining jobs within SYTP LAs following graduation
- We work closely with Children's Social Work Matters to advertise jobs to students and NQSWs, and to social workers and managers
- We have developed a robust, shared ASYE programme for children and adults services
- We have developed an Advanced Practitioner Framework to provide accredited CPD opportunities linked to clear career pathway

9.1. Placements

9.1.1. 2 x 100 day placements

After discussions with our local authority 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 from February 2017. The additional 30 days will incorporate workshops and skills days within a practice framework.

Students 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

9.1.2. Statutory placements

For the second year running, we have been able to offer 99% of our students' placements which meet the purest definition of statutory. This also supports the employability of students by ensuring that they are ready, upon graduation, for roles within front line statutory services.

We are currently looking at ways that we can better support students' journeys into their

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chosen specialisms, whilst still upholding the requirements for placements to be provided in contrasting settings which provide experience of direct work with children and families or adults. For example, if a student has a particular interest in mental health, we may be able to offer them a first placement in a CAMHS team in order to offer them an opportunity to gain experience in their chosen area.

We are also looking at developing a “hub and spoke” or integrated placement model which could be offered to first year students to enable them gain more wide ranging experiences that align with their chosen specialisms, whilst still having their placement ‘hub’ within a statutory setting.

In either case, this is likely to only account for only a small proportion of placements, and we anticipate that the majority of students will still undertake 2 placements that meet the purest definition of statutory. Where a non-‘purest’ or hub and spoke placement is deemed preferable in order to support a students’ journey, we will ensure that:

- This is only applicable to first placements
- The decision is made in consultation with students, and is underpinned by a thorough analysis of the student’s CV/skills/knowledge and areas for development.
- All placements are undertaken within a local authority setting, and that they involve direct work with children and families or adults.
- All placements continue to be subject to the SYTP’s rigorous quality assurance processes

9.1.3. Practice/placement workshops

Students on placement are now required to attend a number of workshops which support skills and knowledge development in relation to current social work frontline practice.

The workshops also enable the provision of specialist pathways, by enabling students’ to select workshops that are linked to their chosen area of specialism in either children’s’ or adults’ services.

The workshops cover topics such as:

- Case chronologies
- Case recording
- Time management
- Service user involvement
- Values and ethics
- Mental health and parenting
- Serious case reviews

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- Mental Capacity Act
- Deprivation of Liberty Safeguards
- Recruitment and Employability
- Working together – child protection conferences

We have also established a task and finish group which is currently working on increasing the range of workshops that are available to support an adults' specialist pathway.

9.2. Employability

We have developed and implemented more robust systems to capture student destination data, which will enable greater levels of data analysis in relation to employability which will help to inform workforce and labour market planning processes

In order to overcome the barriers in relation to obtaining destinations data, we asked the cohort of students who completed their course in September 2017 to complete a form to:

- give their non-university contact details
- to sign to give permission for these details to be shared with SYTP
- and to give permission for SYTP to contact them following graduation to ask for details of their employment.

We are still in the process of contacting students, but the data that we have so far shows that:

- We have so far have information on 36 out of 47 students
- Of these 36 students, 94% have been successful in obtaining social work roles, with 53% of these roles being within SYTP local authorities and 47% within other areas.
- 83% of the SYTP roles are within children's services, and 17% in adults' services.

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Destinations data: 2017		
Destination	Number	Percentage
Employed by SYTP	18	38%
Employed outside of SYTP	16	34%
Not actively looking for a job due to personal circumstances	1	2%
Not employed in a SW role yet	1	2%
Have not yet responded with destinations info	12	26%
Total	47	100%

Of the 18 employed within SYTP, 15 are in Children's services, 2 in Adult's and 1 is in Community Mental Health.

Destinations data: 2017 - students employed within SYTP			
	Children's services	Adult's services	Total
Sheffield CC	7	3	10
Doncaster CST	1	0	1
Lincolnshire CC	3	0	3
Barnsley MDC	2	0	2
Rotherham MDC	2	0	2
Doncaster MDC	0	0	0
Total employed in SYTP area	15	3	18

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Those 12 with jobs outside the TP area are employed by:

Destinations data: 2017 - students employed outside of SYTP			
	Children's services	Adult's services	Total
Derbyshire CC	4	0	4
Gloucester CC	1	0	1
Warwickshire CC	1	0	1
Leeds	2	0	3 (for 1 of these we don't know if they are employed in children's or adults' services)
Shropshire	1	0	1
SOVA charity	-	-	1
Framework charity	-	-	1
Chesterfield (organisation and role unknown)	-	-	1
Buxton (organisation and role unknown)	-	-	1
Horncastle (organisation and role unknown)	-	-	1
Hertfordshire CC	1	0	1
Total employed outside SYTP area	10	0	16 (for 6 of these we don't know if they are employed in children's or adults' services)

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9.3. Assessed and Supported Year in Employment

KEY FACTS

- Shared ASYE handbooks have now been developed for children's and adults' services.
- 113 ASYE's in children and families have had their portfolio accredited by the University of Sheffield.
- 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

9.3.1. SYTP ASYE programme: children's services

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:

- Help NQSWs to improve their skills, competence and confidence as a social worker in a systematic manner during the first year of practice, which are mapped against the KSS.
- Enable employers to provide NQSWs with focused supervision, support and guidance.
- 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

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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. In further support of this, portfolios are also randomly selected and sent to an SYTP benchmarking moderation panel for marking.

9.3.2. SYTP ASYE programme: adults' services

Over the past 2 years we have seconded a Team Manager 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

The Assessed and Supported Year in Employment for Newly Qualified Social Workers in adult settings is a twelve-month, employer-led programme of support and assessment against the Knowledge and Skills Statement for social workers in adult services. Its aim is to develop national consistency in what a Social Worker should know and be able to do by the end of their first year in employment.

In line with the Knowledge and Skills Statements, the adults' ASYE programme includes the following minimum evidence requirements for the assessment process:

- three formal direct observations of practice undertaken by a registered social worker (at least two of these to be completed by the NQSW's Assessor)
- at least three pieces of feedback over the course of the year from people who need care and support, or from their carers
- at least three pieces of feedback over the course of the year from other professionals, and
- the assessment of a written piece of work demonstrating the ability of the employee to reflect on and learn from practice: it should show how the employee has used critical reflection on their practice to improve their professional skills and demonstrate reasoned judgment relating to a practice decision
- the assessment of at least three examples of written reports and records, including a report written for an external decision making process and a set of case recordings, and
- the assessor report.

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9.3.3. Good practice example: Lincolnshire County Council Children's Services

The ASYE Programme within Lincolnshire County Council, Children's Services includes both e-learning and face to face workshops. The e-learning covers neglect, domestic abuse, parental mental health, CSE, trafficking, exploitation & modern slavery and many more. The face to face workshops include LSCB 2 day safeguarding, court skills, emotional intelligence and resilience, signs of safety and other sessions are delivered by SME's within the organisation to ensure that the NQSW's are knowledgeable around the processes and different teams within the Children's Services arena.

In order to pass the ASYE we have included the ASYE Consolidation Module which ties into our career progression offer for qualified Social Workers. This runs alongside the ASYE year and their portfolio submission. In order to pass the ASYE they need to pass both aspects.

NQSW Quote:

"At the point of graduating from university I embarked on my ASYE course with Lincolnshire County Council. This involved me attending regular teaching and training days that supported my professional development and practice knowledge of the various social work teams that operate within Lincolnshire Children's Services. I enjoyed the opportunity to mix with newly qualified social work students from these different teams. Whilst attending the taught days, I also completed a portfolio, that mirrored the portfolios I had completed as a student social worker. This ensured that in practice I retained time to complete reflective journals and consider the way my practice impacted on children, young people and families that I worked with. I was also fully supported by my supervisor in regular supervision sessions, where I engaged in reflective discussions based on social work theories and the evidence base, clearly continuing to link theory and different social work models in my direct work with children and families. I ended the 12 month course, by completing a consolidation essay and submitting my completed portfolio. I feel that the ASYE course supported a more seamless transition from the degree into frontline social work practice and enabled me to be supported to develop the essential components of good social work post qualification. "

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9.4. Workforce development strategies

9.4.1. Good practice example: Barnsley MDC

In Barnsley we have revisited our job profiles to ensure they identify a seamless progression pathway. Part of the job profiles identifies the essential academic credits required at each level

Newly qualified social worker (NQSW)	Social worker	Experienced social worker	Advanced social worker	Team manager
Recognised social work qualification	Recognised social work qualification with two years post qualifying relevant community based experience	Recognised social work qualification	Recognised social work qualification	Recognised social work qualification
Willingness to undertake ASYE	Successful completion of ASYE	Evidence of ongoing CPD including a minimum of 30 Level 7 credits	Evidence of ongoing CPD including a minimum of 45 Level 7 credits	Evidence of ongoing CPD including a minimum of 60 Level 7 credits

As part of the personal development reviews social workers are encouraged through discussion with their line manager to undertake development opportunities through the South Yorkshire Teaching Partnership particularly in areas where a greater need has been identified or in line with the requirements of their specific role.

Progression from NQSW to experienced social worker is achieved through meeting the criteria of the job profile as well as producing a portfolio of evidence which includes a supporting statement from their manager. This is submitted to the Qualification and Progression Panel for approval.

Currently we are looking at the progression/qualification pathway for assistant social care workers and will hopefully take advantage of the social work apprenticeship.

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9.5. Evidence of Impact

It is too early to fully evaluate the impact of the changes that have been made in relation to progression, but the initial outcomes so far include:

- Employability rates maintain consistently high for SYTP students, with many students choosing to stay and work in social work roles in the South Yorkshire region
- Feedback indicates that students are leaving university better prepared for practice in statutory settings (for example, see the testimonial above from an independent trainer with experience of working with SYTP NQSWs).
- The ASYE programmes across adults and children's services have evaluated very well, with high levels of satisfaction from NQSWs (for example see the testimonials above), and reports from LAs that NQSWs are better prepared and better supported as a result of the changes that have been made

For further information in relation to the experience of NQSWs undertaking the SYTP ASYE programme, please see <http://www.southyorkshireteachingpartnership.co.uk/a-day-in-the-life-of-3/> for 'A day in the life of' an NQSW

In relation to the changes that have been made to placements:

- Students are satisfied with their placement experiences
- The feedback from practice educators is that students are gaining more practice experience, and are better able to engage with statutory social work roles and tasks
- The student workshops have evaluated very well, and provide students with an excellent opportunity to link key theories and concepts to their practice within their placements

We will also be undertaking some more extensive evaluations of specific initiatives, such as the move to 2 x 100 day placements, in order to enable us to understand the impact of these changes. These evaluations will be guided by the Practice Development and Research groups, and will draw on university and practice expertise in relation to outcomes-focused evaluations.

10. SYTP Planning and Development Workshop, September 2017

We held a workshop on the 21st September 2017 to plan for our current phase of Teaching Partnership delivery (from 01/04/2018). The workshop was attended by 47 participants from across the partnership, and included the following keynote presentations:

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- Paul Moffat, Chief Executive, Doncaster Children's Services Trust - **Welcome**
- Professor Kate Morris, University of Sheffield - **Introduction**
- Pauline Turner, Director of Performance, Quality and Innovation; Head of Service and Principal Social Worker, Doncaster Children's Services Trust – **SYTP: Our Journey So Far**
- Tom Sutton, Department for Education – **An Update on Teaching Partnerships**
- Dot Smith, SYTP Programme Manager, Sheffield City Council – **An Update on Apprenticeships**
- Christine Bennett, Assistant Director, Fieldwork Services, Sheffield City Council – **Aims and Objectives of the Day**

Participants were then invited to choose one of the following four workshops to attend: **Practice Education; Academic Delivery and CPD; Research and Evidence-Informed Practice;** and **Retention and Succession Planning**. The purpose of the workshops was to:

1. **Discuss the changes and developments that have been made as a result of the South Yorkshire Teaching Partnership.**
 - a. What has worked well? What hasn't?
 - b. What do we want to build on in the next phase of delivery? What do we need to do differently?
2. **Discuss and agree priorities for the next phase of the Partnership**
 - a. Focus on **innovation** – are there ways of working that might be more effective? What do we need to do differently? What resources do we need?
 - b. Focus on **scale** and **spread** – how can we embed new successful approaches across the partnership? What resources do we need? Are there areas where it would make sense to join up with other TPs and develop a national approach?
3. **Think about sustainability**
 - a. How can we ensure that the TP is sustainable?
 - b. What if TP funding is pulled, or our next bid is unsuccessful? How can we maintain momentum? How can we continue to work as a partnership?

The feedback from the workshops and the group discussions were then used to develop an action plan which was used to inform the SYTP bid for continuation of funding from 01/04/2018 to 31/03/2019.

We will be holding a similar event in September 2018 to look at sustainability beyond the

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end of the current grant funding.

11. Embedding 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
- 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.
- Support our Lecturers and University Teachers to **spend time back in practice** in order to: ensure that they remain connected to, and informed by, current practice issues and developments

“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” **Bev Jowett, University Teacher in Social Work and Course Leader - MA in Advanced Practice with Children and their Families**



11.1. Case consultancy model

We have undertaken a pilot to use research-minded group supervision in order 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. This pilot initially took place in 3 teams across Sheffield City Council, and a further phase is currently being piloted in Rotherham.

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In this programme, team managers identified cases in which they felt a more robust knowledge of the existing evidence base might be helpful for decision-making. The academic staff allocated to this team then reviewed the recent literature, and together with the team manager facilitated a group supervision session for the team using the evidence from the research. The aim is to increase research literacy and critical engagement with evidence for practitioners and managers, whilst also allowing academics to gain further insights into the current practice priorities and contexts.

For example, Jadwiga Leigh (Lecturer in Social Work) 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 messages from the research in order to help the individual and the team to think about how they could practice effectively with the family involved.

In order to roll this out further, during the next phase of the TP we will trial using level 2 MA students. MA students, at level 2, will be conversant with the skills necessary to conduct literature searches and have access to university databases. Additionally, students’ ability to access and make use of research is a requirement of their studies on placement. It is our intention to use the same support mechanisms provided to the initial pilot academic staff.

Additionally, we will nominate a lead academic who will recruit from the MA level 2 cohorts and provide ongoing support and mentoring during the pilot. If successful, the intention will be to have this as a requirement for MA level 2 students as part of their studies. On an ongoing basis, this skill level and ability will move forward into practice as the students are employed within the partner LAs.

12. Workforce and Labour Market Planning

The South Yorkshire Teaching Partnership (SYTP) have worked collaboratively to develop a number of initiatives aimed at attracting students, and improving recruitment and retention for social workers and managers

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KEY FACTS

- We have linked student intake in both HEIs to labour-market planning and the availability of statutory placements
- In total, we have 144 students across SYTP on an annual basis with the ultimate aim of all teams being able/willing to support a student(s).
- We are working to attract new students into the profession by promoting the SYTP offer
- We have improved our core offer in relation to CPD and career pathways in order to reduce the level of attrition of social workers and managers
- Evidence shows that our graduates are now better prepared for frontline practice in statutory SW teams
- ASYE support is consistent across the SYTP with all LA's employing dedicated ASYE mentors, rigorous ASYE monitoring and evaluation in accordance with the SYTP handbook mapped against the KSS, partnership portfolio moderation and dedicated training pathways.
- We have developed a robust return to social work programme in order to attract social workers who have left the profession
- The introduction of the Social Work Apprenticeship degree programme in January 2019 will support a "grow your own" programme for LA's to support, train and retain existing staff employed in social care

Managers are required to report weekly on reasons why caseloads are under threshold and well above threshold.

This information enables the workforce planning team to maintain an accurate establishment of social workers, sickness levels, maternity and any performance issues that may need addressing. Sheffield increased agency usage in June 2017 and created taskforce teams to reduce high caseload numbers. In addition we transferred a number of social workers into the taskforce team in order to work on viability assessments ordered by courts. Workforce planning was introduced in November 2017 to report on caseloads and gradually reduce the number of agency workers to zero by September 2018.

Work has been undertaken to predict the number of cases that ASYE's can realistically work over their 12 months programme and this has been factored into the plan. Complexity of cases, maternity leave and sickness has also been factored in to determine the number of social workers that we need over the next 12 months.

A return to social work programme was piloted in June 2017 and two applicants have been supported to regain their HCPC registrations who have now been offered social worker jobs.

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We have introduced a new role of Contact and Liaison officer who works as a conduit between the service user and the social worker undertaking burdensome administrative tasks that prevent the social worker working out in the community. The pilot started in September 2017 and will be assessed and evaluated for impact in August 2018. An interim survey has taken place with 94% of social workers agreeing that the role has significantly supported them.

12.2. Roadmap to accreditation

The National Assessment and Accreditation System (NAAS) is due to commence within this funding year, the purpose of which is to provide a consistent way of providing assurance that child and family social workers, supervisors and leaders have the knowledge and skills for effective practice.

In preparation for NAAS implementation, we have completed preliminary audits with ASYE's who have gained their fitness to practice certificates since November 2015 (KSS date) at the 18 months point to assess for additional training needs. ASYE cohorts are familiar with the type of testing that NAAS requires however we have a huge workforce of experienced social workers across SYTP who qualified many years ago and who will need extensive training prior to any endorsement.



We are therefore developing plans to extend training to experienced social workers and those that fit into the category of practice supervisors in order that we may prepare on a phased programme ready for full endorsement in 2020

13. Next steps: Our delivery plans for 2018 – 2019

We have recently been awarded further funding until April 2019 from the Department for Education. The key focus for this next phase is on sustainability, and embedding Teaching Partnership activities and structures within our partners' core business.

Governance

- Recruitment of Adults Lead Practitioner, evaluation and impact officer and social work

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consultant posts

- Implementation of new governance structure, including development of SHU Curriculum Development Group and adults'/children's Practice Development Groups
- Ongoing monitoring and review and delivery of interim and final evaluation reports
- Embedding sustainability and exploring options for subscription funding model and income generation
- Focus on strategic director-level engagement via DCS/DAS groups

Admissions

- Review and continued development current admissions processes to include entry KSS
- SUC involvement in admissions

Placements and Curriculum

- Further embedding of KSS across all curricula
- Embedding of KSS in supervision templates (adults)
- Development of student units and hub and spoke/integrated placement models (adults)
- Continued QA and development of placements
- Development of online e-portfolio for practice education
- Recruitment of PhD internship for evaluation/further development of SUC engagement

Academic Delivery

- Development of integrated social work degree apprenticeship programmes, and SYTP contract awarded via tendering process
- Continued evaluation and review of CPD, MASW and BASW programmes, including focus groups to look at student satisfaction
- Development of adults' CPD practice strand, and contract in place for delivery
- Delivery of BIA and AMHP training
- Embedding of DoH supervisor proposals in CPD plans
- Development of level 7 apprenticeship in Management
- Evaluation/case study of the impact of SYTP CPD provision on practice and organisational effectiveness
- Evaluation/case study of the impact and effectiveness of the Practice Consultant model
- New contract in place for CPD delivery beyond March 2019

Practice Support and Development

- Training Needs Analysis (children's services)
- Taskforce in place for phased programme to extend training to experienced social workers/practice in preparation for NAAS

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- Continued development and delivery of PLE1 and PLE2, and launch of PLE 3/Enabling Others module
- Evaluation of ASYAM pilot
- Evaluation/case study on the impact of raised standards and improved level of confidence in practice educators
- Pooled resources for continued delivery of Masterclasses and joint training

Workforce and Labour Market Planning

- Delivery of workforce and labour market plan
- Improved recruitment and retention rates and reduced agency usage
- Return to social work programme in place
- Increased number of applications to management positions via ASYAM/practice supervisor programme

Progression

- Improved information regarding student destinations
- Continued development and delivery of student workshops
- Mock interviews via assessment centres

Academics' Experience of Practice

- Delivery of Research for Professional Practice module
- Continued operation of Research Group, including integration of new HEI partner.
- Further development/role out of case consultancy model, including integration of new HEI partner and use of MA level 2 student projects to scale up

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