**South Yorkshire Teaching Partnership**

**Social Work Practice and Development CPD Framework**

**2020-2021**

**Continuing Professional Development (CPD)**

**For Social Workers and Managers**

**The University of Sheffield**

**Introduction**

The South Yorkshire Teaching Partnership (SYTP) is a collaboration between the following local authorities and universities:

* University of Sheffield
* Sheffield Hallam University
* Sheffield City Council
* Barnsley Metropolitan Borough Council
* Rotherham Metropolitan Borough Council
* Doncaster Metropolitan Borough Council
* Doncaster Children’s Services Trust
* Lincolnshire County Council Children’s Services

The aim of the SYTP is 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 children and families and adults services.

Our Social Work Practice and Development CPD Framework has been developed jointly by SYTP, 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, and supports continuing 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, and is mapped to the **Knowledge and Skills Statements**.

**Why study with us?**

* Access to high quality CPD designed to support you in your chosen career pathway, delivered by our university partners - the University of Sheffield and Sheffield Hallam University
* Modules paid for by your employer as part of their commitment to your career progression and continuing professional development dependent upon training budget
* All our CPD modules are accredited at level 7, and you can build up credits towards a range of postgraduate qualifications including a certificate, diploma or MA ***(please note that you are not currently able to transfer CPD credits between our two university partners)***
* Access to University facilities and resources including student discount card, student union
* Library access to specialist journals and access to research
* Peer support and networking opportunities
* You’ll be learning from some of the best, with staff at both universities delivering excellence in both research and teaching.
* All training will be delivered on line between 2020 and 2021

**How to book**

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

Please discuss the CPD opportunity you are interested in with your line manager during supervision/appraisal. If your manager agrees to nominate you for a module/course and you can commit to attend all dates for that module you must complete a learning agreement\* signed by your manager and they will then need to contact your authority’s Workforce Development Lead (see below) to put your name forward for the module.

\*<http://www.southyorkshireteachingpartnership.co.uk/continuing-professional-development/> for further information).

**The deadline for applying for modules and emailing your workforce development contact with your learning agreement is 21st August.**

**Workforce Development contacts**

|  |  |  |
| --- | --- | --- |
| Sheffield | Sally Dean | [Sally.Dean@sheffield.gov.uk](mailto:Sally.Dean@sheffield.gov.uk)  Practice Lead – [Jenni.Wallen@sheffield.gov.uk](mailto:Jenni.Wallen@sheffield.gov.uk) |
| Doncaster CST | Yvette Cotton | [Yvette.Cotton@dcstrust.co.uk](mailto:Yvette.Cotton@dcstrust.co.uk) |
| Doncaster – adults’ | Sharon White | [Sharon.White2@doncaster.gov.uk](mailto:Sharon.White2@doncaster.gov.uk) |
| Rotherham – children’s | Tina Bates | Tina.Bates@rotherham.gov.uk |
| Rotherham – adults’ | Nigel Mitchell | [Nigel.Mitchell@rotherham.gov.uk](mailto:Nigel.Mitchell@rotherham.gov.uk) |
| Barnsley – children’s & adults | Suzi Rockett | [suzannahrockett@barnsley.gov.uk](mailto:suzannahrockett@barnsley.gov.uk) |
| Lincolnshire | Lisa Taylor | [LisaX.Taylor@lincolnshire.gov.uk](mailto:LisaX.Taylor@lincolnshire.gov.uk) |

If you are offered a place on a module or course, you will need to complete the university’s **application** and **registration** processes. For details about registering for a course/module, please see <http://www.southyorkshireteachingpartnership.co.uk/cpd-application-and-registration-processes/>. If you have any difficulties with registration then please contact Ann Clark on [a.f.clark@sheffield.ac.uk](mailto:a.f.clark@sheffield.ac.uk) or Sally.Dean@sheffield.gov.uk.

**Induction dates**

For all modules (with the exception of the PG Cert in Leadership and Management, ASYE module and the PEPS courses), you are normally required to attend an induction day at the University. However due to the current pandemic, induction will take place on the day of your first module and all courses will be delivered on line. You must have registered and applied by the time of your first module otherwise you will not have got the link to access your course on line. There are a reduced number of modules in this brochure and should you wish to make any enquiries about any other modules please email [Sally.Dean@sheffield.gov.uk](mailto:Sally.Dean@sheffield.gov.uk). Semester One will start in Autumn and Semester Two will start in the Spring.

**Cost of modules**

The majority of modules cost £500 per student for 15 credits and £1000 per student for 30 credits. The PG Cert in Leadership and Management costs £3000 per student as this is 60 credits. All modules have study time built into them.

If you are nominated for a module then these costs will be covered by your employer as part of their commitment to your continuing professional development depending on their training budget and as long as you complete the course.

**Late cancellation charges**

The running of each module is dependent upon the number of students attending and a contract with the University therefore if you cancel your attendance at the course within four weeks of it starting then your manager will be charged for the whole of the course as outlined in the learning agreement. If you only attend part of the course then your manager will be charged for the whole of the course.

If you have already registered for the programme and can no longer attend then you may swap with another colleague. If this is likely to happen then you must contact Ann Clark on [a.f.clark@sheffield.ac.uk](mailto:a.f.clark@sheffield.ac.uk) in order to arrange this.

**Modules/courses available**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module/course name** | **Strand** | **Delivered by** | **Credits** |
| Assessed and Supported Year in Employment | ASYE | University of Sheffield | 15 |
| Developing Professional Practice and Safeguarding | Practice | University of Sheffield | 30 |
| The Social Worker in the Court Room | Practice | University of Sheffield | 30 |
| Kinship and Statutory Care for Children | Practice | University of Sheffield | 15 |
| Research in professional Practice | Practice | University of Sheffield | 15 |
| Introduction to Leadership and Mentoring Assessed and Supported Year in Management | Leadership & Management | University of Sheffield | 30 |
| Post Graduate Certificate in Leadership and Management | Leadership & Management | University of Sheffield | 60 |
| Practice Learning Educator Stage 1 | Practice Education | University of Sheffield | 15 |
| Practice Learning Educator Stage 2 | Practice Education | University of Sheffield | 15 |
| Practice Development Educator | Practice Education | University of Sheffield | 30 |

Module Leaders

Dave Bosworth

Dave joined the University of Sheffield as Director of Social Work Education in 2014, having come from Sheffield Hallam University where he was both a Principal Lecturer in Social Work and Academic Delivery Manager for the Dept. of Social Work, Social Care and Community Studies. Prior to that, Dave worked for Nottingham City Council (NCC) as a social worker in a Community Learning Disability Team and as a Practice Learning Co-ordinator (PLC). As PLC, David developed and delivered NCCs Post Qualification in Social Work programme in collaboration with Birmingham University.

Dave qualified as a social worker in 1995 and his professional background is in adult-care with a specific focus upon people with learning disabilities. David has also worked in the areas of youth work and youth offending. His academic background is in social work education and higher education management.

[**Research, Practice and teaching interests**](https://www.sheffield.ac.uk/socstudies/people/academic-staff/david-bosworth)In his early career, Dave was involved in a number or projects focused upon working with people with learning disabilities. More recently, Dave has engaged in projects focused upon student learning and social work education and he has developed a specific interest in constructivist theories of learning and how adults learn in practice. He has used his knowledge of andragogy to develop a Continuing Professional Development framework in support of social workers developing their practice skills and knowledge. Dave’s interest in practice education has helped the South Yorkshire Teaching Partnership develop a Post Graduate Diploma in Practice Education.

**External activities** In 2015 Dave worked with Local Authorities in the South Yorkshire region to develop the South Yorkshire Teaching Partnership. Sponsored by the DfE and DOHSC, the partnership was established to improve the quality of pre and post registration social work education. Such has been the success of the Partnership activities, Dave has become a consultant for other Teaching Partnerships and regularly contributes to social work review and development activities sponsored by the DfE. When the new regulator for social work, Social Work England (SWE), was in development Davewas asked to contribute as an HEI consultant on several key developmental groups. Presently, Dave is a member of the recently established SWE Training and Advisory Group. Dave has been a contributor to the International Social Work Conference held in Utrecht, The Netherlands since 2015.

Sue White

Sue joined the University of Sheffield in October 2016, having previously been Professor of Social Work at the Universities of Birmingham and Lancaster. She is a registered social worker with and academic background in sociology. Her research is interdisciplinary and currently covers three main areas. She has undertaken a number of detailed ethnographic studies of everyday institutional practices and professional decision-making, principally in child and family health and welfare. She is also researching the uses of neuroscience and epigenetics in child and family welfare policy. Sue contributes to teaching mainly on post qualifying/postgrad courses in social work; she has been a representative for the social work academy on major national bodies.

Lynda Hughes

Lynda joined the department in 2016 as a Social Work Practice Consultant having been seconded from Sheffield City Council through the Teaching Partnership. She qualified as a social worker in 1990 and spent the first 10 years of her career working in a variety of statutory childcare settings. Prior to joining the University Lynda was Lead Social Work Consultant responsible for the management and development of Sheffield City Council’s Assessed and Supported Year in employment for newly qualified social workers. In January 2018 Lynda was appointed by the University as a Teacher and became the Programme Manager for the University of Sheffield’s new BA (Hons) Social Work Apprenticeship Degree.

Robin Sen

Robin took up his current post as a lecturer in Child and Family Social Work in University of Sheffield in September 2010. Prior to that he was a Teaching Fellow at the University of Strathclyde for three and a half years. Robin’s practice background is a children and families practitioner in Glasgow, where he had a particular focus on working with looked after and accommodated children. Robin is also a qualified practice teacher.

Bev Jowett

Bev completed her social work training at Bath University following a Social Sciences degree and working as a trainee social worker in Sheffield. She has over 25 years’ experience as a qualified social worker, starting out in generic work and moving to Children and families when specialisms were introduced. Bev has undertaken a range of posts prior to moving to Sheffield and was a Senior Practitioner at Jessop’s maternity hospital in Sheffield in a duty Assessment team. Bev is currently a University teacher and is the course leader of the MA in Advanced Professional Practice.

**Sheffield University Management School module leads**

**Dr Beth Patmore – Lecturer, Module Leader and Programme Director**

Beth Patmore is Senior University Teaching in Innovation and Entrepreneurship at Sheffield University Management School Executive and Professional Education and Programme Director for the Postgraduate Certificate Leadership and Management for Social Work. Prior to joining University of Sheffield in 2019, she was a Senior Lecturer in Organisation Behaviour and Human Resource Management at Sheffield Hallam University with over 10 years of experience of conducting research in the private, public and non-profit sectors. She has been involved in a number of evaluative studies of organizational development and policy initiatives for central and local government departments, non-profit organisations and statutory health bodies such as NHS Leadership Academy, Office for the Third Sector and Lloyds Bank Trust Foundation. Beth has also conducted a number of evaluative studies concerning leadership and management development for private organisations such as River Island and IMI Precision Engineering. Beth gained her PhD in 2019 from Sheffield Hallam University in which she explored the relationship between frontline public service workers and institutional structures in the design and delivery of innovative public services. Beth’s research interest and expertise are in public service innovation, role of frontline workers in driving innovation in the public sector, non-profit organisations and their role in public service delivery and innovation.

**Dr Anna Topakas – Lecturer and Module Leader**

Anna is a member of the Institute of Work Psychology (IWP) research centre, within the Work, Employment People and Organisations (WEPO) Division of the Sheffield University Management School. Prior to joining the University of Sheffield in 2012, Anna held a Research Associate position at Aston University, Birmingham, where she completed her PhD in the domain of leadership and teamworking. Anna’s areas of interest and expertise are in organisational leadership and followership, teamworking, workplace relationships and employee health and wellbeing. For example, Anna explore questions around the role of leadership in facilitating individual and collective thriving, and how organisations can support virtuous interactions and relationships to build both collective and individual resilience and productivity. Recently she is focusing on the role of relationships in facilitating manager and employee wellbeing and good mental health, as well as performance in her research. In addition to how inter- and intra-organisational collaboration can facilitate improvements in service delivery and achieve performance gains.

**Dr Lina Kloviene – Lecturer and Module Leader**

Lina Kloviene is a Senior University Teacher in Managerial and Corporate Economics at Sheffield University Management School Executive and Professional Education. She has more than 10 years of experience in higher education sector (in Lithuania and UK). Before that she worked for more than 7 years in a financial institution – a Scandinavian bank Swedbank. She joined Sheffield University Management School in the beginning of 2019.

I gained my PhD in Social sciences, Management and Administration in 2012. She is part of the STAR collective team researching transparency in the extractives sector throughout the EU (focusing on Baltic countries) as well as a part of an international team researching the transparency in environmental reporting in selected Europe countries. Lina’s research is strongly oriented towards a high level and impact research in the area of sustainability, accounting and performance measurement.

**CPD at the University of Sheffield**

For further information, please see <https://www.sheffield.ac.uk/socstudies/cpd>

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| **Assessed and Supported Year in Employment** | | | | | | | | | | |
|  | | | | | | **15 credits** | | | | |
| **Module lead** | | Lynda Hughes - [lynda.hughes@sheffield.ac.uk](mailto:lynda.hughes@sheffield.ac.uk)  Delivery will be on line. | | | | | | | | |
| **Target audience** | | This module is designed for newly qualified children’s social workers in a statutory fieldwork setting in Local Authorities who are undergoing the Assessed and Supported Year in Employment and who are members of the South Yorkshire Teaching Partnership. | | | | | | | | |
| **Overview** | | By the end of the module participants should be able to:  • Demonstrate ‘practice competence’ in a wide range of child and family tasks and roles • Be effective in their interventions, using theory, research and evidenced based practice (thus building their own confidence and earning the confidence of others) • Demonstrate social work skills in relation to child and family social work at the appropriate ASYE level • Demonstrate an ability to work effectively on complex social work situations • Demonstrate an understanding of the importance of support and supervision in social work • Exercise initiative and evaluate their own practice, including the impact of continued professional development activity • Show progression in meeting the 10 domains of the Knowledge and Skills statement for Child and Family Social Work | | | | | | | | |
| **Assessment** | | Assessment will be via a viva presentation. The aim of the viva presentation is for the student to demonstrate progression in the development of their social work skills, knowledge and experience across the 12 months of their Assessed and Supported Year in Employment. In doing so they will evidence that they have met the DfE Knowledge and Skills Statement requirements and module learning outcomes. | | | | | | | | |
| **Dates** | | As well as attending their individual local authority ASYE programmes, participants will be required to attend two workshops facilitated by University staff. Participants will be eligible to go forward for viva assessment from month 11 to month 14 of their employment. This module will run 3 times per year. Please contact Local Authority Social Work Consultants/ASYE leads for dates. | | | | | | | | |
| **Cost** | | £350 | | | | | | | | |
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| **Developing Professional Practice and Contextual Safeguarding – Semester Two** | | | | | | | | | | |
| **Practice strand** | | | | | | | | **30 credits** | | |
| **Module lead** | | Bev Jowett - [b.jowett@sheffield.ac.uk](mailto:b.jowett@sheffield.ac.uk)  Delivery on line | | | | | | | | |
| **Target audience** | | Qualified social workers that have successfully completed their ASYE year | | | | | | | | |
| **Overview** | | This module enables participants to develop and demonstrate competent, critically reflective professional practice when working with children, their families and carers. It will draw on relevant legal guidance, statutory responsibilities, and approaches to intervention where safeguarding children is at the fore. Professional practice will be developed in the context of risk, uncertainty, conflict and contradictions and with consideration of organisational and wider social settings.  Areas covered include Person Posing Risk assessments, technology and safeguarding, contextual safeguarding, trafficking and working with sexually harmful behaviours. | | | | | | | | |
| **Assessment** | | * A 3500 word critically reflective account of your safeguarding practice. * Group presentation * In doing so, they will evidence that they have met the DfE Knowledge and Skills Statement requirements and module learning outcomes. | | | | | | | | |
| **Dates *(provisional)*** | | |  | | --- | | 8th February 2021 | | 22nd February 2021  1st March 2021 | | 8th March 2021 | | 15th March 2021  22nd March 2021 | | 19th April 2021 | | 26th April 2021 | | 3rd May 2021 | | 10th May 2021 | |  | | | | | | | | | |
| **Cost** | | £1000 | | | | | | | | |
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| **The Social Worker in the Court Room – Adults and Children’s services**  **Semester Two** | | | | | | | | | | |
| **Practice strand** | | | | | | | | | | **30 credits** |
| **Module lead** | | | | **Module Convenors**:  Bev Jowett – [b.jowett@sheffield.ac.uk](mailto:b.jowett@sheffield.ac.uk)  Lynda Hughes - [lynda.hughes@sheffield.ac.uk](mailto:lynda.hughes@sheffield.ac.uk)  **Taught by** Allan Norman. Trained solicitor and registered social worker  Delivery on line | | | | | | |
| **Target audience** | | | | Social workers from children’s and adults services  The module will use participants' cases, and to this end it will be a requirement that each participant has access to such a case throughout the module (either within their own caseload, or involvement with work being undertaken with another worker) where a court hearing is a possibility. | | | | | | |
| **Overview** | | | | The module bridges the gap between academic learning about the law and the courtroom, and practice skills.  The module sets the context for encounters between social work and the law, grounding it in an understanding of the role of the law in social work practice, and of the social worker in the courtroom. Building on that grounding, the module will quickly become practice-orientated. This module aims to provide social workers with increased skills and confidence in presenting evidence in a courtroom and in written reports, and developing the use of case law to justify decisions. It also aims to enable participants to identify the importance of evidence in social work practice, decision making and when presenting evidence at court. Advice on how to report for court, dress code, developments in law and drafting reports for court. | | | | | | |
| **Assessment** | | | | 1. An oral examination consisting of an artificially constructed examination and cross- examination, based upon a case study, in a moot setting 2. A 3000 word assignment | | | | | | |
| **Dates *(provisional)*** | | | | 10th February 2021  17th February 2021  24th February 2021  3rd March 2021  10th March 2021  17th March 2021  31st March 2021  31st March 2021  7th April 2021  14th April 2021 – Oral Presentations  16th April 2021 – Oral Presentations | | | | | | |
| **Cost** | | | | £1000 | | | | | | |
|  | | | | | | | | | | |
| **Kinship and Statutory Care for Children – Semester One** | | | | | | | | | | |
| **Practice strand** | | | | | | | | **15 credits** | | |
| **Module lead** | Robin Sen -[r.n.sen@sheffield.ac.uk](mailto:r.n.sen@sheffield.ac.uk)  Delivery on line | | | | | | | | | |
| **Target audience** | Social workers, residential staff and other professionals who have significant involvement working with children who are looked after, or are at risk of becoming so, or have left care**.** Eg. Reunification team, FGC and family networking. Must be able to write at academic Masters level 7. | | | | | | | | | |
| **Overview** | * What is the profile of the looked after child population in the UK and locally – who enters care, who leaves care and how, why have care numbers been rising nationally, what do local variations in care numbers look like? * Assessing looked after children’s needs and wishes– the application of attachment theory, ecological theory and the social studies of childhood to looked after children’s lives. * Placement pathways for looked after children entering care; longer-term placement pathways and the pursuit of ‘permanence’ for looked after children. * The mental health needs of looked after children. * The education of looked after children. * Types of intervention / ways of working with looked after children and their evidence base * Family and friends relationships and birth family contact. * Looked after children and offending. * Leaving care and transitions to adulthood. * Connected Person/ Viability assessments | | | | | | | | | |
| **Assessment** | 3000 word assignment | | | | | | | | | |
| **Dates *(provisional)*** | 28th October 2020  4th November 2020  11th November 2020  25th November 2020  9th December 2020 | | | | | | | | | |
| **Cost** | £500 | | | | | | | | | |
|  | | | | | | | | | | |
| **Introduction to Leadership and Mentoring Assessed and Supported Year in Management – Semester Two** | | | | | | | | | | |
| **Leadership and Management strand** | | | | | | | | **30 credits** | | |
| **Module lead** | Sue White (Convenor) - [Sue.White@sheffield.ac.uk](mailto:Sue.White@sheffield.ac.uk)  Delivery on line | | | | | | | | | |
| **Target audience** | New or aspiring team managers.  Practitioners with a mentoring or supervisory role who adhere to Practice Supervisor KSS | | | | | | | | | |
| **Overview** | This module has been designed to enable you to meet the following objectives:   * Promote equality of opportunity, diversity and inclusion in social work practice; * Facilitate best practice and accountable decision making with the use of best evidence; * Understand leadership and coaching styles helping others to develop and learn; * 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; * 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; | | | | | | | | | |
| **Assessment** | Part 1: Assignment  Part 2: Reflective log to be completed alongside your practice  Part 3: individual presentations | | | | | | | | | |
| **Dates *(provisional)*** | 9th February 2021  24th February 2021  2nd March 2021  16th March 2021  30th March 2021  20th April 2021  27th April 2021  11th May 2021 ( Presentations)  18th May 2021 | | | | | | | | | |
| **Cost** | £1000 | | | | | | | | | |
|  | | | | | | | | | | |
| **Research in Professional Practice– to be delivered once every two years** | | | | | | | | | **15 credits** | |
| **Module lead** | | | Professor Sue White – Sue.White@sheffield.gov.uk | | | | | | | |
| **Target audience** | | | **Social Work qualified practitioners with 2 years post qualification experience** | | | | | | | |
| **Overview** | | | | This module redefines research as integral to social work practice and management and aims to provide research literacy and capability in the workforce. Social Workers need to draw on published research studies to help them to understand needs, matters of safety and risk and to plan their interventions. They also need to develop research skills, such as observation, synthesis of information and analysis, to make sense of situation and presenting problems. Generate and test hypotheses and examine their preferred theories and assumptions. Furthermore, evaluation and audit are increasingly demanded of practitioners and organisations, but skills and methods are often poorly understood. By the end of the module social workers will be able to:   * + Reflect upon how they use and make knowledge in their professional work;   + Critically review how research and evidence may be deployed within the organisational contexts of practice settings – and the implications of this for reflective practice and practice evaluation;   + Understand different approaches to evaluation and audit;   + Select appropriate methodologies by which to examine practice related research questions;   + Identify how different stakeholders may be involved in processes of research and evaluation;   Engage with and debate ethical and practical matters relating to conducting practice-focused research. | | | | | | |
| **Assessment** | | | | 3000 word assignment | | | | | | |
| **Dates *(provisional)*** | | | | Dates to be arranged dependent on number of interested parties | | | | | | |
| **Cost** | | | | £500 | | | | | | |
|  | | | | | | | | | | |
| **Post Graduate Certificate in Leadership and Management for Social Work – University Management school** | | | | | | | | | | |
| **Leadership and Management strand** | | | | | | | | | **60 credits** | |
| **Course lead** | | | | **Dr Beth Patmore – Lecturer, Module Leader and Programme Director** - Phone: 0114 222 3233  Email: [b.patmore@sheffield.ac.uk](mailto:b.patmore@sheffield.ac.uk)  Delivery on line | | | | | | |
| **Target audience** | | | | This programme is aimed at new or aspiring service managers in social care or similar settings. | | | | | | |
| **Overview** | | | | The PG Cert in Leadership and Management has been developed by the University of Sheffield’s Management School on behalf of the South Yorkshire Teaching Partnership. The Management School is Triple Crown Accredited, in the top 1% of business and management schools worldwide, and has a world-class reputation for high quality teaching, ground-breaking research and cutting-edge thinking.  This is a dedicated, modular programme developed and designed specifically for new and aspiring senior managers in social work settings. Participants will benefit from increased knowledge of the effective practice of leadership and management as applied to social work or social care. All participants will receive mentoring from an independent mentor. The programme has been mapped against the Knowledge and Skills Statements for Practice Supervisor/Leader.  *Please note that the PG Cert in Leadership and Management is a stand-alone course* *and the credits therefore cannot be used towards a diploma or MA in Advanced Professional Practice* | | | | | | |
| **Assessment** | | | | Each of the four modules are assessed by a 3000 word coursework essay and a Portfolio of Evidence | | | | | | |
| **Dates *(provisional)*** | | | | 12 Nov 2020 1pm-5pm  Course starts in January 2021 and finishes in July 2021.  Dates will be sent  Upon request. | On line programme Induction  Module One: Developing and Leading Teams  Module Two: Leading and Managing People and Performance  Module Three: Financial Management and Leadership in Not-for-Profit and Public Services  Module Four: Pathways to Decision Making in Different Environments | | | | | |
| **Cost** | | | | £3000 | | | | | | |
|  | | | | | | | | | | |
| **Practice Learning Educator Stage 1 – Semester one and two** | | | | | | | | | | |
| **Practice Education Strand** | | | | | | | **15 credits** | | | |
| **Module lead** | David Bosworth - [d.bosworth@sheffield.ac.uk](mailto:d.bosworth@sheffield.ac.uk) | | | | | | | | | |
| **Target audience** | Qualified Social Workers who wish to undertake Practice Education duties with a social work student on a pre-registration social work programme | | | | | | | | | |
| **Overview** | This module develops the candidate’s knowledge of adult learning theories and their ability to develop a learning experience with a specific focus upon work-based social work placements. Social Workers are required to prepare a suitably robust practice based learning experience, for first year student social workers, on an HCPC endorsed pre-qualification social work programme at either UG or PG level. This will include; the management of the placement experience independently; or, by working alongside an already qualified Practice Assessor, undertaking a discreet piece of work, with a SW student,  that the social worker will manage independently. The module will enable social workers to critically analyse, reflect upon and evaluate the learning experience they have developed and how they [the social worker], have managed the assessment of a student social worker on a social work placement. | | | | | | | | | |
| **Assessment** | 3000 word assignment | | | | | | | | | |
| **Dates** | Dates to be confirmed by Practice Education lead | | | | | | | | | |
| **Cost** | £350 | | | | | | | | | |
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| **Practice Learning Educator Stage 2** | | | | | | | | | | |
| **Practice Education Strand** | | | | | | | **15 credits** | | | |
| **Module lead** | David Bosworth - [d.bosworth@sheffield.ac.uk](mailto:d.bosworth@sheffield.ac.uk) | | | | | | | | | |
| **Target audience** | This Programme is for qualified social workers supervising, mentoring and assessing social work students in the workplace.  Therefore, to be able to undertake this module you must:   * have already demonstrated you have met the requirements for Stage 1 in the Practice Educator Professional Standards either through an appropriate Practice Educator Stage 1 programme or through considerable experience of being a practice educator * take full responsibility for a Practice Learning Opportunity for a social work student at level 2 or final placement | | | | | | | | | |
| **Overview** | The module has been developed with the following aims:   * Apply contemporary modules and theories of learning development to the supervision and management of a practice learning opportunity. * Support learners to develop their knowledge and understanding through use of researched approaches to education and supervision * Demonstrate the capacity to observe and assess practice formatively and summatively using relevant standards and criteria, which includes HEI criteria * Identify problems and concerns relating to learner’s practice and be able to make evidence – based judgements in respect of marginal situations * Evaluate the impact of the learning opportunity for all concerned using the QAPL audit tool or other relevant approaches * Mentor and support other experienced practice educators * Transfer education and supervisory skills in order to mentor and assess diverse learners within the organisation * Systematically evaluate, plan and take forward your own development as a Practice Educator * Meet the requirements of the relevant Practice Education Professional Standards for the Stage 2 Practice Educator – Domain D and specific criteria within Domains A, B and C | | | | | | | | | |
| **Assessment** | A Validating Conversation (VC): This will take place at the University of Sheffield. Each candidate will be allocated a time slot to attend during a two day period. Failure to attend for the allocated time period will result in a fail being recorded.  The VC will be a verbal presentation by the candidate assessed against the module learning outcomes for the assignment to a panel comprising a university lecturer and a South Yorkshire Teaching Partnership nominated practice learning lead. The VC will be of 15 minutes duration with the panel members having the opportunity to ask further questions within a further 5 minutes. | | | | | | | | | |
| **Dates** | Dates to be confirmed by Practice Development lead | | | | | | | | | |
| **Cost** | £350 | | | | | | | | | |

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| **Practice Development Educator – by request** | | |
| **Practice Education Strand** | | **30 credits** |
| **Module lead** | David Bosworth - [d.bosworth@sheffield.ac.uk](mailto:d.bosworth@sheffield.ac.uk) | |
| **Target audience** | To be able to undertake this module you must:   * Be actively involved in the professional development of social workers * (to be considered for the PG Cert) be a suitably qualified Practice Educator at level 2 * Agree to undertake a teaching activity with social work students on a pre or post registration course of study * Supervise/mentor a Practice Educator in training (Stages 1 or 2) and/or an NQSW | |
| **Overview** | The purpose of this module is to develop a candidate’s teaching abilities, skills and knowledge – within the subject discipline of social work - to the point that they can be considered for Fellowship of the HEA. Thus making this module a bona fide subject specific teaching award.  Therefore, this Programme is designed for those having already completed stage 1 & 2 of the PEPS (supervising, mentoring and assessing social work students in the workplace) programme; or, for those in a supervisory role who undertake professional development activities with social workers e.g. within an NQSWs /ASYE programme  N.B. In order to achieve 60 credits and be considered for a PG Cert in Practice Education, you must have completed PLE 1 (15 credits) & PLE 2 (15 credits). | |
| **Assessment** | The assessment has been designed to ‘test’ both a candidates teaching skills, including lesson planning and delivery; and, the candidates ability to apply an appropriate research and knowledge base in order to critically analyse a range of teaching activities specific to the subject discipline. Hence, parts A & B are equally valued at 50%.  Part A: Teaching Presentation: this will be a 15 minute teaching presentation, followed by 5 minutes of questions delivered by the candidate to a panel of assessors (50% of the overall mark).  Part B: Teaching portfolio equivalent to 3000 words in total (50% of the overall mark): this will require the students to prepare a portfolio based upon their teaching activities over a three month period. | |
| **Dates** | Dates to be confirmed upon request | |
| **Cost** | £1000 | |

**Key Contacts**

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| **General enquiries** | [southyorkshireteachingpartnership@sheffield.gov.uk](mailto:southyorkshireteachingpartnership@sheffield.gov.uk)  0114 273 6976 |
| **Course/module enquiries (University of Sheffield)** | Bev Jowett (course leader) – [b.jowett@sheffield.ac.uk](mailto:b.jowett@sheffield.ac.uk)  0114 222 6432  Dave Bosworth (Director of SW education) – [d.bosworth@sheffield.ac.uk](mailto:d.bosworth@sheffield.ac.uk)  0114 222 6409 |
| **Application/registration enquiries (University of Sheffield)** | Ann Clark – [a.f.clark@sheffield.ac.uk](mailto:a.f.clark@sheffield.ac.uk)  0114 222 6427 |
| **PG Cert in Leadership and Management enquiries** | Matthew Collins – [m.p.collins@sheffield.ac.uk](mailto:m.p.collins@sheffield.ac.uk)  0114 222 3346  The University of Sheffield Management school |
| **South Yorkshire Teaching Partnership enquiries** | Sally Dean (Project Manager) –[Sally.Dean@sheffield.gov.uk](mailto:Sally.Dean@sheffield.gov.uk) 07717304535  Dot Smith (Programme Manager) – [Dorothy.Smith@sheffield.gov.uk](mailto:Dorothy.Smith@sheffield.gov.uk)  0114 2736976 |

Please see our Frequently Asked Questions page for further information – <http://www.southyorkshireteachingpartnership.co.uk/cpd-frequently-asked-questions/>

**Learning Agreement example**

**South Yorkshire Teaching Partnership**

**Learning Agreement**

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

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

**You will not be able to take up a place on a course/module until this approval is given.**

**Overview**

This Learning Agreement sets out the terms and conditions for the

provision of South Yorkshire Teaching Partnership Continuing Professional

Development (CPD) Learning Activity, and sets out the responsibilities

and obligations of you (the learner) and your line manager.

By signing this Agreement, you, **the Learner**, agree to:

1. attend all planned lectures/seminars/workshops/learning sets
2. meet all specified deadlines;
3. take proactive responsibility for you progress on the Course;
4. make contact with your employer AND the Learning Activity
5. provider, at the earliest opportunity, in the event that you are
6. unable to attend a learning session, meet a deadline, or continue
7. on the Course.

Please note that the majority of modules have a study day built in to

them for you to undertake self-directed learning and/or complete assignments.

However, it is likely that you will also need to find time in addition to this study day in order to fully meet

the requirements of the course/module.

By signing this Agreement, **your line manager** agrees to:

1. support the Learner, in successfully completing their Learning Activity by:
   1. allowing reasonable time off, managed alongside operational
   2. needs, for the Learner to attend all relevant workshops,
   3. training and/or information sessions.
   4. ensuring agreed study time is made available for the
   5. Learner, any additional time to be negotiated between
   6. the Learner and the line manager;
2. ensure the Course followed by the Learner matches the requirements
3. of their role. Training must have a purpose and the training needs
4. should be regularly reviewed, taking account of the current
5. business plan of the unit or department in which the Learner is based;
6. notify the South Yorkshire Teaching Partnership and the Learning

Activity provider immediately should the Learner discontinue or withdraw from the Course or leave the Council’s employment within the term of the course.

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| 1. **Learner’s details** | | | |
| Last name |  | First name |  |
| Post/job title |  | Directorate / Area / Team |  |
| Employee / pay no’ |  | Work location |  |
| Telephone & ext. |  | Email address |  |

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| 1. **Details of Activity**   If you do not provide all the details below, the form will be returned to you which may result in  unnecessary delays. | | | |
| Full title of activity |  | | |
| Full level of qualification/award **if relevant**  (e.g. Level 7 / Post Grad cert etc.) |  | | |
| Place of study / venue |  | | |
| Chosen Supplier |  | | |
| Enrolment dates / Duration | From:  (**Please provide specific date**) | To:  (**Please provide**  **specific date**) | |
| Period / level this form covers  (e.g. year1 of 3 year qualification etc.) |  | | |
| Costs | Per year: | | Total  Cost: |

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| 1. **Type of study (please X in the relevant box)** | | | | | |
| Day release |  | ½ day and evening |  |  |  |
| Block release |  | Evening |  |  |  |

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| 1. **Relevance (please X in the relevant box)** | | | | | |
| Mandatory |  | Statutory |  | Discretionary |  |
| How does this activity support the objectives and development of you and your service? |  | | | | |
| How will you review the impact of this activity; how will you know you have achieved the desired outcome? |  | | | | |

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| 1. **Budget Holder Approval** | Approved |  | Not approved |  |
| Signed: | If approval is refused, please state why below: | | |  |
| Refusal reasons: | | | | |

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| --- | --- |
| 1. **Terms and conditions of the Learning Agreement** | |
| I (*print full name*)       have read and understood the  Council’s Learning and Development Policy and in consideration  of the Council or the South Yorkshire Teaching Partnership paying  for me to attend the Learning Activity I agree to the following terms and  conditions in respect of the Learning Activity listed.  I agree to repay some or all of the fees, expenses and other costs  (‘the Costs’) associated with the Learning Activity if any of the following  Trigger Events occur:   * I leave the employment of the Council or the Teaching Partnership   before or during the activity or within 2 years of completing the activity.   * I fail to sit an examination or submit final assignments within a   reasonable period.   * I fail to show satisfactory progress or attendance in the course   of my studies.   * I discontinue the course without sufficient good reason.   The amount of the Costs which must be repaid shall be in accordance with the  table below:   |  |  | | --- | --- | | **Timescale** | **% of Costs repayable**  **by you** | | Trigger Event before the Learning Activity commences or during the activity where the Council has incurred liability for costs | 100% | | Trigger Event within 12 months of completion of the Learning Activity | 100% | | Trigger Event within 12 -18 months of completion of the Learning Activity | 75% | | Trigger Events within 18 -24 months of completion of the Learning Activity | 50% |  |  | | --- | | You will **not** be expected to repay financial assistance if a Trigger Events is  caused by:   * Discontinuation of the course at the request of the Council. * Non-voluntary redundancy. * Long-term ill health. |   Any other circumstances not described above must be discussed with  your line manager or the Programme Manager for the South Yorkshire  Teaching Partnership.  I agree that if I owe any Costs to the Council or the South Yorkshire  Teaching Partnership in accordance with the terms of this Learning  Agreement, the Council may deduct and recover those monies  from my salary (including any final salary payment) or any other sums  due to me from the Council. If my final salary payment will not cover  the Costs, I understand that I will be contacted by the Council and  I must arrange for the repayment of the balance. The Council may at its  absolute discretion agree to accept payment by instalments where  recovery in full will cause hardship.  You will **not** be expected to repay financial assistance if you are advised by  the Council or South Yorkshire Teaching Partnership that this would not apply.  I agree that in the event of any Costs incurred by the Council or the South  Yorkshire Teaching Partnership on my behalf in connection with this  Learning Activity being refunded by the provider directly to me, whether  in whole or in part, I will repay such refund in full to the Council and/or the South Yorkshire Teaching Partnership  I agree to the University of Sheffield sharing details of my attendance  and progression with the Council and/or the South Yorkshire Teaching  Partnership, including the outcomes of any academic assessment associated  with this learning activity.  I agree to the terms and conditions set out in section 1 above. | |
| 1. **Employee** | |
| I understand and agree to the terms and conditions of the Learning  Contract (as detailed above) and the Learning and Development Policy.  I have had a discussion about how this learning activity supports my  development and the development of the service, and I know how the  impact of this activity will be measured. | |
| Signed: | Date: |
| 1. **Line Manager** | |
| I have fully discussed with the employee the terms and conditions  outlined above and in the Council’s Learning and Development policy  and the workload and commitment required. I am aware of my role in  providing support and monitoring progress during the period of study  via supervision, and understand and agree to the terms and conditions  as outlined in section 1 above. | |
| Signed: | Date: |

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| 1. **Budget Holder - Costs** | Recoup of costs applies |  | Recoup of costs does not apply |  |
| Reasons: | | | | |

**Once signed and agreed email to your workforce development lead**

# Notes