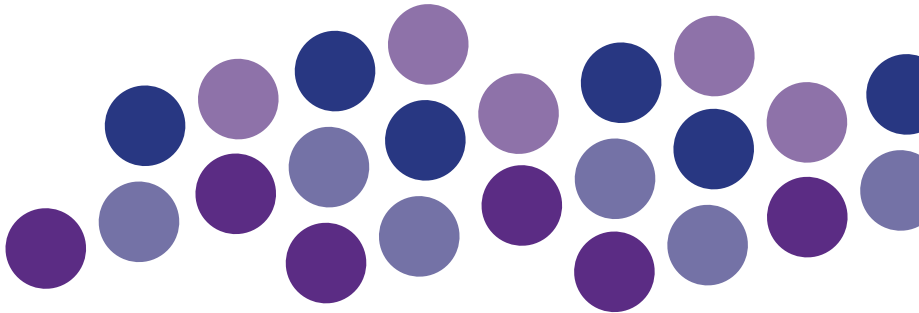


# Social Work Practice and Development CPD Framework 2019-2020

*Continuing Professional Development  
(CPD) for Social Workers and Managers*



May 2019

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# 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

# 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.

## Workforce Development contacts

Sheffield – children's	Sally Dean	Sally.Dean@sheffield.gov.uk
Sheffield – adults'	Louise Chambers	Louise.chambers@sheffield.gov.uk
Doncaster CST	Yvette Cotton	Yvette.Cotton@dcstrust.co.uk
Doncaster – adults'	Sharon White	Sharon.White2@doncaster.gov.uk
Rotherham – children's	Tina Bates	Tina.Bates@rotherham.gov.uk
Rotherham – adults'	Nigel Mitchell	Nigel.Mitchell@rotherham.gov.uk
Barnsley – children's & adults	Sue Price	SusanPrice2@barnsley.gov.uk
Lincolnshire	Lisa Taylor	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/>

## How to book (continued)

For **University of Sheffield** – please contact Ann Clark on: [a.f.clark@sheffield.ac.uk](mailto:a.f.clark@sheffield.ac.uk).

For **Sheffield Hallam University** – please contact Jane Greatorex on: [J.Greatorex@shu.ac.uk](mailto:J.Greatorex@shu.ac.uk) / [specialistroutes@shu.ac.uk](mailto:specialistroutes@shu.ac.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 required to attend an induction day at the University. There will be additional support for you on that day if you are struggling with your registration:

- For University of Sheffield modules starting between September and December: **Wednesday 25th September 2019**, 10am to 1pm.
- For University of Sheffield modules starting between January and March: **Wednesday 5th February 2020**, 10am to 1pm.
- Sheffield Hallam University's induction days are on the first day of each module.
- The PG Cert in Leadership and Management launch event will take place on **5th December 2019** 4-6pm at the University Management School, Conduit Road, Broomhill

*(There is street parking for short term stays close to the University and a long stay car park on Durham Road opposite the Children's hospital).*

### Cost of modules

The majority of modules cost £500/£585 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:Ann.Clark@sheffield.ac.uk) in order to arrange this.

## Modules/courses available

Module/course name	Strand	Delivered by	Credits	Page number (for further info)
Assessed and Supported Year in Employment	ASYE	University of Sheffield	15	8
Developing Professional Practice and Safeguarding	Practice	University of Sheffield	30	9
The Social Worker in the Court Room	Practice	University of Sheffield	30	13
Parenting Capacity	Practice	University of Sheffield	15	10
Kinship and Statutory Care for Children	Practice	University of Sheffield	15	14
Interventions to Promote Change	Practice	University of Sheffield	15	11
Research in professional Practice	Practice	University of Sheffield	15	16
Child Development & Communication with Children	Practice	University of Sheffield	15	12
Applied Adult Social Care Law 1 (Care Act)	Practice	Sheffield Hallam University	15	21
Applied Adult Social Care Law 2 (Mental Health Legislation)	Practice	Sheffield Hallam University	15	22
Strengths-based approaches to adult social work	Practice	Sheffield Hallam University	15	23
Positive risk-taking and advanced adult safeguarding	Practice	Sheffield Hallam University	15	24
Introduction to Leadership and Mentoring	Leadership & Management	University of Sheffield	30	15
Post Graduate Certificate in Leadership and Management	Leadership & Management	University of Sheffield	60	17
Practice Learning Educator Stage 1	Practice Education	University of Sheffield	15	18
Practice Learning Educator Stage 2	Practice Education	University of Sheffield	15	19
Practice Development Educator	Practice Education	University of Sheffield	30	20

# CPD at the University of Sheffield

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

**Please note that all module dates are provisional and may be subject to change**

## Assessed and Supported Year in Employment Practice strand - 15 Credits

<b>Module lead</b>	Lynda Hughes - lynda.hughes@sheffield.ac.uk
<b>Target audience</b>	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.
<b>Overview</b>	By the end of the module participants should be able to: <ul style="list-style-type: none"> <li>• Demonstrate 'practice competence' in a wide range of child and family tasks and roles</li> <li>• Be effective in their interventions, using theory, research and evidenced based practice (thus building their own confidence and earning the confidence of others)</li> <li>• Demonstrate social work skills in relation to child and family social work at the appropriate ASYE level</li> <li>• Demonstrate an ability to work effectively on complex social work situations</li> <li>• Demonstrate an understanding of the importance of support and supervision in social work</li> <li>• Exercise initiative and evaluate their own practice, including the impact of continued professional development activity</li> <li>• Show progression in meeting the 10 domains of the Knowledge and Skills statement for Child and Family Social Work</li> </ul>
<b>Assessment</b>	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.
<b>Dates</b>	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.
<b>Cost</b>	£250

## Developing Professional Practice and Safeguarding – Semester One - Practice strand - 30 Credits

<b>Module lead</b>	Bev Jowett - b.jowett@sheffield.ac.uk
<b>Target audience</b>	Qualified social workers that have successfully completed their ASYE year
<b>Overview</b>	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
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• A 3500 word critically reflective account of your safeguarding practice.</li> <li>• Group presentation</li> <li>• In doing so, they will evidence that they have met the DfE Knowledge and Skills Statement requirements and module learning outcomes.</li> </ul>
<b>Dates (provisional)</b>	2nd October 2019 9th October 2019 16th October 2019 30th October 2019 6th November 2019 13th November 2019 20th November 2019 27th November 2019 4th December 2019 11th December 2019- Study day. Tutor available for support. 28th November 2018
<b>Cost</b>	£1000

## Parenting Capacity – Semester Two

### Practice strand - 15 Credits

<b>Module lead</b>	<b>Jane Laing</b> - j.laing@sheffield.ac.uk
<b>Target audience</b>	Social workers from children's services or with relevant qualification and ability to write at level 7
<b>Overview</b>	<p>This module is designed to enable social workers to develop their knowledge base and effective practice when working with parenting issues, including substance misuse and mental health, which have the potential to impact on parenting capacity. Looking at theories and models of working which will help you to work with parents with these particular challenges linking with restorative practice.</p> <p>By the end of the unit, social workers will be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Understand the range of issues which can impact on parenting capacity, including substance misuse, learning disability, mental health and domestic abuse;</li> <li>• Demonstrate a critical knowledge of the range of theories and models for intervention with parents/carers and the methods derived from them;</li> <li>• Competently use assessment and intervention tools to work with adults;</li> <li>• Understand the theoretical bases of family dysfunction and strategies for intervention;</li> <li>• Understand integrated working including at the interface of children and adult services.</li> </ul>
<b>Assessment</b>	3000 word assignment
<b>Dates (provisional)</b>	12th February 2020 19th February 2020 26th February 2020 11th March 2020 18th March 2020 Additional day for tutor support
<b>Cost</b>	£500

## Interventions to Promote Change – Semester Two

### Practice strand - 15 Credits

<b>Module lead</b>	<b>Bev Jowett</b> - b.jowett@sheffield.ac.uk
<b>Target audience</b>	Social workers from children's services or with relevant qualification and ability to write at level 7
<b>Overview</b>	<p>The module aims to provide participants with the knowledge base and practice tools to intervene critically and effectively with children, young people and their families to promote positive change and how theory links to practice linking with existing frameworks.</p> <p>By the end of the unit, social workers will be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Demonstrate a critical knowledge of a range of theories and models for intervention with individuals, families, groups and communities and the methods derived from them;</li> <li>• Critically reflect on the application of interventions;</li> <li>• Recognise and critically analyse factors that promote and hinder change and the implications for practice;</li> <li>• Apply a critical understanding to promoting and sustaining service user and carers rights and interventions to empower active choice and participation.</li> </ul>
<b>Assessment</b>	3000 word assignment
<b>Dates (provisional)</b>	25th March 2020 22nd April 2020 29th April 2020 13th May 2020 20th May 2020 (Study day)
<b>Cost</b>	£500

## Child Development and Communication with children Semester Two - Practice strand - 15 Credits

<b>Module lead</b>	<b>Jane Laing</b> - j.laing@sheffield.ac.uk <b>Lynda Hughes</b> - lynda.hughes@sheffield.ac.uk
<b>Target audience</b>	Child and Family Social Work Practitioners who have completed their Assessed and Supported Year in Employment
<b>Overview</b>	By the end of the unit, the social worker will be able to demonstrate the ability to: <ul style="list-style-type: none"> <li>• Critically analyse the theoretical basis of child development and growth and how it relates to their practice setting.</li> <li>• Demonstrate a critical knowledge of the range of child development theories and the methods derived from them.</li> <li>• Critically reflect on the implications of child development when working with children and their carers, including the lived experience of the child or young person.</li> <li>• Apply a critical understanding and competently use assessment and intervention tools, to assess development and communicate with children and young people, including ascertaining their wishes and feelings to facilitate better participation.</li> </ul>
<b>Assessment</b>	1) Presentation (15 minutes) 2) Assignment (2000 words)
<b>Dates (provisional)</b>	18th March 2020 25th March 2020 22nd April 2020 6th May 2020 20th May 2020 27th May 2020 (Study day)
<b>Cost</b>	£500

## The Social Worker in the Court Room Practice strand - 30 Credits

<b>Module lead</b>	<b>Module Convenors:</b> <b>Bev Jowett</b> – b.jowett@sheffield.ac.uk <b>Lynda Hughes</b> - lynda.hughes@sheffield.ac.uk <b>Taught by Allan Norman.</b> Trained solicitor and registered social worker
<b>Target audience</b>	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.  The module bridges the gap between academic learning about the law and the courtroom, and practice skills.
<b>Overview</b>	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.
<b>Assessment</b>	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
<b>Dates (provisional)</b>	2nd October 2019 16th October 2019 23rd October 2019 30th October 2019 20th November 2019 Fri 6th December 2019 Fri 13th December 2019 8th January 2020  29th January or Fri – 31st Jan 2020 There will be one additional study day
<b>Cost</b>	£1000

## Kinship and Statutory Care for Children – Semester Two

### Practice strand - 15 Credits

<b>Module lead</b>	<b>Robin Sen</b> - r.n.sen@sheffield.ac.uk
<b>Target audience</b>	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.
<b>Overview</b>	<ul style="list-style-type: none"> <li>• 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?</li> <li>• 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.</li> <li>• Placement pathways for looked after children entering care; longer-term placement pathways and the pursuit of ‘permanence’ for looked after children.</li> <li>• The mental health needs of looked after children.</li> <li>• The education of looked after children.</li> <li>• Types of intervention / ways of working with looked after children and their evidence base</li> <li>• Family and friends relationships and birth family contact.</li> <li>• Looked after children and offending.</li> <li>• Leaving care and transitions to adulthood.</li> <li>• Connected Person/ Viability assessments</li> </ul>
<b>Assessment</b>	3000 word assignment
<b>Dates (provisional)</b>	12th February 2020 26th February 2020 18th March 2020 22nd April 2020 13th May 2020 Another date to be confirmed
<b>Cost</b>	£500

## Introduction to Leadership and Mentoring – Semester One

### Leadership and Management strand - 30 Credits

<b>Module lead</b>	<b>Professor Sue White (Convenor)</b> - Sue.White@sheffield.ac.uk	
<b>Target audience</b>	New or aspiring team managers. Practitioners with a mentoring or supervisory role who adhere to Practice Supervisor KSS	
<b>Overview</b>	<p>This module has been designed to enable you to meet the following objectives:</p> <ul style="list-style-type: none"> <li>• Promote equality of opportunity, diversity and inclusion in social work practice;</li> <li>• Facilitate best practice and accountable decision making with the use of best evidence;</li> <li>• Understand leadership and coaching styles helping others to develop and learn;</li> <li>• Appreciate the centrality of the supervisor/supervisee relationship in promoting emotionally intelligent and reflective practice;</li> <li>• Critically describe the key functions of supervision and mentoring and the skills to use these appropriately;</li> <li>• Support and develop the risk assessment and risk management skills of their supervisees;</li> <li>• Show familiarity with the national and organizational context and the impact of these on themselves and their supervisees;</li> <li>• Demonstrate knowledge of the factors which can influence poor performance and the skills to address under-performance;</li> <li>• Demonstrate skills in coaching and mentoring team members and developing a learning and growth culture;</li> <li>• Demonstrate skills in identifying and applying resources to ensure that requirements and targets are met;</li> <li>• Demonstrate skills in overseeing and auditing the quality of work of others delivering social work services;</li> <li>• Demonstrate the ability to represent the team or the organisation to others;</li> </ul>	
<b>Assessment</b>	Part 1: Assignment Part 2: Reflective log to be completed alongside your practice Part 3: individual presentations	
<b>Dates (provisional)</b>	1st October 2019 15th October 2019 22nd October 2019 5th November 2019 19th November 2019	3rd December 2019 10th December 2019 7th January 2020 21st January 2020 There will be one additional study day
<b>Cost</b>	£1000	



## Research in Professional Practice – Semester Two

Research & evidence –informed practice strand - 15 credits

<b>Module lead</b>	<b>Professor Sue White</b> - Sue.White@sheffield.gov.uk
<b>Target audience</b>	Social Work qualified practitioners with 2 years post qualification experience
<b>Overview</b>	<p>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.</p> <p>By the end of the module social workers will be able to:</p> <ul style="list-style-type: none"> <li>• Reflect upon how they use and make knowledge in their professional work;</li> <li>• Critically review how research and evidence may be deployed within the organisational contexts of practice settings – and the implications of this for reflective practice and practice evaluation;</li> <li>• Understand different approaches to evaluation and audit;</li> <li>• Select appropriate methodologies by which to examine practice related research questions;</li> <li>• Identify how different stakeholders may be involved in processes of research and evaluation;</li> </ul> <p>Engage with and debate ethical and practical matters relating to conducting practice-focused research.</p>
<b>Assessment</b>	3000 word assignment
<b>Dates (provisional)</b>	12th February 2020 19th February 2020 26th February 2020 4th March 2020 11th March 2020
<b>Cost</b>	£500

## Post Graduate Certificate in Leadership and Management for Social Work – The University of Sheffield Management School

Leadership and Management strand - 60 credits

<b>Course lead</b>	<b>Dr Sarah Brooks</b> - s.brooks@sheffield.ac.uk 0114 222 3218	
<b>Target audience</b>	This programme is aimed at new or aspiring service managers in social care or similar settings.	
<b>Overview</b>	<p>The PG Cert in Leadership and Management has been developed by the University of Sheffield's Management School on behalf of the South Yorkshire Teaching Partnership. The Management School is 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.</p> <p>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.</p>	
<b>Assessment</b>	Each of the four modules are assessed by a 3000 word coursework essay and a Portfolio of Evidence	
<b>Dates (provisional)</b>	5th December 2019 4-6pm	Induction
	Module dates yet to be confirmed for 2020	<p>Module One: Developing and Leading Teams</p> <p>Module Two: Leading and Managing People and Performance</p> <p>Module Three: Financial Management and Leadership in Not-for-Profit and Public Services</p> <p>Module Four: Pathways to Decision Making in Different Environments</p>
<b>Cost</b>	£3000	

## Practice Learning Educator Stage 1 – Semester one and two Practice Education Strand - 15 credits

<b>Module lead</b>	David Bosworth - d.bosworth@sheffield.ac.uk
<b>Target audience</b>	Qualified Social Workers who wish to undertake Practice Education duties with a social work student on a pre-registration social work programme
<b>Overview</b>	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.
<b>Assessment</b>	3000 word assignment
<b>Dates</b>	There are two delivery time periods which are: Semester 1 – Jun-July (5 days) followed by a first year student on placement generally in September Semester 2 Nov-Dec (5 days) followed by a first year student generally in March
<b>Cost</b>	£250

## Practice Learning Educator Stage 2 Practice Education Strand - 15 credits

<b>Module lead</b>	David Bosworth - d.bosworth@sheffield.ac.uk
<b>Target audience</b>	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: <ul style="list-style-type: none"> <li>• 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</li> <li>• take full responsibility for a Practice Learning Opportunity for a social work student at level 2 or final placement</li> </ul>
<b>Overview</b>	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. <p>The module has been developed with the following aims:</p> <ul style="list-style-type: none"> <li>• Apply contemporary modules and theories of learning development to the supervision and management of a practice learning opportunity.</li> <li>• Support learners to develop their knowledge and understanding through use of researched approaches to education and supervision</li> <li>• Demonstrate the capacity to observe and assess practice formatively and summatively using relevant standards and criteria, which includes HEI criteria</li> <li>• Identify problems and concerns relating to learner's practice and be able to make evidence – based judgements in respect of marginal situations</li> <li>• Evaluate the impact of the learning opportunity for all concerned using the QAPL audit tool or other relevant approaches</li> <li>• Mentor and support other experienced practice educators</li> <li>• Transfer education and supervisory skills in order to mentor and assess diverse learners within the organisation</li> <li>• Systematically evaluate, plan and take forward your own development as a Practice Educator</li> <li>• 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</li> </ul>
<b>Assessment</b>	3000 word assignment and validating conversation
<b>Dates</b>	Dates to be confirmed by Practice Development lead
<b>Cost</b>	£250

## Practice Development Educator – by request

### Practice Education Strand - 30 Credits

<b>Module lead</b>	<b>David Bosworth</b> - d.bosworth@sheffield.ac.uk
<b>Target audience</b>	To be able to undertake this module you must: <ul style="list-style-type: none"> <li>• Be actively involved in the professional development of social workers</li> <li>• (to be considered for the PG Cert) be a suitably qualified Practice Educator at level 2</li> <li>• Agree to undertake a teaching activity with social work students on a pre or post registration course of study</li> <li>• Supervise/mentor a Practice Educator in training (Stages 1 or 2) and/or an NQSW</li> </ul>
<b>Overview</b>	<p>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.</p> <p>Therefore, this Programme is designed for those having already completed stage 1 &amp; 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</p> <p>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) &amp; PLE 2 (15 credits).</p>
<b>Assessment</b>	<p>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 &amp; B are equally valued at 50%.</p> <p>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).</p> <p>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.</p>
<b>Dates</b>	Dates to be confirmed upon request
<b>Cost</b>	£1000

## CPD at the Sheffield Hallam University

Sheffield Hallam University now offer a Post Graduate Certificate course in **Advanced Adult Social Work**. Staff can opt to attend individual modules in any order. Successful completion of all four modules will achieve the full certificate award. Courses will run from **September 2019** and include the following modules:

### Applied Adult Social Work Law 1 (Care Act)

#### Practice strand (adults) - 15 Credits

<b>Module lead</b>	<b>Louise Whitehead</b> - l.whitehead@shu.ac.uk
<b>Target audience</b>	Social workers who work in adults services
<b>Overview</b>	<p>The overarching aim of this module is to enable you 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. You will also contextualise and reflect upon the statutory basis for social work and the duties and responsibilities invested upon social workers, including the legal principles underpinning them.</p> <p>There is a focus upon the development of skills in the use and application of the Care Act 2014.</p>
<b>Assessment</b>	Assignment
<b>Dates</b>	<p>Wed 5th and Thurs 6th February, Wed 12th and Thurs 13th February , Wed 19th and Thurs 20th February 2020</p> <p>The course will take place at Collegiate Crescent Campus</p>
<b>Cost</b>	£585

## Applied Adult Social Work Law 2 (Mental Capacity and related Legislation) - Practice strand (adults) - 15 Credits

<b>Module lead</b>	<b>Andy Brammer</b> - a.brammer@shu.ac.uk
<b>Target audience</b>	Social workers who work in adults services (nb. you do not have to complete Applied Adult Social Work Law 1 before enrolling onto this module)
<b>Overview</b>	This module enables you to build upon practice knowledge & skills key in developing emancipatory practice within Adult Social Work assessments with people who lack or have fluctuating mental capacity. This is in the context of the Mental Capacity Act 2005, Deprivation of Liberty Safeguards and Autism Act 2009. You will also examine the inter-play between the contextual legislative processes such as the Care Act 2014, Mental Health Act 1983, Human Rights Act 1998 and Equality Act 2010.
<b>Assessment</b>	Viva discussion; a presentation of a complex practice issue, taking 20 minutes, with discussion/ Q&A afterwards. Timing will be 3-4 weeks after teaching
<b>Dates</b>	Wed 29th and Thurs 30th April, Wed 6th and Thurs 7th May, Wed 13th and Thurs 14th May 2020  The course will take place at Collegiate Crescent Campus
<b>Cost</b>	£585

## Strengths-based approaches to adult social work Practice strand (adults) - 15 Credits

<b>Module lead</b>	<b>Caroline Mulrooney</b> - C.Mulrooney@shu.ac.uk
<b>Target audience</b>	Social workers who work in adults services
<b>Overview</b>	Social Workers 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 your organisation.  You will be encouraged to critically reflect on current practice, professional roles and statutory/ professional body requirements in the context of the statutory roles of social workers in adults settings.
<b>Assessment</b>	Group presentation
<b>Dates</b>	Wed 11th and Thurs 12th September, Wed 18th and Thurs 19th September, Wed 25th and Thurs 26th September 2019 In addition there will further half day event for the group presentations, 3-4 weeks after the end of the teaching.  The course will take place at Collegiate Crescent Campus
<b>Cost</b>	£585

## Positive risk-taking and advanced adult safeguarding Practice strand (adults) - 15 Credits

<b>Module lead</b>	<b>Jane Foggin</b> - <a href="mailto:j.foggin@shu.ac.uk">j.foggin@shu.ac.uk</a>
<b>Target audience</b>	Social workers who work in adults services
<b>Overview</b>	Social Workers 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.
<b>Assessment</b>	3500 word critical report and literature review
<b>Dates</b>	Wed 6th and Thurs 7th November , Wed 13th and Thurs 14th Nov, Wed 20th and Thurs 21st November 2019  The course will take place at Collegiate Crescent Campus
	<p>Sheffield Hallam University (SHU) also offer Best Interest Assessor (BIA) and Approved Mental Health Professional Practice (AMHP) courses – access to these courses will need to be arranged directly with SHU as they are not currently included in the SYTP CPD Framework.</p> <p>For more information please see <a href="https://www.shu.ac.uk/study-here/options/health-and-social-care/short-courses-and-modules">https://www.shu.ac.uk/study-here/options/health-and-social-care/short-courses-and-modules</a>.</p> <p>Further information about the programmes: <a href="mailto:Caroline.Mulrooney@shu.ac.uk">Caroline.Mulrooney@shu.ac.uk</a> or <a href="mailto:J.Foggin@shu.ac.uk">J.Foggin@shu.ac.uk</a>.</p> <p>Further information about the registration or application process: <a href="mailto:J.Greatorex@shu.ac.uk">J.Greatorex@shu.ac.uk</a> / <a href="mailto:specialistroutes@shu.ac.uk">specialistroutes@shu.ac.uk</a></p>
<b>Cost</b>	£585

## Key Contacts

<b>General enquiries</b>	<a href="mailto:southyorkshireteachingpartnership@sheffield.gov.uk">southyorkshireteachingpartnership@sheffield.gov.uk</a> 0114 273 6976
<b>Course/module enquiries (University of Sheffield)</b>	<b>Bev Jowett</b> (course leader) – <a href="mailto:b.jowett@sheffield.ac.uk">b.jowett@sheffield.ac.uk</a> 0114 222 6432  <b>Dave Bosworth</b> (Director of SW education) – <a href="mailto:d.bosworth@sheffield.ac.uk">d.bosworth@sheffield.ac.uk</a> 0114 222 6409
<b>Course/module enquiries (Sheffield Hallam University)</b>	<b>Jane Foggin</b> (course leader) <a href="mailto:j.foggin@shu.ac.uk">j.foggin@shu.ac.uk</a> 0114 225 4374  <b>Dave Johnson</b> (Academic Delivery Manager) – <a href="mailto:david.johnson@shu.ac.uk">david.johnson@shu.ac.uk</a> 0114 225 5932
<b>Application/registration enquiries (University of Sheffield)</b>	<b>Ann Clark</b> – <a href="mailto:a.f.clark@sheffield.ac.uk">a.f.clark@sheffield.ac.uk</a> 0114 222 6427
<b>Application/registration enquiries (Sheffield Hallam University)</b>	<b>Jane Greatorex</b> – <a href="mailto:J.Greatorex@shu.ac.uk">J.Greatorex@shu.ac.uk</a> / <a href="mailto:specialistroutes@shu.ac.uk">specialistroutes@shu.ac.uk</a> 0114 225 5555
<b>PG Cert in Leadership and Management enquiries</b>	<b>Matthew Collins</b> – <a href="mailto:m.p.collins@sheffield.ac.uk">m.p.collins@sheffield.ac.uk</a> 0114 222 3346  The University of Sheffield Management school
<b>South Yorkshire Teaching Partnership enquiries</b>	<b>Sally Dean</b> (Project Manager) – <a href="mailto:Sally.Dean@sheffield.gov.uk">Sally.Dean@sheffield.gov.uk</a> 07717304535  <b>Dot Smith</b> (Programme Manager) – <a href="mailto:Dorothy.Smith@sheffield.gov.uk">Dorothy.Smith@sheffield.gov.uk</a> 0114 2736976

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

# SYTP - 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.

## 1. 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:

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

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

## 2. Learner's details

Last name ..... First name .....

Post/job title ..... Directorate/Area/Team .....

Employee / pay no' ..... Work location .....

Telephone & ext. .... Email address .....

## 3. 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 3 / Level 5 / Degree / BTEC etc.)

Place of study / venue .....

Chosen Supplier .....

Enrolment dates / Duration From: ..... To: .....  
(Please provide specific date) (Please provide specific date)

Period / level this form covers .....  
(e.g. year 1 of 3 year qualification etc.)

Costs Per year: ..... Total Cost: .....

## 4. Type of study (please X in the relevant box)

Day release  ½ day and evening  Distance learning   
Block release  Evening  Other

## 5. 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?  
.....

## 6. Budget Holder Approval

Approved  Not approved  If approval is refused, please state why below:

Signed .....

Reason .....

# SYTP - Learning Agreement

## 7. 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.

## 8. 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: .....

## 9. 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: .....

## 10. Budget Holder

Costs Recoup of costs applies

Recoup of costs does not apply

Reasons:





The South Yorkshire Teaching Partnership for social work education was formed in April 2015, and is a partnership between:

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

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 frontline statutory services.

Teaching partnerships are part of the government's broader strategy to strengthen the quality of practice learning and continuing professional development (CPD) among trainee and practising social workers. For further information about the South Yorkshire Teaching Partnership please visit

[www.southyorkshireteachingpartnership.co.uk](http://www.southyorkshireteachingpartnership.co.uk)

*A partnership between*

