

# Suffolk and Norfolk Teaching Partnership

Our Approach to Sustainability

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## Session Objectives

*“Teaching Partnerships have been the catalyst for change in the way social work education is valued and delivered between HEIs and LAs.”*

How can this be sustained without external funding?

We will:

1. Share learning from the Suffolk & Norfolk model
2. Provoke discussion
3. Provide you with tools & key questions
4. Suggest how to identify your next steps

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## Thriving on the journey

- ▶ **Looking outwards can be useful as a benchmarking exercise**
  - Partnerships go through phases—good, bad, and sometimes ugly, particularly in the early days
  - The effort needs to help each partner organisation achieve something significant
  - Partners need to have strong incentives
    - for our Partnership it is to enhance and promote the profession of social work through strengthening social work education - our mission is shared and understood.
  - *"It is important to have a core of totally committed, knowledgeable people who would 'sell their soul' for what the organisation is trying to achieve"*
  - Behind most successful collaborations are one or a few organisations that are willing to invest more than their share of financial, human, and political capital to make it a success

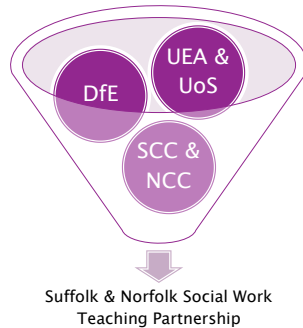
(Ref. McKinsey 2014)

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# The Suffolk & Norfolk TP



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- ▶ Department for Education and Department of Health definition:  
*“an accredited collaboration between HEIs and employers which delivers high quality training for social work students and qualified practitioners and equips them to practise to specified standards in statutory settings”*

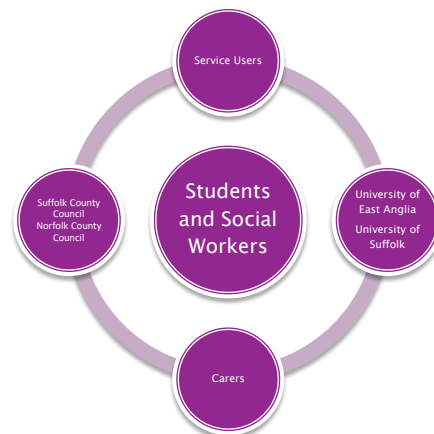
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## Our Objectives



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- ▶ Promote and enhance the profession of social work
- ▶ Attract talent and support progression
- ▶ Bridge the gap between academia and practice
- ▶ Embed a culture of life long learning and research mindedness within social work
- ▶ Support and develop a network of service users & carers (SUC) that can inform and shape how we work

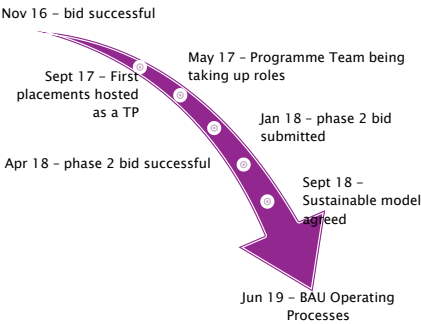


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# The partnership's journey



- ▶ Increased Placement Capacity & Support
- ▶ Increased Practitioner involvement in teaching
- ▶ Improved NQSW Recruitment
- ▶ Revised Processes
- ▶ Aligned CPD against KSS/PCF
- ▶ Engaged with Service Users



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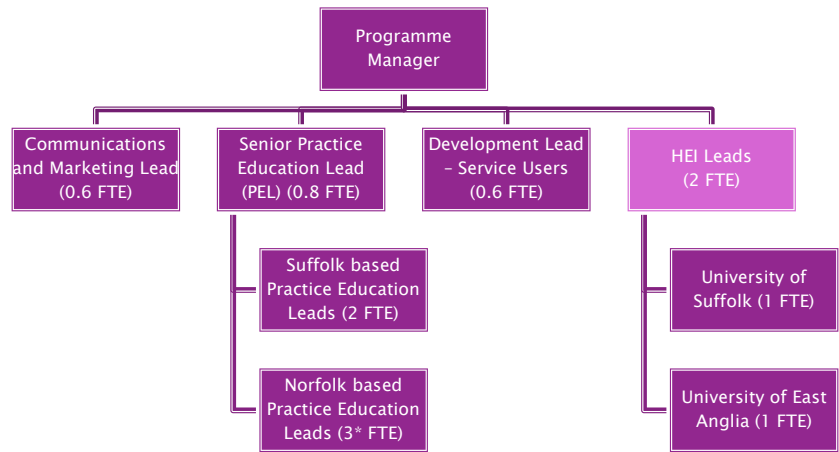
# Start-up to Business as Usual



Implementation Phase	• 2016–18 • 14 FTE staff
Transition Phase	• 2018–19 • 9 FTE staff
BAU	• 2019 onwards • 0.5 FTE staff

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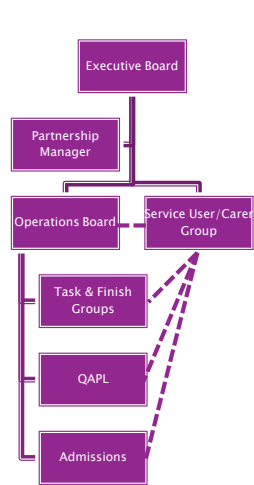
# Transition Phase Structure



\*1 FTE funded directly by Partner

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# BAU Governance Structure



## Executive Board Membership

*(Meets biannually)*

- HEI Head of School
- LA Assistant Director (Adults)
- LA Assistant Director (Children's)
- Service User/Carer Rep
- Student Rep
- Partnership Manager

## Operations Board Membership

*(Meets Quarterly)*

- HEI Lead
- LA Principal Social Worker (Adults)
- LA Principal Social Worker (Children's)
- LA Workforce Development Lead
- Service User/Carer Rep
- Student Rep
- Partnership Manager

*There is an expectation the Operations Board reps would deputise for their Executive Equivalent*

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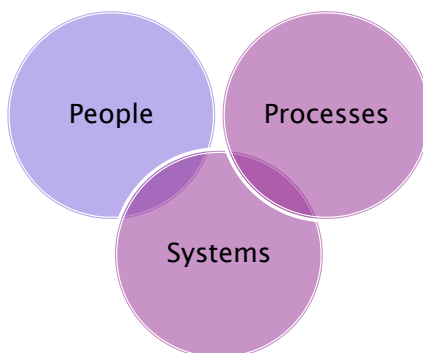
## Key Considerations



- ▶ Maintaining commitment to aspirational goals as the funding ends
- ▶ Being realistic about capacity
- ▶ Developing a nurturing student centred culture
- ▶ Transition of project based functions into establishment roles
- ▶ Keeping a Partnership approach while recognising the needs of the individuals
  - No red lines

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## What has worked well?



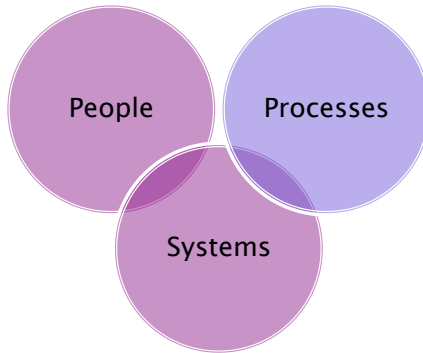
- ▶ Senior Managers as drivers of change
- ▶ Objectives owned by the Partners and informed by Service Users and Carers
- ▶ Getting the right people involved in the right workstreams
- ▶ Gradual transition of roles

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## What has worked well?



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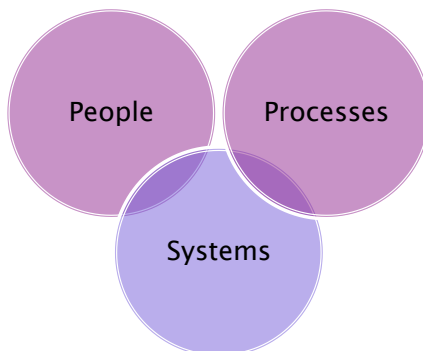
- ▶ Strong Governance
  - Executive and Operational Boards
  - Informed decision making
- ▶ Commitment to developing agreed processes and protocols
- ▶ Service User and Carer involvement
  - keeps us all focused why we are doing this
- ▶ Mapping of essential tasks and assigning ownership

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## What has worked well?



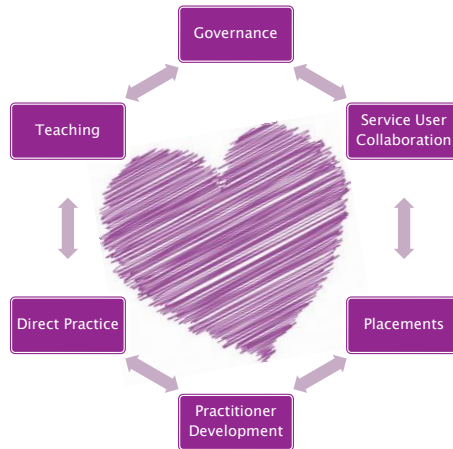
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- ▶ Clear lines of reporting
- ▶ Use of technology
  - e.g. SharePoint & Skype to ensure collaboration
- ▶ The creation of sustainable systems for student support

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# Embedding Sustainability



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## Governance



- ▶ Key to the success and future is continued collaboration, with a shared commitment to continuous improvement
- ▶ For the Suffolk and Norfolk Social Work Partnership, we are focussing on key areas:
  - Sustaining and building on Service User and Carer involvement
  - Future proofing activity for placements, and support through Learning Hubs
  - Evolving the Practice Education Lead role – using two different models
  - Creating a culture of research-mindedness

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## SUC Collaboration



- ▶ Service User and Carer (SUC) involvement is an integral to the Teaching Partnership
- ▶ Integrated throughout taught programmes and post qualifying training
- ▶ Extends beyond the classroom
  - The object project website
    - wider society involvement
  - The baseline questionnaire
    - current skills used to the fullest
    - identifies areas for improved representation
  - Policy development
    - payment analysis
  - The 6Ws
  - Training videos
  - Conversations with service users and carers

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## The analysis of payment



- ▶ Devised following attendance at SCIE training for paying people on benefits
- ▶ Details the DWP special rules are for SUCs who claim benefits
- ▶ Enables Service Users and Carers to make informed choices
- ▶ Encourages sustainable involvement of SUCs

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## The 6Ws tool



- ▶ Devised from the Social Model of disability as it seeks to either remove or manage barriers to participation Focuses thinking and actions of those involving SUCs
- ▶ Used prior to requesting SUC involvement
- ▶ Aids recruitment of the most experienced and suitable SUC for the activity.
- ▶ Empowers SUC
  - knowledge about the activity, their role, the support and payment they will receive
- ▶ Helps create sustainability for the SUC

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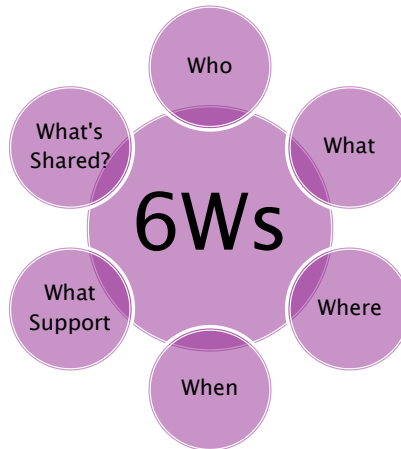
## The 6Ws tool



- ▶ Created by Service Users and Carers
- ▶ Encourages thinking about personal resources
- ▶ Prevents tokenism
- ▶ Creates parity of knowledge
- ▶ Ensures meaningful involvement of SUCs
  - is not just about someone telling their story
- ▶ Considers support for SUC, learning and their personal development

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## The 6Ws



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## Placements



- ▶ Documented processes, roles & responsibilities
- ▶ Team cultures that value and welcome students
  - Placement matching underpinned with team and student profiles
- ▶ Everyone working together to enhance student learning and knowledge and enrichment of role
- ▶ Learning through the Quality Assurance Practice Learning (QAPL) process

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## Placements: Learning Hubs



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- ▶ Aids collaborative learning
- ▶ Helps to align academic learning and practice
- ▶ Develops evidence informed social work practice through Signs of Safety, sharing experience, research, theory and critical reflection
- ▶ Provide additional/peer supervision

*"The Hub was a safe space to learn, share and talk about placement"*

*"Applying theory into my practice was really helpful"*

*"It's a chance to see other students who I don't usually see when I am on placement."*

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## Placements: Learning Hubs



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*"Good to have cross learning about adult and children services and gain a better understanding/ awareness of each"*

*"I didn't feel so isolated after attending my first hub"*

- ▶ Highlights transferrable skills across adult and children's services
- ▶ Promoting aspiring Practice Educators in co-facilitating hubs and developing leadership skills
- ▶ Community of Practice Educator's that can support and utilise resources and increase learning in practice

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## Practitioner Development



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- ▶ Evidenced informed practice (EIP) events
- ▶ Support for practitioners to develop research skills
- ▶ Academics into practice
  - Prof. Jonathan Dickens UEA & PSW Ioana Robert at EIP event



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## Teaching



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- ▶ Procedure agreed at partnership level
- ▶ Key points of contact with HEI & LA
- ▶ SUC involvement

*“... [Taking] part in the Social Work Diversity Module... offered the opportunity to raise the profile of the Gypsy, Roma & Traveller community [with student social workers] and can only result in long term benefits for the GRT community.”*



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## Our next steps...



- ▶ Continue to foster strong relationships
- ▶ Be fully sustainable
- ▶ Maintain current standards
- ▶ Further strengthen links between academia and practice
- ▶ Grow our community of service users and carers
- ▶ Increase student representation

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## Our reflections



- ▶ The Teaching partnership has:
  - driven innovation and collaboration between academia and practice
  - stimulated change
  - created a sense of pride
  - delivered a shared mission
  - improved working relationships
  - added value to all stakeholders: individually and collectively
  - provoked discussion

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# Cut Back Vs Pay Forward



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# Questions?

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