**South Yorkshire Teaching Partnership**

**Social Work Practice and Development CPD Framework**

**2024-2025**

**Continuing Professional Development (CPD)**

**For Social Workers and Managers**

**The University of Sheffield**

**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.

**The deadline for applying for modules and emailing your workforce development contact with your learning agreement is 31st July 2024**

**Workforce Development contacts**

|  |  |  |
| --- | --- | --- |
| Sheffield - Children | Sally Dean | Sally.Dean@sheffield.gov.ukJenni.Wallen@sheffield.gov.uk (for Practice education courses) |
| Sheffield – Adults  | Helen Smith | Helen.Smith2@sheffielld.gov.uk |
| Doncaster Council | Shabnam Shafi | Diane.Barnicoat@doncaster.gov.uk/Shabnam.Shafi@doncaster.gov.uk  |
| Doncaster – adults’ | Sharon White | Sharon.White2@doncaster.gov.uk  |
| Rotherham – children’s | Christopher Dancer | Christopher.Dancer@rotherham.gov.uk |
| Rotherham – adults’ | Nigel Mitchell | Nigel.Mitchell@rotherham.gov.uk |
| Barnsley – children’s  | Rebecca Dolman | Rebeccadolman@barnsley.gov.uk |
| Barnsley adults | Kay Newton | KayNewton@barnsley.gov.uk |
| Lincolnshire | Ben Lilley | Ben.Lilley@lincolnshire.gov.uk  |
| Rdash | Joanne Farthing- Bell | Joanne.farthing-bell@nhs.net |
| Sheffield Health & Social Care  | Natalie Salmon | Natalie.Salmon@shsc.nhs.uk |

If you are offered a place on a module or course, you will need to complete the university’s **application** and **registration** processes. The university will email you the details for this.

**Induction dates**

For all modules (with the exception of the PEPS courses), you are normally required to attend an induction day at the University. Induction will take place on the day of your first module and all courses will be delivered face to face. 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. 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. All modules have study time built into them. PEPS courses are £350 and the Practice Development Educator course is £1000. All courses will only run if we have the number of participants to make the course viable.

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. You can use this evidence of your CPD for SWE registration.

**Modules/courses available**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module/course name** | **Strand** | **Delivered by** | **Credits** |
| The Social Worker in the Court Room | Practice | University of Sheffield | 30 |
| Kinship and Statutory care | Practice | University of Sheffield | 15 |
| Introduction to leadership and Practice supervision | Leadership & Management | University of Sheffield | 30 |
| Post Graduate Certificate in Leadership and Management | Leadership & Management | University provider to be announced pending new contract | 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 (PEPS3) | Practice Education | University of Sheffield | 30 |

|  |
| --- |
| **The Social Worker in the Court Room – Adults and Children’s services****Semester Two** |
| **Practice strand** | **30 credits** |
| **Module lead** | **Taught by** Allan Norman. Trained solicitor and registered social worker |
| **Target audience** | Social workers from children’s and adults servicesThe 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)*** | TBC |
| **Cost** | £1000 |
|

|  |
| --- |
| **Kinship and Statutory Care for Children – Semester Two** |
| **Practice strand** | **15 credits** |
| **Module lead** | Dave Bosworth |
| **Target audience** | Social workers, support 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)*** | 22nd Feb, 7th March, 21st March,18th April , 9th May ( all face to face). |
| **Cost** | £500  |

 |
| **Introduction to Leadership and Practice Supervision**  |
| **Leadership and Management strand** | **30 credits** |
| **Module lead** | **Dave Bosworth and Lynda Hughes** |
| **Target audience** | New or aspiring Team Managers/SFMs.Practitioners with a mentoring or supervisory role who adhere to Practice Supervisor KSS |
| **Overview** | The module is an introduction to Leadership and Practice supervision with reference to the current legislative and practice context including, the SWE Professional Standards and the Post-qualifying standard: Knowledge and Skills statement for child and family practice supervisors (DfE 2018) and the Post-qualifying standards for adult social work practice supervisors (DHSC 2018). The module is designed to introduce students to theories of leadership, management and practice supervision and enable them to develop skills in this area of practice. Students interested in this module should be either aspiring managers in social work/care or newly promoted frontline managers in social work/care. The module is designed around work-based learning and requires the candidates that they apply learning to their practice. Therefore, for aspirant managers they must be able to perform the leadership and supervisory tasks required of them as part of the work-based learning and assessment component of the programme. Upon successful completion, candidates will be awarded 30 M-level credits from the University of Sheffield.By the end of the unit, a student should be able to:1.      Critically evaluate team and organisational culture and the leadership skills and knowledge needed in order to promote a learning and growth culture2.      Critically describe and analyse leadership and supervision models/frameworks/theories that are relevant to social care organisations3.      Critically evaluate the centrality of the supervisor/supervisee relationship and how to apply models/theories of supervision to promote emotionally intelligent and reflective practice when assessing and managing risk  4.      Demonstrate skills in identifying and applying resources to ensure that service requirements and targets are met5.      Demonstrate knowledge of the factors which can influence poor performance and the leadership skills that are needed to address both under-performance and conflict |
| **Assessment** | Assessment 1: The Portfolio (60%) Candidates are required to produce a 3000-word portfolio of evidence relating to their identified learning needs and individual learning plan – this will be in the form of a reflective log based upon the candidates work based practice and experiences during their studies. The portfolio will include a reflective commentary on a direct observation of the candidate’s leadership and/or supervisory/mentoring practice.  Assessment 2: The Presentation (20 minutes with 10 minutes questions) (40%) Candidates are required to present to a panel. The focus of the presentation will be their individual development journey during their studies. The candidate will be required to consider their learning and development against the three specified components within their portfolio: self in context; practice supervision and leadership and change. The presentation will be assessed against all learning outcomes  |
| **Dates *(provisional)*** |  TBC |
| **Cost** | £1000 plus £150 for initial skills testing and audit |
|  |
| **Post Graduate Certificate in Leadership and Management for Social Work – University provider to be announced** |
| **Leadership and Management strand 2024** | **60 credits** |
| **Course lead** | Beth Patmore |
| **Target audience** | This programme is aimed at new or aspiring service managers/heads of service 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. |
| **Assessment** | Each of the four modules are assessed by a 3000 word coursework essay and a Portfolio of Evidence  |
| **Dates *(provisional)*** | Contact Sally.Dean@sheffield.gov.uk for interest |
| **Cost** | £3000 |
|  |  |
| **Practice Education Strand** |
| **PEPS Combined** | **15 credits per stage( 30 total)** |
| **Module lead** | David Bosworth  |
| **Target audience** | Qualified Social Workers who wish to undertake Practice Education duties with a social work student on a pre-registration social work programme. This is your opportunity to manage a student and gain experience for progression on your career pathway.Beneficial for those wishing to progress in either a managerial career or in Social Work Education & Teaching, within the Local Authority’s and at Higher Educational Institutes. |
| **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. It is theory and practical based course and includes teaching days at the University of Sheffield as well as mentoring a student through either their 1st or final placement, with a written academic assignment at the end.Social Workers are required to prepare a suitably robust practice-based learning experience and Mentor a first year student social worker in stage 1, and a final placement student in stage 2, on an SWE endorsed pre-qualification social work programme at either Under graduate or Post Graduate 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. All learning outcomes are mapped to PEPS standards level 1 for stage 1 and level 2 for stage 2.It is important to note that once stage 1 is complete, you can mentor students on first placement, however stage 2 is required to be able to mentor students on a final placement, now and in the future. Therefore, we strongly advise that stage 2 is completed after Stage 1 (within 2 years of completing stage 1) to retain currency as a Practice Educator and to be fully trained.  |
| **Assessment** | Stage 1 - 3000-word written critical reflection assignment based upon your learning and reflection of providing a learning environment, teaching, support, supervision and assessment of a student mapped against the learning outcomes for level 1.Stage 2 – Validating Conversation presentation reflecting upon your journey and learning as a Practice Educator and mapped against the learning outcomes for level 2. |
| **Dates** |  |
| **Cost** | £350 |
|  |
| **Practice Development Educator** **(PLE3)** |
| **Practice Education Strand** | **30 credits** |
| **Module lead** | David Bosworth  |
| **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 programmeN.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** | 15th Oct 2024, 22nd Oct 2024, 5th Nov 2024, 19th Nov 2024, 26th Nov 2024, 3rd Dec 2024, 10th Dec 2024, 17th Dec 2024, 14th Jan 2025, 28th Jan 2025. ALL DATES ARE FACE TO FACEneed 15 participants  |
| **Cost** | £1000 |

**Masterclasses**

|  |  |
| --- | --- |
| **Equity Accomplice** | **Date tbc** |
| **Critically reflective Supervison** | **Date tbc** |
| **Working together and Safer Home Guidance** | **Date tbc** |

**SWOTT toolkit**

The Social Work Online Team Training (SWOTT) toolkits project offers CPD opportunities to teams, or networks. Each SWOTT toolkit has been designed to be evidence-informed, accessible training achieved through short bursts of activity, recognising that there are multiple everyday demands and time constraints on practitioners. Completion of a SWOTT toolkit requires practitioners to learn individually (completing online training) and then consolidate that learning by applying it through group discussion and critical reflection (using a case study that accompanies the online learning). Working individually to acquire new knowledge and then apply it as a team requires engagement with peers to exchange knowledge, as well as contribute to shared problem-solving, hypothesising and decision-making. This design has been fully evaluated in a pilot project. [2] Benefits described in the evaluation included:

* the ability to refresh knowledge of core theory (e.g., the ladder of participation, or social ecological model);
* the opportunity to acquire new theoretical and evidence-informed knowledge;
* the ability to undertake up-to-date, research-informed training;
* the opportunity to apply learning from the online training to a case study; and
* engagement in peer group reflection enabling deep discussion and shared learning.

There are currently eleven toolkits to choose from covering topics such as trauma-informed practice, home visits to gender diversity and restorative conversations.

Access the resource via: [www.swotttoolkit.co.uk](https://eur03.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.swotttoolkit.co.uk%2F&data=05%7C02%7CSally.Dean%40sheffield.gov.uk%7C5f148dd840694a7c992d08dc684abbbd%7Ca1ba59b9720448d8a3607770245ad4a9%7C0%7C0%7C638499917412165395%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=Jo7G%2FJuFgZZ%2BUnT%2FApvgsKR0%2BIsRm1dTSpE5QY8OhO4%3D&reserved=0)

For those working in adult social care contact David Houdmont- David.houdmont@sheffield.gov.uk for the password and log-ins.

For those working in children’s social care contact Jenni Wallen jenni.wallen@sheffield.gov.uk for the password and log-ins.

|  |  |
| --- | --- |
| **General enquiries** | southyorkshireteachingpartnership@sheffield.gov.uk Sally.Dean@sheffield.gov.uk |
| **Course/module enquiries (University of Sheffield)** | Dave Bosworth (Director of SW education) – d.bosworth@sheffield.ac.uk 0114 222 6409  |
| **Application/registration enquiries (University of Sheffield)** | Lucy Turner ( Course Administrator) - l.f.turner@sheffield.ac.uk |
| **PG Cert in Leadership and Management enquiries** | Sally Dean (Project Manager) –Sally.Dean@sheffield.gov.uk 07717304535 |
| **South Yorkshire Teaching Partnership enquiries** | Sally Dean (Project Manager) –Sally.Dean@sheffield.gov.uk 07717304535Dot Smith (Programme Manager) – Dorothy.Smith@sheffield.gov.uk 0114 2736976/07837 413618 |

**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 **Lucy Turner** on l.f.tuner@sheffield.ac.uk in order to arrange this within a reasonable timeframe and not at the very last minute.

Courses will only be run if there is a minimum of 15 attendees as it is not viable to run them otherwise.

**LEARNING AGREEMENT**

**LEARNING AGREEMENT**

**TITLE OF DEVELOPMENT / QUALIFICATION**

|  |  |
| --- | --- |
| Employee’s name |  |
| Work Address |  |
| Contact phone number(s) |  |
| Email address |  |

|  |  |
| --- | --- |
| Line Managers’ name |  |
| Contact phone number(s) |  |
| Email address |  |

|  |
| --- |
| **Course Information -** Please provide details below that are found within the CPD brochure regarding the commitment required to undertake the course: |
| **Name of Course:** |
|  |
| **Attendance commitment :(teaching days, including study days, provide dates if you know them)**:  |
|  |
| **Work commitment required for award (e.g. written assignment, teaching, student etc)**: |
|  |
| **Facilities and support available to the student, including expectations of mentor and line manager** |
| * Agreement to attend the course & required teaching
* Agreement to attend any assessment process
* Agreement for study day allowance
* Agreement to fund course from team training budget
* Additional support available for learning needs which can be discussed further with the Course Provider
 |

|  |
| --- |
| **Student’s learning needs, to include any significant or additional learning needs** |
| *Insert details of identified learning support needs of the employee before commencing the training e.g. study skills, specific disability which may require reasonable adjustments e.g. dyslexia, ESL, computer skills etc.* |

|  |
| --- |
| **Information relating to any linked career progression – why would attendance on this course benefit you:** |
|  |

|  |
| --- |
| **AGREEMENT CONCERNING PAYMENT OF COURSE COSTS** |
| The SYTP agrees to pay all approved costs and fees relating to this training starting in the 20241. That you remain in employment with SYTP for a minimum of 2 years following completion of a course of study leading to a professional qualification or other form of development.2. That you attend the designated place of study on all occasions required by the course.3. That you complete all portfolio work / oral presentation / examinations / assessment submissions / practice placement as required by the course / development as detailed above.4. That you pursue the course of study with all diligence.Failure to abide by the above conditions will result in you being required to repay to SYTP the course costs and other training expenses. Where you take up employment in another Local Authority, the amount to be repaid will be 50% of the total costs. In any other cases, the full amount is to be repaid.If for any reason any element of the course is not passed, and prevents progression to the next stage of study, you must withdraw from the course at this point and return to your substantive employment in a full/part-time role. |

This section to be signed by employee, Line Manager and Workforce Development representative after the employee has read and agreed to the above requirements **before the development / course starts to confirm the place and ensure that the fees are paid**:

|  |  |
| --- | --- |
| I agree to abide by the above conditionsEmployee Name  | Signature |
| I agree to ensure the above support is providedManager Name | Signature |
| Date |  |

**A copy of the Learning Agreement should be given to the employee and one retained by the manager.**

**EQUALITY MONITORING FORM – THIS WILL BE DETACHED**

Any information you provide in this form will be confidential. It will be used to ensure we are providing services to everyone who needs them equally and to plan services in future and will be detached and used for monitoring purposes only when reporting statistical data. If there are any questions that you do not wish to answer, please leave the response blank.

**1. What is your date of birth?**

|  |  |
| --- | --- |
| Date of birth |  |

**2. Please list your full postcode**

|  |  |
| --- | --- |
| Postcode |  |

**3. Which of the following options best describes how you think of yourself?**

|  |
| --- |
| Please tick the appropriate box |
| 1 | White English / Welsh / Scottish / Northern Irish / British |  |
| 2 | White Irish |  |
| 3 | White East European |  |
| 4 | Gypsy or Traveller |  |
| 5 | White Other |  |
| 6 | Mixed White / Black Caribbean |  |
| 7 | Mixed White / Black African |  |
| 8 | Mixed White / Asian |  |
| 9 | Mixed Other |  |
| 10 | Asian or Asian British Indian |  |
| 11 | Asian or Asian British Pakistani |  |
| 12 | Asian or Asian British Bangladeshi |  |
| 13 | Asian or Asian British Kashmiri |  |
| 14 | Asian or Asian British Other |  |
| 15 | Black or Black British Caribbean |  |
| 16 | Black or Black British African |  |
| 17 | Black or Black British Other |  |
| 18 | Chinese |  |
| 19 | Arabian  |  |
| 20 | Other |  |

**4.** **Which of the following options best describes how you think of yourself?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Male |  | Female |  | Transgender |  |

**5. Which of the following options best describes how you think of yourself?**

|  |
| --- |
| Please tick the appropriate box |
| 1 | Heterosexual  |  |
| 2 | Gay man |  |
| 3 | Gay Woman/ Lesbian |  |
| 4 | Bi-sexual |  |
| 5 | Other |  |
| 6 | Prefer not to say |  |

**6** **Do you consider yourself to have an illness or disability which has lasted or is expected to last 12 months?**

|  |
| --- |
| Please tick the appropriate boxes |
| 1 | *Yes* |  |
| 2 | *No* |  |
|  | *If yes please specify* |  |
| i | Physical Disability |  |
| ii | Learning Disability/ Difficulty |  |
| iii | Mental Health |  |
| iv | Sight Loss |  |
| v | Blindness |  |
| vi | Hearing Loss |  |
| vii | Deafness |  |
| viii | Other substantial and long term condition |  |
| ix | Prefer not to say |  |

**7 Which of the following options best describes your *religion and or beliefs?***

|  |
| --- |
| Please tick the appropriate box |
| 1 | No Religion |  |
| 2 | Christian  |  |
| 3 | Buddhist |  |
| 4 | Hindu |  |
| 5 | Jewish |  |
| 6 | Muslim |  |
| 7 | Sikh |  |
| 8 | Humanist |  |
| 9 | Other |  |
| 10 | Prefer not to say |  |