



DEVELOPING TOGETHER
SOCIAL WORK
TEACHING PARTNERSHIP

Year One Progress Report: Evaluating Our Success

November 2019

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Welcome

Since October 2018, the South West London and Surrey Teaching Partnership has successfully worked on a broad range of activities to champion the training, learning and development of social workers. Our Teaching Partnership is one of the largest of the 23 active partnerships in England with 14 partners in local authorities, the children's voluntary sector and Kingston University. Our partnership has not been without its challenges but we have also had considerable success and this shows what we can still achieve by working together.

We are now approaching the final three months of our government funding and I encourage all partner agencies to look in detail at our planned programme to get a real feel for the work that is being delivered to support and develop confident, competent and creative social workers for children and adults. Each of our partner's workforce development leads and Principal Social Workers and the academic staff in the social work department at Kingston University have committed themselves wholeheartedly to delivering the Teaching Partnership's ambitious vision and have contributed to making it a success. The added value of Teaching Partnerships can be seen in the Department for Education's interim research report:

"Whilst some of the work may have progressed without the Teaching Partnership programme, the pace, breadth of work and quality of activity most likely would have been different...because the Teaching Partnership...has provided management and delivery capacity. Being supported to employ partnership staff such as project managers and business support officers has been invaluable to Teaching Partnerships especially in their first two to three years, whilst they realise the benefits that will sustain partnership engagement."

Acting purposefully together is essential to the success of the Teaching Partnership's future work and the scope of what we can achieve depends on the commitment of each and every partner. Whilst we have been successful in our first year, there is still plenty more that we can accomplish, and there are new opportunities to innovate and create space for sustainable change in how we deliver excellent social work.

Ian Dodds

Ian Dodds
Manager Director, Achieving for Children





Executive Summary

This report provides an evaluation of the work carried out by the Teaching Partnership since the inception of the Project Team in October 2018 (the team structure can be found in [Appendix 1: Programme Delivery Team Structure](#).) The methods of evaluation included a review and analysis of quantitative and qualitative performance data and requests for feedback from key stakeholders, including the Project Lead and the Social Work Lead, who authored this report. Findings show that performance is strong in the following key areas:

- Improving Kingston University's social work courses' entry criteria and admissions processes;
- Enhancing the BA and MSW curriculum at Kingston University;
- Developing practice educators' skills across the Teaching Partnership;
- Increasing statutory placement provision for Kingston University social work students;
- Improving access to, and the volume of, continuing professional development opportunities across the Teaching Partnership;
- Establishing collaborative research projects between Kingston University academics and practitioners across the Teaching Partnership;
- Designing and championing a strong Teaching Partnership identity and brand.

The report finds that operational activities that are largely in the control of workforce development have progressed and are either embedded, or making good progress towards being embedded. Conversely, activities that are deemed to warrant strategic direction or oversight have struggled to stay on track. In addition, impact has proved difficult to evidence due to the medium-long term nature of the project outcomes, and this has contributed to inconsistent engagement amongst partners. The evaluation has generated the following recommendations:

- The membership of the Teaching Partnership (TP) needs to be fundamentally reviewed in order to prepare for the TP's needs going forward. Partners should consider whether they wish to remain part of the TP and whether they deem the TP viable without funding and a central team;
- Once the membership of the TP is confirmed, local authority partners in particular need to play an active role in the TP, with directors/assistant directors reaffirming their commitment to the TP and representing their authority at Strategic Board meetings;
- All partners need to establish what they want from the TP and voice this within their organisation. Partners should be prepared to attend a visioning day to develop a plan focused on agreed priorities.

A limitation of this report is that it is an internal evaluation, not conducted independently. However, Skills for Care has been commissioned to conduct a summative evaluation, expected in June 2020. In addition, some quantitative data is still awaited or not yet fully understood, limiting the impact that can be evidenced against some activities.



1. Introduction

Developing Together is a Social Work Teaching Partnership covering South West London and Surrey aiming to offer an ambitious and comprehensive programme of education, training, support and professional development for Social Workers across the region. Developing Together builds on an existing successful partnership, the South West London and Surrey Social Work Alliance, collaborating since 2008.

This report seeks to identify and explore the achievements of the partnership to date, understand the challenges and enablers of effectiveness and explore added value. The report has included available data evidencing, where possible, the impact of the Teaching Partnership (TP) activities, as well as stakeholders' views on both the successes and challenges of the TP.

The South West London and Surrey Teaching Partnership's defined aims are:

- Ensure the highest calibre of Social Work students with the attributes, competencies and passion needed to thrive in the profession are recruited to our academic programmes;
- Develop a curriculum that aligns with local need and is grounded not only in research and the Chief Social Workers' Knowledge and Skills Statements, but also in practice;
- Give students the experience & support they need to ensure they are ready to practice within our region as Newly Qualified Social Workers;
- Ensure practice across our region is consistently informed by theory & research and that academics' teaching is equally informed by practice;
- Create regional progression pathways and Continuing Professional Development opportunities capable of attracting and retaining the best and brightest Social Workers in the UK;
- Better understand our regional labour market to enable us to develop a robust plan to meet our partnership's current and future workforce demands.

2. Key Activities

The partnership has delivered outcomes across a broad range of activities. Significantly, the central TP team is half the FTE size assumed when the original bid to be a Teaching Partnership was submitted and members have only been in post for a year, yet considerable progress has been made across all priority areas. For an overview of the priority areas see [Appendix 2: Theory of Change](#).

This section of the report outlines the areas that the partnership has identified as core priorities. The information provided on the following pages provides both a qualitative and quantitative narrative of our activities to date and describes any early impacts.



2.1 Developing admissions processes involving practitioners, service users and carers, workforce development and academic staff in order to improve the quality of social workers being recruited onto the social work courses

Outcomes achieved:

- 34 Teaching Consultants have been recruited from across the Partnership; 33 have been involved in 30 Student Selection days for the 2019 admissions for January to July ;
- Service Users have been involved in 30 student selection days and received training on student selection and unconscious bias;
- Entry requirements for the BA in social work course were increased from 112 to 120 UCAS points. Evidence can be found on Kingston University's [website](#);
- Entry tests were improved through the introduction of new exercises designed to identify those with the skills, passion and competencies to thrive in the profession. The more robust admissions processes were developed collaboratively between KU and partner employers, and practitioners and service users now play a much more determining role in the assessment of prospective BA and MSW students;
- BA level 4 students who experienced the admissions process in 2018/19 have been involved in a focus group to review the entry tests for the upcoming 2019/20 admissions.

Impact includes:

- The workstream on admissions has successfully focused on recruiting high quality graduates with 76% of those with tariff-able qualifications having at least 120 UCAS points and the average UCAS points being 131. The 6 students (24%) that had less than 120 UCAS points were all mature candidates with high levels of work experience.
- This is a significant improvement in comparison to the previous year, where only 52% of those with tariff-able qualifications had at least 120 UCAS points. The average entry tariff has improved from 123.1 UCAS points to 132.8. The breakdown and comparison of UCAS points can be seen in [Appendix 5: UCAS Points - 2018-19 and 2019-20](#);
- Professionals have valued the more structured contribution of service users and noted:

'to have service users involvement recognised and championed more has increased the confidence levels of service users involved the process'



2.2 Enhancing the delivery of the social work curriculum by bringing practitioners into the classroom through the Teaching Consultant (TC) role to ensure social work students experience a curriculum aligned to practice to increase their skills and knowledge and prepare them for practice

Outcomes achieved:

- 34 Teaching Consultants (TCs) with a variety of specialisms were recruited from across the TP after a rigorous interview and assessment process, involving workforce development, academics, service users and carers (SUCs) and the Social Work Lead. The majority of partners, with the exception of Merton Adults, Sutton Adults and Welcare, have Teaching Consultants;
- 31 TCs were involved in 153 hours of teaching across the BA and MSW courses on modules running from January-May 2019;
- 27 TCs are scheduled to deliver 225 hours of teaching between September 2019 and April 2020 on the BA and MSW courses;
- The MSW and BA 'Practice Skills and Methods: Assessment and Intervention' modules have been reviewed by TCs and changes made to the content and delivery to align it to the Knowledge Skills Statements and contemporary social work practice. TCs and SUCs have been involved in the delivery of the module;
- SUCs have reviewed all the modules in the curriculum to ensure that SUCs are represented in the curriculum and they are involved in the delivery of teaching;
- The SUC Group has increased in numbers following a recruitment drive by Kingston University and the TP. Training is being delivered for the Service User and Carer Group on presentation skills and public speaking.

Impact includes:

- The scheduled hours of practitioner teaching prior to the TP (academic year 2017/18) is not known as arrangements were ad-hoc, but even during the TP period there was a 48% increase in the scheduled hours of practitioner teaching between 2018/19 and 2019/20, which supports students' transition from theory into practice and aligns the curriculum with local employer needs;
- The majority of TP partner employers have TCs and these partners now have more control over which practitioners are representing their organisation. This means that these agencies can be reassured that local need is being reflected in the curriculum;
- This also increases the exposure that students have to these agencies and this familiarity is likely to have a positive effect when these same students are looking for their ASYE role;
- 91% of students surveyed stated they had found the input of the TCs beneficial and helpful to their learning and in their preparation for practice;
- First time pass rate on the Readiness for Direct Practice module has improved from 71% in 2017/18 to 90% in 2018/19 on both the BA and MSW courses;
- TCs from across the Partnership have given positive feedback about the role:



"[We] feel valued"

"Personal and professional confidence building"

"Enriching selves to take back to the service"

- In addition to adding more capacity and enhancing activities, the TC roles have improved understanding between academics and practitioners. This has supported the development of collaboration within the partnership and has closed the gap between theory and practice. A Senior Lecturer on Kingston University's MSW programme said the following:

"The input of the teaching consultants is beneficial in introducing key models and approaches the students will shortly be applying in practice"

- Student feedback can be found in [Appendix 6: Student Feedback on Practitioner Teaching \(Teaching Consultants\)](#).

A year in numbers



200+

social work students exposed to practitioner teaching from Teaching Consultants

40

hours of training, feedback and reflection facilitated by Kingston University for Teaching Consultants

153

hours teaching delivery by TCs

178

hours spent designing and preparing teaching material by TCs

30

days of student selection processes

91%

students referenced the input of the teaching consultants as beneficial and helpful to their learning and in their preparation for practice*

131

offers made to BA and MSW applicants

*of respondents (32)

An image demonstrating the contribution and impact of the Teaching Consultant role between Nov 2018 and Aug 2019



2.3 Increasing the pool of practice educators across the partnership and improving their skills through the delivery of practice education skills, by the TP's Practice Education Team

Outcomes achieved:

- The Teaching Partnership Practice Education Team (PET) has been at full complement since April 2019 (6 months later than anticipated due to recruitment challenges), with 1.6FTE Practice Education Consultants (PECs) and 1.8 FTE Practice Education Development Workers (PEDWs);
- PEDWs have been off site Practice Educators (PE) for 8 placements to date and been a Practice Assessor (PA) for Trainee Practice Educator;
- Practice Education Roadshows have been held with 10 partners to share information on Practice Education;
- 6 workshops have been created to develop PE skills and knowledge and are being delivered across the TP. 94 PEs and those interested in becoming PEs or Onsite Supervisors (OSS) have attended workshops to date;
- 2 OSS training courses have been created - a qualified and non-qualified version - and these are being delivered on two different sites and being accessed by Welcare, AfC, Wandsworth, Merton and Croydon staff (22 attended in total);
- 2 PE Refresher Courses have been held with 8 PEs attending and a further Refresher event is planned for November 2019 to introduce the updated PEPs standards;
- A PE Conference was held in partnership with Kingston University with over 100 attendees from across the TP;
- Quality Assurance of Learning Agreements and Placement Reports is being carried out on all BA final placements from Feb 2019 onwards. This supports ensuring consistency in placement experiences across the partnership.

Impact includes:

- 100% of attendees at the May 2019 PE Refresher reported improved confidence and ability as a PE;
- 98% of respondents said the workshops were 'Very helpful' or 'Extremely Helpful' and 94% said they 'Exceeded' or 'Fully met' expectations. A huge amount of follow up feedback has also been received from those across the TP in response to these sessions:

'This email gives me the opportunity to say again how useful I have found these workshops to be. Method and style of your presentations very collaborative and content inspiring, thank you so much.'

- Through the collaborative approach of the partnership, PEs feel better supported in terms of their access to high quality support, guidance and



training. 83% of respondents at the PE Conference reported that the event has given them practical tools to improve their supervision skills. Some other feedback:

"I really enjoyed it and felt like it added to my motivation to make the next step in this area"

"The feedback workshop was fascinating, it caused me to rethink some things so thank you for providing this opportunity"

- The OSS training programmes will increase placement opportunities for students in these organisations and therefore increase the statutory placement provision within the TP;
- A significant proportion of practice education support offered to partners is coordinated by the TP, championing the move away from independent PEs to the partnership, quality assured approach. The popularity of the refreshers and workshops evidences that there is a need for the additional support being rolled out;
- In a project of this scale, attributing impact to specific activities is a challenge, but it could be argued that this additional support has played a part in increasing the statutory placement provision available to students - 80% of BA final placements were statutory prior to the TP and this stands at 89% for the BA final placements that went out in September 2019. Even more significantly, the proportion of BA students having 2 statutory placements prior to the TP was 17% and this is now over 50%.

2.4 Improving processes for coordinating and allocating student placements to ensure a higher proportion of students receive a statutory placement

Outcomes achieved:

- An agreement has been reached on the definition of a statutory placement and all partners are working to this definition. The TP was close to agreeing a bespoke definition of a statutory placement when Social Work England included an updated definition in their 'Guidance on practice placements for social work students' draft (May 2019). It was agreed to adopt the Social Work England definition for ease;
- A strategic approach to placement allocation has been agreed with all partners which includes a placement allocation meeting 4 times a year and timeline to ensure all key stakeholders are aware of milestones;
- All partners are actively engaging in supporting placement allocation and most are engaging in the allocation meetings. This promotes a joined up approach to coordinating placements for students;
- In preparing students for practice, alongside their placements, employment skills workshops were held in April 2019 supported by the TP providing an



external facilitator. Workshops will now be facilitated by partner organisations in the interests of sustainability.

Impact includes:

- The collaborative work around student placements has changed the way in which this process is managed. Members feel as though the work so far has been embedded and the improvements made would continue whatever happened in the longer term to the partnership. The Placement Coordinator for the BA students has stated:

'The Placement Allocation meeting has fostered a more cohesive approach through direct discussion about placement availability within the teaching partnership. We're certainly ahead in our planning through improved communication'

- There have been significant improvements this year with many more BA students receiving two statutory placements - improved from 17% prior to the TP to over 50% at the current time. Of the BA Level 6 students in placement from September 2019, 89% have a statutory placement compared to 80% in the previous year. Of the BA Level 5 students on placement from November 2019, 88% have a statutory placement compared to 57% in November 2018. PVI placements will be overseen by the PET with a view to developing an 'integrated' or 'hub and spoke' placement model, as referenced by Social Work England in their 'Guidance on practice placements for social work students' draft (May 2019);
- The workstream has produced a number of detailed guidance documents that provide a clear view of what is expected of all parties prior to and during a placement across both Adults and Children's Services and the documented allocation strategy and timelines will evolve throughout 2019/20 in response to partner and student feedback;
- Student feedback from the employment skills workshop has been positive. Those who attended stated that these sessions contributed to their confidence and skills in seeking an ASYE role and partners who helped to facilitate fed-back through the workstream that the day was a success.

2.5 Raising awareness of available seminars and masterclasses and facilitating additional training between partners

Outcomes achieved:

- NSPCC has held 2 training sessions on Child Sexual Exploitation and Harmful Sexual Behaviour attended by over 50 social workers from across the partnership. Further training sessions are planned in the coming months in response to practitioner feedback at these sessions;
- The TP website hosts CPD events offered by employers in the partnership and



Kingston University (KU);

- KU Academic Staff have facilitated Lunch and Learn sessions, for example 'Self Neglect: Messages from Research' and 'Proposed Replacement of the Deprivation of Liberty Safeguards'. These sessions were attended by 74 practitioners from across the TP;
- KU's Department of Social Work and Social Care's Seminar Series delivering research and best practice guidance has continued and through TP relationships these are reaching a wider audience. The most recent evening seminar was Child to Parent Violence & Abuse and there were 72 people in attendance, most of which were practitioners from across the TP;
- 100 direct work with children kit bags were given out across the TP and workshops were run by the TP and partners in Surrey, Merton, Croydon and AfC;
- Emotional Resilience and Wellbeing in Social Work Conferences were held in March and September attended by 170 social workers from across the Partnership;
- 80 self care kits with mindfulness exercises and tools were provided for delegates at the Emotional Resilience and Wellbeing Conference in September and these are being shared with team members to cultivate a culture of self care;
- Self Care Psychology delivered training for 16 managers across the partnership on promoting emotional resilience and wellbeing in teams - 'Building Resilient Teams'.

Impact includes:

- One of the really powerful elements of the conferences has included bringing professionals together to challenge perceptions and the status quo in social work. For example, feedback from the Emotional Resilience and Wellbeing Conference included:

'This was the best work day out I've ever been to, it rejuvenated me'

'Best training I have had, I told my team and others about it'

'I am re-evaluating how I can best look after myself and I am stimulating discussions in the workplace so that other people think about their own health and wellbeing to make this a workforce issue that can be addressed with managers to promote a healthy workplace environment.'

'I am very optimistic. It has helped me personally. I feel this is an essential but neglected aspect of the caring profession that needs a greater focus and will have a knock on effect, not just on the worker but also the people we are serving'

- In addition, the feedback from the direct work with children kit bags has included;



'Thank you for the kitbag and for the opportunity to discuss the direct work we do with children. Great to share ideas and approaches and make sure direct work is at the heart of the work we do with children'

'Love the kit bag. It has renewed my enthusiasm and creativity for doing direct work with children'

- All the work being done under the Wellbeing agenda aims to increase the focus on social worker wellbeing to improve self care and support for social workers, ultimately improving retention. Whilst this is a long-term goal, the positive feedback has been unprecedented and indicates that the message is beginning to land.

2.6 Supporting the development of research projects worked on by practitioners and academics and encouraging academics to access practice

Outcomes achieved:

- The workstream is championed by an academic from the University, supporting the drive to draw together theory and practice;
- Five research projects have been identified and being progressed - 1) Team Culture and Retention, 2) Practice Educator Motivation, 3) Use of Outcome Measures across two Local Authorities, 4) Working with Self Neglect and 5), The Impact of Restorative Group Supervision;
- Intended outcomes include:
 - Team Culture and Retention - to support organisations to look at the impact team culture plays in retention of social workers and assist in informing what support/ training can be provided to managers in this area to support retention;
 - Practice Educator Motivation - to support organisations in exploring the support required to enable Practice Educators to continue in their role and benefit from the PEPs training that they complete, ultimately improving their service and the placement experience for students.
- Two academics have shadowed practice to date and blogs have been written sharing these experiences which are published on the TP's [website](#).

Impact includes:

- Academics are increasingly working with practitioners on research, allowing collaborative relationships around practice based research to form;
- The value of bringing groups of professionals together has supported the TP's drive to improve communication channels. In this group it brings together Principal Social Workers, Workforce Development leads, Social Work academics and researchers, frontline practitioners and those who have experienced social



care. Feedback from those involved in defining the research question and project outcomes has helped in sharing messages across organisations. For example:

'I will share this [the research approach] and gather views from all staff in staff news, meetings and at senior management level. Having everyone's involvement will help make an impact and support with the on-going success of the project'

- In a broader sense, research projects are linking and involving social workers in practice based research at a local level to develop an evidence based learning culture within organisations and across the region.

2.7 Development of a Post Qualifying (PQ) pathway aligned to local need and CPD training opportunities across the partnership

Outcomes achieved:

- Introduced a cross-partnership training offer through the CPD passport scheme and a phase 2 approach was agreed in October to enhance this further which takes effect from January 2020;
- Developed a level 7 coaching and mentoring qualification to establish a pool of coaches across the Partnership and create a new, alternative, professional development opportunity. 20 Social Workers are currently on the initial course funded by the Teaching Partnership and a further cohort of 18 will begin the course in January 2020. Coaching & Mentoring Principles have been agreed and are in use across the TP;
- 14 managers from across the Partnership completed the BASW Leadership and Management Course;
- Partner employers' post-qualifying needs are being explored through interviews with Assistant Directors and Principal Social Workers across the TP in order that KU's PQ offer can be developed to meet the needs of employers.

Impact includes:

- Practitioners have valued the varied provision commissioned or delivered by the partnership, but in particular the courses targeted at social workers' resilience and wellbeing have been highly popular. Staff were full of praise for the effectiveness of the professionals involved and strategic leads have noted that those who have attended are contributing to a wellbeing change culture in their own organisations;
- There are many examples of where the courses have had an impact on practice and/or a desire to do more learning. For example:

'It has been a really positive experience to spend time with partner agencies and other LA's to look at ways to improve and develop our



practice. I have had to make time away from the pressures of my everyday job which has been positive for my own personal development and for those within my organisation'

- In addition, the feedback from the leadership and management course has included;

'It was helpful to have the ability and time to be with other managers, to learn and listen to their experiences'

'It's been really good to be on a course that celebrates social work and the impact good, supportive leadership can have on teams systems and communities'

2.8 Creating a strong partnership identity and brand

Outcomes achieved:

- Designed and developed the new 'Developing Together' brand, associated artwork and key documentation;
- Engaged with a photography and film group to produce a marketing video, celebrating the successes of the TP's collaborative working;
- Developed and launched a TP [website](#) which is host to resources, guidance, advice, adverts and events;
- Released regular newsletters (both Teaching Partnership and Practice Education Team) ensuring those within the region stay up to date on the key activities and ways to get involved;
- Ensured a strong presence at events - both TP facilitated and external - sharing branded resources and materials with attendees and promoting the Developing Together website and social media platforms;
- Publicised TP activity within the Kingston University setting for students and academics through the use of a poster presentation;
- A strong and active social media presence on Twitter connecting the TP and promoting social work practice, research and development at a local and national level.

Impact includes:

- PEs are using the TP branded resources and tools which are shared at the workshops and available through the website, e.g. the [PCF Toolkit](#);
- Students can access the website and find links to partners' job adverts through this 'one-stop shop';
- Prospective students can see the joined up approach across the region and may factor this into their decision when choosing which academic institution to study at;
- The number of followers and supporters on our social media sites increases



steadily by 10% each month. Currently the [Twitter](#) account has 337 followers which is comparable to individual partner Twitter accounts which have been established for some time - we also have some high-profile supporters through the relationships we have developed. Feedback on the use of social media from a PSW in the Partnership has been:

'The use of this social media platform has also supported partners to stay up-to-date with news across the partnership which in my view has laid the foundations for building a stronger community between social workers in the region'

2.9 Improving regional progression pathways to retain experienced practitioners within the region

Outcomes achieved:

- 2 cross-partnership progression proposals have been recently agreed by the Operational Board and endorsed by the Strategic Board. These are 'Role Exchange' and 'Role Observation' and will be piloted on a small-scale in coming months as a proof of concept;

Future impact:

- The exposure to different departments, agencies and individuals will improve cooperation and relationships between partners. If partners unlock a new or greater skill set, this will benefit their organisation, particularly if this reinvigorates their practice and acts as a retention benefit.

2.10 Conduct workforce analysis and improve labour market planning to be more responsive to recruitment and retention challenges

Outcomes achieved:

- Commissioned Skills for Care to undertake a workforce analysis, using data from the National Minimum Data Set for Adult Social Care, statutory collection for data on the children's social work workforce and additional data supplied by partners;
- A tool is in the process of being developed for regional workforce data to be updated and shared to support labour market planning across the region.

Future impact:

- The workforce analysis of Adults and Children's Social Care staff will identify core trends to help support the development of activity in the partnership. Based on the workforce intelligence we have so far, there are examples of good practice in recruitment and selection and training and development. The labour market



plan will set out the priorities and actions to be adopted across the partnership to deliver further improvements. For example, the improved management information could enable a better understanding of the pipeline of workers moving into the profession across the partnership and allow the partnership to introduce action plans to address concerns and set appropriate targets.

3. Key Activities up to March 2020

There are a number of goals that the partnership is still striving to achieve and the following activities will help to address these:

- Embed the Teaching Consultant role and support them in achieving PQ credits for their contribution to teaching;
- Commence the sustainability plan for the Teaching Consultant role;
- Embed twilight preparation for practice sessions for students;
- Embed the Placement Allocation Strategy & Timeline to ensure KU and partners are able to provide 2 statutory placements for students on forthcoming MSW and BA courses;
- Develop an Integrated Placement model to ensure that students placed with a PVI agency that does not have assessment opportunities can be linked with a statutory partner;
- Work with Service Users and Carers to create a video and audio library about their experiences to support student and practitioner learning;
- Continue to progress research projects and share research findings;
- Continue to provide Practice Education workshops and off site practice educators through the TP's Practice Education Team;
- Embed the CPD passport scheme and work with partners to develop the PQ pathway at Kingston University to ensure it is aligned to local need;
- Develop support for managers across the partnership through peer networks, training and events;
- Embed Coaching & Mentoring across the partnership through the use of the agreed Principles and a second cohort of sponsored places on the Level 7 course at KU;
- Continue to deliver a wellbeing in social work agenda through the TP website's wellbeing hub, social media input and events;
- Completion of the Tableau presentation of workforce data by Skills for Care and workforce analysis report;
- Production of a regional labour market plan;
- Completion of the summative Teaching Partnership Evaluation report by Skills for Care in June 2020 to explore the impact of the Teaching Partnership.



4. Plans for activities Year 3 and 4

Refreshed priorities have been suggested for years three and four by the project team (see [Appendix 3: Sustaining Change & Future Development](#)), and milestones and monitoring information have been drafted, however the vision for the TP needs to be clarified by senior managers and the details confirmed (perhaps through a visioning day). Although additional time will allow for building upon the work already completed, and continuing to evaluate its impact, years three and four primarily provide the opportunity to coordinate new activities, aimed at responding to a number of emerging topics:

- Develop an assessed and supported year for aspiring managers through employee led and HEI supported managers' masterclasses and action learning sets to support managers as they step into their first management role;
- Develop a programme of support across the Teaching Partnership for Social Workers in Years 2 and 3 of their career to aid retention following the DfE longitudinal study which identified the high drop out rate of Social Workers following their ASYE, a finding corroborated by our own workforce analysis;
- Support the development of the Apprenticeship programme and associated processes following Kingston University being awarded principal provider status for apprenticeships across London;
- Work with partners and the HEI to prepare for National Assessment and Accreditation System and the change in regulator from the Health and Care Professions Council to Social Work England.

5. Added Value of the Teaching Partnership

- The Teaching Partnership has supported improved relationships between partners and the HEI. At an operational level there is a commitment from partners to implement activities within the implementation plan that they consider they are able to deliver on and influence in their workforce. At this level, there is a common understanding of the purpose of the partnership and how improved relationships, appreciation of roles and collaborative working can enhance the development of the social work profession;
- The Teaching Partnership approach and stretch criteria have brought a new focus and stimulated a new way of working in comparison to previous working arrangements which were less effective in agreeing, sharing and achieving improvements. The culture of the partnership has progressed and most stakeholders are convinced by the value of a new way of partnership working;
- The Teaching Partnership Team posts have supported the programme with a range of activities including planning, driving, monitoring, communication, clarifying expectations and setting up specific groups. The roles have been critical to facilitating pace, communication, stakeholder engagement and



operational accountability for workstreams. It has been said anecdotally on many occasions that the work delivered to date would not have been possible without a central function and the national evaluation of TPs noted having a central function as one of their key transferable lessons.

6. Challenges and risks

- There are challenges to the impact and sustainability of the Teaching Partnership at both a national and local level. At a national level, there remains a policy and economic context that could restrict the positive effect of the TP or divert its attention - e.g continued poor financial climate, negative national media around social work, conflicting national policy and the introduction of new regulations and frameworks;
- At a partnership level restructures of services can quickly change the context and key staff involved in the partnership which affects the continuity and tests the depth of commitment to the whole partnership;
- There is a risk that at a Strategic level the TP is seen as aspirational and intangible and lack of performance or clear impact data at this stage may affect the ability to make a case for continuing;
- Effectiveness has been impacted by the number of partners, 14 in total, signed up to the Partnership which can prolong decision making and the progress of activities. The TP is also affected by inconsistent levels of engagement and lack of attendance by some strategic partners at meetings which affects continuity of informed decision making.

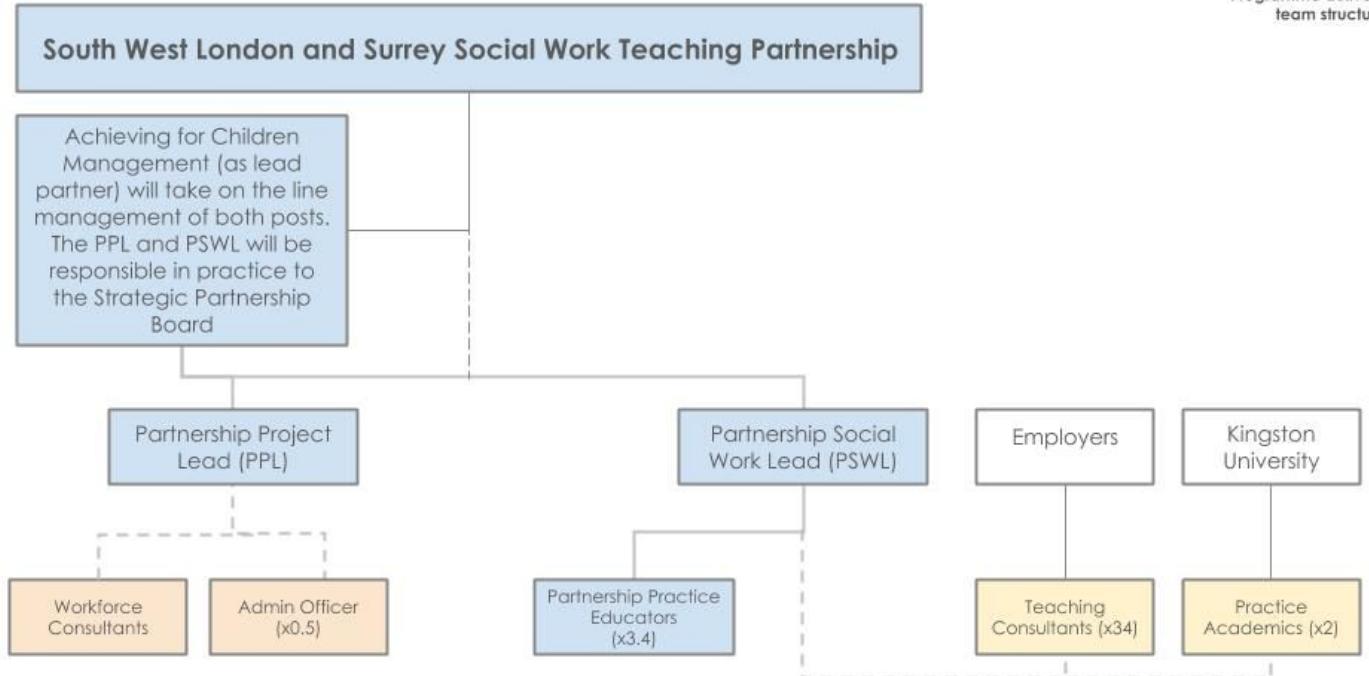
7. Recommendations

- The membership of the Teaching Partnership needs to be fundamentally reviewed in order to prepare for the needs of the TP going forward. Partners should consider whether they wish to remain part of the TP and whether they deem the TP viable without funding and a central team;
- Partners should familiarise themselves with the [May 2016](#) and [June 2019](#) DfE commissioned evaluations on the Phase 1 and 2 TPs which are further ahead in their journeys. These reports, along with the early and indicative impacts illustrated by the Developing Together Teaching Partnership throughout this report, can make the case for continuing the TP whilst partners realise the benefits that will sustain partnership engagement;
- Once the membership of the TP is confirmed, LA partners in particular need to play an active role in the TP, with directors/assistant directors reaffirming their commitment to the TP and representing their authority at Strategic Board meetings.
- All partners need to establish what they want from the partnership and voice this within their organisation. Partners should be prepared to attend a visioning day to develop a plan focused on agreed priorities.



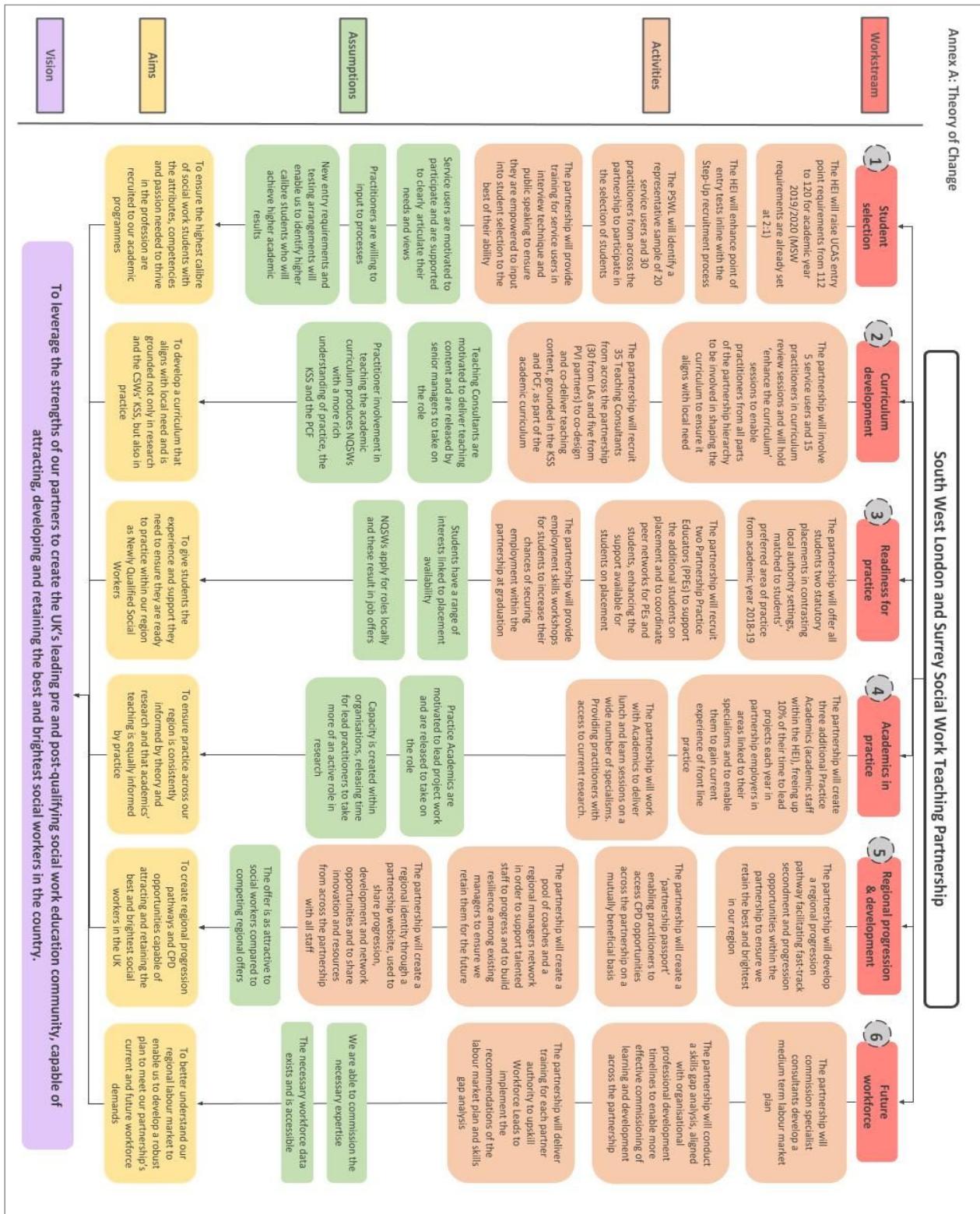
Appendix 1: Programme Delivery Team Structure

Programme delivery team structure





Appendix 2: Theory of Change

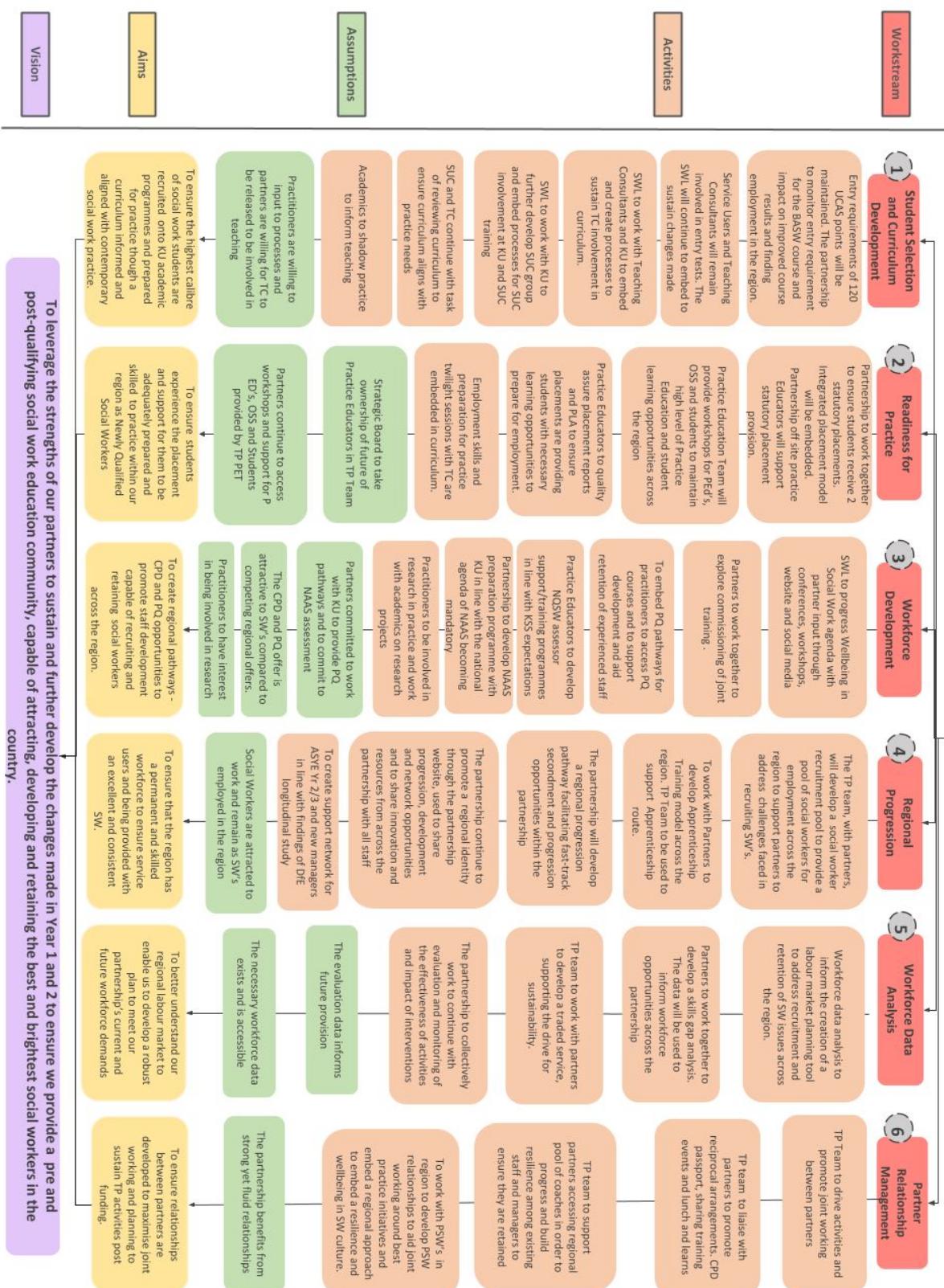




Appendix 3: Sustaining Change & Future Development

Sustaining Change and Future development in Year 3/4

South West London and Surrey Social Work Teaching Partnership





Appendix 4: Teaching Partnership roles and responsibilities post government funding

- The Project Lead has oversight of the governance and day to day management of the project - coordinating, driving, monitoring and reporting on TP activities. The Project Lead manages evaluation and impact, reports on outcomes and acts as the link between the DfE, Strategic Board, Operational Board and working groups, overseeing participation and monitoring progress. The Project Lead is accountable for monitoring and forecasting all expenditure incurred by the TP. The Project Lead is also responsible for managing the TP digital channels and external communications, promoting the TP identity and brand, and maintains the outward facing TP [website](#);
- The Social Work Lead works across and beyond the partnership, innovating change, liaising with partners and developing and sustaining relationships to support the activities of the TP. The Social Work Lead owns the delivery of activities related to social work practice and skills such as development of skills sessions and specialist events. The Social Work Lead manages the Practice Education Team and the Teaching Consultants, coordinating their activities in order to develop placements and the curriculum. The Social Work Lead also develops Service User and Carer involvement across the region in the delivery of teaching to students and practicing social workers;
- Practice Education Development Workers continue to provide off site Practice Education, workshops and training opportunities for Practice Educators and on site supervisors and quality assure the placements and practice educator reports. They continue to oversee the integrated placement model to ensure a higher proportion of students are experiencing 2 statutory placements making them better prepared for practice in their Assessed and Supported Year in Employment. Their role would also evolve and involve development of Newly Qualified Social Worker (NQSW) assessor support/training programmes and training programmes related to the role of Practice Observer/Endorser to prepare for the likelihood of NAAS becoming mandatory. In addition, the rollout of the Social Work Degree Apprenticeship Programme introduces the need for Apprentice Support Networks, particularly for those partners only sponsoring a small number of individuals to avoid isolating these individuals, and the PEDWs would play a vital role here.
- The Teaching Partnership identity and brand is promoted by all TP personnel through internal and external events, announcements, newsletters, meeting with stakeholders and sharing of information for the website and social media platforms.

Partner agency responsibilities that can continue with oversight and coordination from the TP team:



- Employers share training with each other, pooling and sharing resources under reciprocal arrangements, for example:
 - Delivering specialist training to partners e.g. NSPCC currently delivers to partners on Harmful Sexual Behaviour and Child Sexual Exploitation;
 - Contributing courses for the CPD Passport offer;
 - Identifying opportunities for joint commissioning of training, e.g. Best Interest Assessor.
- Employers and the HEI embed a robust and effective placement allocation strategy for the provision of statutory placements for Kingston University students;
- Employers and the HEI embed a coordinated approach to employment skills workshops for final year students;
- Academics develop closer links with practice and social work practitioners:
 - Sharing messages from research via the established evening seminar series and additional Lunch and Learns upon request;
 - Shadowing frontline practice and producing reflective pieces for sharing across the TP.
- Practitioners (through the Teaching Consultants role) contribute to curriculum design and delivery and student admissions. In return they receive CPD opportunities from Kingston University;
- Practitioners (through the Teaching Consultants role) deliver Twilight sessions for additional learning for students and NQSWs in developing knowledge and skills for social work practice;
- Directors, Assistant Directors and Principal Social Workers support ongoing theme of wellbeing in social work within the partnership by setting the tone within their respective organisations.



Appendix 5: UCAS Points - 2018-19 and 2019-20

Qualification Type	2018	2019
A/AS level	3	6
Access to HE Diploma	16	11
Degree	3	4
Diploma Level 3	9	10
Extended Diploma	4	6
Foundation Degree	2	2
HNC L4 or equivalent	1	4
HND L5 or equivalent	3	3
Mixed BTEC A Level	3	2
Overseas Qualification	1	0
Grand Total	45	48

Tariff Range	2018	2019
90	1	0
91	1	0
93	0	1
96	3	0
99	2	0
102	2	1
104	3	0
106	1	1
109	0	1
112	2	1
118	1	1
120	0	1

Tariff Range	2018	2019
122	1	1
125	1	1
126	1	0
128	2	5
131	1	0
134	2	1
138	1	0
140	1	0
141	1	2
144	2	4
152	0	1
160	0	1
168	3	2
192	1	0
Grand Total	33	25

Below 120 UCAS points	2018	2019
	16	6

Average of Entry Tariff	2018	2019
	123.1	131.8



Appendix 6: Student Feedback on Practitioner Teaching (Teaching Consultants)

Andrada was really friendly and knowledgeable - her experience helped a lot with the seminar topics

Very useful , she asked questions to extend learning which helped my thought process

Was very helpful in helping me understand how reflective practice is used in assessment

Andy's session was brill...he explained clearly how the asylum process works incorporating legislation and how social workers could make a difference in people lives

Found it useful to link systems theory with real failings in the case[s] [of] Victoria and Baby P

The information was intense but has opened my eyes to signs that I need to be aware of in my practice

Very useful , she asked questions to extend learning which helped my thought process

I felt like this lesson was really good. Very engaging and very useful. I really enjoyed his was of teaching and felt like I retained a lot of information from that lesson

The continued use of Teaching Consultants helps social work students