



# DEVELOPING TOGETHER

## SOCIAL WORK TEACHING PARTNERSHIP

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Well, what a difference a month makes! As we find ourselves in an extraordinary and often impossible situation, it has been truly heartwarming and inspirational to hear about some of the fantastic work that has been taking place across our Teaching Partnership agencies. That's why we've dedicated a whole section of this newsletter to good news stories and examples of excellent practice. Thank you to all our partners who have taken the time to share their examples and we hope this issue lifts your spirits if you are in need of a pick-me-up! The Teaching Partnership Team would also like to take this opportunity to wish all our practitioners, students, staff, service users and carers and their families good health, happiness and wellbeing during this very challenging time.

Best wishes,  
Libbi, Sue, Josie and Sarah

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## The Next Phase of the Teaching Partnership

As we approached the end of the initial two year DfE funding for the Teaching Partnership, we had to make some decisions about the long term future of the Partnership and how to sustain and build on the fantastic work that has been achieved to date. There were a number of partner agencies who were particularly keen on broadening the remit of the Partnership and focusing on some new, ambitious key areas of work, including recruitment and retention strategies, practice development, and continuing professional development for practitioners.

For that reason, you may hear these Teaching Partnership agencies referred to as 'primary partners' and the others referred to as 'secondary partners', and this reflects the extent to which the agency is involved in the new programme of work being delivered by the Teaching Partnership over the next two years.

Students at Kingston University who are on any of the qualifying social work courses will be supported by *all agencies* in the Teaching Partnership as we continue to work together on all activity relevant to qualifying education. This includes admissions, the curriculum, placements and Practice Education. This also means that Practice Educators and On-Site Supervisors who work with Kingston University students will continue to be supported in a similar way, through workshops and conferences delivered by the Teaching Partnership Team and/or the University.



## **Practice Education Team Update**

As we move into the next phase of the Teaching Partnership, we have also seen some changes to our central Practice Education Team and, as such, Dale van Graan returned to her substantive post at Kingston University from 1st April. It is great news for us that Dale will still be working closely with the Teaching Partnership team and continuing some of the work she has been involved in around Practice Education and Placements as well as being a link between the University and the wider Partnership.

As the Teaching Partnership moves into its second phase, there will be a significant focus on supporting NQSWs and ASYE Assessors and improvements to social workers' Early Professional Development. As such, Josie Newton and Sarah Cave continue in their roles, but with a wider job role they now have a new title - Practice Consultants. They will still continue to deliver Practice Education workshops and take on the role of Off-Site Practice Educators for a number of students each year. We wish Josie and Sarah all the best as they continue in their roles and we look forward to working together in this new phase of the Teaching Partnership!



## Social work students at Kingston University

As a student social worker, you may be feeling anxious about COVID-19 and wondering how it affects your studies. The University has been working really closely with the Teaching Partnership agencies, as well as the central Partnership team, to respond to a number of challenges we face as a result of the pandemic.

A key consideration has been how we will manage the disruption to the current final placements for Masters students. In response to this we decided to reduce the number of placement days from 100 to 70 in most cases, with days 50-70 being replaced by alternative activities and assessments if the placement provider indicated that they were unable to support the student to day 70. These activities and assessments have been designed to simulate a student's experience on practice placement and affected students will be contacted in the next few days to commence this work.

Another key consideration is the upcoming student placements. Masters students were due to commence their first placements in May and BA students are due to commence their final placements in September. Social Work England guidance stipulated quite early on in the emergency that the May placements should be delayed and we have since made the decision that we will aim to start these placements at the end of July/beginning of August. We have also decided to reduce those placements from 70 to 50 days. This should reduce the overlap between these placements and the BA placements in September, which we are hoping will be able to go ahead without any significant delay.

We will be able to share more detailed plans once more information is released by central government about social distancing regulations and lockdown measures, but all the agencies in the Teaching Partnership have been very clear that their intention is to be as flexible as possible in order to ensure students can complete their placements with as little disruption as possible under the circumstances.

Thank you to the representatives from Kingston University and employers that have been joining our regular calls. These calls have allowed the University to make a number of key decisions very efficiently and communicate relevant information with students in a timely manner. All in all, it has been an excellent example of Partnership working!

On a final note, we'd like to wish all the best to final year students in applying for Newly Qualified Social Worker posts - you can find a helpful Employment Skills pack [here](#) with tips and tricks for getting through the application and interviewing process. We hope you find it useful, but if you have any questions or queries, please do not hesitate to email the Teaching Partnership Team at [admin@developingtogetherswtp.org.uk](mailto:admin@developingtogetherswtp.org.uk).



## Kingston University Experts by Experience are to be film stars!

Over the past few months Kingston University Service User and Carer (SUC) Group have been working with the Teaching Partnership to develop a series of short films for social work students and practitioners. The first film focuses on the work of the SUC Group and how they contribute to Social Work education at Kingston University. Further films will explore the group's experiences of being 'assessed' and the communication of social workers, sharing both positive and negative experiences to support student and practitioners' learning and development. We had our first filming session with Chocolate Film Company in March which was enjoyed by all those involved, with the film company sharing how great the group were to work with and complimenting the rich material they were able to capture. Unfortunately, due to the current situation with COVID-19, the filming has had to be put on hold but as soon as it is safe to do so we will carry on with this project and look forward to sharing the final films with you. Thanks to the fantastic SUC group at Kingston for all their support with this project.



L-R: Hayley Palfreyman, Sue Lansley, Rachael Robson, Kerryn Holborn, Chandra Sanghavi  
Front: Rayner Ward



## KSS Training



The TP team had an enjoyable morning with our social work colleagues in Sutton delivering a workshop on the Knowledge and Skills Statements for Adults and Children. This was an interactive session which gave everyone the opportunity to refresh themselves on the KSS, which underpins our social work practice, as well as exploring how these map against the Professional Capabilities Framework. Following the break and a cuppa, people also had the opportunity to discuss a case they were working and demonstrate how the KSS informs their practice. Whilst it was planned for the TP team to deliver these workshops across the Partnership we have had to put this on hold due to current circumstances but we are looking into how we can deliver these online as e-learning so watch this space!



## Social Worker Wellbeing

The Teaching Partnership remains committed to supporting social workers around their wellbeing and to this end continue to promote #wellbeingwednesday on twitter as well as delivering wellbeing conferences and workshops across the Partnership. We plan to hold a further conference this year and will confirm a date once the current uncertainties have passed. In the meantime, over the coming weeks, we will be adding information to our Wellbeing Hub on our [Developing Together website](#) as well as circulating information, tips and guidance on working at home and keeping safe and well during the COVID-19 pandemic.







# Examples of Excellent Practice

Achieving for Children wanted to share a round up of their some of key achievements in recent weeks:

- The Youth Services Team has created a Digital Youth Offer with podcasts, netflix parties and an online running club;
- Their Children's Centres have held virtual storytimes and dance classes on AfC's Facebook page as well as created digital learning packs;
- Family Support Workers and Social Workers are regularly completing virtual home visits and engaging children and young people using online techniques in really new and exciting ways;
- Created the wellbeing resource hub;
- Designed videos on how to do things on AfC CPD online;
- Promoted the eLearning offer for apprentices
- Called around all managers to identify their PPE needs
- Filtered through over 20+ CVs from prospective new employees prepared to support our CV19 efforts

They were also excited to share this fantastic example of what can be achieved through remote working:

*"This is an R82 XPanda wheeled chair which came from recycled specials (RSP), meaning it is a previously used chair, no longer needed by a user. RSPs carry no cost to our service, as they are pre-owned.*

*The OT team assessed this young person as needing a fully supporting seating, and worked together with the R82 representative to further adapt the chair and upcycle it.*

*It took a multi-agency approach, and cooperation from three services and the parents, all working together in the interest of the child.*

*The result: James can now be safely seated in a supported chair. His parents are delighted that this could be achieved remotely during this pandemic."*





**Croydon Adults** has shared some wonderful examples of how their Newly Qualified Social Workers (NQSWS) are being supported to complete their Assessed and Supported Year in Employment (ASYE) Programme under current circumstances. Tim Gray, Consultant Social Worker, said:

*"In order to allow our Newly Qualified Social Workers to complete their ASYE programme, we have set up a 'virtual panel' – this means a year of hard work and personal growth can still be recognised in a timely and fair fashion. The process will still be testing and rigorous to ensure quality, overseen by our PSW, with digital checks and virtual meetings rather than face to face work. Our staff can then see how we value their work through the year to demonstrate their social work skills and complete their ASYE journey."*

Two of the NQSWS also wanted to share their testimonials with us:

**Wendylberg:** *"From the onset of the pandemic, I became unsure whether I would be able to finish my ASYE programme as planned. In addition to this feeling of uncertainty, I was also dealing with the difficulties that my clients are experiencing...In the midst of this, I received a welfare check email from my reflective supervisor with assuring messages. Instantly, I realised I was not in this alone. This also reminded me about a common phrase from our previous Prime Minister, 'we are in this together'- David Cameron. Support from my case supervisor around this crisis time has been remarkable.*

*Setting up a 'Virtual Panel' to allow my cohort and myself to complete the ASYE programme as scheduled...lessened my anxiety...I have been able to submit all my ASYE documents for moderation. This plan is most effective and it sets a pace for future alternative ways to submit portfolios when needed. I recognise that this flexibility would not have been possible without the agreement of all stakeholders. Therefore, on behalf of cohort 8, our appreciation goes to you all thanks everyone."*

**Paul:** *"At the start of the lockdown I received a very kind and unsolicited email from my reflective supervisor asking about my wellbeing and that of my family and offering the opportunity for additional support through supervision, either by Skype or face to face, should I require it. I have not needed to take her up on this offer, but it is appreciated nonetheless.*

*I welcome the opportunity of a virtual panel as it has meant that the ASYE programme can be brought to completion without an inordinate delay. The flexibility that has been provided in allowing online submission of my portfolio is also appreciated given the current lockdown and challenges in contacting people for signatures. I have particularly appreciated the care and attention and patience that my reflective supervisor has given to managing the submission of my portfolio."*

**Sutton's** Integrated Youth Services team, which incorporates Youth Offending and Targeted Youth Support (for those at risk of care or exclusion) has come up with a number of creative initiatives to keep young people and their families engaged during COVID-19 and carry out core business. These include:

- Setting up online gaming sessions on PS4 whereby young people can play against staff and have an online mentoring sessions via the headsets;
- Staff have created online fitness workouts that are shared with families once a week;
- Using their Instagram channel to offer Live Q&As and anonymous question sessions;
- Staff undertaking assessments with young people in their gardens. In the words of one social worker:

*"I've seen two of my young people in their back gardens. One was for a full Assetplus assessment and it worked really well. Distancing rules observed. It felt slightly less risky than being indoors."*

- Staff members taking their dogs on home visits to see high risk young people who they need to maintain face-to face contact with. One of the staff members said:

*"taking my dog with me has been really good for their emotional wellbeing and gives us something positive to focus on during our sessions. The young people like it a lot. We all get something out of it and I actually look forward to going out for these sessions. The young people understand to keep 2m apart during the session and it encourages a more natural conversation and results in a positive intervention."*

Sutton's Referral, Assessment and Intervention team also shared this example of teams connecting virtually:

*"We had a particularly good virtual multi-agency child exploitation safeguarding panel this month with most attendees either dialled in or on video (over 20 people at any one time). It was fantastic: the technology worked well, no-one spoke over one another, and at the appointed times for case discussions, all the social workers and/or their managers joined the meeting. Everyone agreed that this has worked exceptionally well. People were able to call up documents during the meeting, without skipping a beat. It was also great fun when various participants' cats or dogs joined the discussion occasionally. They have no boundaries!"*



# **COVID-19: Useful Resources**

# Resources for social work students and professionals



## Online technology:

This is a helpful [guide for using Google Meet](#) technology (adapted from AfC's staff version, with thanks)

## Research:

Research in Practice April Research Summary: [Social work in extremis: A COVID-19 edition](#)

## e-Learning:

Health Education England e-Learning for Healthcare has created a free COVID-19 eLearning programme available to all staff across health and social care. The programme includes key materials to help the health and care workforce respond to Coronavirus including essential guidance from the NHS, Government and WHO, infection prevention and control, personal protection equipment and more. Find out more [here](#).

## General:

There's a lot of online resources [here](#) - from mental health and emotional support resources, to online streamed concerts and activities for children.

## For professionals working 'online':

[This free resource](#) (sign up required) is aimed at counsellors and therapists but there's some interesting information for practitioners when thinking about 'safety' in terms of people having a confidential space to talk and containment afterwards. Also helpful when thinking about things like disclosure/disinhibition when working online.

## Wellbeing:

Dr Lars K Hansen, a renowned Consultant Psychiatrist, has released a number of [10 minute YouTube videos](#) with tips about various things COVID-19 related, including anxiety, relationships and anger management.

Jan Carpenter, who has facilitated sessions at Teaching Partnership Wellbeing Events, is holding [a series of weekly webinars](#) for key workers on the topic of resilience and letting go of Coronavirus related anxiety every Thursday 7-8pm.

## Domestic violence and abuse:

This [quick guide from SCIE](#) is aimed at professionals and organisations who are involved in supporting and safeguarding adults and children.

## Blogs:

[A number of blogs](#) edited and published by SCIE to support the sector during the COVID-19 pandemic.

## Regulation:

Social Work England has a useful [Coronavirus information page](#) that is updated regularly with information. The information is separated out into different sections for social workers, students, education and training providers and employers.

# Resources aimed at Children & Family practitioners



## **Changes to legislation on looked after children:**

[The Adoption and Children \(Coronavirus\) \(Amendment\) Regulations 2020](#)

## **Virtual contact with service users:**

The Principal Children and Families Social Worker (**PCFSW**) Network has released the following:

[The PCFSW Best Practice Guide for Video Call/Contact and Virtual/Online Home Visit](#)

## **Explaining the pandemic to children and young people:**

[www.littlepuddins.ie](http://www.littlepuddins.ie) has a helpful Coronavirus Social Story made for children with **Autism** in mind and may be useful for helping address the worries our children may be having at this time.

## **Research:**

This [article](#) is great for understanding how a global crisis may impact children/young people who have experienced complex trauma (and how carers who may be managing this at the moment can be helped to understand).

## **Parents, carers and children and young people:**

[Advice and support for parents and carers](#) from the NSPCC.

Advice and support for Children and Young People from [Young Minds](#) and [Childline](#).

## **Safety Online:**

Child Exploitation and Online Protection Command (CEOP) has created [a webpage](#) supporting parents during this time and the closure of schools. Each fortnight, they will be releasing new home activity packs with simple 15 minute activities parent/carers can do with their child to support their online safety at a time when they will be spending more time online at home.

[Information](#) about the Houseparty app and tips to keep children safe online from NetAware

[Online safety activities to do at home](#) and [help/advice for parents and carers](#) from Childnet

[Expert help and advice](#) for families in a digital world from Parent Info, a collaboration between Parent Zone and NCA-CEOP

## **Safeguarding:**

This [quick guide from SCIE](#) is for practitioners working to safeguard children and families during the COVID-19 outbreak, including social workers and those working in social care settings.

## Resources aimed at Adult and Mental Health practitioners



### **Safeguarding:**

This [quick guide from SCIE](#) is for practitioners working to safeguard adults with care and support needs during the COVID-19 outbreak, including social workers and those working in social care settings.

SCIE has also produced a series of safeguarding adults training webinars throughout May and June. Although most of these are fully booked, [this link](#) will allow you to access the recordings of the webinars after the event.

### **Autism and learning disabilities:**

[Guidance from SCIE](#) for families and professionals supporting autistic adults and adults with learning disabilities during the coronavirus (COVID-19) crisis.

### **Department of Health & Social Care:**

[COVID-19: Our Action Plan for Adult Social Care](#), an action plan setting out the DHSC's approach for all settings and contexts in which people receive adult social care.

### **Changes to Legislation:**

Coronavirus (COVID-19) changes to the Care Act 2014 - [Care Act easements: guidance for local authorities](#)





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**Thank you for reading!**

If you have any good news stories, examples of excellent practice, or helpful resources that you'd like to share, please send these through to us at: [admin@developingtogetherswtp.org.uk](mailto:admin@developingtogetherswtp.org.uk)

We would also be grateful to receive comments or suggestions on the newsletter, including any topics you'd like to see covered in future editions.