

## THEME ONE - THE IDENTITY AND BRAND OF THE PARTNERSHIP

	QUANTITY	QUALITY
<b>EFFORT</b>	<p><b>Identity/Brand:</b></p> <ul style="list-style-type: none"> <li>- The Partnership's brand is created</li> <li>- The Partnership's website is established</li> <li>- Branded learning resources are produced by the Partnership</li> <li>- Branded marketing materials/communications are produced by the Partnership</li> <li>- The Partnership is promoted via a poster presentation at the University</li> <li>- The Partnership is promoted at events</li> <li>- The Partnership is promoted via newsletters</li> <li>- The Partnership is promoted via social media</li> <li>- The Partnership is promoted via a marketing video</li> </ul>	<p><b>Identity/Brand:</b></p> <ul style="list-style-type: none"> <li>- Stakeholders are satisfied with the Partnership's brand</li> <li>- Stakeholders are satisfied with the Partnership's website</li> <li>- Stakeholders are satisfied with the resources created by the Partnership</li> <li>- Stakeholders are satisfied with the events hosted</li> <li>- Stakeholders are satisfied with the newsletters produced</li> <li>- Stakeholders are satisfied with the Partnership's presence on social media</li> <li>- Stakeholders are satisfied with the marketing video produced</li> </ul>
<b>EFFECT</b>	<p><b>Identity/Brand:</b></p> <ul style="list-style-type: none"> <li>- <b>Number of 'hits' on webpages</b></li> <li>- <b>Number of resources and materials downloaded from the website (e.g. PCF toolkit)</b></li> <li>- Number of branded resources produced</li> <li>- Number of events held</li> <li>- Number of newsletters produced</li> <li>- <b>Numbers of followers on social media</b></li> </ul>	<p><b>Identity/Brand:</b></p> <ul style="list-style-type: none"> <li>- Stakeholders report a knowledge of and identification with the Partnership's brand</li> <li>- Stakeholders report high levels of knowledge of the activities and successes of the Partnership and are motivated to be involved</li> </ul> <p><b>Strong working relationships:</b></p> <ul style="list-style-type: none"> <li>- Stakeholders report enhanced levels of collaboration and co-operation across the Partnership</li> </ul> <p><b>Long term:</b></p> <ul style="list-style-type: none"> <li>- Students report that their awareness of the Partnership and the benefits it brings influenced their decision to apply to Kingston University</li> <li>- Students graduating from Kingston University seek work within the Partnership's agencies because of the benefits the Partnership brings</li> </ul>

BOLD = KPI

## THEME TWO - THE STUDENT JOURNEY

	QUANTITY	QUALITY
EFFORT	<p><b>Student selection:</b></p> <ul style="list-style-type: none"> <li>- <b>Entry tariff for the BA in Social Work course increased</b></li> <li>- Revised admissions process implemented (enhanced point of entry tests)</li> <li>- Admissions process reviewed by stakeholders</li> <li>- SUCG and TCs trained in relation to admissions process</li> <li>- SUCG and TCs involved in admissions process</li> </ul> <p><b>The curriculum:</b></p> <ul style="list-style-type: none"> <li>- Curriculum reviews undertaken</li> <li>- <b>TCs recruited and retained</b></li> <li>- SUCG expanded</li> <li>- TCs trained in relation to the delivery of teaching</li> <li>- SUCG trained in presentation skills and public speaking</li> <li>- TCs involved in delivering teaching</li> <li>- SUCG contributing to teaching</li> <li>- Academic staff undertaking shadowing practice in the workplace</li> </ul> <p><b>Student support:</b></p> <ul style="list-style-type: none"> <li>- 'Twilight/Preparation for Practice', 'Lunch and Learn' and 'Employment Skills' sessions delivered</li> <li>- Revised placement allocation process in place</li> <li>- Quality PE support is available to students on placement</li> </ul>	<p><b>Student selection:</b></p> <ul style="list-style-type: none"> <li>- SUCG and TCs are satisfied with their training and involvement in the admissions process</li> <li>- Academic staff are satisfied with the revised admissions process</li> </ul> <p><b>The curriculum:</b></p> <ul style="list-style-type: none"> <li>- Stakeholders are satisfied with the curriculum reviews (believe they have achieved better alignment with local need, practice, research and the KSS)</li> <li>- TCs are satisfied with their recruitment</li> <li>- Stakeholders are satisfied with the recruitment and support process for the TC role</li> <li>- TCs are satisfied with the training and support received</li> <li>- SUCG are satisfied with the training and support received</li> <li>- TCs are satisfied with the opportunities for and experience of delivering teaching</li> <li>- SUCG are satisfied with the opportunities for and experience of being involved in the delivery of teaching</li> <li>- Academic staff are satisfied with the involvement of the SUCG and TCs in the delivery of teaching</li> <li>- Academic staff are satisfied with opportunities to shadow practice</li> <li>- <b>Students and practitioners are satisfied with the development, implementation and content of the 'Twilight/Preparation for Practice', 'Lunch and Learn' and 'Employment Skills' sessions</b></li> </ul> <p><b>Student support:</b></p> <ul style="list-style-type: none"> <li>- Students are satisfied with their allocated placements</li> <li>- Students are satisfied with the support received by PEs</li> <li>- <b>Students are satisfied with their placement experience</b></li> </ul>

BOLD = KPI

	QUANTITY	QUALITY
EFFECT	<p><b><i>Student selection:</i></b></p> <ul style="list-style-type: none"> <li>- <b>Number of students admitted on the higher tariff</b></li> <li>- <b>% of SUCG trained to participate in admissions process</b></li> <li>- Number of TCs trained to participate in admissions process</li> <li>- <b>Number of SUCG involved in admissions process</b></li> <li>- <b>Number of TCs involved in admissions process</b></li> </ul> <p><b><i>The curriculum:</i></b></p> <ul style="list-style-type: none"> <li>- Number of Academic staff involved in reviewing the curriculum</li> <li>- Number of students involved in reviewing the curriculum</li> <li>- <b>Number of TCs involved in reviewing the curriculum</b></li> <li>- Number of SUCG involved in reviewing the curriculum</li> <li>- <b>Number of NQSWs involved in reviewing the curriculum</b></li> <li>- Diversity of TCs recruited (i.e. range of specialisms represented)</li> <li>- Number of SUCG in receipt of training</li> <li>- Number of TCs in receipt of training</li> <li>- <b>Number of teaching sessions delivered by TCs</b></li> <li>- Number of students in receipt of teaching by TCs</li> <li>- Number of teaching sessions involving the SUCG</li> <li>- Number of students in receipt of teaching involving the SUCG</li> <li>- Number of Academic staff shadowing practice</li> </ul>	<p><b><i>Student selection:</i></b></p> <ul style="list-style-type: none"> <li>- Academic staff report improvements in the calibre of students admitted onto the BA course as a result of the increased tariff and enhanced admissions tests</li> <li>- Academic staff report benefits of including SUCG and TCs in the admissions process</li> <li>- SUCG report feeling better equipped to support the admissions process as result of their training / more motivated to participate</li> <li>- TCs report feeling better equipped to support the admissions process as result of their training / more motivated to participate</li> </ul> <p><b><i>The curriculum:</i></b></p> <ul style="list-style-type: none"> <li>- Stakeholders report improvements in the curriculum in relation to alignment with local need, research, practice and the KSS</li> <li>- <b>Students report overall satisfaction with the academic delivery received</b></li> <li>- TCs report an improvement in their skills and confidence as a result of training received and that they feel adequately represented in the curriculum</li> <li>- TCs report sharing new knowledge and skills with colleagues within their organisation</li> <li>- <b>SUCG report an improvement in their skills and confidence as a result of training received and that they feel adequately represented in the curriculum</b></li> <li>- Academic staff report an improved understanding of contemporary practice through shadowing and exposure to practice</li> </ul>

	QUANTITY	QUALITY
EFFECT	<p><b><i>Student support:</i></b></p> <ul style="list-style-type: none"> <li>- <b>Number of students receiving 2 statutory placements</b></li> <li>- <b>Number of students undertaking a final statutory placement</b></li> <li>- <b>Number of students undertaking a placement in their preferred area of practice</b></li> <li>- Number of students supported by a PE (in-house vs off-site)</li> <li>- <b>Number of (independent) PEs across the Partnership</b></li> <li>- <b>% of BA final 'statutory' placements providing students with experience of statutory work</b></li> <li>- <b>Number of Skills sessions held</b></li> <li>- <b>Number of students attending 'Twilight/Preparation for Practice', 'Lunch and Learn' and 'Employment Skills' sessions</b></li> </ul> <p><b><i>Long-term:</i></b></p> <ul style="list-style-type: none"> <li>- <b>% of first time pass rate on the Readiness for Direct Practice</b></li> <li>- <b>% of students progressing through the course (retention)</b></li> <li>- <b>% of students gaining qualifications</b></li> <li>- <b>Number of NQSWs entering employment within the region</b></li> <li>- <b>% of students employed 6 months post graduation</b></li> </ul>	<p><b><i>Student support:</i></b></p> <ul style="list-style-type: none"> <li>- Stakeholders report that the placement allocation process is improved / that the quality of placements is improved</li> <li>- Partners report feeling more engaged in the placement process</li> <li>- PET report an improvement in the quality and quantity of practice learning provision</li> <li>- PET report that a more consistent approach to PE has been achieved</li> </ul> <p><b><i>Long-term:</i></b></p> <ul style="list-style-type: none"> <li>- Students report that the cohesion/identity of the Partnership was a motivating factor in their application to the course</li> <li>- Students report that their learning and readiness for practice has been improved by the involvement of TCs</li> <li>- Students report that their learning and readiness for practice has been improved by the involvement of the SUCG</li> <li>- Academic staff report students are achieving higher 'value added scores'</li> <li>- Academic staff report students are achieving higher marks</li> <li>- Students report feeling confident about entering the workplace</li> <li>- <b>Partners report an improvement in the calibre of NQSWs employed via the University</b></li> <li>- Students report their decisions to apply for posts within the Partnership's agencies is influenced by the benefits the Partnership brings</li> </ul>

### THEME THREE - THE DEVELOPMENT OF QUALIFIED SOCIAL WORKERS

	QUANTITY	QUALITY
EFFORT	<p><b><i>Practice informed by theory and research:</i></b></p> <ul style="list-style-type: none"> <li>- Research projects supported</li> <li>- Research projects completed</li> <li>- <b>Presentations of research findings given</b></li> <li>- Research findings published</li> </ul> <p><b><i>CPD:</i></b></p> <ul style="list-style-type: none"> <li>- 'CPD Passport' scheme created</li> <li>- Specific training opportunities provided</li> <li>- CPD/training sessions delivered</li> <li>- Managers' network to support CPD created</li> <li>- 'Lunch and Learn' sessions delivered by Practice Academics</li> </ul> <p><b><i>PQ learning:</i></b></p> <ul style="list-style-type: none"> <li>- Review of PQ needs completed</li> <li>- PQ pathway established</li> <li>- Specific PQ opportunities created</li> </ul> <p><b><i>PE support:</i></b></p> <ul style="list-style-type: none"> <li>- PEDWs/PET recruited</li> <li>- PE network (package/programme of support) established</li> </ul> <p><b><i>SW well-being:</i></b></p> <ul style="list-style-type: none"> <li>- Well-being events delivered</li> <li>- Well-being resources produced/promoted (i.e. via social media)</li> </ul>	<p><b><i>Practice informed by theory and research:</i></b></p> <ul style="list-style-type: none"> <li>- Academic staff and practitioners are satisfied with the support received for developing and implementing research projects</li> </ul> <p><b><i>CPD:</i></b></p> <ul style="list-style-type: none"> <li>- Stakeholders are satisfied with the 'CPD Passport' scheme</li> <li>- <b>Staff are satisfied with the 'CPD Passport' opportunities available</b></li> <li>- Practitioners are satisfied with the 'Lunch and Learn' sessions delivered by Practice Academics</li> <li>- Attendees are satisfied with the CPD/training delivered</li> <li>- Partners and social workers are satisfied that the training opportunities provided are relevant and are meeting needs</li> </ul> <p><b><i>PQ learning:</i></b></p> <ul style="list-style-type: none"> <li>- Stakeholders are satisfied with the PQ Pathway developed</li> <li>- Stakeholders are satisfied that the PQ opportunities created are relevant and are meeting needs</li> </ul> <p><b><i>PE support:</i></b></p> <ul style="list-style-type: none"> <li>- <b>PEs are satisfied with the support available to them</b></li> </ul> <p><b><i>SW well-being:</i></b></p> <ul style="list-style-type: none"> <li>- Attendees are satisfied with the well-being events delivered</li> <li>- Stakeholders are satisfied with well-being resources produced / promoted</li> </ul>

BOLD = KPI

	QUANTITY	QUALITY
EFFECT	<p><b><i>Practice informed by theory and research:</i></b></p> <ul style="list-style-type: none"> <li>- Number of research projects supported</li> <li>- Number of research projects completed</li> <li>- Number of research papers published</li> <li>- Number of practitioners and academics involved in research projects</li> <li>- <b>Number of Practice Academics</b></li> <li>- <b>Number of projects led by Practice Academics</b></li> <li>- <b>Number of assessments and supervisions led by Practice Academics</b></li> </ul> <p><b><i>CPD:</i></b></p> <ul style="list-style-type: none"> <li>- <b>Number of opportunities advertised via the 'CPD Passport'</b></li> <li>- <b>Number of staff taking up 'CPD Passport opportunities'</b></li> <li>- Number of specific training opportunities provided</li> <li>- Number of people benefitting from specific training opportunities</li> <li>- <b>Number of CPD/training sessions delivered</b></li> <li>- Number of people attending CPD/training sessions</li> <li>- Number of people accessing CPD resources</li> <li>- <b>Number of 'Lunch and Learn' sessions led by Practice Academics</b></li> <li>- Number of practitioners attending 'Lunch and Learn' sessions</li> </ul> <p><b><i>PQ learning:</i></b></p> <ul style="list-style-type: none"> <li>- <b>Number of PQ opportunities created</b></li> <li>- <b>Number of people benefitting from PQ opportunities created</b></li> </ul> <p><b><i>PE support:</i></b></p> <ul style="list-style-type: none"> <li>- Number of PE events</li> <li>- <b>Number of PEs attending network events</b></li> <li>- <b>Number of PEs attending skills workshops</b></li> <li>- <b>Number of managers attending network events</b></li> </ul> <p><b><i>SW well-being:</i></b></p> <ul style="list-style-type: none"> <li>- Number of well-being events delivered</li> <li>- Number of people attending well-being events</li> <li>- Number of people accessing well-being resources</li> </ul>	<p><b><i>Practice informed by theory and research:</i></b></p> <p>Practitioners report increased knowledge of contemporary research, skills to carry out research and emphasis on evidence-based learning and practice</p> <ul style="list-style-type: none"> <li>- Practitioners and academic staff involved in research projects report the positive impact of research findings</li> <li>- PSWs from organisations where practitioners are involved in research projects report the positive impact of research findings</li> <li>- Academic staff and practitioners involved in research projects report increased confidence in contributing to the evidence base, better understanding of research and it's impact and ability to influence practice</li> <li>- Stakeholders report greater levels of local cohesion, collaboration and knowledge about training and development opportunities</li> </ul> <p><b><i>CPD:</i></b></p> <ul style="list-style-type: none"> <li>- Partners and SWs report greater clarity of understanding about the CPD opportunities available to them</li> <li>- SWs report that their knowledge of specific subjects is increased as a result of training / resources accessed</li> <li>- SWs report that their practice is improved as a result of training accessed</li> <li>- SWs report increased motivation for, and focus on CPD</li> <li>- SWs report improved job satisfaction as a result of CPD opportunities</li> <li>- Stakeholders report that training has been cascaded within teams</li> <li>- <b>PSWs report that Practice Academics have had a positive impact on the knowledge and skills of practitioners</b></li> </ul> <p><b><i>PQ learning:</i></b></p> <ul style="list-style-type: none"> <li>- Partners and SWs report greater clarity of understanding about the PQ opportunities available to them</li> <li>- SWs report increased motivation for, and focus on PQ</li> <li>- SWs report improved job satisfaction as a result of PQ opportunities</li> </ul> <p><b><i>SW well-being:</i></b></p> <ul style="list-style-type: none"> <li>- SWs report increased awareness of the importance of focussing on their own well-being and resilience</li> </ul>

## THEME FOUR - THE FUTURE WORKFORCE

	QUANTITY	QUALITY
<b>EFFORT</b>	<ul style="list-style-type: none"> <li>- <b>A labour market plan is produced</b></li> <li>- <b>A skills gap analysis is produced</b></li> </ul>	<ul style="list-style-type: none"> <li>- Stakeholders are satisfied with the labour market plan produced</li> <li>- Stakeholders are satisfied with the skills gap analysis produced</li> </ul>
<b>EFFECT</b>	<ul style="list-style-type: none"> <li>- <b>5% reduction in average staff churn across the Partnership</b></li> <li>- <b>5% reduction in the average number of locum staff used across the Partnership</b></li> </ul>	<ul style="list-style-type: none"> <li>- Partners report that staff churn is reduced</li> <li>- Partners report a reduction in the use of locum staff</li> </ul>

BOLD = KPI