



# DEVELOPING TOGETHER

## SOCIAL WORK TEACHING PARTNERSHIP



THE CPD STANDARDS OFFICE  
CPD PROVIDER: 22201  
2020-2022  
[www.cpdstandards.com](http://www.cpdstandards.com)

Continuing Professional Development Offer  
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# Introduction



The provision of high quality social work services relies upon a highly skilled, well-trained, supported and motivated workforce. All practitioners in our region should have the opportunity to grow, develop and progress throughout their career. The Teaching Partnership aspires to provide and invest in enhanced continuing professional development (CPD) opportunities for practitioners and managers within South West London and Surrey, equipping them to deliver outstanding social work practice.

This brochure includes a range of upcoming CPD opportunities, either delivered by the Teaching Partnership or by its partner agencies, for those across the region. If you have questions about any of the information contained herein, or any suggestions as to the provision being offered, please contact the Teaching Partnership Team at [admin@developingtogetherswtp.org.uk](mailto:admin@developingtogetherswtp.org.uk)

It is also recommended to regularly visit the Teaching Partnership [website](#).

You can also follow us on Twitter to keep up to date with the latest goings on:



@DevelopT\_SWTP



# Continuing Professional Development



- Continuing professional development (CPD) for social workers is regulated by Social Work England (SWE), which sets the standards needed for continued registration;
- The requirement to do and record CPD applies to all registered social workers. This includes people who are:
  - on maternity or paternity leave
  - not currently working
  - in non-social work roles
- SWE's '[CPD guidance for social workers](#)' provides further information on their requirements and expectations around CPD. It's designed to support you in understanding the professional standard relating to CPD and how to uphold it in your practice;
- All those within the Teaching Partnership will be supported to develop their skills and improve their practice through learning and development opportunities, within their own agencies and beyond;
- Learning can and does take place in a variety of ways and in different circumstances, so the Professional Capabilities Framework (PCF) and Knowledge & Skills Statement (KSS) (also known as the Post Qualifying Standard) act as a framework to inform CPD requirements for individual Social Workers.





## Attendance at Training - non social work staff

As we are a Social Work Teaching Partnership, our training will be focussed on key skills for social workers. However we recognise that these skills will be applicable to colleagues across social care. Where there is space on particular sessions, we are happy to be flexible and offer them to non social workers. Please get in touch and email us at [admin@developingtogetherswtp.org.uk](mailto:admin@developingtogetherswtp.org.uk) with staff member and session details to check whether this would be suitable.

In any case, all CPD sessions will have a social work focus, and any non social work colleagues should be mindful of this.

## Attendance at Training - virtual etiquette

We endeavor to provide accessible sessions across the board, this includes online sessions where appropriate. During these sessions, we ask that colleagues find an appropriate space to join training virtually. Spaces that have a lot of background people and noise are not conducive to the learning experience, public spaces can risk the confidentiality of sessions, and joining from vehicles may be dangerous. Colleagues who join virtual training from an unsuitable space will be asked to leave the session. In addition, we ask that cameras remain on throughout sessions where possible to best engage with the session and as a show of respect for colleagues taking part.

# Attendance at Training - Cancellations and non-attendance



We would like as many colleagues as possible to be able to access our learning and development offer. Demand for some events is very high and therefore, early cancellation is important so that the place(s) can be offered to another participant. In other cases, very low bookings or attendance can mean that a course can no longer go ahead.

Unfortunately, we are still seeing high levels of non-attendance across our events. We understand that last minute situations arise, however, if you know ahead of time that you are no longer able to attend a session, please cancel via Eventbrite as soon as possible. [See here](#) for guidance on how to do so. If you are unable to cancel via Eventbrite, please email us at [admin@developingtogetherswtp.org.uk](mailto:admin@developingtogetherswtp.org.uk)

Repeat non-attendance will be tracked and may result in access to future courses being restricted.

## ***Please note the following:***

- ***Make sure you have discussed attendance at any Teaching Partnership training with your manager prior to booking.***
- ***Sessions that you sign up for via Eventbrite do not automatically get added to calendars. Make sure to add the event to your calendar.***
- ***Sign up for sessions using your work email address as far as possible, as this means all reminders will go to your work email address.***
- ***Check that you are able to access the virtual platform or attend the physical training venue in good time.***





# CPD Passport

# About CPD Passport



- Although Continuing Professional Development (CPD) training opportunities are provided through your own organisation's Learning & Development programme, this is enhanced by the ability to access CPD training in other Partnership agencies via our 'CPD Passport' scheme;
- If you've ever found yourself not able to access training due to courses in your organisation being fully booked, or not being compatible with your diary, or you just want to experience a different learning environment with colleagues outside your organisation, then this scheme is for you;
- If you are interested in a particular session, please first discuss with your line manager / local workforce development team before following the instructions for booking (the booking process may differ by agency);
- You will receive a CPD certificate of attendance, which will contribute to your overall professional development hours

## **More to come!**

Some of our partner agencies are still in the process of their CPD commissioning. They will be opening up sessions across the Partnership in due course!



# CPD Passport: All



Sutton has kindly extended the access to their e-learning courses through Virtual College. To register for access to the e-learning, please visit this link: <https://sites.google.com/sutton.gov.uk/e-learning/home>  
You will be asked to identify what 'group' you come under when registering. So that we can track uptake accurately, please ensure you select **'Social Work TP'**. Below is a list of the courses currently available.

*Please note that if a course is allocated to your account, a licence is used and Sutton are charged for that licence. So, kindly only sign up for courses you intend to complete, to ensure that there are no wasted charges.*

A person centred approach in health and social care	MCA, DOLs and dementia awareness	Safeguarding everyone - levels 1 and 2
An introduction to autism	Mental health awareness	Safeguarding in sport
Adult sexual exploitation	Meeting the communication needs of individuals	Safer recruitment
Autism awareness	Modern slavery and trafficking	Safer sleeping for babies
Awareness of domestic violence and abuse	Nutrition and hydration	Self neglect
Caregivers' behaviours associated with fabricated or induced illness	Level 2 food safety and hygiene for catering	Suicidal thought
Child and adult sexual exploitation	LGBTQ awareness	Supporting individuals with autistic spectrum condition
Child sexual exploitation	Promoting effective communication in health and social care	Supporting teenagers and young people
Confidentiality	Promoting emotional and spiritual wellbeing	Toxic Trio
Consent	Prevention of urinary tract infections in care settings	Understanding animal welfare in violent homes
Dementia awareness	Radicalisation and extremism	Understanding autism
Diversity, Equality and Inclusion in adult social care	Safe management of people with diabetes, dementia, depression and severe mental illness.	Understanding young minds
E-safety	Safeguarding adults - level 1,2 and 3	Working with children with learning difficulties and disabilities
Female genital mutilation (FGM) and abuse linked to faith or belief	Safeguarding children - level 1, 2 and 3	
Gang related issues and county lines	Safeguarding children refresher	
Impacts of hate crime	Safeguarding in children's workforce	



Course title	Description	Date	Time	Venue	Booking
<b>Adapting Communication Styles</b>	Learning outcomes: <ul style="list-style-type: none"><li>• Explain the process for communication and recognise the barriers and pitfalls that hinder your communications.</li><li>• Develop strategies to improve their body language when communicating</li><li>• Develop strategies to improve their written communication</li><li>• Develop awareness of common tricks of the trade, including the use of visual aids.</li></ul>	11.4.24	9:30am - 1pm	Twickenham Training Centre	<a href="#">Email Claire Grayson</a>

# CPD Passport: Children & Adults



achieving  
for children



Course title	Description	Date	Time	Venue	Booking
<b>Your Emotional Intelligence: Navigating the relational world</b>	<p>Learning outcomes:</p> <ul style="list-style-type: none"><li>• Develop your understanding of the prevalence and impact of parental personality disorders on families</li><li>• Recall 'normal' child development</li><li>• Identify the impact of parental mental distress on normal child development, followed by summary of relevant research</li><li>• Evaluate personality disorders including types, symptoms and prevalence</li><li>• Focus on emotionally unstable ('borderline') and antisocial PD given they feature more commonly</li><li>• Analyse the impact of PD on adults, adults as parents, and professionals (individual and collective)</li><li>• Evaluate good practice pointers for working with families where parental PD is a factor (highlighting how to ensure communication remains effective)</li></ul>	16.4.24	9:30am - 12:30 pm	Virtual - Newrow	<a href="#">Email Claire Grayson</a>



# CPD Passport: Children & Adults



achieving  
for children



Course title	Description	Date	Time	Venue	Booking
<b>Assertiveness &amp; Self Confidence</b>	<p>Explain what assertiveness is and how it differs from passive, aggressive or passive-aggressive behaviours. Outline the benefits of coming across more assertively and confidently.</p> <p>Come across assertively using both verbal and nonverbal communication.</p> <p>Develop strategies to say "No" in a polite and professional way.</p> <p>Use a structured approach to convey opinions and views confidently and succinctly.</p>	7.5.24	9:30am - 12:30pm	Twickenham Training Centre	<a href="#">Email Claire Grayson</a>



Course title	Description	Date	Time	Venue	Booking
<p><b>Effective Communication when working with Children, Young People &amp; Families</b></p>	<p>R.C.I.O. strategy for working with highly resistant service users                      Principles of effective challenging and probing                      Understanding the power of appropriate questioning as part of effective communication                      Understanding empathy as essential to effective communication &amp; engagement                      Practice empathy building techniques &amp; skills                      Understanding &amp; Eliciting change talk as part of effective communication.                      Effective ways of giving feedback to family members (positive &amp; negative)                      Using affirmations to develop effective engagement &amp; assessment                      Using a losses and gains analysis as a practical approach to enhance communication</p>	<p>8.5.24</p>	<p>9:30am - 16:30pm</p>	<p>Twickenham Training Centre</p>	<p><a href="#">Email Claire Grayson</a></p>



Course title	Description	Date	Time	Venue	Booking
<b>Foetal Alcohol Spectrum Disorder Awareness</b>	<p>Explain what the cause of FASD is and how it impacts an individual's development and learning.</p> <p>Confidently recognise the condition and understand how to initiate a diagnosis.</p> <p>Propose how best to support FASD-affected children and the families that they live in.</p> <p>Identify where to find ongoing support, information, research findings, advice and guidance.</p>	10.5.24	9:30am - 14:30pm	Virtual - Zoom	<a href="#">Email Claire Grayson</a>





Course title	Description	Date	Time	Venue	Booking
<p><b>Creating Analytical and Effective Assessments &amp; Case Management Records</b></p>	<p>Ensure case management records are logical, professional, easy to read.                      Use more efficient methods and approaches to recording work with children &amp; families.                      Understand how to carry out a readability assessment to ensure recording meets the target audience.                      Utilise inclusive ways of recording the voice of the child.                      Produce more efficient and analytical assessments.                      Utilise more professional curiosity in assessment.                      Understand different methods supporting Analysis &amp; Critical Thinking.                      Enhanced awareness of assessment biases and how to reduce their effects.                      Effective action planning &amp; goal setting within the assessment process                      Ensure all decisions and judgements are defensible and evidence informed.</p>	<p>20.5.24</p>	<p>9:30am - 16:30pm</p>	<p>Twickenham Training Centre</p>	<p><a href="#">Email Claire Grayson</a></p>



Course title	Description	Date	Time	Venue	Booking
<b>Looking after our Mental Health</b>	Understand the causes of mental health problems Explore our own well-being and the way we respond to challenge Describe the PERMA Model for a flourishing life Develop strategies to embed the concepts into our working lives	4.6.24	9:30am - 12:30pm	Virtual - Google Meet	<a href="#">Email</a> <a href="#">Claire</a> <a href="#">Grayson</a>



Course title	Description	Date	Time	Venue	Booking
<b>Promoting Positive Mental Health 11+ years</b>	<p>Show increased knowledge of a variety of mental health challenges for young people and how these can impact their wellbeing, behaviour and development.</p> <p>Demonstrate understanding of how adolescent development and life experiences can impact (both positively and negatively) on mental health</p> <p>Employ a set of practical approaches/tools to increase their confidence and skills in promoting young people's positive mental health</p> <p>Demonstrate greater confidence in working with other services to support young people's mental health</p>	19.6.24	9:30am - 16:30pm	Twickenham Training Centre	<a href="#">Email Claire Grayson</a>



# CPD Passport: Children & Families



Course title	Description	Date	Time	Venue	Booking
<p>Intervening in neglect and emotional abuse and preventing cumulative harm</p>	<p>This one day course will explore the harm to children which arises from emotional abuse and neglect, and the complexity of these core areas. While there are often visible signs of neglect, practitioners report emotional abuse can be hard to evidence. It can be a challenge to help parents and caregivers understand what emotional abuse is. This course will give time to think through different ideas, consider and practise how to talk to families about what this means for the child or young person. This course will explore how to approach, explore and assess these interlinked areas.</p> <p>Outcomes: By the end of the course participants will have:</p> <ul style="list-style-type: none"> <li>+ Acquired a deeper understanding of the different types of neglect;</li> <li>+ Greater clarity on what emotional abuse is and how to notice and evidence it;</li> <li>+ An opportunity to understand the impact for children and YP and how to use this information with families;</li> <li>+ Ideas on how to effectively work with parents and caregivers to understand how neglect and emotional abuse are occurring and how to put it right - using the 'holding the child in mind' model.</li> <li>+ Explored tools and their effectiveness in understanding issues and how to achieve outcomes.</li> </ul>	<p>18.9.24 and 11.3.25</p>	<p>9:30am - 4:30pm</p>	<p>Wandsworth Professional Development Centre, Burntwood School, SW17 0AQ</p>	<p>Book online here via TPD Online</p> <p>OR</p> <p>Email Paola Di Martino with your name, partner organisation and manager's details if you do not have a TPD Online login</p>

# CPD Passport: Children & Families



Course title	Description	Date	Time	Venue	Booking
<p>Understanding and working with intra-familial child sexual abuse</p>	<p>Working with child sexual abuse is complex for professionals as this type of abuse takes place in a world of secrecy. In practice it can be hard to know how to help and support children who may be and are being sexually abused. The material used in this course will support practitioners working with this complexity and help them think and plan how to support children and young people. The subject of child sexual abuse is sensitive and can be upsetting. The material used in the training will reflect this. This will not be a basic course on working with CSA but will consider the complexity of working with children and YP, the role of the perpetrator and working with mothers who may have difficulty in accepting and believing the abuse.</p> <p>Outcomes: By the end of the course participants will have:</p> <ul style="list-style-type: none"> <li>+ Developed a knowledge base on sexual abuse, based on studies, research and effective practice;</li> <li>+ Considered the power of the perpetrators (GROOMING) and how abuse occurs;</li> <li>+ Understood why children and young people have difficulty disclosing the abuse, why they may retract and the impact of sexual abuse on children and young people</li> <li>+ Challenged the 'blame' model with non-abusing parent (often mothers) and to develop practice for them to assist in the protection of the child or young person;</li> <li>+ Developed skills and confidence of how to work with the suspicion of CSA;</li> <li>+ Know how to plan and to intervene and assess children who have or may have been sexually abused.</li> </ul>	<p>19.6.24 and 29.1.25</p>	<p>9:30am - 4:30pm</p>	<p>Wandsworth Professional Development Centre, Burntwood School, SW17 0AQ</p>	<p>Book online here via TPD Online</p> <p>OR</p> <p>Email Paola Di Martino with your name, partner organisation and manager's details if you do not have a TPD Online login</p>

# CPD Passport: Children & Families



Course title	Description	Date	Time	Venue	Booking
Cultural Competency	<p>This one day course will explore diversity and what it means in practice. How do we achieve a holistic picture of the ways in which diversity can impact on parenting and therefore the day to day experiences for children and young people. How do we examine how to create an open discussion with children and young people about their story and how this impacts on their lived experience.</p> <p>Outcomes: By the end of the course participants will:</p> <ul style="list-style-type: none"> <li>• Have an understanding of diversity and the ways in which this can impact on parenting and family life;</li> <li>• Have developed further knowledge and confidence to discuss and explore family culture through the use of direct work tools;</li> <li>• Have explored how diversity should be evident in analysis and recordings and therefore how it can help practitioners to think about meeting the needs of children and young people.</li> <li>• Have explored the role of bias in the understanding of diversity issues;</li> </ul>	16.5.24 and 20.1.25	9:30am - 4:30pm	Wandsworth Professional Development Centre, Burntwood School, SW17 0AQ	Book online here via TPD Online  OR  Email Paola Di Martino with your name, partner organisation and manager's details if you do not have a TPD Online login



# CPD Passport: Children & Families



Course title	Description	Date	Time	Venue	Booking
<p>Assessment and Analysis – working systemically</p>	<p>The aim of this two day course is to improve assessment skills through developing an understanding of analysis and of the knowledge and skills that practitioners need to carry out a good child and family assessment, considering the use of systems theory. Social care staff who have previously attended courses on assessment will be challenged to reflect on their current practice and all participants will be expected to think about how they will apply the learning from this course.</p> <p>Outcomes: By the end of the course, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Understand and apply analysis, risk and protective factors to context and considered the role of systems theory;</li> <li>• Understand the basis for evidencing decisions and professional opinions;</li> <li>• Plan how and what to record and assess;</li> <li>• Understand the thresholds and criteria in analysing risk;</li> <li>• Explore the role of theory within everyday practice;</li> <li>• Explore current tools in assessing risk in different safeguarding areas and build a toolkit for analysis.</li> </ul>	<p>22nd and 29th April 2024 and 6th and 14th October 2024</p>	<p>9:30am - 4:30pm</p>	<p>Wandsworth Professional Development Centre, Burntwood School, SW17 0AQ</p>	<p>Book online here via TPD Online</p> <p>OR</p> <p>Email Paola Di Martino with your name, partner organisation and manager's details if you do not have a TPD Online login</p>



# Teaching Partnership Provision

# Teaching Partnership Provision



- Continuing Professional Development (CPD) training opportunities are provided by the Teaching Partnership through a series of training sessions, workshops, briefings and conference style events;
- Unless stated otherwise, all sessions are free of charge for practitioners within primary partner agencies\*:
  - The Enabling and Assessing Social Work Learner sessions are also free of charge for those within secondary partner agencies\*\* and independent Practice Educators/Assessors who work with Kingston University students in the agencies;
  - Black Lives Matter sessions are also free of charge for those within primary and secondary partner agencies;
- If you are interested in a particular session, please first discuss with your line manager / local workforce development team before following the instructions for booking;
- If a session is fully booked, you are encouraged to join the waiting list as spaces often become available when people's plans change. Also, the more popular an event is, the more likely we are to repeat the event or have another session on a similar topic;
- You will receive a CPD certificate of attendance, which will contribute to your overall professional development hours. These also have a Reflection Log attached, which can support with writing up evidence of CPD for SWE registration;
- We are now an accredited provider with the CPD Standards Office for some of our courses. Upon successful completion of these courses / learning events, you will receive an official CPD Standards Office certificate.

\*Primary partners are: Achieving for Children, Croydon Adults, Croydon Children, Kingston Adults, Merton Adults, Merton Children, Richmond & Wandsworth Adults, Sutton Adults, Sutton Children, NSPCC, Wandsworth Children, Welcare and Kingston University.

\*\*Secondary partners are: Surrey Children and South West London & St George's Mental Health NHS Trust



# Information for Partner Leads



- All agencies should endeavour to circulate opportunities within 2 working days to ensure equal access for staff/students. Ideally, each agency would have 1 person responsible for circulating the TP's CPD opportunities to ensure information is not missed.
- If an agency decides not to circulate a CPD opportunity to staff/students, the reason for this should be communicated to the TP Team in case there are learnings to be identified (e.g. clash of date with another event, similar session already offered internally, do not feel it's relevant for staff, time commitment too great etc.)
  - If the topic(s) being offered by the TP are similar to those covered in your own provision, please check with the team for the details of the session(s), as there may be some differences.
- All circulations of CPD opportunities should be accompanied by a message/directive from the respective agency. This should ensure staff understand what the expectations are or why they are being put forward for a course.
- For those CPD opportunities that are 'on-request', please [contact the TP team](#) to let us know which topic(s), and how many staff/students are interested.
  - Unless it is a bespoke session, we would usually then open this up to other partners for individual bookings





# **Enabling and Assessing Social Work Learners**

# Enabling and Assessing Social Work Learners 2024-25- Primary Partners



These workshops are delivered by Sharon Evans (Lead Partnership Practice Consultant) and Ulrike Nebel (Partnership Practice Consultant).

These workshops will provide qualified practice educators with a refresher on relevant assessment frameworks such as the PCF, supervisions and assessment skills and anti-oppressive practice in practice education. They are also suitable for PEPS trainees, Onsite Supervisors (OSS) and Mentors for apprentices (Most of the content of these workshops will be relevant for apprenticeship mentors, but please note that they will focus more on PCF/KSS rather than the apprenticeship assessment framework)

ASYE Assessors may also benefit from the content but should be aware that the PCFs mentioned will be at student placement rather than ASYE level.

The content of the sessions have been decided based on feedback obtained from last year's sessions and learning from Practice Assessment Panels (PAP) and Quality Assurance in Practice Learning (QAPL) Reports.

We will be offering a variety of online and in-person sessions **(in-person sessions are for Primary Partners only)** covering the following topics:

1. Assessing and Evidencing Values and Ethics
2. Developing and Assessing Professionalism in learners
3. The Anti-racist and Anti-Oppressive Placement
4. Struggling Placements: Working positively with social work learners
5. Planning for and Working with Individual Difference
6. Supervision skills for reflection and analysis

\*Primary partners are: Achieving for Children, Croydon Adults, Croydon Children, Kingston Adults, Merton Adults, Merton Children, Richmond & Wandsworth Adults, Sutton Adults, Sutton Children, NSPCC, Wandsworth Children, Welcare and Kingston University

# Enabling and Assessing Social Work Learners 2024-25- PVI and Secondary Partners



PVI and secondary partners\* will be able to access our online workshop provision. These sessions are open to practice educators, practice assessors and on-site supervisors.

Please note that most of the content of these workshops will be relevant for apprenticeship mentors, but please note that they will focus more on PCF/KSS rather than the apprenticeship assessment framework

ASYE Assessors may also benefit from the content but should be aware that the PCFs mentioned will be at student placement rather than ASYE level.

If you are a member of one of our PVI/secondary partner agencies, please contact [admin@developingtogetherswtp.org.uk](mailto:admin@developingtogetherswtp.org.uk) for the flyer with links to book onto the sessions

Assessing & Evidencing Values & Ethics

Developing and Assessing Professionalism in Learners

The Anti-Racist and Anti-Oppressive Placement

Struggling Placements: Working Positively with Learners

Planning for and Working with Individual Difference

Supervision Skills for Reflection and Analysis

\*PVI and Secondary partners are: Surrey Children and South West London and St George's NHS Mental Health Trust

# Enabling and Assessing Social Work Learners 2024-25



## Topic Details:

1. **Assessing and Evidencing Values and Ethics**
  - Developing a greater understanding of what 'Values' & 'Ethics' are and what learners are expected to demonstrate
  - Practical tools to use for discussion, development and assessment of values and ethics.
2. **Developing and Assessing Professionalism in learners**
  - Developing a greater understanding of PCF1 -Professionalism
  - A refresher on practical elements of professionalism in social work practice and how to assess and evidence professionalism in practice
3. **The Anti-racist and Anti-Oppressive Placement**
  - The importance of anti-oppressive PE practice, power and anti-racist practice.
  - Developing and sustaining an anti-racist & anti-oppressive learning environment
4. **Struggling Placements: Working positively with social work learners**
  - Refresh your knowledge of expected standards and identify signs and behaviours that indicate a student might be struggling
  - Understand the importance of having courageous conversations with students and reflect on power dynamics and their impact
  - Consider models and tools to use with struggling learners
5. **Planning for and Working with Individual Difference**
  - To have an understanding and application of models as a way of exploring & acknowledging difference
  - To refresh on the 9 protected characteristics & types of discrimination outlined within the Equality Act 2010
  - To identify where 'reasonable' adjustments may be necessary, and how this works in practice
6. **Supervision skills for reflection and analysis**
  - Critical Analysis and Reflection and tools to support student learning:
  - Enhancing existing knowledge and understanding of reflection and analysis in social work and supervision



# **ASYE Assessor Provision**



# Knowledge, Skills and Tools for ASYE Assessors



The Teaching Partnership is able to deliver a full day training programme to support ASYE Assessors working in primary partner agencies. This training is relevant for anyone who has a role in assessing Newly Qualified Social Workers during their Assessed and Supported Year in Employment. The sessions will be delivered by Sharon Evans (Lead Partnership Practice Consultant) and Ulrike Nebel (Partnership Practice Consultant). Colleagues who are planning to be ASYE Assessors and those who are returning to the role after some time are strongly recommended to complete this training.

It is recommended that this training is co-delivered with colleagues from the partner agency who are managing or involved with the ASYE programme in their organisation.

If you are interested in attending this training, please register your interest with your organisation's Workforce/Teaching Partnership Lead.

## Morning

### This session will cover:

- Roles & Responsibilities
- PCF, Knowledge and Skills Statement
- Individual Difference
- Direct Observation

## Afternoon

### This session will cover:

- Supervision Skills
- Supervision Skills to Enable Reflection and Analysis
- Wellbeing and Resilience



# Early Career Managers Provision



## Early Career Managers Programme 2023

The Teaching Partnership has delivered four cohorts of a CPD Standards Office accredited 9 day, social work specific training programme over 3 months to support new managers working in primary partner agencies. The sessions are delivered by a mixture of social work academics from Kingston University, independent, highly experienced trainers in the field of social work management, and experts from within partner agencies. One day is also dedicated to learning about process, policy and procedure in your organisation and this day is delivered locally. Alongside the workshops, the programme includes action learning sets to explore challenges and provide peer support. Workshop topics covered include;

Transition to Management

Diversity and individual difference

Difficult Conversations

Developing Resilient Teams

Managing Performance

Leadership Styles

Models of Decision Making

This programme is currently being refreshed and a new cohort will be launched later this year- keep an eye on our newsletter for dates!



# Action Learning Set Facilitator Training



## Action Learning Set Facilitator Training 2024-25

This 3-day Action Learning Set (ALS) training programme, sponsored by the Teaching Partnership, will give colleagues the skills and tools to facilitate ALS for practitioners e.g. NQSWs, students on placement, managers etc.

*"Action learning is a process which brings people together to find solutions to problems and, in doing so, develops both the individual & the organisation. Action learning is the facilitation of peer coaching which helps support and develop teams and groups working together to achieve change."*

We commission this training based on demand and do not currently have a further cohort planned due to insufficient numbers. If you are interested in accessing this training and becoming a trained ALS Facilitator, please speak with your line manager/workforce development lead who will in turn notify the TP of your interest. Once there is enough interest, we will be able to organise a new cohort of dates. You will then be contacted with further information.

***This is a 3 full day training course and you must be able to attend all 3 days.***

*Please note that anyone who completes the ALS Facilitation training could be approached to support with facilitation for the Teaching Partnership in future.*





# Anti-Racism Training



## Anti-Racism Training

Having previously delivered this one and a half-day training in Sutton in conjunction with Sutton's Anti-Racist Practice Lead, the Teaching Partnership team are able to deliver anti-racism sessions for your organisation.

The training aims to provide an overview of race, what it means to act in an anti-racist way and why it is important to do so. It will cover:

- What is race?
- Privilege
- Microaggressions
- Case studies
- Allyship

Previous attendees said the following about the training's impact on their practice:

*"Ensuring identity is explored within my assessments. Consider my privilege and the differences of mine and my families and how to approach that within visits."*

*"Reflect more on my own blindness and bias and how this may affect my practice and interaction with people from different backgrounds to my own"*

If you are interested in attending this training, please register your interest with your organisation's Workforce/Teaching Partnership Lead.

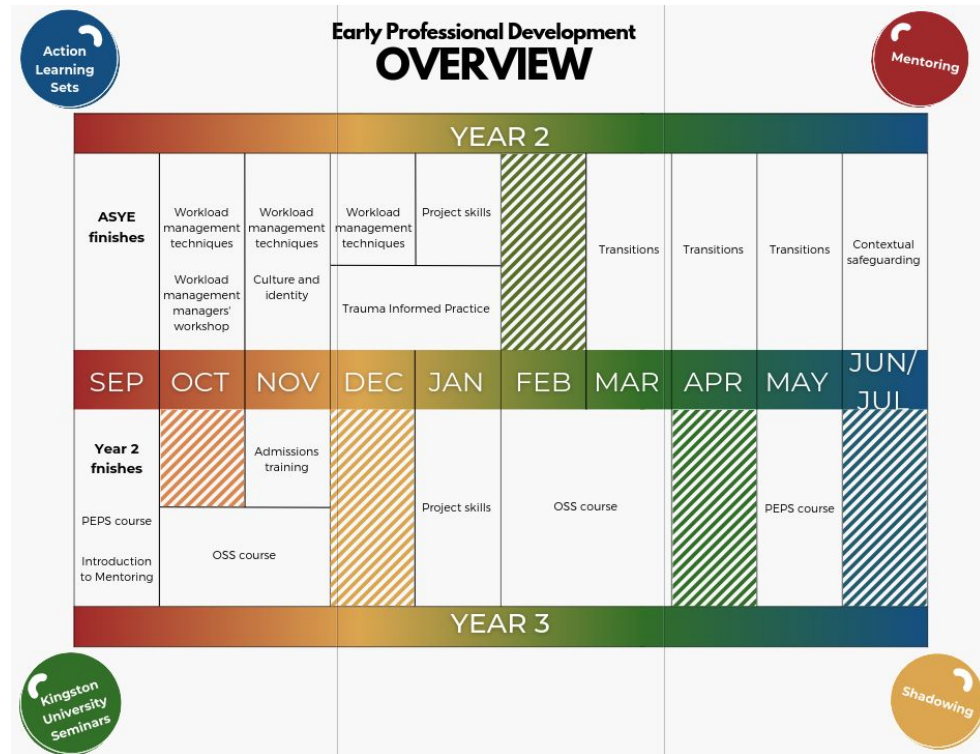


# Early Professional Development Framework



# Early Professional Development (EPD) Framework

The EPD Framework has been developed to support social workers in the second and third years of their career to minimise the 'cliffedge' that social workers have reported feeling after their Assessed and Supported Year in Employment (ASYE). The image below provides an overview of the offer for Year 2 and 3 social workers and full information about the framework and everything in the current offer can be found [here](#). If you are in your second or third year of practice, your Workforce Development Lead will put you forward to take part in the framework, and you will receive full details of how to access the provision from us. The current cycle of the Framework launched in June 2023 for a September 2023 start and finishes in June 2024.





# Research Hub Sessions



## Research Hub Sessions 2024-25

Are you a social worker interested in research? Then come along to the Teaching Partnership Research Hub.

Whether you are interested in:  
Updating your practice using research,  
Improving skills in critiquing research,  
Learning how to select the right research, or  
Learning how to conduct research,

the Research Hub will support development of research skills for social workers across the partnership.

A piece of research will be shared within the session and we will discuss and critique this together. Alternatively, an academic could be presenting their research at the session for discussion. No preparation is required and you don't need to read the research in advance, although we will share the research before the session for those who would appreciate this. Please note that the series of sessions is not linked and if you can't make the drop in every month, feel free to attend when you can.

A Think Family Approach means that, whether you are a children's or adults' social worker, and the research topic will have some relevance to all teams. The learning could be applicable to you individually, or can be taken back to disseminate with colleagues. You can link any learning from attending to the requirement for social work registration Standard 4 - Requirement for CPD.







## Research Hub Sessions 2024

This series of sessions will be a mix of looking at research and hearing from academics from Kingston University.  
Further details will be shared once confirmed.  
All sessions will be on a zoom link, are a drop in and a flyer will be coming out soon.

Thursday 23 May 1.00 to 2.30

Wednesday 19 June 1.00 to 2.30

Tuesday 16 July 1.00 to 2.30

Tuesday 10 September 1.00 to 2.30

Wednesday 16 October 1.00 to 2.30

Tuesday 19 November 1.00 to 2.30

Wednesday 11 December 1.00 to 2.30





# Autism: Knowledge For Practice

## Autism: Knowledge For Practice



The Teaching Partnership has developed Autism training for all workers in Children and Families Teams who do not work in specialist Children Learning and Disability Teams.

This training has been developed by Sharon Evans, Lead Partnership Practice Consultant, Angela Firth Independent Social Worker in partnership with two experts by experience who will be part of the training package. This training will help social workers to develop their understanding of children and young people with autism and successfully work to support them and their families. It will also provide:

- An opportunity to share your experience of working with families where you suspect a child has autism, or there has been a diagnosis.
- An opportunity to hear from a person of lived experience who has autism and has worked with children's services.
- A parent's perspective of their experience of trying to access support for their child.
- To gain a greater understanding of autism in girls and explore the latest research in relation to autism and girls
- A reflective discussion about safeguarding practice when working with autistic children, young people and/or parents which give the best outcomes.

*"I could really relate the themes in the training to the children who I am working with"*

*"It has made me so more insightful in this area of my work"*

*"Hearing people of lived experience share their experiences was so useful"*

*"It was powerful to hear from the people of lived experience and then the links to the theories"*

# Autism: Knowledge For Practice



## Cohort dates

[12.6.2023, 10:00 - 16:00 Online](#)

[23.7.2024, 10:00 - 16:00 Online](#)

[18.9.2024, 10:00 - 16:00, Kingston University, Kingston Hill Campus](#)

[13.11.2024, 10:00 -16:00, Kingston University, Kingston Hill Campus](#)

Click on the dates above to book your place in Eventbrite,



# General provision

# Additional Topics



The following topics have been offered previously, but due to low bookings and having to cancel them, we have not scheduled dates for the current CPD cycle. If you are interested in the topic, please inform your workforce development lead, who will in turn notify the TP Team of your interest. Once there is enough interest, we will be able to organise date(s) for the session(s).

- Enabling Reflective Practice
- Attachment Theory – Putting it into Practice
- Managing Teams Virtually
- How to Critique Research and How to Choose Research to Inform Practice?
- Critical Analysis and Writing Analytical Assessments
- Managing Complex Cases Within Your Team
- Social Graces Workshop
- Wellbeing: Self Care is Vital



## The Black Voice of Social Work - Discussion Groups

All our partner agencies are taking practical action to address the role that they and the social work profession must play in addressing injustice and racism on an ongoing basis. To support this, the Teaching Partnership Team are continuing to co facilitate Discussion Groups - "The Black Voice of Social Work". All sessions will be led and co-facilitated by Black colleagues from across the Teaching Partnership. They will be supported by Ulrike Nebel and Taz Mudali from the Partnership team. Fighting racism requires an ongoing joint effort, therefore these groups welcome anyone committed to anti-racism and to learning from Black colleagues/each other.

After a brief presentation from the facilitators, you will have the opportunity to discuss the topic in small groups. You will be invited to share feedback from these small groups, which may highlight learning that could support this organisation, to continue to develop their anti-racist commitment. This can be fed back to managers.

Please see the following pages for the dates and links. The themes for the upcoming sessions will be launched at the next Celebrating Black Voices event, held in May each year.

If you have any queries about the Discussion Groups, or if you're interested in leading/co-facilitating future sessions, please contact [admin@developingtogetherswtp.org.uk](mailto:admin@developingtogetherswtp.org.uk)

**All sessions will be on Zoom. Click on the linked dates to access the Zoom meetings directly.**





## The Black Voice of Social Work - Discussion Groups

### Celebrating Black Voices

[21 May 2024 - 10am - 11:30 am](#)

### Discussion Groups

TBD

BLACK  
LIVES  
MATTER

THIS  
STOPS  
TODAY

All sessions will be on Zoom. Click on the linked dates above to access the Zoom meetings directly.



# Kingston University Provision



# About Kingston University's provision



## Post Qualifying courses

- Accredited post-qualifying courses are available through the Teaching Partnership's academic partner, Kingston University;
- If you are interested in a particular module or course, please first discuss with your line manager / local workforce development team;
- Sometimes there are sponsorship opportunities available through your agency or the Teaching Partnership, or alternatively there is the option to self fund. Most modules and courses are discounted for staff in partner agencies;
- More details can be found on the next slide
- For any questions about Kingston University's post-qualifying offer, please email [pgsocialwork@sgul.kingston.ac.uk](mailto:pgsocialwork@sgul.kingston.ac.uk) or phone 020 8417 5498

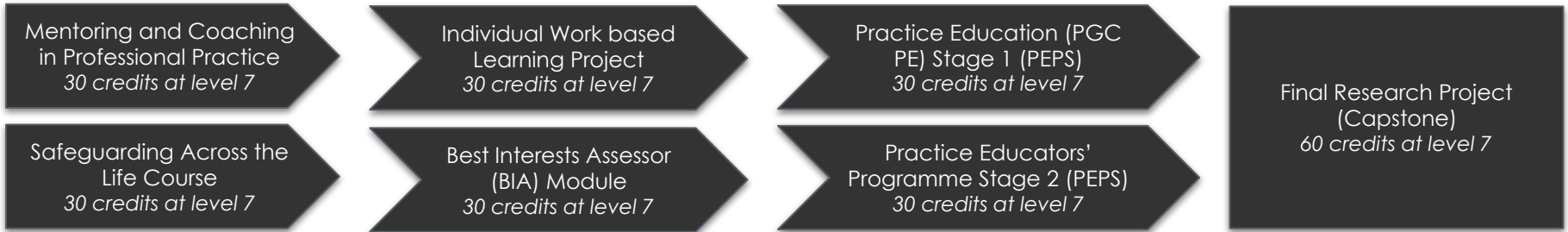
## Other provision

- In addition to accredited courses, Kingston University's Department of Social Work and Social Care offers a series of seminars with guest speakers covering a broad range of topics, details will be released on their events page [here](#).
- Academics from the Social Work and Social Care department also facilitate a number of complimentary sessions/courses for the Teaching Partnership across the year. Details of these can be found on the following pages.

# Post-Qualifying Courses



If you are a qualified social worker, this programme enables you to study individual postgraduate modules on a standalone basis as short courses for continuing professional development (CPD), or gain academic credit towards a postgraduate award e.g. a postgraduate certificate, postgraduate diploma, or a Masters.



Click on each module title for full details on course content, costs, and where and how to apply.

All modules include application of learning to professional practice.

- Postgraduate Certificate: students must pass 60 Level 7 credits
- Postgraduate Diploma: students must pass 120 Level 7 credits
- Advanced Social Work MA: students must pass 180 Level 7 credits (including the Capstone Research Project)

Staff can contact [Maria Brent](#) (Course Director Post Qualifying Programmes) for an informal chat to find out what pathway, modules may be right for them.

# Practice Assessor Support Groups



All practice assessors working with current Kingston University trainee practice educators are invited to these meetings. Other practice assessors are welcome to attend to keep themselves up to date with any changes in practice assessment and to engage in supportive peer supervision discussions.

If you would like to be added to the calendar invites for these meetings please click on [this link](#) to give permission, or alternatively email [Carol Dicken](#) and [Krisztina Kis](#) giving permission to use your email for this purpose.

<b>Date</b>	<b>Links to meetings</b>
16 <sup>th</sup> April 2024 10-12pm	<a href="#">Teams link 16-4-24 PA Support Group</a>
18 <sup>th</sup> June 2024 – 2-4pm	<a href="#">Teams link 18-6-24 PA Support Group</a>
13 <sup>th</sup> August 2024 10-12pm	<a href="#">Teams link 13-8-24 PA Support Group</a>



“Change is the end result of  
all true learning.”

— Leo Buscaglia