 

Social Work Teaching Partnerships from April 2016

Prepared by Social Work Reform Unit, Department for Education and Social Care Training, Strategy and External Relations Directorate, Department of Health.

Social Work Teaching Partnerships

In 2015 Government supported four social work teaching partnerships to test and refine new and innovative approaches to delivering high quality training for social work students and qualified practitioners. Government would like to expand this programme in 2016.

Government wants to continue to support an approach where teaching partnerships become an increasingly important delivery vehicle to overhaul social work education and practice. This will improve the recruitment, retention and development of social workers and the overall quality of practice.

Social work teaching partnerships are an opportunity to give social work students the right knowledge and skills for the incredibly challenging but hugely rewarding work they are expected to do, and to develop outstanding qualified practitioners. Existing partnerships are creating the right environments for excellent practice and innovation to flourish. We expect them to exercise high standards in training and support for professional practice and to exemplify what can be done as we move towards the establishment of a new regulator for the social work profession.

A crucial ingredient of truly excellent services to vulnerable individuals and families is a highly skilled and expert social care workforce. Improving the lives of these people is a task which can draw on the skills and expertise of a range of professionals, not just children’s and adults’ services. Social work teaching partnerships provide funding to support change and improvement in social work training and practice across a range of organisations that contribute to those better outcomes.

We continue to define a social work teaching partnership as:

*an accredited collaboration between HEIs and employers which delivers high quality training for social work students and qualified practitioners and equips them to practise to specified standards in statutory settings.*

In this application round we will continue to prioritise applications from partnerships that:

* Accept the highest calibre entrants onto courses through rigorous adherence to UCAS point tariffs and robust additional testing for all students for values, attributes, intellectual and academic ability;
* Embed the Chief Social Workers’ Knowledge and Skills statements and provide a strong focus on specialist teaching, driven by these statements;
* Provide placements in statutory settings with, as a minimum, every student being guaranteed at least one statutory placement relevant to their preferred area of practice. We will prioritise partnerships that offer two statutory placements[[1]](#footnote-1);
* Have frontline practitioners and their managers currently employed in statutory settings providing “classroom” teaching.

**Expanding teaching partnerships as part of the social work reform programme**

Teaching partnerships are part of the Government’s broader strategy to strengthen the quality of practice learning and CPD among trainee and practising social workers. These partnerships will align their work with the Chief Social Workers’ Knowledge and Skills statements, the ASYE programmes, the development of assessment and accreditation across different levels of child and family social workers, the Best Interest Assessor and Approved Mental Health Professional (AMHP) accreditations and plans for a national CPD framework.

The Government’s intention is to continue the programme that began in 2015 and extend the number of teaching partnerships over the lifetime of this Parliament. In 2015 we funded four teaching partnerships to test the model. Ongoing evaluation is proving the value of these partnerships in delivering reforms and we now aim to fund further partnerships from 2016, subject to successful assessment of applications.

As before, teaching partnerships will receive funding on the basis of how far their applications meet the assessment criteria below. They will be funded for two financial years (subject to satisfactory progress reviews) and applications should cover the whole period. Partnerships that are not part of the teaching partnership programme will be funded according to 2016-17 Education Support Grant arrangements, which the Department of Health will publish in due course. Current bursary payments are outside the social work teaching partnerships arrangements and will be paid in the normal way.

**How to apply**

Social work teaching partnerships should aim to raise the quality of intake, teaching and practice in ways reflected in the criteria in Annexe A.

Eligibility and stretch criteria

Many social work employer organisations and HEIs are of course already members of partnerships. The criteria take stock both of existing partnership attributes and the additionality proposed through being a teaching partnership. All applications should confirm they cover what we already expect to see in existing partnerships, described in full in the eligibility criteria (Annexe A). Applications should also describe how they will achieve the ambitious goals we want funded teaching partnerships to set themselves from 2016 – the stretch criteria. Applications will be assessed against both.

Eligibility criteria therefore relate to what should be in place by the **23rd May deadline** for applications. Existing partnerships may wish to review their structure and operation once they have read the criteria. Organisations not in partnerships may wish to join one.

The stretch criteria show Government ambitions for teaching partnerships as centres of excellence in training both students and qualified practitioners. Applications will be expected to state how and when the partnership’s current activities will be developed to meet or exceed the stretch criteria. Applications must also state how many individuals (both students at different stages of training and practitioners) will benefit from these changes in each academic year.

Applications will be judged on their strength in relation to the criteria in Annexe A - in particular the extent to which they fulfil Government reform proposals. Where applications are judged to be of equal merit, a panel will consider how funding allocation will help spread teaching partnerships as widely as possible across English regions.

**Changes from 2015-16**

Core and discretionary areas

Last year we divided the eligibility and stretch criteria into core and discretionary areas. Experience showed that many applications covered all the areas. To simplify the application process we have therefore removed the distinction between core and discretionary areas. 2016-17 applications are expected to state their plans for development in all areas, which are:

|  |  |  |  |
| --- | --- | --- | --- |
| Governance | Admissions | Placements and curriculum | Academic delivery |
| Practice support and development | Workforce and labour market planning | Progression | Academics’ experience of practice |

Workforce and labour market planning

Government wishes to see social work teaching partnerships become centres of excellence which over time become a hub for innovative workforce development and which can plan for labour market needs in their area. For this reason the workforce planning criteria have been widened to encourage partnerships to consider how their applications can better support labour market planning, as well as CPD. We may be able to augment to some extent the development workforce planning capability of successful partnerships. More details will be shared with the successful partnerships.

Regional excellence

All applications will be judged on their merits. However, we are keen to see strong teaching partnerships established in more regions of England. Where applications are judged to be of equal merit, the assessment panel will therefore consider how funding will enable the spread of higher standards across different regions of England.

Case studies and evaluation

Last year teaching partnerships were assessed against achieving the milestones in their implementation plan. Partnerships were also subject to independent evaluation of their progress. We intend to continue that approach but this year are also asking successful partnerships to evidence that work and its outcomes through the production of case studies, the best of which can be shared more widely to support improvements across the sector.

Social work teaching partnerships are an investment in the futures of those training to become social workers as well as qualified practitioners, supervisors, teachers and managers. We would like to collect contact data for those benefiting from this investment so we can see how it has helped them in their social work careers. We will discuss this more fully with the successful partnerships.

**Application form**

An application form and further copies of this document (if required) can be obtained from the Contracts Finder website at: (<https://www.contractsfinder.service.gov.uk/Search> )

We will also publish FAQs and anonymised questions and answers on Contracts Finder to help partnerships with their applications. Questions deemed to be commercially sensitive will be answered separately by email.

**Assessment of applications**

Applications will be assessed by a panel of senior officials from both Departments led by the Chief Social Workers. Successful teaching partnerships will be approved on the basis of how far applications meet the eligibility and stretch criteria. Where applications are judged to be of equal merit, the panel will consider how funding allocation will help spread teaching partnerships as widely as possible across English regions.

Approved partnerships will be funded for two years to deliver their plan, subject to satisfactory progress reviews.

At the time of writing, announcements about assessment outcomes are not restricted by EU purdah. **Subject to ministerial approval, we intend to announce outcomes by late June or as soon as possible thereafter.**

**Application deadline**

All applications must be submitted by **1:00pm on Monday 23rd May 2016** and sent to:

Socialworkreform.SG@education.gsi.gov.uk, with the header “TP expansion 2016”.

We recognise that an announcement in late June may limit the amount of curricular and placement change possible in the academic year beginning September 2016. However, the four existing partnerships have been able to achieve a considerable amount in 2015/16, although outcomes were not announced until 30th June 2015. We therefore encourage bidders to be as bold as possible in implementing change early. Where fundamental change is not possible before September 2017, we expect 2016-17 to be a period of preparation and piloting for full implementation the following academic year.

A timetable for the application and assessment process is at Annexe B.

**FAQs**

**How will this affect Education Support Grant (ESG) funding and bursary allocation?**

Current bursary allocation is outside the scope of social work teaching partnerships, as is ESG funding. Successful partnerships can apply for bursary allocation and ESG funding as usual. However, teaching partnership funding must support specific activities additional to those funded by ESG. Applicants must make a declaration that there is no double funding of activities (see below).

**How much funding is available and what can it be used for?**

This funding is for successful partnerships to achieve the stretch criteria in ways outlined in their applications. We expect bids to be creative and innovative in their use of funding and will be looking for how it can improve both individual practice and organisational effectiveness. Payment will be against agreed milestones showing achievement of the stretch criteria. Several current partnerships have found it useful to fund a fixed-term project manager post to oversee implementation, ensure milestone completion and arrange payment claims.

Examples could include:

* Payment of backfill to allow experienced social workers to deliver training;
* Adjusting practitioner caseloads to enable more staff to supervise students;
* Embedding the Knowledge and Skills statements into curricula;
* Payment of backfill to allow academic staff to update their frontline experience;
* Improving labour market information better to match labour supply and social work CPD with the needs of the partnership.

**Last year you provided development funding and specialist support for those who made it through the first round of assessment. Will you be offering the same this year?**

This year we are following a slightly different process, intended to make the application process less burdensome and to enable successful partnerships to begin work as early as possible in the financial year:

* Intending applicants will be given six weeks to develop their partnership arrangements and complete their application forms
* Teaching partnerships will make one application and this will be considered by the assessment panel against the published evaluation criteria
* The assessment panel will then recommend to Ministers which teaching partnerships should be funded

**Why do applicants have to declare funding received from other public sources?**

Government needs to ensure that there is no double funding of activities in the application.  It would be unfair for any organisation to receive teaching partnership funding for the same enhancements derived through, for instance, the Innovation Fund, or through being part of more than one teaching partnership.

For instance:

* through Step Up to Social Work, Government pays an element of the grant for supervision and support of Step Up students. There may be examples where the same practitioner in a teaching partnership supports Step Up and non-Step Up students. If the LA is also paid for practitioner support of students under a teaching partnership grant, that would be an example of double funding;
* if an Innovation Programme project includes a funding request to adapt training to reflect the Chief Social Worker for Children and Families’ Knowledge and Skills statements, the same work cannot also be funded through a teaching partnership bid.

**Can employers or HEIs be part of more than one partnership?**

One of the aims of teaching partnerships is to give students certainty over the type of placement they will get, as this affects their career path. HEIs and employers applying to be a teaching partnership must describe and guarantee the number and kind of placements they will offer to students.

We recognise that employers and HEIs that operate in more than one area of England may wish to be part of more than one teaching partnership. However, we have to safeguard against double funding of posts, placements and other aspects of partnership working where an employer or HEI wishes to be part of more than one partnership. Employers and/or HEIs which decide to be part of more than one partnership must guarantee statutory placements relevant to their preferred areas of practice to all their students from 2016-17 and ensure there is no double funding, either from other sources of funding (such as ESG) or through membership of more than one partnership making an application.

The lead organisation in the partnership will be asked to confirm no member of the partnership will receive double funding as a result of inclusion in more than one successful application. Applications judged to be doubled funded will be disqualified and decisions will be final.

**Why is there such an emphasis on statutory placements?**

Experience of non-statutory working can be valuable for students and can be delivered in a number of ways. The existing ESG pot is still available for partnerships that wish to continue with their current non-statutory placement arrangements. However, both Croisdale-Appleby and Narey recommended that good quality statutory placements should be available to all social work students. This should ensure that newly-qualified social workers are as well prepared as possible when starting practice. All applications should guarantee at least one statutory placement for all students. We will prioritise applications that guarantee two statutory placements relevant to their students’ preferred areas of practice. We define statutory placements as those that:

* take place in a local authority setting or settings delivering delegated statutory functions on behalf of the local authority e.g. NHS trusts;
* involve work on S17 and S47 cases (under the Children Act 1989);
* involve work on delivering requirements of the Mental Capacity Act 2005 and Care Act 2014;
* require case records to be updated by the student, under appropriate supervision.

Where PVIs offer placements that deliver statutory work, applications must clearly evidence how they are equivalent to statutory placements as defined above.

**What size should partnerships be?**

Partnerships can be any size, though they must be able to achieve their stated objectives and have an identified local authority lead partner who will be the main point of contact for government officials. Government is keen to spread funding across different regions of England. The panel will consider what level of impact the limited funding available will have across partnerships of different sizes.

**What’s happening to the four teaching partnerships you funded in 2015?**

It would be unfair to consider these partnerships, with nearly a year’s experience, alongside new applications. Existing partnerships have already met the eligibility criteria for the programme. They have been invited to submit an application showing what additional progress they intend to make against the criteria at Annexe A. Funding will also be subject to a check of satisfactory progress during 2015-16.

**Can PVI organisations get involved in teaching partnerships?**

Both Croisdale-Appleby and Narey recommended that good quality statutory placements should be available to all social work students. This should ensure that newly-qualified social workers are as well prepared as possible when starting practice.

PVIs may wish to be part of teaching partnerships. We believe that experience of non-statutory working can be valuable for students and can be delivered in a number of ways. PVIs may be able to offer placements that include statutory experience (see above). The existing ESG pot is still available for partnerships that wish to continue with non-statutory placement arrangements.

**When will these new teaching partnerships begin?**

Approved partnerships will be funded for two years to deliver their plan, subject to satisfactory progress reviews.

Subject to ministerial approval, we intend to announce outcomes **by late June or as soon as possible thereafter.**

We recognise that an announcement in late June may limit the amount of curricular and placement change possible in the academic year beginning September 2016. However, the four existing partnerships have been able to achieve a considerable amount in 2015/16, although outcomes were not announced until 30th June 2015. We therefore encourage bidders to be as bold as possible in implementing change early. Where fundamental change is not possible before September 2017, we expect 2016-17 to be a period of preparation and piloting for full implementation the following academic year.

**Annexe A**

**ELIGIBILITY AND STRETCH CRITERIA**

**Glossary**

PE = Practice Educator SDD = skills development days CSWs = Chief Social Workers FY = financial year AY = academic year

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Workstream** | **Eligibility criteria** | **Required evidence** | **Stretch criteria**  | **Required evidence** |
| 1. **Governance**
 | * The partnership can include HEIs, statutory and PVI organisations
* The partnership can evidence governance arrangements for the partnership
* The partnership has governance around safe practice for students
* The partnership is led and driven by senior managers within the partnership; Principal Social Workers or equivalent attend partnership meetings
* A nominated employer body in the partnership is willing to hold any partnership funds on behalf of the partnership as a separately accounted fund
 | * The application confirms the partnership currently meets the eligibility criteria. It describes the membership of the partnership, the frequency of meetings and the roles of the senior managers involved (including Principal Social Workers or equivalent)
* Papers are available on request to evidence the partnership meets the eligibility criteria
 | * A strategy to raise the quality of education and practice training through the Teaching Partnership is co-owned by all the leads in the partnership
* The partnership has a credible plan for improved performance for 2016-18, which senior managers in all partnership organisations own and will deliver
 | * A letter signed by leaders of all partnership members which confirms their commitment and resourcing to achieve the milestones in the application
* A detailed implementation plan for FY 2016-17 showing start and finish times of workstreams, associated costings and quantified milestones; a separate high level timeline for development to end March 2018

**Outcome measure*** **Improved performance in all eight workstreams is achieved by 31 March 2017**
 |
| 1. **Admissions**
 | * The partnership can evidence the ways those with lived experience and employer representatives are involved in the design and operation of admissions, including decisions about recruitment of students
* The partnership can evidence the ways it meets SWRB guidance on the admission of students ([http://www.swapbox.ac.uk/1133/1/Admission%2520to%2520SW\_Dec2011\_final%2520doc[1].pdf](http://www.swapbox.ac.uk/1133/1/Admission%2520to%2520SW_Dec2011_final%2520doc%5B1%5D.pdf) )
* The partnership can evidence that at least 240 UCAS points or a 2:1 are required to apply for entry through conventional routes to undergraduate and postgraduate courses respectively, requirements also maintained at clearing
* The partnership uses a range of methods to assess applicants
 | * The application confirms the partnership currently meets the eligibility criteria
* Papers are available on request to evidence the partnership meets the eligibility criteria
 | * The partnership owns a plan for the involvement of those with lived experience and employer representatives at all stages of admissions from Sept 2017 or earlier, including decisions about applicants
* The partnership is committed to a minimum of 300 UCAS points or a 2:1 requirement to undergraduate and postgraduate courses respectively from Sept 2017 or earlier, requirements also maintained at clearing
* The partnership develops and implements by Sept 2017 tests at the point of application before an offer to study is made. Tests will assess all applicants’ intellectual ability, social work values and behaviours. The tests must include written assessment, verbal reasoning, group discussion and scenarios/role play in all cases. These tests should be applied to all applicants, including those from access courses
 | * The application describes plans to enhance the admissions process and raise standards of entry

**Outcome measure*** **Improved admissions tests are available for review by 31 January 2017**
 |
| 1. **Placements**

**and curriculum** | * The partnership’s placement provider representatives and those with lived experience are involved in SDD teaching, learning, assessment and curriculum planning for initial education and CPD
* The partnership’s SDD programme is structured around jointly agreed learning outcomes
* The partnership’s practice learning opportunities are quality assured with a clear learning structure in place
* The partnership can evidence clear links to practice, social work law and theories, methods and models of social work in its SDD programme
* Partnerships have agreed procedures for assessing student progress; the application of these procedures is consistent and evidence confirms this is the case with rigour in the system. There are clear arrangements to identify poor student progress and take appropriate action to fail students when needed
 | * The application confirms the partnership currently meets the eligibility criteria
* Papers are available on request to evidence the partnership meets the eligibility criteria
 | *To note:** *Partnerships offering both statutory placements relevant to students’ preferred areas of practice in contrasting settings from AY 2016-17 will be prioritised in the assessment of applications*
* *Programmes providing units in child and family and adult areas of practice will be prioritised*
* All placement students are guaranteed statutory placements relevant to their preferred areas of practice which they are offered from AY 2016-17. In child and family settings, these will offer all students significant experience of using the statutory framework for child and family social work. In adult services, students will have experience of using statutory frameworks for adult social care in delivering outcome-focused, personalised responses[[2]](#footnote-2)
* The CSWs’ Knowledge and Skills statements are embedded in the curriculum
* Inspectors of practice learning are used to monitor and assess quality of practice learning opportunities
* The partnership has a plan for consistency checking of ASYE requirements, ACFP and DfE supervisor proposals into CPD from Sept 2016
* CPD, including ASYE arrangements, is linked to national requirements for all social workers and the new assessment and accreditation system for child and family social work, reflecting the embedding of progression, learning and development within organisational identity
* The partnership can evidence enhanced collaboration between employers and HEIs to undertake long term planning for training and development of the social work workforce throughout their careers
 | * The application confirms that statutory placements relevant to students’ preferred areas of practice will be available to all students from the academic year 2016-17, and that all such placements comply fully with the definition of ‘statutory placement’ set out by DfE/DH. Applications list the organisations to be used and number of places offered and describe in full the types of statutory experience students will gain
* The application confirms the CSWs’ Knowledge and Skills statements will be embedded in the curriculum from AY 2016-17 and summarises any changes required. The application describes the areas of practice offered in adult and child and family social work
* The application describes the monitoring and quality assurance arrangements for practice placements
* Papers evidencing the other requirements are available on request

**Outcome measure*** **The partnership produces a case study of placement and curricular changes in a format to be specified. The target completion date is a milestone in the submitted implementation plan**
 |
| 1. **Academic delivery**
 | * The partnership can evidence that at least 60% of the HEI-employed academic teaching team are qualified, registered social workers
* The partnership can evidence that practitioners and those with lived experience are involved in helping design, deliver and assess the initial education academic programme
* The partnership can evidence that robust internal QA processes are used to ensure the quality of HEI and placement delivery
* The partnership can evidence that student feedback is used to enhance the academic programme
 | * The application confirms the partnership currently meets the eligibility criteria
* Papers are available on request to evidence the partnership meets the eligibility criteria
 | * The partnership can demonstrate an increase in the amount of child and family practitioner and adult practitioner teaching on the initial education academic programme in 2016-17 compared to existing baselines
* In feedback, 90% or more of students rate academic delivery as at least good
 | * The application explains the increase in the amount of adult, and child and family practitioner teaching compared to existing baselines and how it will be quality assured

**Outcome measures*** **Practitioners directly deliver some of the teaching**
* **The partnership produces a case study of changes to academic delivery in a format to be specified. The target completion date is a milestone in the submitted implementation plan**
 |
| 1. **Practice support and development**
 | * The partnership can evidence that at least 50% of all PEs currently used by the partnership have demonstrated capability against Level 2 of PE Professional Standards
* The partnership can evidence that PEs are required to provide evidence of ongoing capability. The partnership can evidence how it deals with quality issues relating to PEs
* Quality Assurance in Practice Learning (QAPL) feedback indicates enhanced placement experience for students
* The partnership can evidence that HEIs and employers make joint decisions on matching students with PEs
 | * The application confirms the partnership currently meets the eligibility criteria
* Papers are available on request to evidence the partnership meets the eligibility criteria
 | * The partnership describes a credible plan for ensuring that students will be supported and developed throughout their placements by a broad set of child and family and adult practitioners appropriate to their placements. It will commit to using no more than 20% independent PEs by or before March 2017
* The partnership can evidence how experienced, effective child and family, and adult social workers (whether or not they are PEs) are involved in curriculum development
* All those supporting and developing students must be familiar with the CSWs’ Knowledge and Skills statements
 | * The application shows how, by or before March 2017, at least 80% of practice supervisors will be drawn from social workers involved in direct work with children and families, and/or adults, as appropriate to students’ placements

**Outcome measure*** **The partnership produces a case study in a specified format of changes to placement supervision and how barriers have been overcome. The planned date of production is a milestone in the submitted implementation plan**
 |
| 1. **Workforce and labour market planning**
 | * The partnership can evidence that the number of students admitted to qualifying programmes is linked to a current area or regional labour market plan
* The partnership can evidence that CPD plans are informed by employer demand and that practitioners are supported to access CPD opportunities
* The partnership can evidence that a comprehensive CPD framework is in place to enable social workers to develop career pathways
 | * The application confirms the partnership currently meets the eligibility criteria
* Papers are available on request to evidence the partnership meets the eligibility criteria
 | * The partnership has a plan for embedding the CSWs’ Knowledge and Skills statements, ASYE requirements, ACFP and DfE supervisor proposals into practitioner CPD from Sept 2016
* The partnership describes how it will produce by March 2017 an improved medium-term labour market plan (3-5 years). Implementing the plan will attract more students into social work training and posts and retain higher numbers of practitioners with local and regional employers. The partnership’s application specifies what expert support would be useful to assist with the plan
 | * The application describes what will be put in place to meet the stretch criteria and by when, giving numbers, levels and employing organisations of practitioners to be trained
* The partnership has a credible plan to improve labour market planning over the next 3-5 years, attracting more students into social work training and posts and retaining higher numbers of practitioners with local and regional employers

**Outcome measure*** **The partnership produces a case study of workforce and labour market planning in the specified format. The planned date of production is a milestone in the submitted implementation plan**
 |
| 1. **Progression**
 | * The partnership can evidence that employment rates in social work 6 months and 12 months after graduation are 50% and 70% respectively
* The partnership can evidence that vacancies across the partnership are systematically advertised to students
 | * The application confirms the partnership currently meets the eligibility criteria
* Papers are available on request to evidence the partnership meets the eligibility criteria
 | * There is a credible plan to deliver AY 2016-17 employment rates in social work of at least 70% and 80% 6 months and 12 months respectively after graduation and at least the same in the following AY
* The partnership can evidence that a system is in place to support final year students in their transition to qualified practitioner, above and beyond final placement arrangements
 | * The application describes what is in place to meet the stretch criteria

**Outcome measure*** **The partnership produces a case study of improvements to progression in a format to be specified. The target completion date is a milestone in the submitted implementation plan**
 |
| 1. **Academics’ experience of practice**
 | * Practitioners with current responsibility for statutory social work must be involved in teaching specialist elements of the curriculum
* The partnership can evidence that 10% of academic staff are supported to have protected time in practice during 2015-16
 | * The application confirms the partnership currently meets the eligibility criteria
* Papers are available on request to evidence the partnership meets the eligibility criteria
 | * Practitioners involved in teaching are supported by employers to do so
* There are joint appointments across practice and education
* There is a plan to embed practitioner research approaches for students and ASYEs in partnership with HEIs
 | * The application describes what will be put in place to meet the stretch criteria and by when

**Outcome measure*** **The partnership produces a case study of academics’ practice experience. The planned date of production is a milestone in the submitted implementation plan**
 |

**Annexe B**

**Implementation timetable for expansion phase**

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| --- | --- |
| **Timescales**  | **Expansion Activity**  |
| **3 April** | DfE Ministers announce the expansion of teaching partnerships |
| **11 April** | Application window open |
| 11April– 18 May | Answers to questions from potential applicants published on a rolling basis. |
| 16 May | Final opportunity for potential applicants to ask questions |
| **23 May**  | **Closing date for applications – 1:00pm**  |
| 1 – 2 June  | Assessment panel led by two Chief Social Workers  |
| 2 – 8 June | Potential post panel discussions with TPs *(applicants to ensure a lead representative is available)* |
| W/b 13 June | Assessment panel reconvenes Recommendations to Ministers  |
| **W/b 20 June** | **Expected announcement of application process outcome (depending on ministerial approval)** |

1. See p7 for a definition of statutory placements [↑](#footnote-ref-1)
2. See the explanatory note on p7 [↑](#footnote-ref-2)