 

Social Work Teaching Partnerships from April 2018

Social Work Teaching Partnerships

Between 2015-2017, Government has supported fifteen 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, with a further phase in 2018.

Government wants to continue supporting teaching partnerships as an increasingly important delivery vehicle to overhaul social work education and practice. This will provide social work students with the right knowledge and skills for the vital work they deliver. As well as developing outstanding qualified practitioners, this will also improve the recruitment, retention and development of social workers and the overall quality of practice.

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 as we move towards the establishment of a new regulator for the social work profession.

Social work teaching partnerships utilise funding to support change and improvement that contributes to better outcomes for vulnerable individuals and families.

We continue to define a social work teaching partnership as:

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

In this third 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 vital to the Government’s broader strategy by strengthening 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 the national assessment and accreditation system (NAAS); CPD plans covering Best Interest Assessor (BIA); Approved Mental Health Professional (AMHP) requirements; DH supervisor proposals ‎(subject to publication in spring/summer 2018); and nationally contracted development programmes for practice supervisors and practice leaders of child and family social workers.

The Government’s intention is to continue the programme that began in 2015, as ongoing evaluation is proving the value of these partnerships in delivering reforms. We now aim to fund further partnerships with a third phase from 2018, subject to successful assessment of applications.

Teaching partnerships will receive funding on the basis of how far their applications meet the assessment criteria below. They will be funded for one year (existing partnerships) or two financial years (new partnerships), subject to satisfactory progress reviews. Social Work Bursary and Education Support Grant payments are entirely separate from social work teaching partnerships arrangements and will continue 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:

* **Annex A (existing TPs with a current funding agreement)** or;
* **Annex B (new TP applicants i.e. currently without a funding agreement)**.

Eligibility and stretch criteria (new TP applications)

For new teaching partnership applications (Annex B), the eligibility criteria details the requirements we would expect to see in a prospective partnership. The stretch criteria sets out ambitious goals we want funded bids to set themselves from 2018. New applications should confirm they cover each element of the eligibility criteria and describe how they will achieve the stretch criteria. New TP applications will be assessed against both.

Eligibility criteria relates to what should be in place by the application deadline.

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 **Annex A** *or* **B** - 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.

**Areas of work**

2018/19 applications are expected to state their plans for development in the following areas:

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| --- | --- | --- | --- |
| 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 that over time become a hub for innovative workforce development and 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.

Regional excellence

All applications will be judged on their merits. 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

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. Successful teaching partnerships are assessed against achieving the milestones set within an implementation plan. Partnerships are subject to independent evaluation of their progress by asking partnerships to evidence that work and its outcomes through the production of case study reports, the best of which can be shared more widely to support improvements across the sector.

**Application forms**

Application forms for existing and new partnerships 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 may 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 led by the Chief Social Workers. Successful teaching partnerships will be approved on the basis of how far applications meet the eligibility / 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 new partnerships will be funded for two years to deliver their plans, subject to satisfactory progress reviews.

Existing partnerships will be funded for one further year to show how they intend to embed progress so far and demonstrate how the partnership will be maintained once government funding ceases in March 2019.

**Application deadline**

All applications must be submitted by:

**21 January 2018** for **existing partnerships** applications or;

**4 February 2018** for **new partnership** applications.

Please send to - [Socialworkreform.SG@education.gsi.gov.uk](mailto:Socialworkreform.SG@education.gsi.gov.uk), with the header “TP expansion 2018 [TP Name / Region]”.

A **timetable** for the application and assessment process is at the end of this document.

**FAQs**

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

Approved existing partnerships will be funded for one year and new partnerships will be funded for two years from **1 April 2018**, subject to satisfactory progress reviews.

We intend to announce outcomes for existing TPs between **mid-February and mid-March 2018** and for new TPs **by 31 March 2018.**

**What are the stages of application process?**

The application process has been designed to enable successful partnerships to begin work as early as possible in the financial year 2018/19:

* Existing TP applicants will be given six weeks (excluding the week commencing 25 December) to develop their partnership arrangements and complete their application forms.
* New TP applicants will be given eight weeks (excluding the week commencing 25 December) 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 decide which teaching partnerships should be funded, carry out necessary Government clearances and inform applicants of the outcomes.

**What size should partnerships be?**

Partnerships can be any size, though they must have an identified local authority lead partner who will be the main point of contact for government officials and include at least one HEI. They must also be able to achieve their stated objectives. The panel will consider what level of impact the limited funding available will have across partnerships of different sizes.

**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 that 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 2018-19 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 double funded will be disqualified and decisions will be final.

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

Current Social Work Bursary allocation and ESG funding is outside the scope of social work teaching partnerships. Successful partnerships can receive bursary allocations 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 for new TPs 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:

* Arrangements to allow experienced social workers to deliver training;
* Adjusting practitioner caseloads to enable more staff to supervise students;
* Embedding the Knowledge and Skills Statements (KSS) into curricula;
* Employer placements for 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.

**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 Programme, or through being part of more than one teaching partnership.

For instance:

* through Step Up, 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.

**Why is there 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 or S47 cases (under the Children Act 1989), or 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’s happening to the fifteen teaching partnerships you have already funded?**

It would be unfair to consider the existing partnerships alongside new applications. Existing partnerships have already met the eligibility criteria for the programme but will assessed against a revised bidding criteria. They have been invited to submit a bid application for further funding, demonstrating what additional progress they intend to make, and how they can consolidate their work.

**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.

**Implementation timetable**

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| --- | --- |
| **Timescales** | **Expansion Activity** |
| **7 November 2017** | Chief Social Workers announce the expansion of teaching partnerships |
| **4 December** | Application window open |
| **4 December – 8 January 2018** | Answers to questions from potential applicants |
| **21 January 2018** | **Closing date for existing TP applications – (midnight Sunday)** |
| **4 February** | **Closing date for new TP applications – (midnight Sunday)** |
| **29 January – 2 February** | Potential post panel discussions with existing TPs *(applicants to ensure a lead representative is available)* |
| **12 February – 23 February** | Potential post panel discussions with new TPs *(applicants to ensure a lead representative is available)* |
| **By 9 February** | Assessment panel led by two Chief Social Workers – Existing TPs |
| **By 2 March** | Assessment panel led by two Chief Social Workers – New TPs |
|  | Internal Government clearances and information to Ministers |
| **Between mid Feb – mid March** | **Expected announcement of application process outcome - Existing** |
| **By 31 March** | **Expected announcement of application process outcome - New** |

**Annex A (Existing TP)**

We are inviting bids to support the continuation of **existing Teaching Partnerships (with current funding agreement)** so that they can consolidate and embed their work so that it will be on a secure footing to continue beyond the period of central government funding.

| Workstream | Eligibility criteria | Required evidence | We will consider funding: | We will not fund |
| --- | --- | --- | --- | --- |
| General | All case studies and other deliverables required under current funding agreement submitted to schedule.  KSS fully embedded in initial education curricula, CPD plans and materials, recruitment processes etc.  All conditions of funding agreement and implementation plan achieved.  All basic eligibility criteria for original funding continues to be met. | Summary of evidence confirming how eligibility / stretch criteria are met.  Sustainability plan – to demonstrate how the partnership will be maintained once government funding ceases in March 2019.  Within the implementation plan, include details, separating costs incurred directly by local authorities from those that would be incurred by other TP members, such as HEIs or PVIs. We would like to see more information on where, within the partnership funding is being spent.  For example, costs to develop practice educators employed by a local authority would be incurred on behalf of the local authority, even if the training of the PEs was effectively purchased from the HEI (i.e. the LA is the direct beneficiary).  Conversely, costs related to HEI admissions processes or to developing academic staff would be incurred on behalf of the HEI.  Plans to deliver interim evaluation of activity report by end June 2018, to facilitate the sharing of best practice. Evaluation should assess the impact of key activity undertaken so far, to include, e.g. what has worked well and what hasn’t; whether activity is sustainable / scalable; what lessons have been learned.  Plan to deliver final evaluation by March 2019. Evaluation should build on the earlier evaluation report (above) and assess the impact of objectives, including what activity has had the most impact, and consider in particular how the work has improved value for money and increased workforce wellbeing (e.g. reducing avoidable absence/sickness; increasing staff morale and job satisfaction). | Further work to embed progress so far within the TP where there is evidence of impact and need, e.g. embedding new policies or protocols across all partner members. This could involve running training sessions away from the centre or buddying/ twinning with lead and good LAs etc.  Specific, time-bound, new projects that address any of the 8 strands where there is evidence of impact and need. Information must include key aims, objectives and deliverables.  We will consider supporting planning and delivery of one national TP conference across the network, in late spring / early summer 2018, for both existing and new partnerships to attend. Potential conference themes or workshops could include: achieving good quality and sufficient numbers of statutory placements and practice educators; workforce planning; and how TPs could work with other initiatives, such as Frontline and Think Ahead. | Completion of work that should have been finished before the end of the current funding agreement. |
| 1. Governance |  | Confirmation of membership of the partnership, leadership and governance arrangements. | Continued project management costs.  Costs to integrate new partner members into existing governance structures. | Servicing of meetings (venue costs, catering, etc.) |
| 1. Admissions | Partnership has fulfilled original implementation plan on admissions and requires at least 120 UCAS points or a 2:1, maintained at clearing. | Evidence of improved admissions processes implemented under current funding agreement. | Additional work on strengthening admissions, building on learning from 17/18. |  |
| 1. Placements   and curriculum |  | Confirmation that KSS are embedded in the curriculum.  Data on % students provided with / offered statutory placements, including description of each placement. To include projections for the next two years. |  |  |
| 1. Academic delivery |  | Data confirming at least 60% of HEI teaching staff that are qualified, registered social workers  Data on student satisfaction with academic delivery. |  |  |
| 1. Practice support and development |  |  | Training of further Practice Educators. |  |
| 1. Workforce and labour market planning | If the total amount bid for by all partnerships meeting quality criteria exceeds the funding available, we will consider prioritising bids that make a clear link to how the partnership will help address local workforce supply issues. | Analysis of workforce demand (vacancy rates, agency rates, turnover, etc.) and supply (destination of students on HEI courses from within the partnership; source of entrants to employment)  Description of how the work of the partnership will support improved recruitment and retention, with supporting evidence where possible. |  |  |
| 1. Progression |  | Data on progression of 2016 graduates and destinations, (i.e. whether in SW roles, and if so, role description or employer) and any similar data available for 2017 graduates | Further work to improve conversion of graduates into social work employment. |  |
| 1. Academics’ experience of practice |  |  | Developing expertise of research practitioners, with a specific focus on social worker’s and how they progress qualitative research. | Backfill to cover costs of staff on training, placements, etc.  [We will consider these costs if covering planned placements up the end of the current AY, i.e. to June 2018]. |

**Annex B (New)**

We are inviting bids to support a new phase of **Teaching Partnerships (without current funding agreement)** to continue supporting teaching partnerships as an increasingly important delivery vehicle to overhaul social work education and practice.

| Workstream | Eligibility criteria | Required eligibility evidence | Stretch criteria | Required stretch evidence |
| --- | --- | --- | --- | --- |
| 1. General |  |  | We will consider supporting planning and delivery of one national TP conference across the network, in late spring / early summer 2019. Key event themes to be submitted to (and agreed with) DfE. |  |
| 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 attends 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 2018-20, 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 2018-19 showing start and finish times of workstreams, associated costings and quantified milestones; a separate high level timeline for development to end March 2019.  **Outcome measure**  **Improved performance in all eight workstreams is achieved by 31 March 2019.**  To note – We will not fund:  Servicing of meetings (venue costs, catering, etc.) |
| 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 previous Social Work Reform Board 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 120 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. If these requirements are not currently in place, a plan must be submitted to achieve by Sept 2019.  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 2018, including decisions about applicants  The partnership is committed to a minimum of 120 UCAS points or a 2:1 requirement to undergraduate and postgraduate courses respectively from Sept 2018, requirements also maintained at clearing.  The partnership develops and implements by Sept 2019 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 30 June 2018** |
| 1. Placements   and curriculum | Placement provider representatives and those with lived experience are involved in skills development day [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 CSWs’ Knowledge and Skills statements are embedded in the curriculum.  A plan is in place to ensure placement opportunities are monitored and quality assessed from Sept 2018.  The partnership has a plan for consistency checking of assessed and supported year in employment (ASYE) requirements, Approved Child and Family Practitioner (ACFP) and DfE supervisor proposals into CPD from Sept 2018.  CPD, including ASYE arrangements, is linked to national requirements for all social workers and the latest national assessment and accreditation system (NAAS) for child and family social work, reflecting the embedding of progression, learning and development within organisational identity. | The application confirms the partnership currently meets the eligibility criteria.  Papers are available on request to evidence the partnership meets the eligibility criteria. | Partnerships offering both statutory placements relevant to students’ preferred areas of practice in contrasting settings from AY 2018-19 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 2018-19. 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  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 2018-19, 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 2018-19 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 2018-19 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 Practice Educators (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 2019.  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 2019, 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 i.e. links should be made between entry and evidence of labour market pressures.  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 2019.  The partnership describes how it will produce by March 2019 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 2018-2020. | 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** |

1. See p7 for a definition of statutory placements [↑](#footnote-ref-1)