**Social Work Teaching Partnerships (SWTPs): expansion round additional Q&A**

1. **Do you have a copy of the grant offer letter we can review prior to submission?**

A copy of the model DfE grant offer letter and model grant terms and conditions are now available from the Contracts Finder site at: <https://www.contractsfinder.service.gov.uk/Notice/dbb3b64b-2345-4660-ad5e-a75802f84db0>   DfE will work with successful partnerships at the end of the bidding process to agree the formal grant offer letter and any specific terms that apply.

1. **Is there a model partnership agreement available for review, or are these determined between each partnership?**

DfE does not provide a model partnership agreement for potential applicants.  There is an expectation that the lead member of a partnership should ensure that all members commit to having satisfied (as a minimum) the eligibility criteria and ensure collectively that the stretch criteria are covered.  This includes working with local authorities, fellow HEIs, PVI organisations and others where applicable through formal agreements (such as a Memorandum of Understanding) to evidence a shared commitment and vision for achieving the requirements of the programme.  This commitment should apply to all areas of the criteria.

1. **Are you able at this stage to confirm the status of the evaluation which has been undertaken of the existing teaching partnerships, and will a copy of the evaluation be available for review by interested parties?**

The final evaluation report of the pilot phase of the teaching partnership programme is currently in draft.  We intend to publish once we have a finalised copy. Unfortunately, we cannot commit to a date at present.

**4) Could you please advise if it is preferable for there to be a joint bid with adult services of if single service area bids will also be considered?**

Applications to the teaching partnership expansion round need to satisfy eligibility & stretch criteria, on behalf of children’s & adults’ services.

**5) Is there a universal measure of "% of students who rated academic delivery as good in both 2014/15 and 2015/16?"**

One measure is the Key Information Set (KIS) collected by the National Student Survey (NSS) – see <https://unistats.direct.gov.uk/find-out-more/key-information-set> .  Individual HEIs also often collect their own data concerning programme satisfaction.  We are looking for year-on-year improvements in the scores of funded teaching partnerships.

**6) Is there a measure for the employability stats on percentage gaining posts as social workers within 6 and 12 months? We have regional figures but not ones for each institution.**

Applicants tend to use DLHE data that we use for the six-month score (see <https://www.hesa.ac.uk/component/studrec/show_file/15018/Instructions.html??Itemid=233?Itemid=233> ). We are encouraging applicants to continue tracking their graduates beyond the six-month stage.

**7) What are the responsibilities of the lead local authority?**

Primarily, that local authority leads the application process, ensuring that the TP as a whole satisfies the eligibility criteria and commits to achieving the stretch criteria. It will agree roles with all the other members of the partnership, and the outcome is normally encapsulated in a formal agreement (such as a Memorandum of Understanding).

Lead local authorities in funded TPs are expected to hold and distribute funding to the partnership. That local authority signs a grant agreement with DfE, which it reports against periodically on behalf of the partnership for the release of funds. Successful partnerships are clear about who is going to drive the work and hold members to account. Similarly, partnership members will also hold the lead local authority to account for claiming and disbursing funds.

The lead local authority (and other members of the partnership) may also receive visits from DfE/DH officials to check progress. We expect lead local authorities to act as the main contact point for and, alongside other partnership members, to work openly with any independent evaluators.

**8) As I am sure you are aware within many adult service are now commissioned services within the PVI, however they carry out a statutory function (I am thinking about domestic violence services and substance misuse services).  In terms of the placement provision of the tender would these commissioned services meet the statutory placement requirement?**

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. It is for prospective applicants to ensure that questions around equivalency are addressed in bids – in order to meet the application criteria. Unfortunately, we cannot provide advice on specific commissioned services and how they may or may not meet the statutory placement requirement. Circumstances will be different for each prospective TP.

**9) If a Teaching Partnership bidding group is approached by Adult Services in one LA to join them but Children's services in the same LA are in a different bid, is that permitted?**

We recognise that employers 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 wishes to be part of more than one partnership. Local Authority employers which decide to be part of more than one partnership must guarantee statutory placements relevant to their preferred areas of practice to 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.

**10)** **Does a Teaching Partnership need to bid for funding to cover activities which would normally be covered by the Education Support Grant?**

Successful applicants for teaching partnership funding are not prohibited for applying for ESG funding as usual. Teaching partnership funding is intended to support activities additional to those funded by ESG.  Applicants must make a declaration that there is no double funding of activities. Examples of legitimate uses of funding 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.

**11)** Reference the eligibility and stretch criteria point 3 – placements and curriculum: *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.*

**a) Does this mean students who commence in their first year on the programme in AY 16/17, or those who perhaps started a year or so earlier and whose placement runs in 16/17?**

The criteria apply to all other students the partnership wishes to benefit from the programme.  ‎The funding is for two years from April 2016, subject to satisfactory progress. We wouldn't expect first year undergraduates to undertake substantive placements.

**b) Does this mean academic units or modules in child and family or does this mean student units within child and family services – i.e. student units?**

It means academic units or modules.

**12) With regard to statutory placements in Children and Families, are we to assume they include statutory social work functions other than CIN and S.47 e.g. Fostering and Adoption work?**

As stated in response to question 8, our application guidance defines 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.

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

**13) Is there any further guidance on amount of funding available per Teaching Partnership?**

Funding is for successful partnerships to achieve the stretch criteria in ways outlined in their applications. We expect applications to be creative, innovative and cost-effective in their use of funding and will be looking for how they can improve both individual practice and organisational effectiveness.  Finance plans will also be looked at as part of the assessment process.