

# Readiness for practice stage timetable

This timetable is designed to provide an **overview only**. Please ensure you **check Moodle for the most up-to-date timings and details for each day as there may be changes to scheduling in the lead up to teaching days**.

If you have any difficulties reading this document, please contact [frontlineops@thefrontline.org.uk](mailto:frontlineops@thefrontline.org.uk).

There is a whole team who design and deliver your learning experience during these five weeks. We prioritise incorporating insights from experts by experience at multiple stages. Their voices and lived experiences have helped shape the content to prepare you for working with children and families. We are grateful for the time and energy they share with us.

We take every effort and care to provide you with a safe and inclusive learning environment hearing from a diverse range of voices and lived experience. Please keep in mind that not all diversity that we seek to represent in our teaching days is visible and/or may be disclosed to you.

## Key:

| Session type  | Colour code |
|---|-------------|
| <b>Live whole cohort:</b><br>The whole cohort is together for a live lecture, live introduction, guest speaker, panel event etc. This can be online or in person. |             |
| <b>Small group workshop:</b><br>Group sessions involving around 30 participants and led by a Practice Tutor or Curriculum Lead. This can be online or in person.  |             |
| <b>Self-directed learning:</b><br>Relates to resources you work through independently such as e-learning, video lectures, independent reading or reflection       |             |

**Note: any in-person days will be highlighted in red in the weekly timetables**

# House keeping



You'll be given information in most live teaching to aid the smooth running of sessions and help you interact with us. Please listen for instructions from session leads.



You are expected to attend 100% of the teaching provided for you.



Please be punctual and do what you need to avoid distractions that could impact the experience for you, your peers, or the presenters, some of whom are experts by experience and sharing their personal stories can take a heavy emotional toll.



We understand that due to the nature of the content it may be essential to leave a session. Regular breaks have been provided and if you need to leave or re-join please do so as discretely as you can. Information about our pastoral care team can be found on every teaching day page on Moodle.



We really hope you enjoy your experience with us and encourage you to immerse yourself in it.



It is important to be able to see each other's faces when learning, please ensure that during online teaching, your cameras are turned on.

# Readiness for practice teaching timetable — week one online

| Day       | Day 1<br>Monday 13 July<br>The start of your social work journey                 | Day 2<br>Tuesday 14 July<br>An introduction to social work  | Day 3<br>Wednesday 15 July<br>A systemic relational based approach to social work practice  | Day 4<br>Thursday 16 July<br>Child and family law  | Day 5<br>Friday 17 July<br>Social justice and the law                    |
|-----------|--|---|---|--|--|
| Led by    | Damon Briggs<br>Sophie Price   | Miriam Smith<br>Rebecca Churchill   | Ross Duncan<br>Steven Tait  | Brittany Bernard<br>Helen Avison   | Eleanor Engledow<br>Siobhan Lonergan                                     |
| Morning   | <b>Live lecture</b><br>Readiness for Practice Stage Welcome<br>9:30 to 10.00am   | <b>Live lecture</b><br>What is social work? How did we get here? Where are we going?<br>9:30 to 10:45am   | <b>Live lecture</b><br>An introduction to the Approach Social Work model<br>9:30 to 10:45am | <b>Live Lecture – Academic integrity</b><br>9:30 to 10:00am                                      | <b>Live Lecture</b><br>Introduction to social justice<br>9:30 to 10:45am |
|           | <b>Live lecture</b><br>The start of your social work journey<br>10.00 to 11.15am |   |   | <b>E-learning</b><br>An introduction to law and child and family social work<br>10:00 to 11:45am |  |
| Break     | <b>11.15 to 11.30am</b>  | <b>10:45 to 11:00am</b>   | <b>10:45 to 11:00am</b>   | <b>11:45 to 12.00pm</b>  | <b>10:45 to 11:00am</b>  |
| Morning   | <b>E-learning</b><br>Introduction to Safeguarding<br>11.30 to 12.30pm            | <b>Live talk</b><br>Expert by experience: Jenny Molloy<br>11:30 to 12:45  | <b>E-learning</b><br>Key principles of systemic social work<br>11:00 to 12:15pm             | <b>Workshop</b><br>Exploring the Law<br>12.00 to 1.15pm  | <b>E-learning</b><br>Social Justice<br>11:00 to 12:15am                  |
|           |  |   | <b>Reflection time</b><br>12:15 to 12:30pm  |  |  |
| Lunch     | <b>12:30 to 1:15pm</b>   | <b>12:15 to 1:15pm</b>  | <b>12:30 to 1:15pm</b>  | <b>1.15 to 2.15pm</b>  | <b>12:15 to 1:15pm</b>   |
| Afternoon | <b>E-learning</b><br>Effective learning on the programme<br>1.15 to 2.15pm       | <b>Live panel</b><br>Inside practice: voices and insights<br><b>Live lecture</b><br>The Professional Capabilities Framework in Practice<br>1:15 to 2:30pm | <b>Live Lecture</b><br>Key themes from E-learning<br>1:15 to 1.40pm                         | <b>Video lecture</b><br><br>2.15 to 3.00pm   | <b>Workshop</b><br>Social Justice in Practice<br><br>1:15 to 2:30pm      |
|           |  |   | <b>Workshop</b><br>Domains of practice through a systemic lens<br><br>1.45 to 3.00pm        |  |  |
| Break     | <b>2:15 to 2:30pm</b>  | <b>2:30 to 2:45pm</b>   | <b>3.00 to 3.15pm</b>   | <b>3:00 to 3:15pm</b>  | <b>2:30 to 2:45pm</b>  |
| Afternoon | <b>Workshop</b><br>Learning together<br><br>2:30 to 3.45pm                       | <b>Independent study</b><br>Introduction to the social graces<br><br>2:45 to 4:00pm   | <b>Workshop</b><br><b>Formative assessment</b><br>3.15 to 4.30pm                            | <b>Workshop</b><br>Applying the law to practice scenarios<br><br>3:15 to 4:30pm                  | <b>E-learning</b><br><i>S.47 Children Act 1989</i><br><br>2:45 to 4:00pm |
|           | <b>Live lecture</b><br>RfP assessment briefing<br>3.45 to 4:30pm                 |   |   |  | <b>Live lecture – The use of AI</b><br>4:00 to 4:30pm                    |
| Plenary   |  |   |   |  |  |

# Readiness for practice teaching timetable — week two online & residential

| Day       | Day 6<br>Monday 20 July<br><br>Introduction to safeguarding and systemic practice  | Day 7<br>Tuesday 21 July<br>Intersecting 'race', 'difference' and marginalisation  | Day 8<br>Wednesday 22 July<br><br>Genograms and Hypothesising          | Day 9<br>Thursday 23 July<br><br>Introduction to Motivational Interviewing                  | Day 10<br>Friday 24 July<br><br>Flexible Learning Day: 921 RfP Assessment/ Adult Law   |
|-----------|--|--|--|---|--|
| Led by    | Mathew Tenwick<br>Cleo Joosten   | Tomi Okunubi<br>Roshilla Pillay  | Steven Tait<br>Liz Nash  | Matt Tenwick<br>Karen Hewer   | Helen Avison<br>Susanna Haynes   |
| Morning   | <p><b>E-learning:</b><br/>Genograms and Hypothesising in Social Work Practice<br/><br/>(2 hours)</p> <p><b>Independent task</b><br/>Guided reading: Mason (1993)<br/><br/>(1 hour)</p> | <b>Live lecture</b><br>Intersecting 'Race', 'Difference' and Marginalisation - Becoming an Anti-Opressive Social Worker<br>9.30 to 10.45am | <b>Live lecture</b><br>Hypothesising in social work<br>9:30 to 10:15am | <b>Live lecture</b><br>An introduction to motivational interviewing<br>9:00 to 10:05am      | <p><b>E-learning</b><br/>An introduction to social work law with adults<br/>(2 hour 45 minutes)</p> <p><b>Video lecture</b><br/>The Mental Capacity Act 2005<br/>(1 hour 15 minutes)</p> <p><b>Video lecture</b><br/>Exploring Values and Complexity in Adult Practice<br/>(1 hour 15 minutes)</p> |
| Break     |  | 10.45 to 11:15am   | 10:15 to 10.45am   | 10:05 to 10:35am  |  |
| Morning   |  | <b>Workshop</b><br>Ethics and values<br>11:15 to 12:15pm   | <b>Workshop</b><br>Genograms<br>10.45 to 11.45am                       | <b>Workshop</b><br>Engaging in motivational interviewing and OARS skill<br>10:35 to 11:50am |  |
| Lunch     |  | 12:15 to 1:45pm  | 11.45 to 1:15pm  | 11:50 to 12:50pm  |  |
| Afternoon |  | <b>Workshop</b><br>Anti-racism<br>1:45 to 3:00pm   | <b>Workshop</b><br>Hypothesising<br>1:15 to 2:15pm                     | <b>Live lecture</b><br>Focusing, evoking and planning in MI<br>12:50 to 2:00pm              |  |
|           |  | 3:00 to 3:30pm   | 2:15 to 2:45pm   | 2.00 to 2.10pm  |  |
|           |  | <b>Live lecture</b><br>Intersectionality and Cultural Humility<br>3:30 to 4:30pm   | <b>Workshop</b><br>Safe uncertainty<br>2:45 – 3:50pm                   | <b>Workshop</b><br>Consolidating OARS skills<br>2:10 to 3:30pm                              |  |
|           |  |  | <b>Transition time</b><br>3:50 to 4:00pm                               |   |  |
| Plenary   |  | <b>Live Q&amp;A – RfP assessment</b><br>4:30 to 5:00pm   | <b>Live performance</b><br>Care to Dance<br>4:00 to 5:00pm             |   |  |

# Readiness for practice teaching timetable — week three online

| Day       | Day 11<br>Monday 27 July  | Day 12<br>Tuesday 28 July   | Day 13<br>Wednesday 29 July   | Day 14<br>Thursday 30 July   | Day 15<br>Friday 31 July   |
|-----------|---|---|---|--|--|
|           | An introduction to attachment and trauma  | Poverty and neglect   | An Introduction to Domestic Abuse / Models of Disability  | Motivational Interviewing / Substance use  | Child development and observation  |
| Led by    | Sophie Price<br>Tomi Okunubi  | Rebecca Churchill<br>Cate Spenceley   | Justine Howell<br>Sian Woodhead   | Ally Grant<br>Leanne O'Brien   | Verity Clarke<br>Miriam Smith  |
| Morning   | <b>E-learning</b><br><i>An introduction to the theory of attachment</i><br>9:30 to 12:00pm        | <b>Recorded lecture</b><br><i>Poverty and its impact</i><br>9.30 to 11.15am             | <b>Live lecture</b><br>Domestic abuse: whole family response<br>9:30 to 10:45am                                 | <b>Live Lecture</b><br>Working with parental substance use<br>9:30 to 10:45am  | <b>E-learning</b><br>Child development theory<br>9:30 to 11.00am                   |
| Break     |   | 11.15 to 11.30am  | 10:45 to 11:00am  | 10:45 to 11:00am   | 11.00 to 11.15am   |
| Morning   |   | <b>Live lecture</b><br>Poverty and neglect<br>11:30 to 12:45am                          | <b>Independent work</b><br>Podcast and reflections<br>11:00 to 12:30am  | <b>Independent task</b><br>Values, attitudes and beliefs when working with substance use<br>11:00 to 12:00pm                                 | <b>Workshop</b><br><i>Applying child development theories</i><br>11.15 to 12.30pm  |
|           |   | <b>Reflection time</b><br>12:30 to 12:45pm  |   |  |  |
| Lunch     | 12.00 to 1.00pm   | 12:45 to 1:45pm   | 12:45 to 1:45pm   | 12:00 to 1:00pm  | 12.30 to 1.30pm  |
| Afternoon | <b>Video lecture</b><br>Attachment and Trauma-informed social work practice<br><br>1.00 to 2.30pm | <b>E-learning</b><br><i>Poverty and neglect and home visiting</i><br><br>1.45 to 3.00pm | <b>Live lecture</b><br>An introduction to disability in children and families social work<br><br>1:45 to 3:00pm | <b>Podcast</b><br>Hooked: The unexpected addicts - Children of the addicts<br><br>1:00 to 1:40pm   | <b>Workshop</b><br>Factors impacting child development<br><br>1.30 to 3.00pm       |
|           |   |   |   | <b>Workshop</b><br>Lived experience of substance use<br><br>1:40 to 2:30pm   |  |
| Break     | 2.30 to 2.45pm  | 3.00 to 3.15pm  | 3:00 to 3:15pm  | 2:30 to 2:45pm   | 3:00 to 3:15pm   |
| Afternoon | <b>Independent reading</b><br>Attachment theory and research<br><br>2.45 to 3.45pm                | <b>Workshop</b><br>Poverty and neglect: Applying your knowledge<br><br>3.15 to 4:30pm   | <b>Workshop</b><br>Applying disability models to practice (working with children)<br><br>3:15 to 4:30pm         | <b>Workshop</b><br>Motivational interviewing: Working with sustain talk and discord in the context of substance misuse<br><br>2.45 to 4.05pm | <b>Independent task</b><br>Child observation/reflection task<br><br>3.15 to 4:00pm |
|           | <b>Independent task</b><br>Podcast/ Video - Dr Karen Treisman<br><br>3:45 to 4:30pm               |   |   | <b>Reflection time</b><br>4:05 to 4:30pm   |  |
| Plenary   |   |   |   |  |  |

# Readiness for practice teaching timetable — week four online & regional in person

| Day       | Day 16<br>Monday 3 August<br><br>Multi-agency working with children and families       | Day 17<br>Tuesday 4 August<br><br>Adolescents/cared for children                           | Day 18<br>Wednesday 5 August<br><br>Contextual safeguarding/CSE   | Day 19<br>Thursday 6 August<br><br>Direct work with children and young people               | Day 20<br>Friday 7 August<br><br>Mentalization/ working with men               |
|-----------|--|--|---|---|--|
| Led by    | Andrew Davis<br>Tomi Okunubi   | Helen Avison<br>Laura Drew   | Tomi Okunubi<br>Katie Ayres   | Regional Leads  | Ross Duncan<br>Sian Woodhead   |
| Morning   | <b>E-learning</b><br>An introduction to multi-agency working<br>9:30 to 10.45am        | <b>Video lecture</b><br>An introduction to children who are cared for<br>9:30 to 10:45am   | <b>Live lecture</b><br>Adolescent development and the nature of exploitation and other forms of extra-familial harm<br>9:30 to 10:30am    | <b>Live Lecture</b><br>Direct work with children and young people<br>10:00 to 11:45         | <b>E-learning</b><br>An introduction to mentalization<br>9:30 to 10:45am       |
| Break     | 10.45 to 11.00am   | 10:45 – 11:00am  | 10:30 to 10:45am  | 11:45 to 12:15pm  | 10:45 to 11:00am   |
| Morning   | Live session<br>Interactive observation of a Child in Need meeting<br>11:00 to 12.15pm | Workshop<br>Supporting children to understand why they are in care<br>11:00 to 12:15pm     | Live lecture<br>Building a contextual response - the Contextual Safeguarding Framework<br>10:45 – 11:45                                   | Workshop<br>Thinking reflexively about work with children and young people<br>12:15 to 1:15 | Workshop<br>Mentalization in social work practice<br>11:00 to 12:15pm          |
|           |  |  | Independent reading task<br>Why 'Common-sense' is complicated<br>11:45 to 12:30pm   |   |  |
| Lunch     | 12.15 to 1.15pm  | 12:15 to 13:15pm   | 12:30 to 1:30pm   | 1:15 to 2:00pm  | 12:15 to 1:15pm  |
| Afternoon | Workshop<br>Working in partnership with children and families<br>1.15 to 3.15pm        | Video lecture and Independent reading<br>Considering Cared for Teenagers<br>1:15 to 2:45pm | Live lecture<br>Applying the Contextual Safeguarding Framework - key structural and cultural features of implementation<br>1:30 to 3:00pm | Workshop<br>Plan and create a direct work session with a child<br>2:00 to 3:00pm            | Workshop<br>Working with men and fathers in social work<br>1:15 to 2:30pm      |
| Break     | 3:15 to 3:30pm   | 2:45 to 3:00pm   | 3:00 to 3:15pm  | 3:00 to 3:30pm  | 2:30 to 2:45pm   |
| Afternoon | Live Lecture<br>Family Group Decision Making<br>3.30 to 4:30pm                         | Workshop<br>Working with unaccompanied asylum seeking children<br>3:00 to 4:30pm           | Workshop<br>Interactive case study -things to consider in practice beyond today<br>3:15 to 4:30pm   | Workshop<br>Talking with a child or young person<br>3:30 to 4:30pm                          | Video lecture<br>Working with men and fathers in social work<br>2:45 to 4:10pm |
| Plenary   |  |  |   |   | Reflection time, weekly knowledge check and feedback<br>4:10 to 4:30pm         |

# Readiness for practice teaching timetable—week five online and **regional in person**

| Day       | Day 21<br>Monday 10 August<br>Familial sexual abuse   | Day 22<br>Tuesday 11 August<br>Understanding organisational trauma and social worker wellbeing          | Day 23<br>Wednesday 12 August<br>Domestic abuse through an intersectional lens        | Day 24<br>Thursday 13 August<br>Developing systemic skills: personal genograms and working in your hub | Day 25<br>Friday 14 August<br>End of the readiness for practice stage: applying your learning |
|-----------|---|---|---|--|---|
| Led by    | Julie Henry<br>Karen Hewer  | Siobhan Lonergan<br>Elizabeth Nash  | Hannah Spark<br>Hannah Jenkins  | Regional Leads   | Mathew Tenwick<br>Kasey Thompson  |
| Morning   | <b>Live lecture</b><br>Introduction and context<br>9:30 to 10:25am                                  | <b>Video lecture and independent study</b><br>Understanding organisational trauma<br>9:30 to 10:45am    | <b>Live introduction</b><br>9:30 to 9:45am  | <b>Live lecture</b><br>Introduction to hub meetings<br>10:00 to 11:15am                                | <b>E-learning</b><br>Understanding assessment<br>9:30 to 10:45am                              |
|           | <b>Workshop</b><br>Obstacles in practice<br>10:30 to 10:50am  |   | <b>Video lecture</b><br>Domestic abuse at the intersections 9:45 to 11:00am           |  |   |
| Break     | 10:50 to 11:05am  | 10:45 to 11:00am  | 11:00 to 11:15am  | 11:15 to 11:45am   | 10:45 to 11:00am  |
| Morning   | <b>Live lecture</b><br>The impact of child sexual abuse<br>11:05 to 11:35                           | <b>E-learning</b><br>Self-care from an intersectional lens<br>11:00 to 12:15am                          | <b>Live lecture</b><br>Galop: Specialist LGBT+ anti-abuse charity<br>11:15 to 12:45pm | <b>Workshop</b><br>Hub meeting practice session<br>11:45 to 1:00pm                                     | <b>Workshop</b><br>Exploring risk and practicing assessment<br>11:00 to 12:15pm               |
|           | <b>Workshop</b><br>The impact of child sexual abuse.<br>11:40 to 12:15pm                            |   |   |  |   |
| Lunch     | 12:15 to 1:15pm   | 12:15 to 1:15pm   | 12:45 to 1:45pm   | 1:00 to 2:00pm   | 12:15 to 1:15pm   |
| Afternoon | <b>E-learning</b><br>Signs and Indicators<br>1:15 to 2:30pm   | <b>Independent study</b><br>Using supervision for good practitioner wellbeing<br>1:15 to 2:30pm         | <b>Workshop</b><br>Reflecting on your learning<br>1:45 to 3:00pm                      | <b>Workshop</b><br>Personal genograms<br>2:00 to 2:45pm  | <b>Reflection and survey</b><br>1:15 to 1:45pm  |
|           |   |   |   |  | <b>Closing</b><br>1:45 to 3:00pm  |
| Break     | 2:30 to 2:45pm  | 2:30 to 2:45pm  | 3:00 to 3:15pm  | 2:45 to 3:15pm   |   |
| Afternoon | <b>Live lecture</b><br>Children's disclosure's: barriers to children telling<br>2:45 to 3:30pm      | <b>E-learning</b><br>Raising concerns<br>2:45 to 4:00pm<br><b>Partnerships drop-in</b><br>3:00 – 3:30pm | <b>Independent task</b><br>Personal genograms<br>3:15 to 4:30pm                       | <b>Workshop</b><br>Getting ready for practice<br>3:15 to 4:30pm  | <b>E-learning</b><br>Starting your impact journey<br>3:00 to 3:15pm                           |
|           | <b>E-learning</b><br>Communicating with children (concerns of child sexual abuse)<br>3:35 to 4:00pm |   |   |  |   |
| Plenary   | <b>Live lecture and Q&amp;A</b><br>Summary of the day<br>4:00 to 4:30pm                             | <b>Reflection time</b><br>4:00 to 4:30pm  |   |  | <b>Weekly knowledge check</b><br><b>Homework activity</b>                                     |