



**Approach
Social Work**

Delivered by

Frontline



Approach Social Work

Year two handbook 2025 - 2026

About this handbook

This handbook and all its sections are designed to give participants information about year two of Approach Social Work. It covers the structure of year two of the programme, what you need to do at what time, the development and support available to you, and what your responsibilities are in making the most of this year as a Newly Qualified Social Worker (NQSW).

Please therefore ensure you read this handbook in full prior to the start of the programme year and use the handbook as a reference guide.

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1. Course overview

1.1. Year two aims

1.1.1 Educational aims

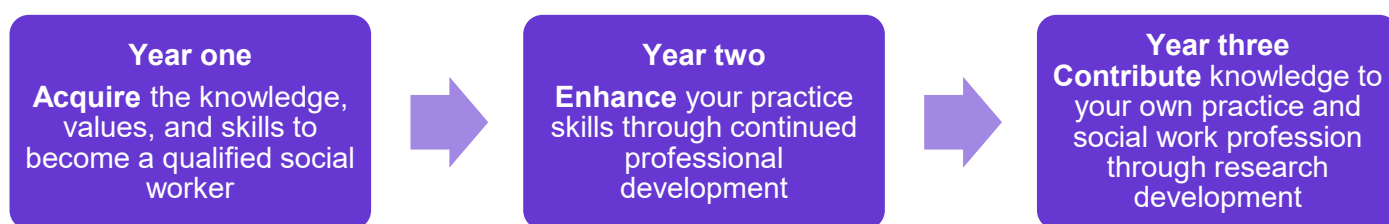
This programme year is designed to support you through the next stage of your career as a Newly Qualified Social Worker (NQSW), complementing your ASYE programme and further developing your knowledge and practice. Year two has been carefully developed for NQSWs in child and family social work, with a specific focus on child protection and contextual safeguarding. Alongside this, there are several supportive components that speak to the common experiences and challenges faced by NQSWs. These elements will be essential to your practice learning as a NQSW and will encourage and help you to explore how these topics apply across your role and local authority context.

Year two comprises of two elements which will aid you in your development as a NQSW:

1. Practice development pathway
2. Practice support pathway.

This programme year also acts as an important stepping stone for year three of the programme, where you will work towards obtaining your master's degree. View this as a year to embrace your role, develop your confidence, but also employ your curiosity as to what you may want to explore in even greater depth within your year three research project.

Figure 1: Aims across each year of Approach Social Work



Subject specific aims:

- Engage with subject-specific knowledge provided by live expert and experienced voices and research
- Evidence commitment as active learners to contribute to a collective learning network

- Reflect on and transfer learning into other learning contexts including ASYE portfolios and Social Work England (SWE) Continuing Professional Development (CPD) requirements
- Develop understanding of current practice approaches across various local authorities
- Reflexively evaluate how your learning is impacting families you are working with
- Make effective use of development days to deepen knowledge and skills in anti-discriminatory, anti-oppressive and anti-racist practice
- Make best use of opportunities to embed lifelong learning by identifying potential areas for future research or practice development.

General aims:

- Develop your identity as a Newly Qualified Social Worker
- Build autonomy and confidence in relation to key knowledge and skills for contemporary practice issues
- Develop and strengthen supportive relationships and professional networks that are essential for effective and sustainable social work practice
- Claim ownership of life-long learning and adapt to your needs as a curious social worker
- Identify and utilise tools to empower you to develop as an anti-oppressive NQSW
- Identify opportunities to share learning across your professional contexts.

1.2. What is unique about year two?

1.2.1 Overview of year two support

Our Integrated Secure Base Model (ISBM) of support has been designed to assist you at each stage of your learning on the three-year programme. The ISBM views the 'team as a secure base' (Biggard et al., 2017, 2016; Cook et al., 2020) that evolves and changes as you move into different stages of your social work career. The support this year will help you succeed in your ASYE and grow in practice confidence. As a newly qualified social worker, the tailored support you will receive this year is as follows:

Support offer	Details	Delivered by
Assessed and Supported Year in Employment (ASYE).	A 12-month programme designed to support you during your first year of practice.	Your local authority
Practice development pathway	A six-day, expert-led pathway aimed to complement and support your local authority led ASYE programme. It includes live learning, self-directed content, and peer connection, focused on real-world social work practice.	Frontline
Practice support pathway	<p><i>Mentoring</i></p> <p>A structured, supportive relationship, with a practice tutor (mentor), who is experienced in providing guidance, encouragement, and a reflective space to a less experienced colleague (mentee).</p> <p><i>Post-qualifying practice hub meetings</i></p> <p>Four reflexive discussion sessions, where practice dilemmas are brought and discussed through a critical reflection lens.</p>	Frontline
Fellowship	A community of dedicated professionals who have completed year one of Approach Social Work or one of our other programmes.	Frontline

This support level is tailored to your newly qualified status, recognising you have achieved so much already in completing an intensive first year, at the same time as looking to further develop your self-efficacy, autonomy, and independence as a qualified social worker.

1.2.2 Key differences from year one

No academic assignments:

You are **not** required to submit any Approach Social Work academic assessments this year as you are not a registered student with Lancaster University. Instead, the onus is on you to engage and apply your learning from this year into your NQSW practice.

We however strongly advise that you utilise the learning opportunities offered as part of this programme year. Learning may be applicable evidence as part of your ASYE portfolio (however you must follow your local authority guidance) and Social Work England CPD requirements. It is therefore sensible to keep a record and a reflective journal of what you have achieved over year two and how you applied this learning to develop your practice.

Partner NQSWs to join the practice development pathway:

The six-day practice development pathway is open to all newly qualified social workers who are employees in one of Frontline's partner local authorities. You will therefore find yourself in a webinar with both Approach Social Work participants and NQSWs who recently qualified through a different route, enabling connection and knowledge-sharing from many different voices.

The practice support pathway (post-qualifying hub sessions, mentoring), and fellowship is **only** available to participants of Approach Social Work.

Development versus teaching:

During this programme year, the primary emphasis is on developing practical skills and knowledge rather than engaging in theoretical study. As an autonomous learner, it is your responsibility to attend sessions, reflect on your learning, and apply the insights shared by a range of experienced practitioners and subject matter experts.

Hubs as reflexive spaces:

Whilst your practice hubs in year one did offer space for reflection, unlike year one, your post-qualifying practice hub sessions in year two will not include any discussion of caseload management. Rather reflexive discussion sessions will take place (see [section 1.5](#)). Your Consultant Social Worker (CSW) will not be involved, and your fellow hub colleagues may now be working in different teams. However, you will continue the relational confidence of the hub context with your peers and practice tutor for consistency and continuity when everything else may feel a little less certain!

1.3. Key programme dates

Your Practice Tutor will send invites for hub meetings to fall within the above time periods.

Year	Month	Practice Development Pathway	Practice Development Support
		Development days	Post-qualifying practice hub sessions
2025	September		
	October	Day one (8 October)	Session one (13 October to 5 December)
	November		
	December	Day two (10 December)	Session two (11 December to 2 February)
	January		
	February	Day three (4 February)	Session three (16 March to 8 May)
2026	March	Day four (11 March)	
	April		Session four (18 May to 26 June)
	May	Day five (13 May)	
	June		Session four (1 June to 28 August)
	July	Day six (01 July)	
	August		

1.4. Practice Development Pathway

1.4.1 Development days: session types and descriptions

The practice development pathway includes **six online** days (development days), supporting self-directed content, and peer connection opportunities focused on real-world social work practice. The days primarily focus on developing knowledge of current child protection social work practice issues and sharing examples of good practice within different local authority contexts.

During each development day, several types of sessions are offered to allow for a varied and engaging pathway:

Session type	Delivery mode	Description
Webinar	Live	Delivered by Frontline staff, fellows, and sector experts, these sessions provide insights from experienced speakers from the topic field, and examples of good practice around key and current issues of relevance to social work practice in England. Webinars will focus on either child protection specific issues or NQSW role development support.
Local authority Spotlight	Live	Delivered in collaboration with local authorities, these training sessions offer examples of good practice currently taking place in the local authority context. These sessions encourage you to critically reflect on how you can develop your practice within your own context for the benefit of children, young people, and their families.
Development toolkit	Self-directed learning	Within the practice development pathway there is time scheduled for you to complete self-guided study. You will do this by using the development toolkit that has been created to complement the practice development day's topics. Within the toolkit you can expect resources such as research articles, podcasts, blogs, and videos, alongside tasks, and guided questions supporting you to reflect on your own practice. Materials will either include or be informed by experts with lived experience.

1.4.2 Sequence of delivery

A practice development day will **typically** follow the below sequence:

- Role development webinar (live)
- Knowledge development webinar (live)
- Local authority spotlight (live)
- Development toolkit (self-directed)

1.4.3 Start and finish times

For each practice development day live sessions will run from 9.30-2.30pm (inclusive of breaks and lunch) and self-directed study from 2.30-4.30pm. However, timetables may be adjusted where necessary, so please remember to check [Frontline Learn](#) to clarify sessions timings for each day.

1.4.4 Planned topics

Each respective practice development day within the pathway will cover:

Day	Practice development topics	
1	Role development	Understanding your role as NQSW
	Knowledge development	Court skills for child and family social work
2	Role development	Managing increased workload and case responsibility
	Knowledge development	Working with fathers and male caregivers
3	Role development	Learning from mistakes
	Knowledge development	Developing understanding and practice around intra-familial child sexual abuse
4	Role development	Reflective supervision
	Knowledge development	Understanding coercive control
5	Role development	Understanding and planning your development
	Knowledge development	Contextual safeguarding
6	Role development	Building peer support and professional networks as a NQSW
	Knowledge development	Modern-day trafficking and slavery: multi-agency perspectives

1.5. Practice support pathway

1.5.1 Post qualifying hub meetings

There are **four** post-qualifying hub meetings built into this programme year, timetabled to fall over the periods outlined in the '[key programmes dates](#)' section. These will be hosted by your practice tutor and follow a structured format that utilises a 'reflecting team' model (see [annex 1](#)). Meetings will take place **online**; your practice tutor will send to you a link to join.

The primary focus of these meetings is to provide containment and to promote critical reflection on your practice. Research by Smith (2022) highlights the significant positive impact this approach can have on practitioners' emotional well-being and effectiveness in working with families.

To maximise the benefit of these sessions, you are encouraged to bring a practice dilemma to the hub meeting where you consider yourself as part of the wider system (Bingle & Middleton, 2019). The practice dilemma can come from work with families or from learning garnered from the practice development days.

These meetings will differ from year one hub meetings, as they will not include your line manager and will not include any caseload management discussion, decision-making, or actions. Practice tutors do not work for your local authority, so they are not responsible for supervision or decision making around children and families. Rather the hub meeting will serve as a **reflexive space** and an opportunity to maintain and build on existing year one relationships into your ASYE.

1.5.2 Mentoring

Mentoring is a structured, supportive relationship, with a practice tutor (mentor), who is a qualified social worker with experience in providing guidance, encouragement, and a reflective space to a less experienced colleague (mentee). The aim of mentoring this year of the programme is to foster professional growth, ethical practice, and emotional resilience within a challenging and often complex field.

A social work mentor provides a safe space for mentees to explore practice dilemmas, develop confidence, process experiences, and enhance their skills in line with professional standards and values. The relationship is built on trust, mutual respect, and a commitment to lifelong learning. Where it is possible, we aim for you to work with the same practice tutor (PT) for the duration of the programme.

Mentoring sessions will be held **online** up to **four times**. Your PT will contact you to confirm mutual availability and send you an online meeting hold.

In your first mentoring session, you will be expected to fill out with your PT Frontline's participant mentoring form with you (see [annex 2](#)).

2. Participant support

2.1. General participant support

As a participant on Approach Social Work, you have access to a range of support and tools to ensure you are successful on the programme.

2.1.1 Peer support

Peer support within the hub is an important source of support in the Approach Social Work model. As part of the Integrated Secure Base Model (ISBM), participants will attend four post qualifying practice hub meetings to support their practice and enable them to be resilient, confident and effective practitioners within their local authority. Participants are encouraged to continue to seek support and connection with their hub independently throughout the year and beyond.

2.1.2 Practice tutors

Participants in year two will continue to be supported by their practice tutor and should speak to them about any concerns they have relating to the programme. Participants will also have access to four one to one mentoring sessions with their practice tutor to focus on a challenge they are facing or more broadly on their professional development.

2.1.3 Inclusion passport

An inclusion passport is a working document that records and details the support needed by a participant. The inclusion passport is for all participants. The passport can be for disabled people or people with a long-term health condition. However, it may also be helpful for someone who requires adjustments to their working or learning environment as a result of other aspects of their identity such as language and communication support, or adaptations to the working environment to meet religious or gender needs. The inclusion passport is designed to complement other forms of support you may have. As the passport does not require medical evidence, it is intended to act as a tool to generate conversations about need, embed discussing need and support as a strengths-based activity and expectation with regards to healthy work environments, as well as reduce stigma, shame and other barriers to seeking support in the work profession.

2.2. Community spaces

To find out further information about all the community spaces we run, please visit Frontline Learn.

In previous years, we have run spaces for the following groups:

- Participants from racialised minority backgrounds
- LGBTQIA+
- Neurodivergence
- Lived experience of social work
- Disability

2.3. Support for participants from racialised minority backgrounds: promoting inclusion and countering exclusion

As part of Frontline's racial diversity and inclusion action plan we are committed to anti-racism and promoting and valuing racial diversity and inclusion. Frontline is committed to a diverse participant community on all our programmes and all the benefits and value such diversity brings. In addition, we have The Participant Charter (see [annex 3](#)), which is underpinned by four key principles:

1. We treat one another with dignity and respect .
2. We work together to secure Frontline's vision of a safe and stable home for vulnerable children and families.
3. We are open and inclusive to difference; to people, to ideas, to places and methods.
4. We will inspire and enable our own learning and that of others

Similarly, we have a number of [formal policies](#) including but not limited to the fitness to study policy, fitness to practise policy and participant discipline policy, which outline expectations of conduct and behaviour. If the conduct of a fellow participant falls below these conduct and behaviour expectations, you should report this in the first instance to your practice tutor, who will be able to refer it to the appropriate policy and offer you any support you need.

The programme offers a range of support structures, both formal and informal, to ensure you are enabled to be successful on the programme. However, we recognise it is crucial to align Frontline's support offer with our diverse participant community and to recognise some of the additional barriers and challenges that participants from a racialised minority background face. So, in addition to our formal policies, processes, and support offer, we have also introduced several additional elements to promote racial diversity and inclusivity and counter exclusion. Of

course, this list is not exhaustive, and we are open to feedback about how we can further and better support participants from racialised minority backgrounds.

2.3.1 Preferred language

At Frontline, we prefer the terms “racialised minority group” or “from racialised minority backgrounds” unless the person being addressed has communicated a preferred alternative.

We prefer this term because it offers that race is a social construct. This social construct has historically been used, and is still used today, to justify and perpetuate oppression and discrimination of people racialised as minority groups.

2.3.2 Frontline staff from racialised minority backgrounds as a point of contact

It is recognised that due to experiences of racialisation and discrimination for some participants, it might be difficult to raise and discuss instances of discrimination or racism on the programme with white staff members. If you would therefore prefer your point of contact to be a Frontline member of staff from a racialised minority group, please contact one of the below individuals:

Name	Role	Email address
Roshilla Pillay	Associate Practice Tutor	Roshilla.Pillay@thefrontline.org.uk
Ann Magona	Practice Tutor	Ann.Magona@thefrontline.org.uk

2.3.3 Participant community spaces for participants from racialised minority backgrounds

This is a principled community space where participants from racialised minority groups feel able to access and develop strong networks of support, a sense of belonging and find support to deal with racism and/ or discrimination in placements or on the programme. This will take place virtually and will be facilitated by Frontline members of staff.

2.4. Support with disabilities, long-term conditions and specific learning difficulties (SpLD)

As an Approach Social Work participant, you are entitled to support if you have a disability, long-term condition or specific learning difficulty (SpLD). Although you are not legally obliged to share your disability, long-term condition or SpLD to Frontline, you are strongly encouraged to do so at the earliest opportunity so that we can make arrangements for you to be supported and

assessed appropriately across all learning contexts, and to make reasonable adjustments where necessary.

Whilst we strive to make learning accessible for all, we recognise that some participants will need further adjustments. We will not be fully aware of your support needs unless you have explicitly disclosed previously that you require them. In some circumstances, we may ask for further information to better understand your support needs.

As a year two participant, you will not be a student of Lancaster University and therefore will not have access to their disability support team or an ILSP (inclusive learning support plan). However, this support will come back in place once you commence year three and Frontline can still support alongside your local authority employer in the interim.

If you believe that you may have a support need, you should speak with your practice tutor. Sharing of disabilities, long term health conditions (lasting or predicting to last at least 12 months) and specific learning difficulties will be shared with the admissions & support team at Frontline for follow up. While Frontline do not offer non-disclosure forms, you do not have to engage with the offered support if you don't wish to. Information disclosed during year two of the programme will be routinely shared with Lancaster University once participants commence year three.

If you object to the information being shared with either Lancaster University (upon commencement of year three) or Frontline, there may still be times when we will need to share this based on assessment of risk, in accordance with [Lancaster University and Frontline privacy notice](#). Any such action will be clearly communicated to you, and it is ultimately at your discretion whether to engage with the support on offer.

Where you disclose a disability, long-term condition or SpLD to a member of staff at your local authority, then Frontline will not routinely be informed of this, and adjustments and support will not be put into place. It is important that you speak to your practice tutor to allow Frontline to follow up accordingly, although if you are looking for employer support or a route to Access to Work, this will come from your local authority. Please see below for more information around Access to Work.

2.5. Access to Work and adjustments in the workplace

During your Assessed and Support Year in Employment (ASYE), you may be eligible to receive funding through the government's [Access to Work](#) scheme if you have a disability or health condition.

Access to Work supports individuals in employment to get the help they need at work where it is not covered through their employer's reasonable adjustments. Access to Work [applications](#) are submitted via the Access to Work website.

Please note that Frontline cannot provide guidance around Access to Work, as this is an employment-related scheme. All queries therefore should be directed to Access to Work, your line manager or your employer, which in year 2 is your local authority.

3. General information

3.1. Communication

3.1.1 Getting in touch with Frontline

There are several ways you can get in touch with us at Frontline. Please refer to the below table to ensure you contact the right team:

	When you should contact:	Email address:
Practice Tutor	<p>As your primary link between Frontline and the local authority, you practice tutor will generally be your first point of contact during the programme for:</p> <ul style="list-style-type: none"> • Academic and work-based learning • Pastoral care/support • Progress reviews (year one only) • Attendance and engagement 	To be shared with you by region, normally at the start of the Frontline programme.
Principal Practice Tutor or Head of Delivery	High-level regional issues/queries that cannot be answered/resolved by your PT and/or through other channels listed	southregion@thefrontline.org.uk northregion@thefrontline.org.uk
Academic Registry Team	<p>During year one and year three for:</p> <ul style="list-style-type: none"> • Advice on academic procedures, regulations, and policy • Submission of academic appeals • Your EC application • Your mitigating circumstances application 	Academic.support@thefrontline.org.uk

Digital Learning Team	For queries relating to: <ul style="list-style-type: none"> • Access to Zoom • Digital technology • Digital accessibility • Moodle and Frontline Learn • Technical issues uploading assignments (year one and year three only) 	Digital.learning@thefrontline.org.uk
Admissions and Support Team	For queries relating to: <ul style="list-style-type: none"> • DBS • Overseas checks • Suitability panels • Self-declaration forms • Occupational health • Disabled Students' Allowance (DSA) 	Admissions.support@thefrontline.org.uk
Regional inbox	For queries relating to: <ul style="list-style-type: none"> • Absences at development days • General low-risk region-related queries • Hardship fund (year one only) 	southregion@thefrontline.org.uk northregion@thefrontline.org.uk
Frontline staff from racialised minority background	<ul style="list-style-type: none"> • Due to experiences of racialisation and discrimination for some participants, it might be difficult to raise and discuss instances of discrimination or racism on the programme with white staff members. To contact a Frontline member of staff from a racialised minority group, please contact: 	Roshilla.Pillay@thefrontline.org.uk Ann.Magona@thefrontline.org.uk
Whistleblowing	<ul style="list-style-type: none"> • Where you need to disclose a matter of serious concern or concern of public interest. For full definitions please refer to Frontline's whistleblowing policy. 	whistleblowing@thefrontline.org.uk
Complaints	<ul style="list-style-type: none"> • if your concern or complaint is about any service provided by Frontline or provided by an organisation Frontline is in partnership with, including Lancaster University. • Where informal resolution is not appropriate or has been unsuccessful 	complaints@thefrontline.org.uk
Participant representatives	<ul style="list-style-type: none"> • Where you wish to feed in your thoughts to our participant rep meetings that happen biannually 	Participant representatives' email addresses will be shared with individuals within their region to contact where required.

3.1.2 How we'll communicate with you

We will communicate with you through the announcement function on [Frontline Learn](#) (your Virtual Learning Environment for this year) and via direct email to the local authority work email you have provided. Please therefore ensure that you regularly check this.

3.2. Attendance expectations

Year two of Approach Social Work is designed to be complementary to participants' local authority ASYE programmes. The primary objective during this year is that participants complete their ASYE programme and attendance expectations for the different elements of the programme reflect this.

3.2.1 Development days

Participants on Approach Social Work are expected to attend all development days. However, in the event of a clash or duplicated content, we would expect participants to prioritise their local authority ASYE programme and participants will be excused from attending the day, or part of the day. Participants should contact their practice tutor and regional coordinator via the regional inbox if unable to attend a development day:

southregion@thefrontline.org.uk for London and the South West;
northregion@thefrontline.org.uk for the Midlands, North East and North West).

3.2.2 Mentoring sessions

Participants are eligible for up to four mentoring sessions with a PT. While recommended, there is no requirement for participants to take up all four sessions. Mentoring is only available in year two, therefore, if a participant does not take full advantage of the offer before the end of the year, they will not be able to carry over any mentoring sessions into year three.

3.2.3 Post-qualifying hub meetings

Participants are expected to attend all four hub meetings. In exceptional circumstances where you're unable to attend your hub meeting, you should notify your practice tutor in advance.

3.3. Mapping your ASYE portfolio with Approach year two

Both development days and practice hubs may be useful evidence for your ASYE portfolio or CPD requirements for Social Work England. For example, a reflexive discussion as a practice hub could be used as evidence of reflexive practice for Social Work England, if agreed with your hub members. A reflection on a webinar and how you applied learning to your practice could be part of your reflexive requirement for your ASYE portfolio or form a focus of feedback from families you are working with. Being a social worker includes a commitment to lifelong learning, so start that commitment now!

3.4. Frontline Learn

Frontline Learn is the Virtual Learning Environment (VLE) for Approach Social Work year two.

You will use Frontline Learn to:

- access information about development days and join the live webinars (via Zoom)
- explore resources in your development toolkit
- find other key information relating to the programme (including mentoring and reflexive hub meetings)
- view announcements and updates.

Please note, Frontline Learn is the only VLE that you will use during year two. Your access to Lancaster University's Moodle will cease, as you conclude to be an active student with them.

3.5. Changing your name or contact details

It is important that Frontline have an accurate record of your name, contact details (including email and home address) and your trusted contact for emergencies.

For year two of Approach Social Work, your primary email address changes from your term-time Lancaster University email address to your **work email address**. We will ask you to confirm with us your work email address prior to starting year two.

If any of your details change, you must notify Frontline of this. You can update your details with Frontline at any time by emailing your regional inbox via (southregion@thefrontline.org.uk or northregion@thefrontline.org.uk). On a bi-annual basis, Frontline will also contact all active participants via email asking them to re-enter their contact and emergency contact details, where these have changed.

3.6. Journey to year three

Year three of Approach Social Work will see a return to academic study, where you will complete a research study using a literature review methodology.

Thinking about this might feel a bit of too much forward planning right now! However, the amount of time and effort you put into this programme year will help how you can plan for year three when it comes around - it may be that you wish to explore further areas you learn about through our practice development days, or it could be that you already have an idea, but a local authority spotlight session introduces a new approach to that practice issue you hadn't considered.

Wherever you are on your research ideas, year two can help you explore who you are as a social worker and what areas interest you the most. You will have opportunities to discuss this within your practice hubs, and we encourage you to continue to maintain your reflexive journaling as part of your planning.

3.7. Evaluation and feedback

Evaluation of our programmes and activities is integral to our ethos at Frontline. We promote a data-driven culture where we aim for decisions to be informed by evidence. We wish to provide programmes of the highest quality and one of the most pivotal ways in which we assess this is by gathering feedback from our participants. We are also keenly interested in assessing our wider impact as well as the reality and experience of professionals within the sector. We do all this for the ultimate benefit of children at most risk of harm.

Frontline is a charity and as a result, we are contractually obliged to provide rigorous evaluation of our performance to our funders. Our funder for Approach Social Work is the Department for Education who enable us to provide the programme free for our participants. So not only does the feedback you provide enable us to make improvements for you and future cohorts, but it is also essential for us to continue to deliver the programme.

3.7.1 What we expect of you

We understand you will be busy completing your ASYE in year two and as a result, we aim to keep evaluation activity to a minimum. Please keep your PT updated on any changes in your contact details, such as email and home address. You will continue to have the facility to provide us with ongoing feedback throughout your second year via Frontline Learn.

Data collection method	Description
Seasonal surveys	As with year one you will be asked to complete biannual surveys during year two but these will be tailored to your activity and experience as a NQSW completing your ASYE.
Development days	At the end of each development day, you will provide us with rapid feedback on the quality of the day and the development toolkit via a star-rating scale.
Participant representatives	Biannually, we will meet with participant representatives to further explore the experience of year two and potentially explore some of the themes which arise from the survey results or other feedback we receive.

3.7.2 Participant representatives

Participant representatives were elected in year one and can opt to continue into year two. The role of a participant representative is to collate feedback from their peers, and present this to their regions through biannual meetings. The participant representatives are expected to provide feedback on the collective regional experience of the programme and be informed in how this feedback has been used by the delivery, curriculum, and programme management teams to enhance the participant experience of the programme.

Core responsibilities of a participant representative:

- Seek out the views and opinions of all participants in their region on matters affecting their learning and pastoral experiences, using a variety of different communication methods
- Liaise with other representatives to gain support and share thoughts and ideas
- Feedback and discuss issues raised at staff-participant meetings with their fellow participants.

There will be an opportunity to become a participant representative for year two, this will be launched via an announcement on Frontline Learn.

3.7.3 How we handle your data

Any data you provide answers will be treated confidentially and only essential relevant Frontline staff will see your individual responses linked to your name. The nature of your responses will not have any impact on your success on the programme and we encourage you to be as open and honest as you possibly can.

Data we collect is aggregated or otherwise anonymised and shared with key audiences, including the Department for Education but you will not be individually identifiable. We will also share some of the headline results with you. We handle and process all data at Frontline in accordance with the [Data Protection Act](#) (2018) and UK General Data Protection Regulation Guidelines (UK GDPR). For more information see our [privacy statement](#) or if you have a specific query, contact the evaluation team (evaluation@thefrontline.org.uk).

3.8. Frontline Fellowship offer

Having successfully completed year one of Approach Social Work, you are now recognised as a Frontline fellow and member of the Frontline Fellowship: a community of dedicated professionals who have completed one of our programmes, or the first year of Approach Social Work.

You have already demonstrated a deep commitment to social justice and a passion for helping make life better for those who need it the most but becoming a Frontline fellow marks the beginning of an exciting journey filled with further opportunities to achieve even better outcomes for children. The skills you have and will continue to acquire as a social worker, make you an invaluable asset to our community a force of positive influence on the quality of practice, leadership and culture within local authority children's services and the wider sector. You have the power to change the system for the better.

3.8.1 Fellowship benefits

As part of our vibrant and supportive Fellowship community, you can:

- Collaborate, share knowledge and support one another on this challenging yet rewarding journey
- Maintain your connection to Frontline and look forward to lifelong access to exciting opportunities and invaluable resources
- Enhance your professional growth and receive support to thrive in your social work career
- Receive our support to feel empowered and supported in your role

- Access learning and development opportunities delivered by peers and experts to contribute to your Social Work England CPD requirements.

We are excited to have you on board and look forward to witnessing the incredible impact you will make as a Frontline fellow. You should look out for a welcome email near the start of the programme year. In the meantime, if you would like to reach out to the Fellowship team please contact fellowship@thefrontline.org.uk.

3.9. Alumni offer from LU

You may already be aware that you won't be registered as Lancaster University (LU) students during year two. You will however become LU alumni, because of successfully completing your PGDip awards following completion of year one of Approach Social Work. This means you can have access to LU Alumni benefits during year two of the programme.

3.9.1 Alumni library resources

Through the LU Alumni Library, you will retain free online access to the following journal resources for personal, non-commercial use:

- *JSTOR*: Back issues of thousands of academic journals in a wide variety of disciplines. Issues are available both as images and as text, making searching possible both within each title and across the database.
- *SAGE journals*: SAGE is your gateway to over 1,000 world-class online research journals, covering a diverse range of subjects including business, health, politics and sociology.
- *Project MUSE*: The leading provider of digital humanities and social science content for the scholarly community around the world. Currently, Project MUSE has over 674 journals from 125 publishers.
- *Henry Stewart Talks Business and Management Collection*: The Henry Stewart Talks Business and Management Collection contains over 1,000 specially prepared, animated, online, multi-media lectures and case studies by experts from commerce, industry, the professions and academia for universities, business schools, colleges and continuing professional development. There are over 850 contributing editors, speakers and case study presenters and more than 30,000 informative slides.
- *Springer*: Springer Link provides online, full-text access to journals published by Springer. Subject coverage includes life sciences, chemical sciences, environmental sciences, geosciences, computer science, mathematics, medicine, physics & astronomy, engineering and economics.

All of the above are available through the [Alumni Library pages](#) - when you click the alumni library pages link you will be asked to log on to the alumni website. If you have not yet registered for this website, please click the 'new registration' link below the login form.

- *EBSCO Business Source*: This provides access to more than 1,200 business magazines and journals, including top management journals such as Fortune magazine, New Statesman, Time magazine and Bloomberg Businessweek. Email alumni@lancaster.ac.uk for access to EBSCO Business Source.

3.9.2 Careers advice for life

As alumni you have [careers advice for life](#) from Lancaster. Visit the careers alumni website for:

- CV and application help
- Top tips
- Labour market insights
- Personal one-to-one help through the online careers service
- Advice on further study.

3.9.3 Alumni document ordering

If you require documentation such as certificates and transcripts, you can find out more about how to request these on the [LU website](#).

3.9.4 Other services

For more information about benefits and services you have access to as Lancaster University alumni, please visit the [Alumni page on the LU website](#).

3.10. Policies relevant to year two participants

Please refer to the Frontline website for the following

- Attendance and engagement policy
- Complaints policy and procedure policy
- Fitness to practise policy
- Supported study and fitness to study
- Intercalation policy

- Participant discipline policy
- Pregnancy and parenting policy
- Suitability for professional training policy
- Transfer policy
- Withdrawal policy

Annexure

Annex 1: Post qualifying hub meeting format template

Intro Practice Tutor will conduct a check-in with participants.	20 minutes
Dilemma A participant presents a case and dilemma to the hub. This will take the same format as a year one hub meeting.	10 minutes
Clarification The reflexive group ask clarifying questions to fully understand the dilemma.	5 minutes
Reflection and hypothesis The reflexive group reflect and hypothesise on what they have heard	10 minutes
Summary The participant presenting the dilemma shares what they have found helpful through the following prompts: <ul style="list-style-type: none"> - What ideas resonated with you? - Did you hear anything that you had not thought about before or which surprised you? - How has your thinking about the family/dilemma changed? 	10 minutes
Wrap-up The practice tutor summarises and ends the	5 minutes

A second practice dilemma can be shared next if there is time to do so.

Annex 2: Participant mentoring form

1. Purpose

The purpose of this mentoring relationship is to support the Mentee in developing skills and understanding in the area of _____ (add goal).

2. Duration and frequency

The mentoring relationship will begin on _____ and continue until _____ or until _____. Sessions will occur on _____ (4 times a year) and last 45 minutes per session.

3. Confidentiality

Both parties agree to keep all shared information confidential, unless otherwise agreed or if either party needs to raise concerns. This may be a worry about your or someone else's wellbeing and safety or if you had worries about the mentor's practice.

5. Responsibilities

The **Mentor** agrees to provide honest guidance, share relevant experience, and offer constructive feedback.

The **Mentee** agrees to actively engage, ask questions, be open to learning, and respect the Mentor's time and input.

6. Cancellations and Rescheduling

The Mentee must provide a minimum of **48 hours' notice** to cancel or reschedule a session. It is the **Mentee's responsibility** to initiate rescheduling and ensure that sessions are completed within the agreed timeframe.

Agreement

By signing below, both parties agree to the terms outlined above.

Mentor Signature

Date: _____

Mentee Signature

Date: _____

Annex 3: The Participant Charter

Our participant charter is the foundation on which the programme community sits. It sets out expectations that are anchored to social work values and behaviours outlined by the regulator, Social Work England, and linked to the Professional Capabilities Framework. It is not a legally binding contract, but we expect you to live out its principles throughout your Approach Social Work journey, as we believe that it will help foster an outstanding experience for **all** participants.

It is underpinned by four key principles:

- We treat one another with dignity and respect.
- We work together to create social change for children who do not have a safe or stable home, by developing excellent social work practice and leadership.
- We are open and inclusive to difference; to people, to ideas, to places and methods.
- We will inspire and enable our own learning and that of others.

As participants of an inclusive and welcoming community, we expect you to commit to:

1. Taking an [anti-racist approach](#), valuing diversity and challenging discrimination.
2. Acting ethically and transparently, making use of fair and open means to deal with concerns and grievances and learning from them.
3. Taking responsibility for your own learning by being an active participant, engaging positively with lectures, hub meetings, attending meetings with your practice tutor and ensuring you spend sufficient time undertaking private study.
4. Being a reliable and committed participant, turning up on time for children and families and teaching days, practice seminars, and handing work in on the deadlines specified.
5. Adopting a scholarly approach to your work and upholding academic integrity.
6. Engaging in feedback processes to help improve the quality of teaching and learning.
7. Reflecting on feedback before making a judgement of its value or worth.
8. Communicating with each other in ways that are clear, accurate, timely and relevant.
9. Accepting your responsibilities to each other at all times and working together to ensure everyone can live and study free from discrimination and harassment. This includes time spent on placement, at teaching days, and time spent on social media.
10. Upholding the [Professional Standards](#) as set out by Social Work England and the [Professional Capabilities Framework](#) as set out by the British Association of Social Work (BASW).

11. Taking responsibility for managing your health and wellbeing and asking for support and help when needed.
12. Taking responsibility to complete learning and reflection during the programme to develop skills and characteristics of an impactful fellow.

If conduct falls short of the above principles, participants may be referred to the appropriate programme policy, all of which are available to [read here](#).