Gathering perspectives on CPD

Conference Item

How to cite:


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Development of a CPD model for a children’s integrated workforce

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Knowledge Exchange Voucher

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There are a range of centrally driven agendas aimed at encouraging or requiring Local Authorities to organise services so that they place the needs of the child first, through the provision of early help, in a way which is more integrated across agencies (DfE, 2015; DfE/DH, 2015).

There has also been a number of reviews seeking to articulate the skills, abilities and standards within the workforce, particularly registered social work practitioners (HCPC, 2011; TCSW, 2011; Narey, 2014; Croisdale-Appelby, 2014).

At Southampton City Council the organisational shift has been initiated by the “Transformation Agenda” introduced in 2012.

High turnover of staff
Southampton City Council

Background

- 865 (total number of staff within Children’s Services) 177 (qualified social workers, of that 77 posts are filled) and 59 (non-registered social care staff)
- Qualified social workers and non-registered social care staff situated in a number of teams that include:
  - Multi-agency Safeguarding Hubs (MASH)
  - Early Help 5-19 Education
  - Protection and Court Team (PaCT)
  - Youth Offending
  - Looked After Children
  - Adoption
  - Fostering
Research Question

Aims

● To contribute to the knowledge and understanding of how Southampton City Council can respond to central government policy direction of development and delivery of social care services via an integrated children’s services model.

● To work in conjunction with Southampton City Council to develop a CPD model that begins with qualified social workers and non-registered social care staff and then broadens to the other members of the workforce within the Children’s Integrated Service. The purpose of the model being to map career pathways and their associated training and development.

● To develop a CPD model that will enable Southampton City Council to equip their staff to meet their statutory duties and enhance performance through its focus on development, staff support and retention.
Research Question

What models of CPD would provide Southampton City Council with a framework to support and develop their workforce within this context?
Journey to create CPD Models

Learning Needs Assessments.

- Social Care Workers.
  - Core.
  - Aspirational.

Organisational Support

Objectives of learners’ roles.

Available resources

Existing knowledge and skills.

Required knowledge and skills.

Barriers

Objectives of CPD

Principles of CPD

Evaluation

Journey to Create CPD models

Current Needs.

Future Needs.

Data Analysis and Interpretation.

Service users.

Commissioners.

Senior Managers.

Staff Development Activity.

CPD models for Southampton City Council.
Focus Groups Thematic Analysis

- **Bad communication**
  - Young people as service users
  - Adult service users

- **Management responsibility**
  - Communication style
  - Role

- **Non-registered social care staff**
  - Knowledge
  - Behaviours and attitudes

- **Is relationship necessary?**

- **Professional Decision Making**
  - Deferral to Team Manager
  - Service users' experiences
  - Senior manager views

- **Blocks to a relationship with a social worker**

- **Characteristics of relationship with social workers**

- **Role expectation of registered social workers**
  - Knowledge
  - Skills
  - Behaviours
  - Attitudes

- **Relationships**

- **Good communication**

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Draft thematic analysis
Findings

“Social workers should have the skills and knowledge to understand why young people get angry, and they should know what to do.”

Young people were in agreement with the skills and knowledge statements for social workers

“Yeah, it helps to understand the person in general, and then you can know how to help and calm them down and stuff like that”

“Social workers should understand why parents can’t care for their children and work with other professionals to help.”

How new mobile technology impacts upon young people’s lives

“Social workers should understand a situation from the young person’s perspective”

“Social workers should be able to put together plans that work for children and young people and their family”

“Them not being part of the plan, as in like not being involved like verbally”

“Patronising, or they try and belittle you and they don’t understand, it just makes me even more angry”

Social workers needed to have patience building relationships with young people

“I mean they’ve got a new app now that’s call Yik Yak and you can, it’s pretty much like Mean Girls”

“Just give them the option and the choice to voice their opinion rather than immediately shutting them off”

“People were posting anonymous comments and it was just abuse after abuse”
Findings

"If you haven’t got a good relationship then you can’t build on it."

"Once you’ve got that bond between them it builds that trust and then it helps the family unit and the children."

"Two-way communication is key to supporting parents and carers"

"Social worker turnover is detrimental to the individual child’s welfare and support."

"I have now recently just got after three years their social worker’s mobile number, after three years of keep asking them."

"They come in absolutely enthusiastic about starting and within about six months they’ve, they’ve gone due to stress."

"Yeah, because you think the manager makes a decision. The manager hasn’t seen you, doesn’t know you."

"...my social worker’s really good because if I can’t get her on the phone I’ll email her and she’ll email me back and that’s great."

"...it’s always like they’ve got to go back to their boss..."

"Social workers return to their Team Managers for decisions"

"Parent and carers were in agreement with the skills and knowledge statements for social workers"

"The decision that’s being made could have a huge impact on the family life..."

"I think the most important ones, and I think everybody’s identified, is relationships, communication, the abuse, neglect and the decision making."

"My daughter don’t like none of them now because she thinks she can’t, she tries to talk to one and then six months later he’s moved so she’s got another one."

"My daughter don’t like none of them now because she thinks she can’t, she tries to talk to one and then six months later he’s moved so she’s got another one."
Findings

Overall, 104 social care workers participated in the survey and 4 social care commissioners. Out of 104 only 66 respondents answered all the questions. Out of 66 respondents, 43% are registered social workers and 57% are non-registered participated in this research.

### Demographic Details

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<thead>
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<th>Age</th>
<th>Employed by SCC</th>
<th>Working pattern</th>
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<tr>
<td>20-29</td>
<td>&gt; a year</td>
<td>Full time</td>
</tr>
<tr>
<td>30-39</td>
<td>1-2 years</td>
<td>64</td>
</tr>
<tr>
<td>40-49</td>
<td>3-4 years</td>
<td>Part time</td>
</tr>
<tr>
<td>50-59</td>
<td>5-6 years</td>
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<tr>
<td>60-69</td>
<td>6+ years</td>
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</tr>
<tr>
<td>10</td>
<td>23</td>
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<td>25</td>
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**Supervision – a mixed picture:** 57% respondents indicated that supervision enable workers to discuss their learning and developmental needs, but 58% did not have continuous professional development plan.
Findings

Main barriers to access CPD

- High caseload
- Lack of funding
- Inadequate staffing level
- Lack of time
- Lack of flexible learning provision
- Irrelevant training
CPD ‘wish list’

A comparison of what is working and what workers wish in relation to their CPD.

<table>
<thead>
<tr>
<th>What is working</th>
<th>Mean</th>
<th>Wish list</th>
<th>Frequency of respondents</th>
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<tbody>
<tr>
<td>Questioning</td>
<td>3.87</td>
<td>Teams' away day</td>
<td>35</td>
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<td>Critical discussion of cases</td>
<td>3.74</td>
<td>Supervision</td>
<td>31</td>
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<td>Reflective learning</td>
<td>3.67</td>
<td>Attending workshop</td>
<td>29</td>
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<tr>
<td>Supervision</td>
<td>3.64</td>
<td>Critical reflection</td>
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<td>Appraisal</td>
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<td>Work shadowing</td>
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<td>Peer supervision</td>
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<td>Attended Conferences</td>
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<td>Mentoring</td>
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<td>Observing</td>
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<td>Attending conferences</td>
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<td>Appraisals</td>
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<td>Secondment</td>
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<td>Induction</td>
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<td>Learning for qualifications</td>
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<td>Analysing mistakes</td>
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<td>Coaching</td>
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<td>Teams' study day</td>
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<td>Critical incident analysis</td>
<td>3.09</td>
<td>Involve in policy development</td>
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Devising the CPD Model(s)

Continuing professional development model (onion model)

Dreyfus and Dreyfus (1986)
### Mapping existing training on the CPD model

<table>
<thead>
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<th>Level</th>
<th>Examples</th>
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<tbody>
<tr>
<td>Expert</td>
<td>Practice Educator</td>
</tr>
<tr>
<td>Proficient</td>
<td>Senior Practitioner</td>
</tr>
<tr>
<td>Competent</td>
<td>Registered Social Work Practitioner</td>
</tr>
<tr>
<td></td>
<td>Certified Child and Family Worker</td>
</tr>
<tr>
<td>Advanced Beginners</td>
<td>Newly Qualified Social Worker</td>
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<tr>
<td>Novice</td>
<td>Social Work degree</td>
</tr>
<tr>
<td>Basic</td>
<td>Effective communication and engagement with children, young people and families</td>
</tr>
<tr>
<td></td>
<td>Child and young person development</td>
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</table>
Further work/next steps

- Finalise model(s)
- Pilot CPD model with sample social work team
- Presentation to SCC Senior Managers
- National Children and Adult Services Conference, Bournemouth - October 2015
References


Children’s Development Workforce Council (2010) Common Core of Skills and Knowledge


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