Gathering perspectives on CPD

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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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Southampton City Council

Background

● 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?
Literature Review

Required skills and knowledge
- Skills for Care

Integrated Children services
- Barriers
- Required Skill sets
- Required knowledge
- Required Attitudes & Values

CPD Models
- Medicine
- Nursing
- Teaching
- Other countries

Impact and Well being
- Retention
- Burnout
- Stress

Regulatory Bodies
- HCPC
- CSW

Interprofessional Learning (children)
- Barriers
- Required Skill sets
- Required knowledge
- Required Attitudes & Values

Policy Background
Journey to create CPD Models

Learning Needs Assessments.

- Core.
- Aspirational.

Social Care Workers.

Gap Analysis.

- Service users.
- Commissioners.
- Senior Managers.
- Staff Development Activity.

Future Needs.

Current Needs.

Journey to Create CPD models

CPD models for Southampton City Council.

Objectives of CPD

Principles of CPD

Evaluation
Focus Groups Thematic Analysis

Non-registered social care staff

Good communication
Professional Decision Making
Relationships

Bad communication

Is relationship necessary?

Management responsibility

Blocks to a relationship with a social worker

Deferral to Team Manager

Service users' experiences

Senior manager views

Characteristics of relationship with social workers

Knowledge

Skills

Behaviours

Attitudes

Behaviours and attitudes

Role expectation of registered social workers

Good communication

Non-registered social care staff

Communication style

Relationship with social workers

Draft thematic analysis
Findings

“Social workers should have the skills and knowledge to listen to what young people say and understand their lives.”

“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 a situation from the young person’s perspective

“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”

“...people were posting anonymous comments and it was just abuse after abuse”

How new mobile technology impacts upon young people’s lives

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

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

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

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

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

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

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

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

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

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

"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."

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

"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."

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

"Social workers return to their Team Managers for decisions."

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

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

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

"…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."

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

"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."

"The manager hasn’t seen you, doesn’t know you."

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

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

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

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

<table>
<thead>
<tr>
<th>Demographic Details</th>
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<tbody>
<tr>
<td><strong>Age</strong></td>
</tr>
<tr>
<td>20-29</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>64</td>
</tr>
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</table>

**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>
</tr>
</thead>
<tbody>
<tr>
<td>Questioning</td>
<td>3.87</td>
<td>Teams' away day</td>
<td>35</td>
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<tr>
<td>Critical discussion of cases</td>
<td>3.74</td>
<td>Supervision</td>
<td>31</td>
</tr>
<tr>
<td>Reflective learning</td>
<td>3.67</td>
<td>Attending workshop</td>
<td>29</td>
</tr>
<tr>
<td>Supervision</td>
<td>3.64</td>
<td>Critical reflection</td>
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<tr>
<td>Appraisal</td>
<td>3.42</td>
<td>Work shadowing</td>
<td>26</td>
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<tr>
<td>Attended workshops</td>
<td>3.41</td>
<td>Peer supervision</td>
<td>25</td>
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<tr>
<td>Attended Conferences</td>
<td>3.38</td>
<td>Mentoring</td>
<td>24</td>
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<tr>
<td>Observing</td>
<td>3.38</td>
<td>Attending conferences</td>
<td>24</td>
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<tr>
<td>Meetings</td>
<td>3.36</td>
<td>Appraisals</td>
<td>23</td>
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<tr>
<td>Role modelling</td>
<td>3.31</td>
<td>Secondment</td>
<td>21</td>
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<tr>
<td>Involved with project</td>
<td>3.26</td>
<td>Critical discussion of cases</td>
<td>21</td>
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<tr>
<td>Induction</td>
<td>3.2</td>
<td>Learning for qualifications</td>
<td>20</td>
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<tr>
<td>Analysing mistakes</td>
<td>3.19</td>
<td>Coaching</td>
<td>19</td>
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<tr>
<td>Teams' study day</td>
<td>3.12</td>
<td>Observing</td>
<td>19</td>
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<tr>
<td>Critical incident analysis</td>
<td>3.09</td>
<td>Involve in policy development</td>
<td>19</td>
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</tbody>
</table>
Devising the CPD Model(s)

Continuing professional development model (onion model)

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<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, Certified Child and Family Worker</td>
</tr>
<tr>
<td>Advanced Beginners</td>
<td>Newly Qualified Social Worker</td>
</tr>
<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, 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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