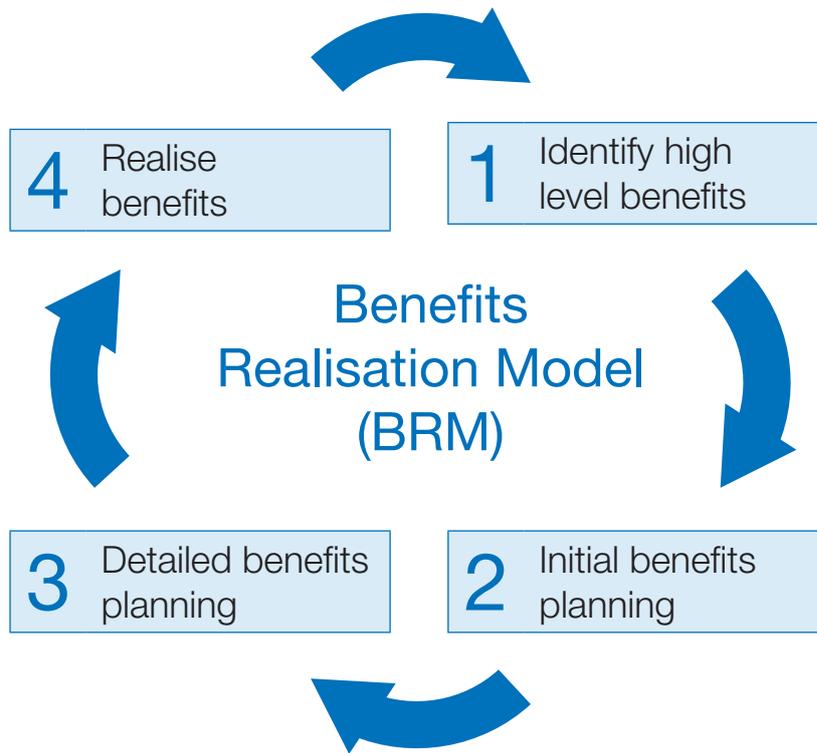


North Somerset – Benefit realisation model

Populated four stage model



1. Identify high level benefits

Planning

<p>Set objectives (organisation) and identify benefits</p>	<p>Organisational objective:</p> <p>To ensure supervisors of social workers working in North Somerset have the skills and knowledge to apply the North Somerset supervision policy for social care professional staff, including ASYE supervisors.</p> <p>Benefits:</p> <ul style="list-style-type: none"> ■ Evidence meeting the Standards for employers of social workers and the Supervision framework. ■ Addresses the lack of reflective supervision found in equality impact assessment for supervision policy. ■ Invest in CPD activity for supervisors of social workers. ■ Increase the use of reflective supervision with social workers. ■ Address the need for skilled reflective supervisors, identified in the process of embedding the ASYE. ■ Promote CPD towards HCPC registration for supervisors and supervises.
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<p>Establish baseline and anticipated measurements throughout activity</p>	<p>Baseline</p> <ul style="list-style-type: none"> ■ No supervision training is currently being provided except within generic corporate management training. <p>Planned measurements</p> <p>Outputs</p> <ul style="list-style-type: none"> ■ The number of supervisors completing the reflective supervision three day course. ■ Pre and post impact evaluations for the reflective supervision three day course. ■ Course attendees willing to share their learning on the course via HEI. <p>Outcomes</p> <ul style="list-style-type: none"> ■ Supervisors skilled in enabling reflective supervision which can be measured using a questionnaire designed to consider qualitative outcomes of the supervision course (based on Ripfa training transfer model).
<p>Identify changes needed and enablers</p>	<p>Changes</p> <ul style="list-style-type: none"> ■ All social work supervisors trained to deliver reflective supervision. <p>Enablers</p> <ul style="list-style-type: none"> ■ Funding and support for the reflective supervision three day course (training manager) ■ Willingness of supervisors to attend training and their line managers to support their attendance. ■ Skilled trainer (Sue Walton). ■ HEI support to accredit learning from course in a wider CPD framework which is linked to Professional Capabilities Framework (Judith Thomas – UWE)

<p>Map stakeholder benefits and ensure you know their needs and attitudes</p>	<p>Organisation</p> <ul style="list-style-type: none"> ■ Supervisors skilled in reflective supervision. ■ Linked to career development for social work managers. <p>Social work supervisors</p> <ul style="list-style-type: none"> ■ Effective training in delivering reflective supervision in an accessible format. <p>Supervises</p> <ul style="list-style-type: none"> ■ Supervisors competent in delivering reflective supervision.
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2. Initial benefits planning

<p>Determine project roles and responsibilities</p>	<p>Project lead Rachel Hubbard: learning and development officer, North Somerset Council.</p> <p>Manager Jill Croskell: training manager, North Somerset Council.</p> <p>Course trainer Sue Walton: trainer, Yorke Walton.</p> <p>HEI Judith Thomas: CPD course lead, UWE.</p> <p>Course attendees Social work supervisors who have completed the three day reflective supervision course.</p>
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<p>Identify what can and should be measured and how this will be done (try using existing measures where possible)</p>	<p>Can be measured</p> <ul style="list-style-type: none"> ■ The number of people completing the course. ■ The number of people completing accreditation of learning. ■ The views of course attendees about learning. <p>Should be measured</p> <ul style="list-style-type: none"> ■ Reflection on learning by supervisors. ■ Review the contribution of learning to organisation via annual joint appraisal and the personal development planning process. ■ The impact of learning on supervision practice via feedback from supervises, people who are in need of care and support and the carers that the supervisee work with. <p>Existing measures</p> <ul style="list-style-type: none"> ■ Online pre/post/impact evaluations ■ CPD reflection records kept by course attendees ■ Direct observation of supervision completed by course attendees three months after end of course
<p>Prioritise activities</p>	<p>Focus on</p> <ul style="list-style-type: none"> ■ Delivering the course to all social work supervisors. ■ Supporting use of HEI accreditation process for learning. ■ Gathering information from online evaluations and questionnaires.

3. Detailed benefits planning

<p>Finalise and validate your plans and measure for monitoring benefits (remember this will go beyond your completion of the activity)</p>	<p>Project lead</p> <p>Liaise with the trainer to ensure course aims, objectives and content align with:</p> <ul style="list-style-type: none"> ■ relevant HCPC and Professional Capabilities Framework requirements ■ course attendee’s objectives for learning reflective supervision ■ enabling the planning and measurement of the impact of learning via pre/during/post course planning.
<p>Communicate with stakeholders</p>	<p>Check planned programme with:</p> <ul style="list-style-type: none"> ■ the training manager funding the course ■ employer transition fund partners involved in planning and commissioning the course for ASYE supervisors (e.g. Somerset County Council, UWE). <p>Publicise course with supervisors via the usual route (Adult care training bulletin).</p>
<p>Prioritise activities</p>	<p>Changes</p> <ul style="list-style-type: none"> ■ Create a reflective supervision training programme and HEI route for course attendees to accredit their learning. <p>Enablers</p> <ul style="list-style-type: none"> ■ Create a questionnaire based on the Ripfa training transfer model to measure the impact of the course on supervisors and ■ Create a shorter questionnaire for the supervisees of the supervisors who attended the course before the measuring impact project.

4. Realise benefits

<p>Measure benefits</p>	<ul style="list-style-type: none"> ■ The number of people attending the Reflective Supervision course. ■ Number currently accessing accreditation route for their learning via HEI. Examine the the findings from the CPD online evaluations and findings from the questionnaires.
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Monitor the quality of enablers and changes

Changes

- The reflective supervision training was positively received by course attendees and their supervisees
- The questionnaire response rate was very low.
- There is a need for an ongoing way to measure the impact of CPD beyond unused online impact evaluations.
- To enable the public review of the impact of this individual learning plan to revise the joint appraisal and personal development planning tool for social workers.
- To enable a review of CPD across previous year, linked to readiness for HCPC re-registration.
- To enable more detailed team planning of the learning needed to develop the Ripfa training transfer model in pre and post CPD tools for the team planning process.

Enablers

- To deliver a session on measuring impact of CPD and tools available as part of ongoing CPD workshop programme.