

Supporting the new generation of social workers in a changing world: Part two



Thursday 30 September 2021



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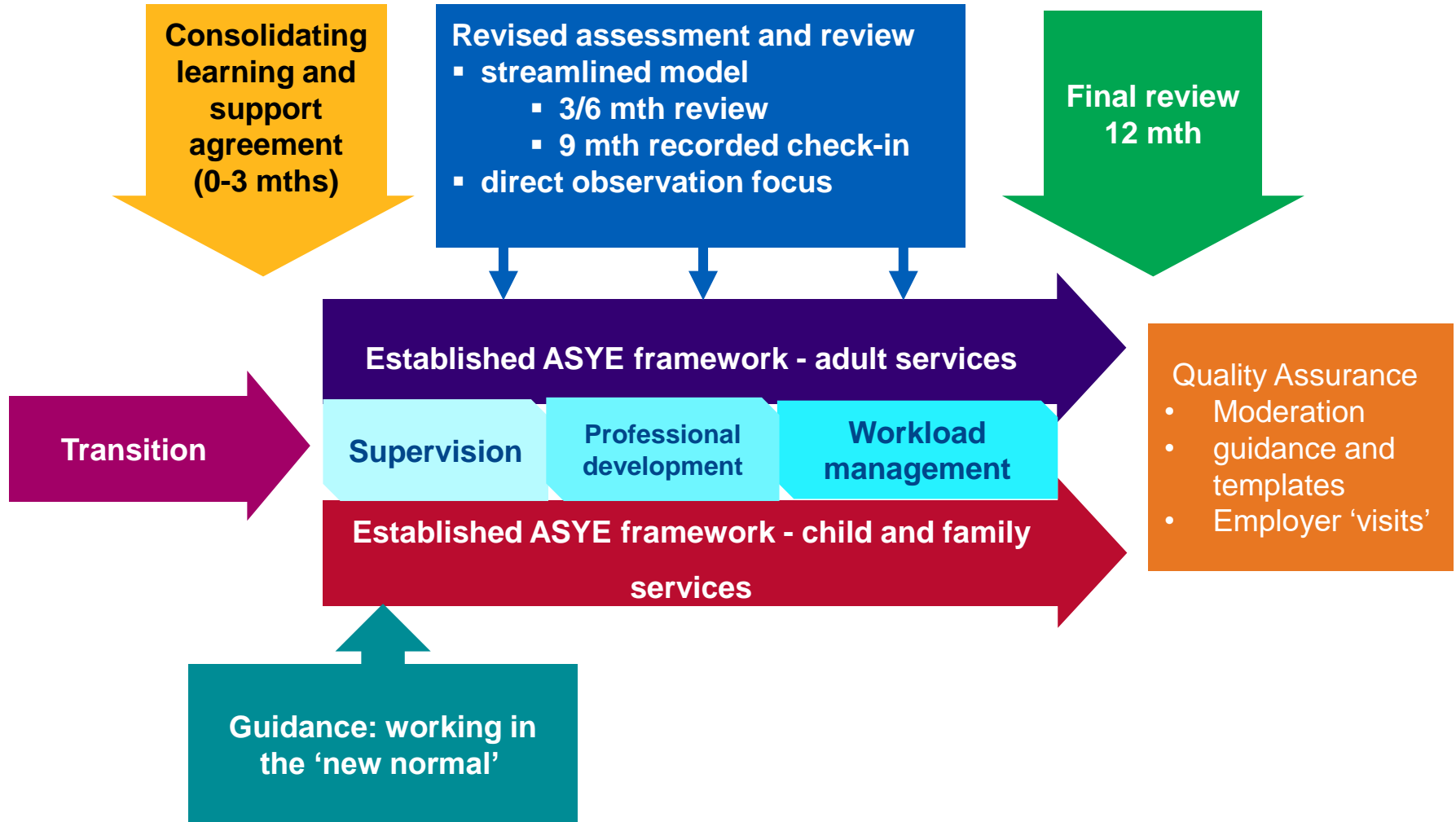
Session one

Introduction and keynote address from Chief Social Workers

Welcome and introduction

Graham Woodham
Skills for Care

ASYE model



Adults Chief Social Worker's keynote address

Lyn Romeo
Chief Social Worker for Adults
Department of Health & Social Care

Supporting the new generation of social workers in a changing world

- Social work in a post Covid-19 world
- retaining the workforce in adult services
- The importance of supervision for adult social workers
- Support the value of a single ASYE supporting NQSWs in any service area
- Equality, Inclusion and Diversity

Children and Families Chief Social Worker's keynote address

Isabelle Trowler

Chief Social Worker for Children and Families
Department of Health & Social Care



Department
for Education

Isabelle Trowler Keynote address

Supporting a new generation of
social workers in a changing world:
part two

September 2021

The ASYE programme – The Perfect Plan

- The Assessed and Supported Year in Employment is there to provide support NQSWs and assurance they are ready for frontline practice – how can we achieve greater consistency without jeopardising the flex....
- Fundamental in developing practice; a lifelong pursuit in learning & remembering!
- Government funding requires employers to meet expectations around induction and support for newly qualified staff
- But what extent do employers deliver and what stands in their way?
- The practice context always most important

Role of employers- responsible for day-to-day administration, implementation and assessment of the programme

Regular supervision for ASYEs

Reduced workload (no more than 90% more than a confident SW)

Personal development plan and time for personal development

A six month review with agreed action plan leading to final assessment a minimum of 12 months into the programme

Funding for employers

Employers receive £2,000 for every NQSW, £1,000 on registration and £1,000 on completion

Things to Think About.....

- Recognising the challenges of the Covid-19 pandemic, particularly in providing placements with face to face practice experience & contact with colleagues – flex & learning as we go
- Supervisor/Leadership/NAAS
- The Department for Education has increased opportunities to hear from NQSWs and employers so we can respond to what's needed – what else should we do?
- It is definitely different. In some ways.
- New SWs – 25 years? carbon copy; the little index book; welfare rights direct line; chaos! Black & minority SWs – few leaders? Fewer managers?
- The Practice Context: strengthening families programme – in pursuit of the holy grail – the role of supervision
- Workforce instability & relationship to Ofsted gradings
- Admin v direct work – Care Review & who does what?
- Assisting access to new info & research e.g. What Work's Centre & Swartz rounds; National Panel reviews; Care Review involvement
- Positive support & energy.

A whole profession approach to ASYE quality assurance

Hilary Medway
Skills for Care

The purpose of this session

To build on the previous presentation, inform and update about our current thinking and activity in relation to the ASYE framework



Recap of part 1 (March 2021)

- Focus on quality assurance
- Different approaches in adult and child and family services and what they can offer:
 - Moderation
 - Cycle of Quality Assurance and Continuous Improvement
 - 360 degree Organisational Evaluation Tool
 - Quality Assurance Review Visits
 - NQSW and assessor forums
- The value that NQSWs bring to quality assurance and continuous improvement within ASYE programmes – how to ensure you obtain meaningful feedback



We are creating a quality assurance framework to:

- Emphasise a whole-profession approach
- Respond to the changing circumstances and needs created by the pandemic
- Embed anti-racist practice



Areas we are working on

- Refreshing the assessment documentation and guidance
- Creating more clarity about quality standards
- Making changes to the Skills for Care website and the way that information is presented



Assessment documentation and guidance

- Co-produced activity with employer working groups
- Builds on feedback about useability of existing documents
- Responds to changing needs in the post-pandemic era
- Enhances the focus on equality of opportunity
- Currently being piloted with employer representatives – to be launched in Spring 2022



Key purpose of the ASYE framework

To make clear what employers need to deliver to establish a sound foundation for an NQSWs' early career and in this way ensure that:

- Social workers remain in the profession and continue to progress throughout their career
- There are consistently high standards of practice amongst social workers wherever they work, leading to
- Positive outcomes for children, young people and for adults who need care and support



Creating more clarity about quality standards for ASYE programmes

To aid sector-led improvement and achievement of the ASYE goals

To create more consistency in programmes across the whole social work workforce, particularly in these areas:

- equality of opportunity for all NQSWs
- wellbeing of NQSWs
- better outcomes for children, young people and adults who need care and support.



The ASYE Quality Assurance Framework



Core principles

1. The voice of the NQSW is at the centre of the ASYE – NQSWs are active participants not passive recipients of their ASYE programme
2. Employers are responsible for their ASYE programme. The role of Skills for Care is to robustly lead, facilitate and support in this task.
3. The ASYE Quality Assurance Framework supports a whole profession approach



The quality of the individual support and assessment experience

- Piloting refreshed and streamlined assessment documentation
- Creating new resources and guidance for using the documentation to guide NQSWs and assessors
- Building a new website that will reflect our whole-profession approach and increase accessibility for the three main audiences – co-ordinators / assessors /NQSWs
- Peer support for ASYE supervisors in both service areas through action learning
- Online forums for NQSWs and separately for assessors



The quality of local programme delivery

- Refreshed Evaluation Criteria for ASYE programmes
- Introduction of the Cycle of Quality Assurance and Continuous Improvement in both service areas
- Quality assurance review visits in adults and well as child and family services
- The 360 degree organisational evaluation tool available to both service areas
- A sector Action Plan to address the needs of those NQSWs with protected characteristics and ensure equality of opportunity



Ensuring and assuring national consistency

- Piloting peer reviewing in child and family services
- Annual ASYE Evaluation Report in both service areas
- Starting to consider the future direction of national moderation in adult services



Key messages

Encourage the sharing of experience internally, across service areas and external programmes



Don't lose sight of the key purpose of the ASYE framework and consider all three areas within your cycle of quality assurance and continuous improvement



Session two

Equality, diversity, and inclusion in delivering the ASYE

Presenting ASYE portal data and action plan

Julie Statton
Skills for Care

Analysis of portal data (2018-2021)

- Of 12,062 records we currently only have success/fail rates for 6,313 NQSWs
- In total 6,237 (98.8%) passed the ASYE and 76 (1.2%) did not
- Analysis of protected characteristics data only of 2,593 completed returns 2,551 (98.4%) NQSWs passed the ASYE and 42 (1.6%) failed.



Three significant determinants of the outcome of the ASYE:

- **Gender** – 28 out of 2,272 (1.2%) female NQSWs failed and 14 out of 321 (4.4%) male NQSWs failed
- **Ethnicity** – 17 out of 1,821 (0.9%) white NQSWs failed and 25 out of 772 (3.2%) other than white* failed
- **Deferral rate** – 20 out of 1,705 (1.2%) with 0 deferrals and 14 out 622 (2.3%) with 1 deferral and 8 out of 266 (3%) with 2 deferrals failed

* government guidelines definition



Inclusion Action plan

- Improve the gathering of data through the portal
- Inclusion is the cornerstone of the ASYE framework, particularly updates to ASYE paperwork and the evaluation criteria
- Gathering qualitative feedback from NQSWs and Assessors through QA and peer review visits in Autumn
- Gathering quantitative data from the 360 degree evaluation tool and annual survey
- Working with partners at our stakeholder reference group e.g. BASW, Chief Social Workers



Race equality

Dr Jas Sangha
Anglia Ruskin University



Skills for Care Presentation September 2021

- 1. What is he up to??!!**
- 2. PhD Findings...Exploring the Progression Experiences of Black, Asian and Minority Ethnic (B.A.M.E.) Social Work Students**



Dr Jas Sangha



Experiences of B.A.M.E. Social Work Students

- Research on B.A.M.E. social work students found that compared to white counterparts...
- B.A.M.E. students disproportionately experience progression difficulties on the social work course
- B.A.M.E. students are less likely to be shortlisted or offered a social work place
- B.A.M.E. students are the lowest group to pass; the highest to fail; less likely to gain a good Honours degree (attainment gap); have placement difficulties; and have higher deferral rates
- B.A.M.E. social workers face disproportionately higher rates of failure in the assessed and supported year in employment (ASYE)
- There are successes in relation to B.A.M.E. in HEI (e.g. higher rate of participation compared to white students) but successes are limited.



Data Collection

- Constructivist Grounded Theory (Charmaz)
- A total of 16 participants were recruited
- B.A.M.E. defined as: the non-white minority ethnic groups of: Mixed; Asian; Black; and Other.
- Participants were spread across each and all of the different years of study including graduates.
- Sample contained those that had passed and failed modules; graduated on time; delayed graduation; deferred; and discontinued.

Place of Birth	Ethnic Origin Classification	Language	Age	Gender	Religion
11 born in Africa	7 'Black African'	3 English as predominant	Range: 19 to 59	13 Women	9 Christian
4 born in England	1 'Black Zimbabwean'	first language			1 Catholic
1 born in Europe	1 'White and Black African'		Mean (ave): 39	3 Men	1 CoE
	1 'African American'	13 English not being first			1 Seventh Day
	1 'African'	language or have not learnt			Adventist
	1 'Black British African'	English in England initially			3 Muslim
	1 'Black Caribbean'				1 Atheist
	1 'White and Black Caribbean'				
	1 'Black Swedish'				
	1 'Indian Bangladeshi'				



Findings

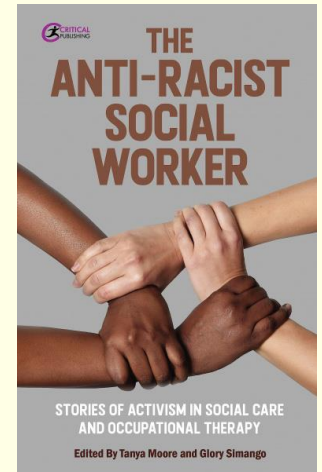
As B.A.M.E. social work students progress through the course they are attempting to understand and evaluate their **self-concept with clarity**.

Three pinch points at which change and clarity in self-concept most likely to occur:

1. How students understand and evaluate their **self-concept**
2. The **racial discrimination** they face
3. How students are supported to nurture their **community cultural wealth**

These key concepts are interdependent and there is power inherent in each of these areas.

If students are better supported to nurture their community cultural wealth, this is likely to contribute to developing high self-concept clarity, tackling inequalities and enabling a more successful course progression.





Finding 1 - Self-Concept

Self-Concept - a general term that encompasses what an individual **knows** and **believes** about themselves

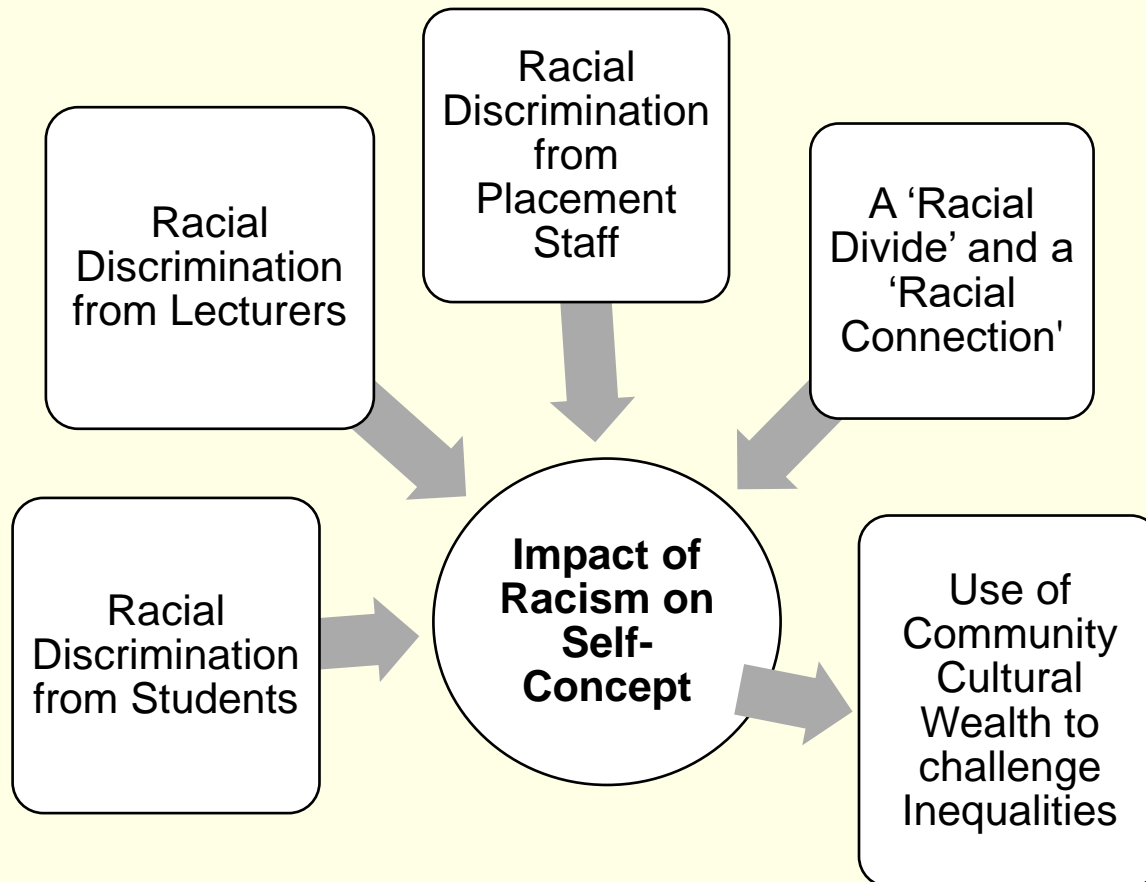
How you understand and evaluate yourself - 'who am I and how do I feel about myself?'

Self-Concept Clarity - the extent to which the constituent parts of an individual's self-concept (perceived personal attributes, etc.) are clearly and confidently defined, internally consistent and temporally stable.

Low Self-Concept Clarity - Individuals with low self-esteem (linked to self-concept), who are more uncertain about their self-concept resulting in an incomplete, inconsistent and unstable self-concept.

High Self-Concept Clarity – Individuals with high self-esteem, who know more about themselves. People with high self-concept clarity are able to define self-attributes with greater certainty, confidence and clarity and attain a more consistent and stable self-concept.

Finding 2 – Racial Discrimination



“The times you cry, you just say, you know what, what is so different about this colour? What is so different? Why is it people look at this colour and they feel that you’re inferior? You feel it and, er, it affects you emotionally sometimes. You just come home, you just want to crash...”.



Finding 3 - Community Cultural Wealth

- Community cultural wealth can be defined as a range of strengths, knowledge, skills and abilities already possessed and used by B.A.M.E. people to maximise life opportunities and resist oppression
- Community cultural wealth challenges the assumption that B.A.M.E. students arrive in educational establishments with cultural deficits

(Yosso, 2005; Liou, Antrop-Gonzalez and Coöper, 2009).



An Array of Community Cultural Wealth

- 1. Familial Capital:** beneficial cultural knowledge nurtured among family that allows students to carry a sense of community history, shared memories, customs, beliefs, ideas and behaviours.
- 2. Linguistic Capital:** the positive intellectual and social abilities students attain through possessing communication skills and experiences in more than one language or communication style.
- 3. Aspirational Capital:** the ability to maintain hopes and dreams for the future and to develop resilience to dream beyond their present situation. Students should be encouraged to aim higher and to believe that they can achieve.
- 4. Navigational Capital:** the development of skills and strategies to successfully manoeuvre through social institutions not created with B.A.M.E. communities in mind. These strategies need to be developed so students are encouraged to map their academic and career trajectories, to seek support and prepare important milestones.
- 5. Resistant Capital:** knowledge and skills fostered through oppositional behaviour that challenge inequality.

Students are engaging in attitudes and behaviours that challenge the status quo but need to be more equipped to develop oppositional behaviour to challenge inequalities.
- 6. Social Capital:** networks of people and community resources where a range of social and community contacts can provide the support to navigate through institutions.



How we are disrupting racism

ARU University Wide – Action Plan

ARU Social Work – Action Plan

ARU and Placements - Action Plan



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<https://doi.org/10.1080/02615479.2021.1960305>



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Session three

NQSW at the centre of the ASYE: part 2

Working with NQSWs who need additional support

Tineke March
Oxfordshire County Council

The ASYE: Working with NQSWs who need additional support

Skills for Care, September 15th 2021

Tineke March, SW Early Professional Development Manager
Oxfordshire County Council

Mavis

- Started her ASYE in May
- Concerns expressed in July – ‘have you got 5 minutes?...’

Why might NQSWs find their ASYE challenging?

- Lack of experience
- Gaps in knowledge or skills
- Poor support
- Excessive workload
- Difficult working relationships
- Personal circumstances
- Inability to be resilient in the face of stressful times
- ...

Mavis

Issues highlighted:

- Workload management and organisation
- Assessment skills

The ASYE framework

- What happens when NQSWs struggle?
- Underperformance/misconduct or development needs?
- How does the ASYE fit in with wider HR policies?
- What legislation and policies apply?
- Is there transparency of process for both NQSWs and their assessors?
- What happens when NQSWs fail their ASYE?
- Appeals and disagreements

Mavis

- Assessor completed an overall assessment against the PQS/KSS
- There had been no instances of misconduct, gross incapability or complaints from those with lived experience of social work
- It was agreed that although personally the assessor expected more, she was meeting some of the required standards and it was too early to say that she was 'failing' or not on track to pass her probation

And ...

We recognised that:

- there were cultural issues that were impacting on the supervisor/NQSW relationship and other aspects of practice
- Covid adjustments including home working were impacting on her ability to work effectively

Support first - a strengths-based approach

- What does the NQSW need?
- How can we support them?
- Learning and support plans
- Managing power and authority
- Fairness, clarity and transparency
 - Expectations
 - Deadlines
 - Support available

Mavis

Development needs supported by a 'tighter' supportive plan:

- Very specific objectives, more frequently reviewed
- Clear expectations of what was required and what 'good' would look like in 6 weeks
- Agreement around the support that would be put in place and the training, shadowing or mentoring that would be offered
- Meeting her needs where possible by incorporating different ways of learning and demonstrating capability

Possible outcomes for Mavis...

- A dyslexia screening is requested and indicates the need for a more robust assessment of need (the ASYE would be put on hold while this was resolved)
- With the necessary support, Mavis develops the confidence, skills and knowledge needed and reverts to more typical ASYE milestones and activities
- Despite best efforts, Mavis continues to fail to meet the requirements of her role and fails her ASYE (or her probation or both)...

Failing the ASYE

- Can the NQSW be given more time?
- How is the decision made?
- Has the NQSW been given every possible chance to learn and demonstrate their capability?
- Are there checks and balances in place?
- Is there a transparent and fair appeal process?

Closing comments

Graham Woodham
Skills for Care